



CINDY DEVOLA

ID: UB4345HED9846

Teacher Training for English Teachers in Obregon City, Sonora, Mexico.

A Final Thesis Presented to
The Academic Department
Of the School of Social and Human Studies
In Partial Fulfillment of the Requirements
For the Degree of Bachelor of Arts, Majoring in Education

ATLANTIC INTERNATIONAL UNIVERSITY

TABLE OF CONTENTS

1. Acknowledgements



- 2. Abstract
- 3. INTRODUCTION
 - i. Task-Based Approach
 - ii. Content-Based Approach
 - iii. Language Awareness
 - iv. Intercultural Competence
- 4. DESCRIPTION
 - i. Statement of the issue
- 5. GENERAL ANALYSIS
 - v. Survey results
 - Graph 1:
 - Graph 2:
 - vi. Course design
- 6. CURRENT INFORMATION
- 7. DISCUSSIONS
- 8. CONCLUSIONS
- 9. BIBLIOGRAPHY.....
- 10. APPENDICIES



Acknowledgements

I wish to express my deep appreciation to the following people:

Javier my partner for his help and support,

The principals, English coordinators, teachers and my co-workers at the schools involved
for their participation,

And most importantly the students, the teachers and role models of the future, for their
constant motivation and inspiration.



Abstract

This paper introduces a framework to aid TEFL Teachers in Obregon City, Sonora, Mexico. In spite of the undeniable progress of language education in Mexico, there are a number of problems which frustrate teachers and learners provoking poor results. Some of the problems involve decisions about language and methodology taken by teachers who are still too concerned about form and grammar.

Gone are the days when any native English speaker seeking a life of travel and adventure could pursue a successful career as a Teacher of English as a Foreign/Second Language without experience or qualifications. Almost all employers now seek teachers with a TEFL/TESL qualification plus experience, in addition to a first degree. Many even insist on an MA Linguistics/TEFL/TESL postgraduate qualification.

However, unfortunately this is true in all parts of the globe. In many small towns in places with limited resources, finding qualified English teachers is a major challenge. When an appropriate candidate cannot be found, employers resort to the next best option, which is often the candidate with the highest level of English, regardless of their lack of teaching experience and qualifications. This has several consequences which I will discuss in my introduction.

This study primarily used surveys to conduct research involving approximately 70 employees at 5 different English schools in Obregon City Sonora Mexico. There were principals, English coordinators and English teachers. Interviews took place during a 3 month period. Based on the information from the interviews I created a teacher training course designed to help the teachers give better classes and achieve better results from their students. I conducted a follow-up survey to determine if my training course had been effective.

The methodology was based on the task-based approach, the content-based approach, language awareness and intercultural competence. The task-based approach is the framework in which academic contents are dealt with. Language awareness represents a new perspective on form and grammar within a communicative approach. Each of these three concepts has theoretical and practical implications which were intended to help teachers in Obregon achieve better results in their classes.



Analysis of the survey data showed that both teachers and principals believed that they did not have sufficient training and that there was a lack of on-going TEFL and ESL in schools. The training course involved themes based on mainstream ESL training. Through the means of another survey after the training course, I found that the participants believed that the course was beneficial.



Introduction

In recent days a number of publications have announced a “paradigm shift”, following T.S. Kuhn’s terminology (1970), in second language teaching. This revolutionary paradigm shift takes second language teaching from positivism to post-positivism (Jacobs and Farrell, 2001:2) or, in a more specific comparison of educational paradigms, from a positivistic to a constructivist-interpretive and, finally, a critical-emancipatory paradigm (Kohonen, 2001:15).

There is no doubt that something is changing in the profession, at least considering those recent publications. However, is that change really taking place all around the world? My research has shown that in Cd. Obregon, it is not the case.

Obregon city is the second largest city in the northern Mexican state of Sonora and is situated 525 km south of the state's border with the U.S. state of Arizona. It is also the municipal seat of Cajeme municipality, located in the Yaqui Valley. With a population of approximately 400,000 people, Obregon has more than 266 primary schools, 72 secondary schools, 27 technical schools, 37 high schools and 10 institutions for higher education.¹

Recently, the Mexican Education system has implemented improvements in various areas so that they could confront the challenges and demands of being a globalised nation. This has led to the education system that focuses on educating people that have knowledge in various areas of study, amongst which competence for international communication is essential. This is why the TEFL has become a priority for the Ministry of Education (Secretaría de Educación Pública, SEP), particularly in the Basic Education system, which comprises preschool (ages 3 – 5), primary (ages 6 – 11) and secondary education (ages 12 – 15).²

Currently, teaching of English is only compulsory in secondary education. However, state education systems have come up with some interesting and valuable ideas in order to

¹ Wikipedia

^{2,3,4} The teaching of English in Mexico, Dr. Juan Manuel Martínez García



introduce English to primary schools. Today, 22 (out of 32)³ states operate their programmes locally, providing this service to nearly 750,000 students⁴.

As regards secondary education, the programme of studies (national curriculum) was fully revised in 2006. The new programme, which is now being used by nearly 4 million students, establishes the minimum exit level for secondary students (equivalent to A2 of the Common European Framework), it determines the contents students have to master (in *can do* statements), and it offers teachers a methodological framework to guide their practice based on a model of experiential learning.

Another strategy developed by SEP in collaboration with the British Council and UCLES, is the “SEPA ingles” (Learn English) programme, based on the *Look ahead* course. This programme has been in operation for over 10 years, and it has benefited students of technological education, high-school and universities, as well as some teachers in pre and in-service teacher education schemes.

However, there seems to be a growing sense of dissatisfaction among language teachers in Obergon. The efforts made in teaching does not seem to correlate with enough fluency or accuracy, being the communicative competence still a utopia.

There may be a number of reasons for this frustration. Some of them are historical, ranging from a poor tradition in language teaching, anchored in the grammar-translation method, to the difficulty of finding parents who can speak in English to support their children. Other reasons are structural problems of the educational system. One of these, for example, is the ratio of students per teacher, which is still too large (45:1).

The solutions to these problems depend on many different people and institutions. The government must make a continuous effort to improve education in general and ESL in particular; schools should participate facilitating cooperation of teachers across the curriculum and even bilingual programs as well as in-service teacher training; parents





could accept the responsibility of promoting the acquisition of a foreign language at home; teachers must make the effort of using the best techniques to teach the language, being critical with themselves and earnestly demanding whatever they may need to improve their practice.

One of the problems which may be hampering the acquisition of English in the educational system affects teachers directly. In Mexico there is a generation of teachers of English working in the schools who have learnt themselves with the methodologies of the 60s and 70s, basically the grammar-translation and the audiolingual methods. However, this generation of teachers has been trained at the university in the communicative and more up-to-date approaches.

This situation is provoking a dilemma in the teachers' minds, who would like to use communicative activities in a learner-centred curriculum but who actually tend to implement more structural, guided, teacher-centred activities in the classroom.

Furthermore, teachers see themselves compelled to do this by all the problems mentioned above, as they perceive that sort of methodology works better when there are too many students, sometimes with problems of discipline and very little motivation. However, this way of thinking becomes, in the long run, the main source of dissatisfaction. Due to all those problems, teachers believe that they cannot use the most efficient methods to teach a language, which then provokes poor results, not in relation to the assessment but to the communicative competence they have aimed at.

The other extreme is the teachers who have never had formal English training and have learnt English whilst living or working in the United States (or another English-speaking country). Without any formal language training teachers are often left with many grammatical shortcomings and a limited vocabulary centered in the colloquial dialect of the area in which they learnt.

I also found that many language teachers were teaching without any formal training in education, nor ESL education and that they were contracted purely for based on their knowledge of English.

Nevertheless, this vicious circle can be broken both by the school and the teachers. A redefinition of the teaching practice is needed to establish which are the objectives of learning a foreign language within the educational system as well as the procedures to achieve them.



Furthermore, this redefinition is particularly necessary in Secondary Education, when children make the most important effort, in number of hours, to learn the language. In fact, that growing sense of dissatisfaction we have commented upon above is especially acute among Secondary teachers, overloaded with responsibility and problems, and this paper is written with their situation in mind.

Hence, this paper tries to primarily identify the major issues and short comings that English teachers in Obregon are facing and then secondly resolve them with a teacher training course. The four key concepts that are the pillars for the training course are as follows; the task-based approach, the content-based approach, language awareness and the intercultural competence. These four concepts, supported by research on Second Language Acquisition, represent a step forward of teachers and language institutions in Obregon City, Sonora, Mexico.

The following abstract is taken from an article by Fernando Trujillo Sáez called “Elements for a redefinition of TEFL in Spanish Secondary Education”. he explains four methodologies that are the focus of my study and their necessity in TEFL.

The task-based approach

The notion of “task” is, on the one hand, as old as humankind may be in the common sense of the concept and it is even quite well established in the rapidly changing world of TEFL. On the other hand, it is a relatively unheard-of term in the lexicon of many English teachers in Obregon.

In TEFL, the term task has received a number of definitions, which are summarised in Nunan (1989: 5-11). Nunan himself defines it as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (Nunan 1989:10)

Skehan (1998: 95) prefers to collect the most important features of tasks from other authors’ works, saying that “a task is an activity in which:

- meaning is primary;
- there is some communication problem to solve;
- there is some sort of relationship to comparable real-world activities;
- task completion has some priority;

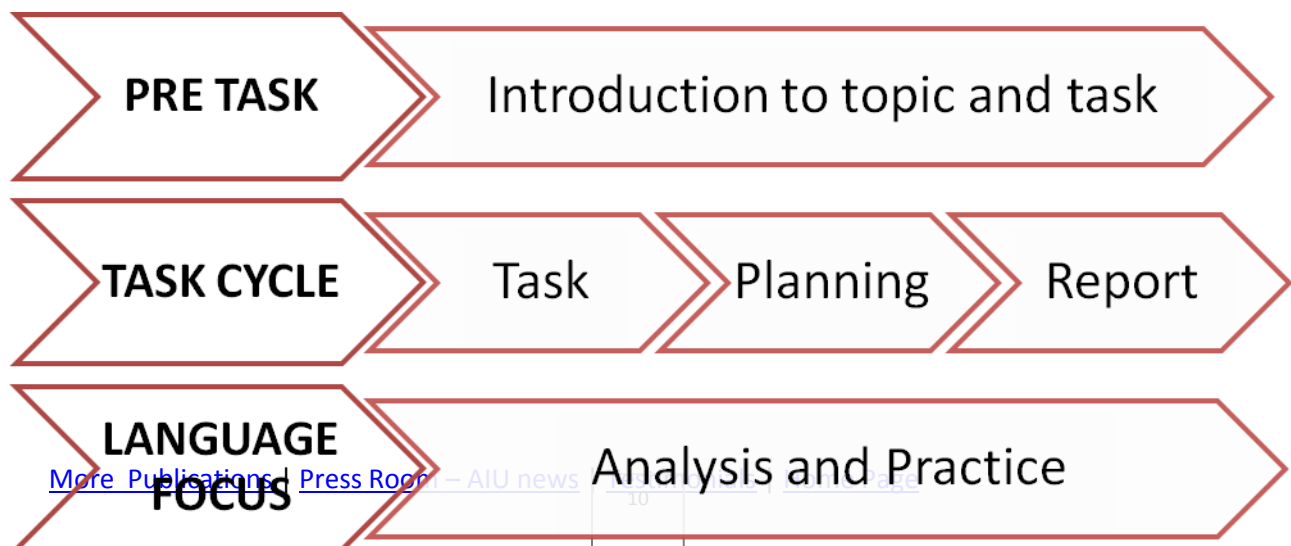
- the assessment of the task is in terms of outcome.”

From our perspective, a task is the sum of activities performed to produce something from an input. These activities are the means to achieve the goals established in the teaching-learning process. The output of the task must be a real-world material product. During the performance of the activities the teacher and the learners must assume different roles, which go beyond the teacher as the centre of the classroom.

The emphasis on a product as a result of the task is justified for two reasons: on the one hand, research on second language acquisition has shown that, apart from some comprehensible input, it is necessary to produce some comprehensible output to provoke acquisition, and the creation of a material product and its subsequent presentation can foster that comprehensible output (Ellis 1985: 157-159; Swain, 1995; Skehan, 1998: 16-22); on the other hand, the realization of the product is part of the activity motivation which tasks seek to promote (Ellis, 1985:300). The product is the rationale for the task, and for that reason the realization of the product must be related to the learners’ interests and needs.

Regarding the organization and planning of tasks, Dave Willis and Jane Willis (2001:163), after stating six propositions to guide ESL, explain that what is needed is a methodology rooted in meanings and which exploits natural language behaviour, activities which encourage a focus on form and a syllabus which is holistic and which is specified both pragmatically and linguistically.

To achieve these demands, they create a task-based framework (Willis and Willis 1996 and 2001). This task-based framework, which creates a bridge between the concepts of “task” and “didactic unit”, consists of three parts and some sub-elements. (See Graphic 1)





This task-based framework represents an interesting way of organising the ESL curriculum. On the one hand, the teacher does not explicitly establish the list of structures and the range of vocabulary which would be studied during a unit, but they devise tasks to fulfil some goals based on the learners' needs and interests. On the other hand, it goes beyond the traditional method of organizing language teaching described by Skehan (1998:93-95) as the 3 Ps, Presentation, Practice and Production.

Furthermore, this framework, like the task-based approach itself, has some interesting advantages. First, it focuses on meaning while it does not forget about form. Second, it fosters not only individual work, but basically pair- and group-work. Third, this framework does not constrain the selection of activities or the use of the textbook. Moreover, the task-based approach encourages the integration of skills in a realistic manner. Finally, this framework moves beyond the concept of assessment as the measure of the acquisition of a closed set of linguistic items predefined by the teacher.

In conclusion, a task-based approach, within this task-based framework, can provide teachers and students with a space for communication which is not present in many language lessons. Now, this approach must be complemented with the three following elements, the content-based approach, language awareness and the intercultural competence.

The content-based approach

The second element to help teachers is the content-based approach. This approach is originally related to the immersion programmes in Canada and the USA as a response to the problems of language learners who must cope with a new language and with the contents of curricular areas in second language contexts.

From this original objective, it has evolved to become a way of language instruction used in foreign as well as second language situations, and in that sense it is related to some of the most important teaching movements in TEFL, namely the natural approach, the communicative approach, experiential learning or the whole language movement (Madrid and García Sánchez 2001).

Basically, the content-based approach, also called "curricular integration" (Jacobs and Farrell, 2001: 6-7) can be described as that type of instruction in which "ESL, bilingual, or foreign language teachers use academic texts, tasks, and techniques as a vehicle for



developing language, content, and thinking/study skills” (Crandall 1993: 114). Jacobs and Farrell (op.cit.: 6) define it and at the same time explain its advantages:

Curricular integration serves to overcome the phenomenon in which students study one subject in one period, close their textbook and go to another class, open another textbook and study another subject. When various subject areas are taught jointly, learners have more opportunities to see the links between subject areas. By appreciating these links, students develop a stronger grasp of a subject matter, a deeper purpose for learning and a grater ability to analyze situations in a holistic manner.

Mimi Met (1994:159-182) describes, step by step, how to implement a content-based approach. Some very interesting suggestions are made in that chapter, such as the difference between content-obligatory and content-compatible language objectives (ibid.:161), the importance of experiential, hands-on, cognitively engaging and collaborative activities (ibid.:164), the integration of culture in the syllabus (ibid.:166), the negotiation of meaning (ibid.:167), the roles of the teacher (ibid.:170-173), and the need of adequate assessment procedures.

In the Spanish context, Quincannon y Navés (1999: 51) introduce some techniques and strategies to develop a content-based approach: 1) use of visual aids (graphs, diagrams, tables, etc.); 2) use of redundancy and reformulation; 3) active learning through experiments, manipulation, problem solving, etc.; 4) comprehension checks by different procedures (including TPR); 5) inclusion of cognitive skills in the language planning, and 6) learn-to-learn techniques. Obviously, these techniques and strategies require more than an adaptation; the authors are describing a real modification of TEFL through the integration of tasks and contents.

There are a number of reasons for implementing a content-based approach. The content-based approach can be beneficial from the language learning perspective as well as the cognitive perspective. Thus, Stoller (1999: 9) explains the following benefits of a content-based approach:

1. A content-based approach eliminates the artificial separation that often exists between language instruction and subject-matter courses, lending a degree of reality and purpose to the language classroom.
2. Students learn content in the L2 and in the process develop both language and academic skills.



3. Content-based instructional units lend themselves naturally to an integrated-skills approach.
4. Thematically organized materials, which are typical of content-based classrooms, are easier to remember and learn.

So, the content-based approach can help develop the foreign language, but it can also help the cognitive growth of the learners, as it is explained in McKeon (1994:28). The developmental sequence of the curricular areas is also followed in the foreign language classroom, where, instead of considering concepts from their everyday realities, the learners deal with contents with an increasing level of abstraction and complexity.

Furthermore, the content-based approach suits the task-based approach described above. Tasks represent the how whereas the academic contents represent the what of the teaching process. Thus, the task cycle can include mathematical problems, natural science projects or historical argumentation, among many others.

Similarly, the content-based approach is closely related to cooperative learning. Fathman and Kessler (1993: 128) define it as follows: ***“Cooperative learning refers to group work which is carefully structured so that all learners interact, exchange information, and are held accountable for learning.”***

Then, they make clear the value and use of this technique: “Cooperative learning is designed to engage learners actively in the learning process. Through inquiry and interaction with peers in small groups, learners work together towards a common goal.” (Fathman and Kessler, *ibid.*: 127) Therefore, tasks, contents and cooperative learning can become a powerful collection of techniques to redefine TEFL.

In that sense, the content-based approach would run against the traditional isolation of ELT as a separate subject, different from the other, more “serious” curricular areas. The whole curriculum would gain coherence and the students might see that the contents of one subject are not relevant only during one hour, but for them as individuals and members of a community, as it is reflected by the coordinated work of the ELT teacher and the rest of the staff.

But, then, logically this approach requires from the staff a greater coordination than it is normally found. It implies sharing information about each one’s curricular areas, not only about the contents but also about the methodology used in each subject, including the activities which are normally performed. These activities would be, after the normal



adaptation to a language learning situation, the axis of the task-based approach (see Vale and Feunteun 1995 for suggestions on a content-based approach within an activity-based framework in primary education, and Martí 2002 for a description of a content-based experience at a school in Barcelona; see <http://www.ugr.es/local/ftsaez/enlaces> for a collection of links on cooperative learning).

Language Awareness

One of the characteristics of the Spanish language teaching culture is its concern about the grammatical aspects of language teaching. In spite of the progressive introduction of new methodologies, the general acceptance of the communicative approach and the use of notions and functions, grammar is still at the core of language teaching, sometimes explicitly but normally implicitly under more or less communicative syllabuses. For that reason, it is important to make clear this concept of “Language Awareness” as a new way of incorporating a focus on form into language teaching.

The term “Language Awareness” is used here in two senses. First, it refers to “any pedagogical effort which is used to draw the learners’ attention to language form either implicitly or explicitly” (Spada 1997, 73). Second, it also means the conscious attention of language learners towards language form as a procedure to improve learning. So, language awareness covers many other terms such as attention focusing, focus on form (Williams, 1995), consciousness raising (Fotos 1993; Schmidt, 1990), noticing, explicit instruction, or analytic teaching.

Interestingly, research on SLA has shown that the “best way” to learn a second or foreign language is through comprehensible input and comprehensible output or negotiated interaction. These two pillars of the communicative approach, however, must be accompanied by a monitor device in order to avoid the lack of accuracy in favour of fluency (Schmidt 1993). That monitor device is Language Awareness.

It should be noticed, however, that this paper does not advocate a grammar-based instruction. What is being discussed here is a focus on form within a communicative task-based approach. Thus, Spada (ibid.:77) explains, in the light of SLA, how to implement Language Awareness: “learners who benefited most in these studies were those who received form-focussed instruction which was operationalized as a combination of metalinguistic teaching and corrective feedback provided within an overall context of communicative practice.” So, two of the basic instruments of Language Awareness should be metalinguistic teaching and corrective feedback.



Three procedures will be mentioned in relation to metalinguistic teaching, namely input flood, input enhancement and grammar consciousness-raising tasks. Input flood implies the inclusion of a great number of samples of the structure under focus in the texts being used. Input enhancement refers to the artificial highlighting of the structure by means of typographic devices such as underlining, bold letters, etc. Finally, grammar consciousness-raising tasks are a type of task which provides learners with grammar problems to solve interactively (Fotos 1994).

Six possible types of corrective feedback have been analysed (Lightbown and Spada, 1999: 103-106): Explicit correction, recasts, clarification requests, metalinguistic feedback, elicitation and repetition. This list of types of corrective feedback requires two comments. First, research has shown that, in general, explicit methods of correction are more effective than implicit methods, elicitation, clarification requests, metalinguistic feedback and repetitions being the most efficient ones (Spada, 1997:78-79). However, and that is our second comment, the importance of corrective feedback compels teachers to investigate their own practice on correction, in order to find out not only which type of corrective feedback one normally uses, but also the effectiveness of that feedback.

Finally, with this third element, language awareness, the outline to redefine the teaching practice in Secondary Education is complete. The suggestion made here is that teachers should wisely use a task-based approach in which the contents from other curricular areas might be at the centre of the syllabus and in which the focus on form should have an important role but within a communicative framework.

However, a fourth element is missing. Learning a language cannot be considered simply as skill development. Learning a language is a very complex educational adventure which engages the whole person and the whole group. Terms such as “negotiation of meaning” or “collaborative learning”, so common in those theoretical issues we referred to at the beginning of this paper, demonstrate that language learning aims at something more than learning the present progressive. That “something” is the Intercultural Competence.

Intercultural Competence

In a recent article Dwight Atkinson (1999: 625) stated that “(e)xcept for language, learning and teaching, there is perhaps no more important concept in the field of TESOL than culture.” Probably this has been so since the very first historical attempts of learning a foreign language as a way of approaching a community of speakers and their culture. However, in recent years there has been a special emphasis put on the relation between culture and learning, as well as on the importance of culture in language learning.



One of the most difficult issues in relation to culture is its own definition (Lessard-Clouston (1997) reports that Kroeber and Kluckhohn (1963) found over three hundred definitions of culture, nearly forty years ago!) . Culture in FLT has received, traditionally, two types of definitions (Bueno, 1995: 362). First, Formal Culture is said to include the history, the arts and the great achievements of a community. Second, Deep Culture includes the customs and the way of life of a community. A third definition, more updated from the anthropological point of view, could be added, Cognitive Culture, which is defined as “learned and shared systems of meaning and understanding, communicated primarily by means of natural language”. (D’Andrade, 1990: 65)

So, considering, primarily, these definitions of culture, what is the intercultural competence? To begin with, it must be said that the “intercultural competence” is a term which appears not exclusively in the field of language teaching. The wider field of Education coined the expression “multicultural and intercultural education”, from which the intercultural competence is derived.

Secondly, the appearance of the intercultural competence is related to the evolution of language teaching objectives expressed as competences (Trujillo Sáez, 2001) and to the general evolution of the field of language teaching as explained in the introduction to this paper.

Oliveras (2000:35) has analyzed the different proposals and establishes two sets of definitions of the Intercultural Competence. On the one hand, it is defined as a skill or ability to behave adequately in a multicultural context (as, for example, Meyer’s (1991:137) definition). On the other hand, it is defined as an attitudinal stance towards cultures in general or a culture in particular. So, according to these definitions, the Intercultural competence consists of three components: attitude, knowledge and skills.

Kramersch (1993: 205-6; 1998) proposes four new ways of dealing with language and culture in a teaching context: first, establishing a “sphere of interculturality”, which means not only a transfer of information but a deep reflection on the target and on the native culture; second, teaching culture as a interpersonal process which “applies itself to understanding foreignness or otherness”; third, teaching culture as difference, showing diversity as an inherent feature of culture; and, finally, crossing disciplinary boundaries to include studies from other social sciences.

From that perspective, we define interculturality as critical participation in communication, having in mind that the view of “cultures” as watertight compartments is a simplification of a complex reality marked by diversity as its main feature; the intercultural competence, then, is defined as the development of the cognitive



environments of the students to understand and accept diversity as a constituent of society, and critical analysis and communication as instruments of knowledge and awareness in a complex society. Thus, the intercultural competence means, among other things, critical education, cooperative learning and reflection on social problems at the language classroom.

Hence, the Intercultural Competence becomes the authentic educational objective of FLT, as a number of authors have suggested (see Castro Prieto 1999 for a reflection on the European dimension of FLL). In that sense, Vez (1996: 20) redefines the purpose of ELL: English language learning from the point of view of the curriculum does not simply aim to fulfil practical and utilitarian purposes. And neither is this the underlying philosophy of a communicative approach to language teaching. Through the process of learning a foreign language at school students are also encouraged to become involved in the construction of the world around them.

Thus, modern FLT must regain the educational, humanistic and cultural ambition which originally underpinned learning a foreign language. Learning a foreign language, as seen from the perspective of the intercultural competence, contributes to personal development. Second, it also contributes to intellectual development, as learning about other languages and cultures enhances your general knowledge of the world; and, finally, adding a cultural element to FLL can also help improve the receptive and productive language skills, as some aspects of language are culture-bound, as the contrastive rhetoric hypothesis has explained (Connor 1996; Trujillo 2001b).



Description

Statement of the issue

A problem in Obregon is that there are many people who speak English are contracted to teach English without any theoretical knowledge. Another problem is that many University courses for English teachers do not include English, nor how to teach English as a subject. I proved this by doing a survey of all the teachers in 5 English institutes in Obregon and a group of future English teachers graduating from University, as well as conducting interviews with the principles and English coordinators of the institutes. The survey consisted of questions about their current employment, their knowledge of TEFL and ESL methodologies, and how confident they feel about teaching English.

I started seeing these issues after working for 2 years privately, and in private schools in Obregon City, Sonora, Mexico. Not only have I worked with, hired and trained several TEFL teachers in Obregon, I have also been contracted privately by the teachers themselves, to give private classes on grammatical subjects and teaching methodology. I have observed classes from teachers in these schools and have seen a lack of basic teaching methodology from the TEFL principals. I have spoken to many teachers on a personal level who said that they do not feel confident teaching and would benefit for some form of training.

I first became interested in this problem after speaking to many teachers about their experiences and seeing countless careless mistakes by my fellow co-workers. Also, during interview processed for hiring future teachers I was astonished at the lack of knowledge and experience from the applicants. Then, when I became bombarded with requests from teachers for private training classes, I wanted to find out where the problem was coming from.

Training is not implemented (especially in private schools) for two reasons. Firstly because it cost money, and secondly because here in Obregon there are very few people qualified to do such training. Qualified TEFEL teachers and TEFEL methodologies are not recognized nor valued within the language education system in Obregon.

The consequences of this problem are huge. Not only are many students not learning, as can be demonstrated by the extremely low international level of English, as shown by a



recent national government survey, the survey also showed that the English teacher in Mexico were extremely under-qualified. I also believe that this results in a lack of motivation amongst students (a key factor in TEFL learning), as they see that their teachers are not confident nor equipped to give their classes.

NO ESTÁN CAPACITADOS PARA ENSEÑAR EL IDIOMA

Fallan maestros en idioma inglés

Alumnos de planteles públicos requieren un buen programa de enseñanza

Por Mario Lugo

mario.lugo@expreso.com.mx

HERMOSILLO.- Que los estudiantes de secundarias públicas en Sonora se gradúen de este nivel sin hablar inglés, se debe en parte a que la mayoría de los maestros no domina el idioma. Después de cursar tres años de esta materia casi la totalidad de los alumnos no adquiere los conocimientos suficientes ni siquiera para hablar la lengua en un 10 por ciento.

“Es uno de los problemas a los que se ha enfrentado el sistema, porque la mayoría de los maestros, no todos, pero sí un gran



En este mes habrá una evaluación piloto sobre aprendizaje del inglés.

mayoría, no habla inglés; lo leen, lo escriben y lo traducen, pero no lo hablan”, comentó Jesús Romero Amaya, jefe de Enseñanza de Inglés de la Secretaría de Educación y Cultura y asesor del programa de Reforma a la Educación Secundaria.

Esta situación surgió debido

a que en la Normal Superior no se les enseñaba, ni se les evaluaba el inglés, sino que solamente se les daban metodologías y técnicas para enseñar.

“Si el alumno llega creyendo que aquí va a aprender el dominio pleno del inglés, es muy difícil, porque muchas de las

MAESTROS 500 DAN INGLÉS EN SECUNDARIA	ESCUELAS 663 SECUNDARIAS EN SONORA
ALUMNOS 146 MIL 713 CURSAN SECUNDARIA	PROFESORES 5 MIL 798 HAY EN SECUNDARIAS

materias son pedagógicas”, comentó Nicolás Echevarría Luna, director de la Escuela Normal Superior de Hermosillo.

La falta de un buen programa para enseñar el idioma en secundaria también provocó que los estudiantes de las últimas generaciones sólo adquirieran los conocimientos suficientes para leer y traducir.

¿Qué van a aprender?
GENERAL 2A

The above article was taken from the expreso newspaper on the 12 may 2008. It made the front page. It says that students are graduating from primary, secondary and high schools without being able to speak English, even though English is a part of their curriculum. It says that it is because the majority of the teachers do not dominate the language. They say that after 3 years of English education, students have not even mastered 10% of the language.

Jesus Romero Amaya, the head of English education at SEP (Secretaria de Educación Pública) say that the problem is because the majority of teachers “don’t not talk, the read, they translate and they write, but they don’t speak English.” It says that English teachers are not taught English at university, nor is their English assessed and that future teachers are only taught teaching methodologies that are non-specific to language learning.



The article expresses great concern for the future of Mexico’s youth. Here one can see the second page of the article with the big heading “how are they going to learn?”

¿CÓMO van a aprender?



Archivos / EXPRESO

La enseñanza del inglés en la educación básica es deficiente.



Los estudiantes de secundaria aprenden a traducir palabras, pero no tienen una enseñanza integral.

The article says that the level of English is extremely deficient and that students are not receiving integrated learning. I believe that if teachers and coordinator are content with the fact that their education does not fully teach all aspects of the language, this must mean that not only are they lacking in their knowledge of English, but their pedagogical training is insufficient as well.

The consequences for the students are my main concern. Without properly equipped teachers, how can students be expected to learn English and compete on an international level in today's society where second languages (especially English) have become prerequisites for future employees?

My proposal for my thesis was to design a teacher training course for current and future English teachers in Obregon. I then gave the course for free, with the aim of helping teachers feel more confident and prepared for giving classes and helping them achieve better results in their classes.



The main aim of my thesis was to help benefit English teachers in Obregon. I also believe that my research will not only help the teachers to feel more confident and prepared, but also help motivate students to learn English. The schools also benefited as they should see better results from their employees.

It also helped principals and human resources contract more qualified and prepared teachers for their schools. My research could also be applied to other schools in Obregon and similar cities in Mexico that suffer from the same problem.

To start my thesis I first designed the surveys and interviews that I was going to use. The teacher survey (see appendices) included questions about the teacher's education, current position, feelings and opinions about their English level and the level of other teachers in Obregon. It also included a section testing their knowledge of basic grammar and TEFL terminology and their preferences for the training course.

The interview for the principals and English coordinators includes questions about how they hire employees and their opinions about their level of English in Obregon. I went to 4 of the largest private language schools, and 2 public universities and had an interview with the principals. I explained my thesis, did the interview and left them with copies of the survey to apply to their English teachers. I noticed a high level of enthusiasm from teachers and principals to the "free" training course. I returned to weeks later to collect

'Do you speak english?'

Aplicarán examen para analizar qué tanto aprovechan esta materia

Por Mario Lugo
 mariolugo@expreso.com.mx

De nueva cuenta Sonora será pionero en cuanto a evaluación se refiere, pues la Secretaría de Educación y Cultura aplicará un examen de Inglés para analizar el desempeño de los estudiantes de primaria en esa materia.

Esta será la primera ocasión en que una entidad del país realice un proceso de evaluación de inglés en ese nivel educativo, pues hasta el momento sólo se ha analizado el desempeño que tienen los estudiantes de secundaria en esa lengua extranjera.

"En Sonora tenemos inglés en primaria como uno de los programas de esta administración, pretendemos en la última semana de mayo realizar el primer ejercicio de evaluación de inglés", dijo Raul Nevarez Grijalva, director General del Instituto de Evaluación Educativa del Estado de Sonora (Iees).

El programa de inglés en primarias públicas se imparte a 95

EVALUACIÓN ESTATAL

La evaluación se aplicará en 2 mil 448 escuelas

- ▶ Mil 772 primarias
- ▶ 646 secundarias
- ▶ 469 mil 16 estudiantes presentarán el examen

ALUMNOS

95 mil 778

RECIBEN CLASES DE INGLÉS

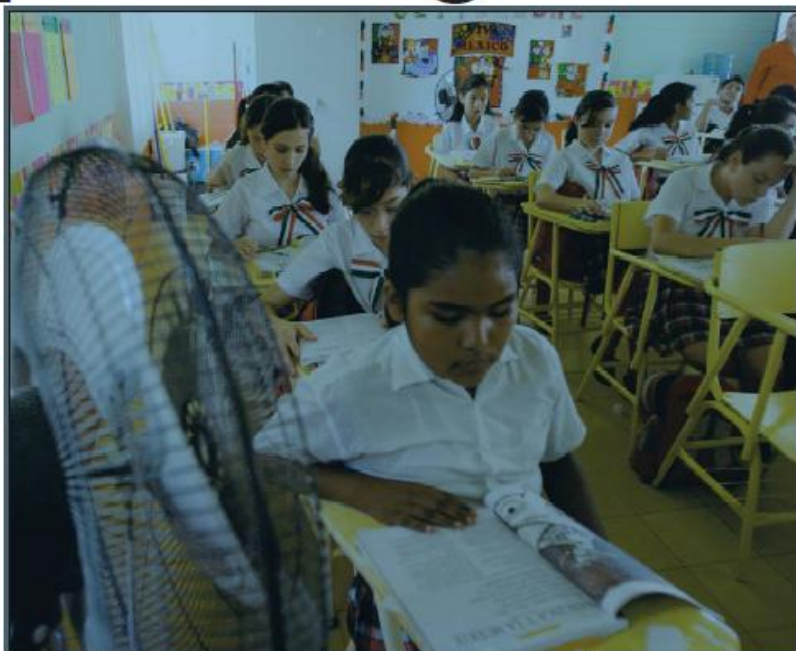
MAYO

19

INICIARÁ LA EVALUACIÓN ESTATAL ESCOLAR DE PRIMARIA Y SECUNDARIA

mil 778 alumnos de 23 mil 392 escuelas que se ubican en Agua Prieta, Alamos, Caborca, Cananea, Hermosillo, Guaymas, Empalme, Puerto Peñasco, Ures, entre otras comunidades de Sonora.

El examen se aplicará a finales de mayo a una muestra de estudiantes que seleccionará el Instituto de Evaluación.



Los estudiantes de primaria serán evaluados para saber qué tanto saben de inglés.



the results.



General Analysis

Common mistakes that I personally observed teachers make include; explaining grammatical structures in Spanish and then expecting students to complete exercises in English and not correctly using the **PPP** method to allow for holistic completion of learning objectives.

Survey results

The survey was applied to 64 teachers currently teaching English in Obregon City and a group of 15 prospective teachers. The sample came from 6 different schools and universities 4 of which were private and 2 public. The teachers who are currently teaching have an average of 8.5 years experience teaching English.

74% are working part-time, 26% were studying, 52% also gave classes privately outside of the school and 83% had studied another career and/or had a different job apart from teaching. 14% had studies in the United States, however for periods shorter than 6 months. ⁵

73% of the teachers had never had any official training in English other than what they had learnt in primary and secondary school. Of the 15 teachers that were completing a Bachelors of Education majoring in English, all 15 had never received any English training as part of their career and were expected to learn English privately apart for their formal education.

None of the teachers had a TEFL or TESL qualification or its equivalent. Many claimed to have received typical training courses in the past, these courses usually consists of 5-10 hours of training in one specific topic.

Surprisingly, to the question "Do you feel that you have had adequate training to teach English?" 27% answered no.

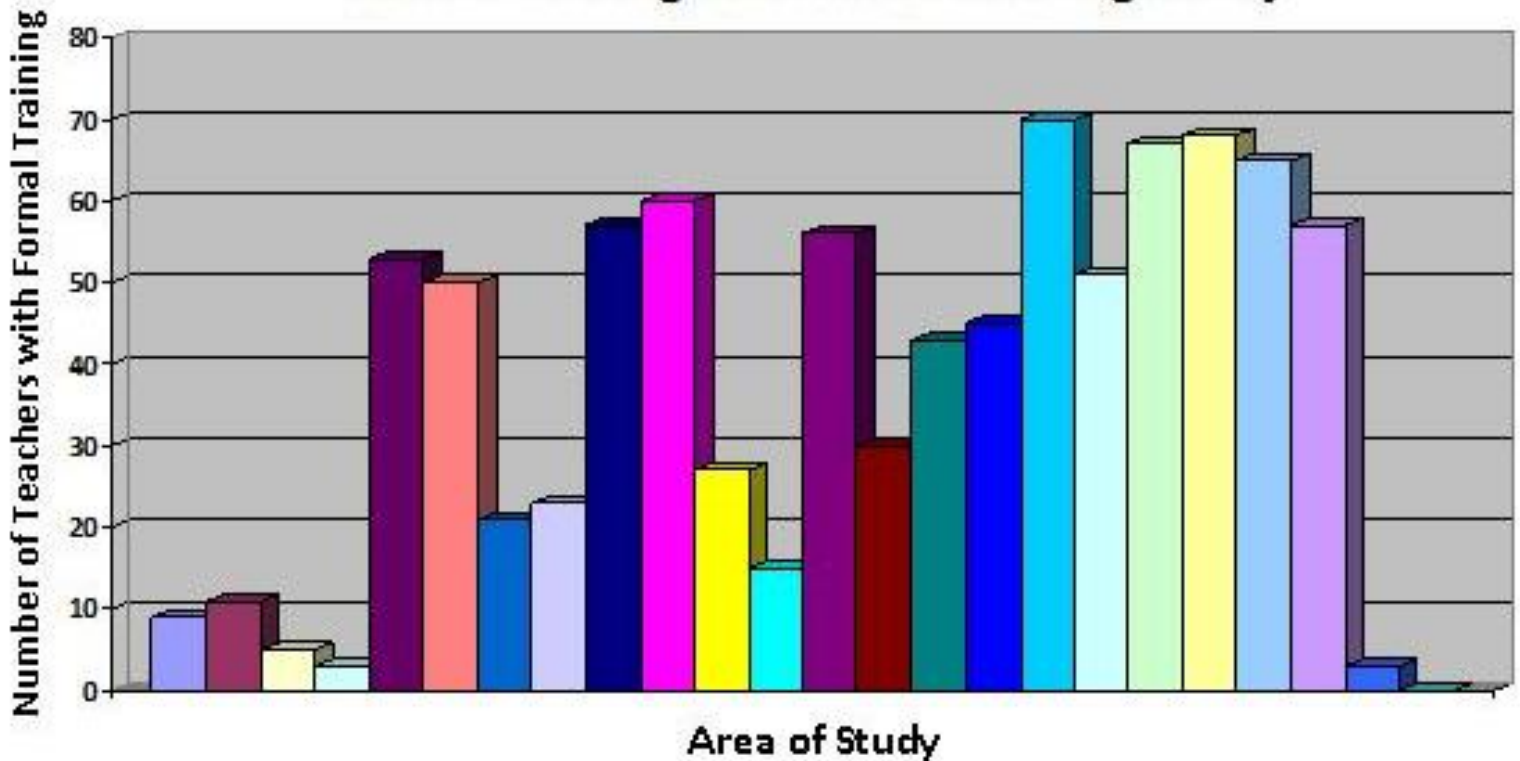
⁵ • percentages have been rounded up to the nearest whole number



The interviews with the principals and English coordinators showed that none of the 6 schools required their teachers to have a TEFL certificate or equivalent and only 2 of the 6 schools required their teachers to have passed the TOFEL. One of the 6 institutes required compulsory training for their teachers. One school said that they “occasionally” provided training courses for their teachers, none of which where the teachers were paid for their time.

The graph below shows the answers to the section in the teacher survey that asked the teachers if they had ever had any formal training in the following areas. There was not one area where the 79 teachers all answered yes.

Formal Training of Teachers in Obregon City



- The task-based approach
- Language awareness
- Language analysis/ English grammar
- Meaning of grammar structures
- Teaching language structures and grammar
- Eliciting language
- Planning for effective lessons
- Effectively using Resources and materials
- Games in the classroom
- Student Motivation
- Teaching English to young learners
- Teaching individual students
- The content-based approach
- Intercultural competence
- Phonetics/stress/intonation:
- Teaching English as a Foreign Language
- Classroom Management Skills
- Assessing learner level
- Teaching methodology
- Planning dynamic and effective lessons
- Correction techniques
- Project work
- Evaluation and testing
- Teaching business English



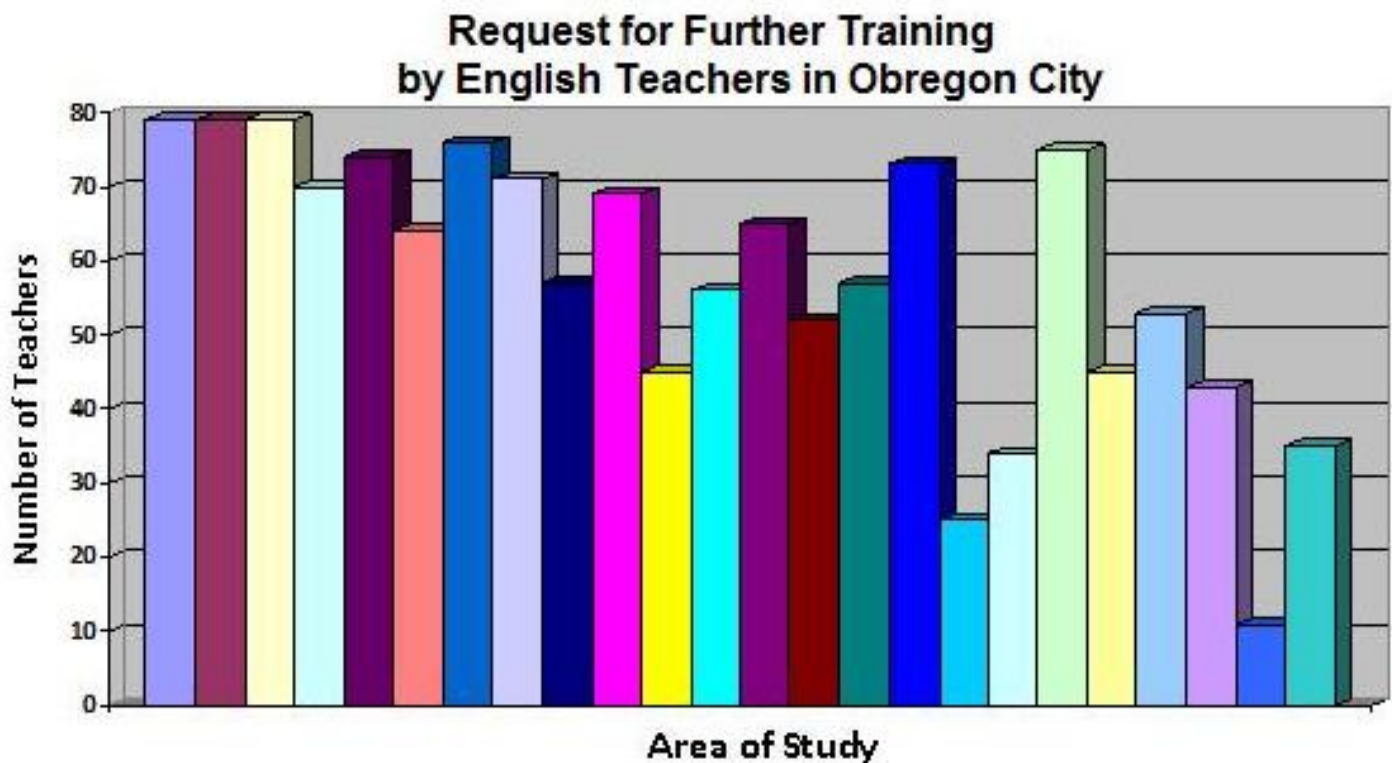


7 of the 79 teachers knew the correct definition of the acronyms TEFL and ESL, 2 misspelled the word “language”. None of the teachers could correctly give a description of neither the Presentation-Practice-Production method nor the Task Based approach.

The main challenges that teachers mentioned that they had in their classes were acquiring and maintaining student’s attention and participation. Motivating students was also a major concern amongst teachers.

13 of the 79 teachers felt that they were adequately paid for your services.

Of the 34 grammar questions on the survey the average number of correct answers for each teacher was 23. Although many of the teachers stated that they had previously received formal training in the following areas, the graph below shows the number of teachers that requested further training in the following areas.



- | | |
|--|---|
| <input type="checkbox"/> The task-based approach | <input type="checkbox"/> The content-based approach |
| <input type="checkbox"/> Language awareness | <input type="checkbox"/> Intercultural competence |
| <input type="checkbox"/> Language analysis/ English grammar | <input type="checkbox"/> Phonetics/stress/intonation: |
| <input type="checkbox"/> Meaning of grammar structures | <input type="checkbox"/> Teaching English as a Foreign Language |
| <input type="checkbox"/> Teaching language structures and grammar | <input type="checkbox"/> Classroom Management Skills |
| <input type="checkbox"/> Eliciting language | <input type="checkbox"/> Assessing learner level |
| <input type="checkbox"/> Planning for effective lessons | <input type="checkbox"/> Teaching methodology |
| <input type="checkbox"/> Effectively using Resources and materials | <input type="checkbox"/> Planning dynamic and effective lessons |
| <input type="checkbox"/> Games in the classroom | <input type="checkbox"/> Correction techniques |
| <input type="checkbox"/> Student Motivation | <input type="checkbox"/> Project work |
| <input type="checkbox"/> Teaching English to young learners | <input type="checkbox"/> Evaluation and testing |
| <input type="checkbox"/> Teaching individual students | <input type="checkbox"/> Teaching business English |



Despite admitting that they would like training in a number of complicated areas 88% of the teachers said that they believed that the training course should be 3-5 hours. 91% believed that the course should be on a pass/fail basis.

Course Design

After collecting the results I worked on the design of the course. (see appendices). I was original surprised at the amount and variety of subjects that the teachers requested training in, and the few hours that they expected to study during the training course. The average number of hours that they expected to study was 3-5, with one exception of one teacher who was willing to study 40.

My original plan was to have the teachers do a 20 hour weekend course of TEFL methodologies, whilst completing a 20 hours grammar component with a self study guide. After realizing that teachers were not prepared to invest so much time into their professional development I decided that I would make the self study component a 12 hour work book of the most requested teaching methodologies, an evaluation project (see appendices) and a 4 hour weekend course to discuss the importance of the task-based approach, language awareness, the communicative approach, and intercultural competence.

I felt that this would be a better way of allowing teachers to take their time and investigate any area further if they need to do so. Also it would allow each teacher to study in the hours that suited them, except for one Saturday morning where they would have to attend class.

Unfortunately this did not allow space for a grammar component; however, this would be a good topic for another thesis.

Almost unanimously, the teachers agreed that the course should be on a pass/fail basis. Therefore the course outline also includes assessment criteria.

I designed course book based on readings about the topics that teachers requested in the survey. Each topic has a related article and an activity. Full credit is given to the authors of all articles as well as a link to the website where it came from. This was to encourage teachers to use internet resources to continue their study as a TEFL teacher.



The weekend course was designed to primarily be centered on the 4 topics discussed by Fernando Trujillo Sáez and what I felt would be the most beneficial to the teachers. It was also used as an opportunity for teachers to meet and discuss any problems they may have had with the course book.

Teachers were notified by email about the weekend course. The course book and project were sent as an attachment and they were given 30 days to complete the book and project.

The project was done so that teachers use newly learned methodologies in their classes and then reflex on the impact of what they had learnt on their classes. It was also a good way to evaluate the written English of the teachers.

The weekend course was scheduled for the 3rd of January 2009 at total of 52 teachers said that they would attend the course. As I was unable to conduct a conversation group of 52 teachers so I divided the group into 2 and invited half in the morning and half in the afternoon.

The first half of the course was spent on introductions and general discussion about teaching English in Obregon before we went on to discuss the 4 major concepts. Then we had a short break. After that we spent time talking about the course book, the activities and doubts and questions.

I really enjoyed meeting all the teachers personally and hearing about their experiences.

At the end of the course teachers submitted their course book and project work and were given the after course survey to fill out. I graded the projects the following Sunday. I was very surprised to see that many teachers had decided to used the task based approach and intercultural communications as the topic for the projects.

Notification of a pass or fail was sent via email and certificates (see appendices) were printed. Teachers were either emailed their certificate or they collected it when they collected their graded project work.





Current Information

A total of 47 teachers attended the weekend course and submitted the required work for graduation. The quality of insight and application of the course materials was very high. Teachers seemed very interested and open to learning new techniques. All 47 teachers passed the course.

The results for the after course survey (see appendices) were as follows:

Please answer the following questions:	Yes	No
Did you find the course book educational?	47	0
Did you find the course book easy to understand?	44	3
Did you learn techniques and methodologies to help you in your job?	47	0
Did you enjoy the weekend course?	47	0
Would you have liked the weekend course to have been longer?	5	42
Would you have liked the weekend course to have been shorter?	3	44
Did you feel the weekend course was necessary as part of teacher training course?	45	2
Would you have liked to have done a further grammar module?	36	11
Did you feel the project was necessary?	25	22
Did you feel this course was beneficial for you?	47	0
Do you feel this course would be beneficial for other teachers?	44	3
Would you recommend the course to other teachers?	40	7
Would you have paid for the course?	25	22
Is there anything else that you feel was necessary, but left out? Answers included: grammar, pronunciation, demo classes		

Discussions

Possible limitations of my study could be the small data sample and the qualitative nature of my research.



Also the majority of schools were private institutions where the quality of teaching is generally better. A further study could be done focusing purely on public intuitions.

One comment that I received was, that teachers would have like more time to finish the course work and project before the weekend course. This could explain why only 47 teachers attended the course.

Personally I believe that the course should have been more interactive and dynamic. Unfortunately, the time restraints of the teachers made it difficult to include everything that I originally felt was important.

I also have to consider intercultural variables when I am designing my surveys and the courses, such as intercultural difference between me, as an Australian, and the Mexican culture.

I see my study purely as the tip of the ice berg. Education of teachers in Mexico needs to first change on a government level before we can expect to see any significant improvement in the students. Teachers are still not trained in English language or TEFL methodologies when they become qualified at university level to teach English.

Many schools do not look to train their teachers or improve the current situation. None of the principles or English coordinators had a university degree in education, therefore how do they know what to look for to train teachers and help students learn.



Conclusions

The objective of my thesis was to explore strategies that will on the whole, improve the level of TEFL in Obregon. With this course I feel confident that I have done so by giving a group of English teachers some important skills that they can now apply in their classrooms.

Nevertheless, the battle is far from won. I also feel that teachers spoken English and grammar needs to be improved, as well as they access that they have to current teaching information and methodologies.

This could be done by creating some sort of club or organization of teachers with a website, forum as well as monthly meetings.



Bibliography

<http://www.tefl.com/courses/>

Fernando Trujillo Sáez Elements for a redefinition of TEFL,
<http://fernandotrujillo.com/publicaciones/elements.pdf>

Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

Schmidt, R. W. 1990. "The role of Consciousness in Second Language Learning". *Applied Linguistics*, 11/2, pp. 129-158.

Schmidt, R. W. 1993. "Awareness and Second Language Acquisition". *Annual Review of Applied Linguistics*, 13, pp. 206-226.

Skehan, P. 1998. *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

Seidlhofer (eds.) *Principle and Practice in Applied Linguistics*. Oxford: Oxford University Press.

Williams, J. 1995. "Focus on Form in Communicative Language Teaching: Research findings and the classroom teacher". *TESOL Journal*, 4/4, pp. 12-16.



Appendices

- I. INTERVIEW WITH PRINCIPALS**
- II. SURVEY 1 (BEFORE TRAINING).....**
- III. COURSE OUTLINE**
- IV. COURSE BOOK**
- V. PROJECT AND REFELCTION**
- VI. SURVEY (AFTER TRAINING)**
- VII. CONSENT FORM**
- VIII. COURSE COMPLETION CERTIFICATE.....**



I. INTERVIEW WITH PRINCIPALS

Name: _____

Position: _____

School _____

Date: _____

What prerequisites do you look for when hiring English teachers?

1. Do you require your teachers to have a TEFL or TESOL certificate? Yes No
2. Do you require your teachers to do the TOFEL? Yes No
3. Do you require your teachers to do a written English exam? Yes No
4. Do you require your teachers to do a spoken English exam? Yes No
5. What are the main problems that you have when hiring teachers?

6. On a scale of 1 – 10 (ten being the best), in general, what do you think the level of English for students in Obregon is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

7. On a scale of 1 – 10 (ten being the best), in general, what do you think the level of English for Teachers in Obregon is?



1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

8. On a scale of 1 – 10 (ten being the best), in general, what do you think the capacity to teach English for English for Teachers in Obregon is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

9. In your opinion, how do you think the level of English for students in Obregon could be improved?

10. In your opinion, how do you think the level of English for Teachers in Obregon could be improved?

11. In your opinion, how do you think that the Capacity to teach English of English teachers in Obregon could be improved?



II. SURVEY 1 (BEFORE TRAINING)

CINDY DEVOLA

English Teacher Survey #1

11/10/2008

**Partial Fulfillment of the Requirements
For the Degree of Bachelor of Arts, Majoring in Education**



ATLANTIC INTERNATIONAL UNIVERSITY



Explanation

Dear Teacher,

My name is Cindy Devola. I am an Australian-born, English teacher currently working here in Obregon City.

As well as 5 years experience teaching English as a second language in Germany, Spain and Mexico, I have an International Baccalaureate Diploma, a TEFL Diploma (specializing in English Grammar, Teaching English to Early Learners, and Business English), a Certificate in Leadership for Intercultural Communication, and I am currently finishing a my thesis for a Bachelors of Education at Atlantic International University.

My thesis will focus on how to help English teachers that are currently working in Obregon City, by developing a teacher training course designed to bring them up to date with all the latest TEFL and ESL methodologies. It will involve 3 stages;

1. Survey #1
2. Teacher training course
3. Survey #2 (follow up)

To show my appreciation for your participation I will be giving the teacher training course for free. Please provide your contact details so that I will be able to notify about the details of the course.

To aid my research, I ask for your full frankness and honesty. **Your answers WILL NOT be shown to your employers and they WILL NOT affect your current employment.** The survey should take about one hour. Please take your time and answer questions in as much detail as you like. Finished surveys can be returned directly to the sealed envelope in your coordinators office.

If you have any questions, or would like to submit your survey via email, I can be contacted at cindy.devola@gmail.com.

[More Publications](#) | [Press Room – AIU news](#) | [Testimonials](#) | [Home Page](#)



Thank you for your participation

Cindy Devola

Consent

I _____
understand that by filling in this questionnaire that I am taking part in the
thesis of Cindy Devola for Atlantic International University and my answers
may be used in as part of this study.

Signature: _____

Date: _____



Personal information

Name: _____

Email: _____

Telephone number: _____

Best form of contact: telephone email

Current English Teacher Future English Teacher

12. Where are you currently working?

13. How long have you been teaching English for? _____

14. Please explain you current work/study situation.

15. Have you ever had any official training in the English Language? Yes No

Please explain:

16. Have you ever had any official training in Teaching/ Education? Yes No

Please explain:

17. Have you ever had any official training in English Language Teaching? Yes No

Please explain:

18. Do you feel that you have had adequate training to teach English? Yes No

19. Have you ever had any formal training in any of the following?

The task-based approach Yes No

The content-based approach Yes No

Language awareness Yes No

Intercultural competence Yes No

Language analysis/ English grammar: Yes No

Phonetics/stress/intonation: Yes No

Meaning of grammar structures Yes No

Teaching English as a Foreign Language: Yes No

Teaching receptive skills (reading and listening)

Teaching productive skills (speaking and writing)

Teaching language structures and grammar: Yes No

Teaching vocabulary

Teaching grammar

Classroom Management Skills: Yes No



- Eliciting language: Yes No
- Assessing learner level: Yes No
- Planning for effective lessons: Yes No
- Teaching methodology: Yes No
- Effectively using Resources and materials: Yes No
- Planning dynamic and effective lessons:
Games in the classroom
Songs in the classroom
Creating materials
- Correction techniques: Yes No
- Student Motivation: Yes No
- Project work: Yes No
- Teaching English to young learners: Yes No
- Managing equipment and teaching aids: Yes No
- Evaluation and testing: Yes No
- Teaching individual students: Yes No
- Teaching business English: Yes No



TEFL / ESL Questions

20. TEFL is an acronym; do you know what it means? Yes No

If yes please explain:

21. ESL is an acronym; do you know what it means? Yes No

If yes please explain:

22. PPP is an acronym; do you know what it means? Yes No

If yes please explain:

23. Have you ever heard of the Task Based approach? Yes No

If yes please explain:

24. Do you have doubts or concerns about English? Yes No

Please explain:





Problems / challenges

(Section for current teachers only)

25. Do you currently have any challenges or problems in your current job? Yes No

Please explain:

26. Do you always prepare your classes? Yes No

27. How long on average does it take you to prepare for your classes? _____

28. Do you feel that you adequately prepare for your classes? Yes No Sometimes

29. Do you get the results you want from your classes?

Yes No Sometimes Usually

30. What is the most challenging thing about Teaching English?

31. Do you feel that you are adequately paid for your services? Yes No

Opinions

32. On a scale of 1 – 10 (ten being the best), in general, what do you think the level of English for students in Obregon is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

33. On a scale of 1 – 10 (ten being the best), in general, what do you think the level of English for Teachers in Obregon is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

34. On a scale of 1 – 10 (ten being the best), what do you think your level of English is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

35. On a scale of 1 – 10 (ten being the best), in general, what do you think the capacity to teach English for English for Teachers in Obregon is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

36. On a scale of 1 – 10 (ten being the best), what do you think your capacity to teach English is?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

37. In your opinion, how do you think the level of English for students in Obregon could be improved?



38. In your opinion, how do you think the level of English for Teachers in Obregon could be improved?

39. In your opinion, how do you think your level of English could be improved?

40. In your opinion, how do you think that the Capacity to teach English of English teachers in Obregon could be improved?

41. In your opinion, how do you think your Capacity to teach English could be improved?

Grammar

Example:

My boyfriend to the pub every night.

- go
- goes
- goed

1. Simon very tall.

- is
- are
- has

2. She like football very much.

- don't
- doesn't
- hasn't

3. How does one lesson cost?

- many
- much
- is

4. There a big supermarket next to my house.

- is
- are
- have

5. I agree with you.

- doesn't
- haven't
- don't

6. Neil can't tennis. He's broken his arm.

- to play
- playing
- play

7. some more tea?

- Would you like
- Do you like
- You'd like

8. Last week we to Warsaw.

- go
- went
- goes

9. I the film we saw at the cinema on Wednesday.

- doesn't like
- haven't liked
- didn't like

10. Magda in England for her holiday last year.

- was
- were
- is

11. My mother never been to a cricket match.

- hadn't
- haven't
- has

12. Joanna her new mobile phone.

- is losing
- loses
- has lost

13. ever seen a comet?

- Did you
- Have you
- Do you

14. If I were rich, I buy a huge farm in Somerset.

- will
- shall
- would

15. They pass their exam if they studied hard.

- would
- will
- did

16. I wish I play a musical instrument.

- can
- could
- should

17. When Gregory arrived at the disco, Hania

- already left
- has already left
- had already left

18. If I on holiday to Poland, I wouldn't have met Donata.

- didn't go
- haven't gone
- hadn't gone

19. By the time you get this letter I

- will have left
- am going to leave
- would leave

20. A: What are you doing tonight?
B: I'm not sure, I to the cinema.

- will go
- would go
- might go

21. Simon forgot the lights before he left.

- turn off
- turning off
- to turn off

22. Karla was offered the job having poor qualifications.

- despite
- although
- even though

23. The offer was too good for David to turn

- off
- down
- away

24. Eric's father ordered him out late again.

- not to stay
- not stay
- not staying

25. If only I to the barbecue instead of staying at home.

- went
- had gone
- did go

26. Not only to London but she also visited many other places in England.

- she went
- went she
- did she go

27. My sister regretted turning down the chance of studying at the Teacher Training College in Gorzów.

- entirely
- bitterly
- absolutely

28. Now remember, you the test until the teacher tells you to.

- are not starting
- are not to start
- haven't started

29. ...She wasn't to reach the ceiling.

- tall enough
- so tall
- as tall

30. He was thought the disease in Hong Kong.

- to catch
- catching
- to have caught

31. My flat as soon as possible. It's in an awful state.

- needs redecorating
- to redecorate
- redecorated



32. He eventually managed the door by kicking it hard.

- open
- opening
- to open

33. There's no point staying up all night if your exam is tomorrow.

- on
- with
- in

34. Rarely meat.

- I eat
- do I eat
- I have eaten

Course

Which of the following would you like further training in?

- | | | |
|---|------------------------------|-----------------------------|
| The task-based approach | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| The content-based approach | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Language awareness | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Intercultural competence | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Language analysis/ English grammar: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Phonetics/stress/intonation: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Meaning of grammar structures | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Teaching English as a Foreign Language:
Teaching receptive skills (reading and listening)
Teaching productive skills (speaking and writing) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Teaching language structures and grammar:
Teaching vocabulary
Teaching grammar | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Classroom Management Skills: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Eliciting language: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Assessing learner level: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Planning for effective lessons: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Teaching methodology: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Effectively using Resources and materials: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Planning dynamic and effective lessons:
Games in the classroom
Songs in the classroom
Creating materials | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| Correction techniques: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

- Student Motivation: Yes No
- Project work: Yes No
- Teaching English to young learners: Yes No
- Managing equipment and teaching aids: Yes No
- Evaluation and testing: Yes No
- Teaching individual students: Yes No
- Teaching business English: Yes No
- Is there anything else you would like the course to include? Yes No

How many hours do you feel the teacher training course should be? _____ hours

What time fits well into your schedule? (mark the boxes with an X if the time is convenient)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7am							
8am							
9am							
10am							
11am							
12am							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							
10pm							

Would you like to receive recognition for your participation in the course? Yes No

Do you think the course should be graded on a pass/fail basis? Yes No

Is there anything else that you would like to mention? Yes No

Thank-you for your participation, I will be in contact shortly.

III. COURSE OUTLINE

Teacher Training Course for English Teachers in Obregon City, Sonora, Mexico.

Objective: To give English teachers in Obregon City the groundwork in Teaching English as a Foreign Language and enable them to give classes a prepared, confident teachers and achieve effective results from their students.

Course Content

I. Pre-course Reading and Workbook (10 hours)

The trainee will complete the 5 unit workbook with activities and readings. The focus is upon the basis of TEFL methodologies and how they can be used in English classes in Obregon City.

II. Pre-course project and reflection

The trainee will complete a project and reflection using the methodologies that they have learnt from the pre-course reading and workbook. They will then plan a class using one of the concepts they learnt from the workbook. The trainee must then reflect on the affect that the new methodology had on their class.

III. Weekend course

The course is to allow trainees to meet and correct the activities from the pre-course reading and workbook and the grammar workbook to resolve any doubts or problems that they had with the course. It is also a friendly environment for discussion and peer training. Assessment is based on attendance and participation.

IV. After course survey

Course Syllabus

Component	Objectives	Description	Hrs	Assessed
<p>Pre-course Reading and Workbook.</p>	<p>A five-unit workbook containing the groundwork of TEFL. This is designed to give trainees a point of reference for TEFL methodologies and teaching skills.</p>	<p>Self-study materials covering:</p> <p>Unit 1: Teaching English as a Foreign Language. Teaching receptive skills (reading and listening) Teaching productive skills (speaking and writing) Teaching language structures and grammar Teaching vocabulary Eliciting language</p>	<p>4 hours</p>	<p>Completion of all readings and activities: 25%</p>
		<p>Unit 2: Teaching methodology and Planning for effective lessons The task-based approach The content-based approach</p>	<p>2 hours</p>	
		<p>Unit 3: Planning dynamic and effective lessons Games in the classroom Songs in the classroom Creating materials</p>	<p>2 hours</p>	
		<p>Unit 4: In the classroom Classroom Management Skills Evaluation and testing Assessing learner level Correction techniques</p>	<p>2 hours</p>	
		<p>Unit 5: Hot topics Language awareness Intercultural competence Student Motivation</p>	<p>2 hours</p>	
		<p>Total: 12 hours</p>		

<p>Pre-course project and reflection</p>	<p>Project and reflection designed to allow teachers to reproduce the skills they learnt in the Pre-course Reading and Workbook and then reflect upon its use in their current job.</p>	<p>The trainee will complete a project and reflection using the methodologies that they have learnt from the pre-course reading and workbook. They will then plan a class using one of the concepts they learnt from the workbook. The trainee must then reflect on the affect that the new methodology had on their class.</p>		<p>Submission Correct application of methodology and quality of reflection 25%</p>
<p>Weekend course</p>	<p>To allow trainees to meet and correct the activities from Pre-course Reading and Workbook and the grammar workbook to resolve any doubts or problems that they had with the course. It is also a friendly environment for discussion and peer training.</p>	<p>Welcome Discussion about 4 main topics Break Reflections Discussion</p>	<p>4 hours</p>	<p>Participation and attendance: 25%</p>
<p>After course survey</p>	<p>The objective of the survey is to receive feedback from the trainees to see if the training course met their expectations and was effective in helping teachers receive better results in their classes.</p>		<p>-</p>	<p>0%</p>

Assessment Criteria

Trainees' assignment work on the course will be evaluated according to a specific set of assessment criteria, as listed below, all of which have also been specified on the information header sheets attached to each of the relevant assignments.

Pre-course Reading and Workbook

Each trainee is required to complete all activities and readings in the pre-course workbook.

Assessment will be based on:

- Completion of all tasks
- Quality of reflection in task work

Pre-course Reading and Workbook: Criteria

PASS

The trainee will have:

- Completed all activities
- Shown an overall understanding of the main concepts and methodologies in their answers to the activity questions.

FAIL

The trainee will not have:

- Completed all activities
- Shown an overall understanding of the main concepts and methodologies in their answers to the activity questions.

Pre-course project and reflection

The trainee will complete a project and reflection using the methodologies that they have learnt from the pre-course reading and workbook. They will then plan a class using one of the concepts they learnt from the workbook. The trainee must then reflect on the affect that the new methodology had on their class.

Assessment will be based on:

- Quality of reflection and implementation of learned methodologies
- Written plan and Reflection

Pre-course project and reflection: Criteria

PASS

The trainee will have:

- Completed all tasks
- Shown that they have a firm understanding of the methodology
- Shown critical reflection and insight in their project

FAIL

The trainee will have:

- Not completed all tasks
- Shown that they have a little to no understanding of the methodology
- Shown little to no critical reflection or insight in their project

Grammar workbook

Each trainee is required to complete all activities and unit revisions in the grammar workbook.

Assessment will be based on:

- Completion of all tasks
- Overall score on grammar tests

Weekend course

Each trainee is required attend and to participate enthusiastically in the weekend course and to have prepared themselves adequately for the course.

Assessment will be based on:

- A report from Teacher, on each trainee's participation weekend course
- Trainee's reflection on the learning materials that they have been exposed to and their preparation prior to the course (i.e. Completion of workbook and assignment)
- Team work

Weekend course: Criteria

PASS

The trainee will show:

- Enthusiasm and participation in group conversation
- Critical reflection on their experience as a learner
- A capacity to transfer theory to show how it will affect the teacher's understanding of his/her students in the classroom.
- An awareness of the structure, lexis and phonology of the foreign language that has been learned (i.e. ability to converse in English)

FAIL

The trainee shows:

-
- Little or no enthusiasm and participation in group conversation
 - Little or no critical reflection on their experience as a learner
 - Little or no capacity to transfer theory to show how it will affect the teacher's understanding of his/her students in the classroom.
 - Little or no awareness of the structure, lexis and phonology of the foreign language that has been learned (i.e. not able to converse in English)

IV. COURSE BOOK

Teacher Training Course for English Teachers in Obregon City, Sonora, Mexico.

Cindy Devola

Part of a Final Thesis Presented to
The Academic Department
Of the School of Social and Human Studies
In Partial Fulfillment of the Requirements
For the Degree of Bachelor of Arts, Majoring in Education

ATLANTIC INTERNATIONAL UNIVERSITY

This course book has been put together using a wide variety of internet resources. Each section is taken from a different website and credit has been given to each of the authors. This is not intended as a form of plagiarisms, rather a way of showing teachers the immense variety of recourses that are available on the internet. All website have also been listed in the website list at the back of the book.

Contents

Unit 1: Teaching English as a Foreign Language.

Teaching receptive skills (reading and listening)

Teaching productive skills (speaking and writing)

Teaching language structures and grammar

Teaching vocabulary.....

Eliciting language

Unit 2: Teaching methodology and Planning for effective lessons.....

The task-based approach.....

The content-based approach.....

Unit 3: Planning dynamic and effective lesson

Games in the classroom.....

Songs in the classroom.....

Creating materials.....

Unit 4: In the classroom

Classroom Management Skills

Evaluation and testing

Assessing learner level.....

Correction techniques

Unit 5: Hot topics

Language awareness

Intercultural competence

Student Motivation

Websites

Unit 1: Teaching English as a Foreign Language.

Taken from www.wikipedia.com

TEFL or **teaching English as a *foreign* language** refers to teaching English to students whose first language is not English and is taught in a region where English *is not* the dominant language, and natural English language immersion situations are apt to be *few*. TEFL usually occurs in the student's own country, either within the state school system, or in private schools, either in an after-hours language school or with a one-on-one tutor. TEFL teachers may be native or non-native speakers of English.

English teaching certifications can be earned through an intensive 4-week program, or a longer part-time program which is in turn internationally-recognized qualification accepted by many employers around the world. The CertTESOL and the CELTA are two internationally-recognized programs and are accredited in the UK on the National Qualifications Framework. Both qualifications are externally assessed and accepted by the British Council in their accredited teaching organizations worldwide in 100+ countries. TEFL courses offered on the internet often claim to be internationally recognized, although this recognition varies, as does the price and content of the programs

There are several international certificate programs which are run by schools in various locations around the world. Qualification requirements vary considerably, not only from country to country, but also among employers within the same country. In some cases, it may be possible to teach without a BA degree or without a teaching certificate. However, as a general rule, private language schools in some countries are likely to require a certificate based on successful completion of a course consisting of a minimum of 100 hours, usually including about 6 hours of observed teaching practice.

Many language schools will accept any certificate which fulfils these criteria, while others might look for teachers with specific certificates. It is also possible to gain certificates by completing shorter courses, or online courses, but these certificates do not always satisfy employer requirements due to the lack of teaching practice. Also, some private language schools may require teachers to complete their own in-house training programs whether or not they have obtained a certification from elsewhere. Where there is a high demand for teachers and no statutory requirements, employers may be willing to accept

unqualified candidates. All in all, each country is different and acceptance depends on the demand for English teachers and the teacher's previous teaching and life experiences.

The main reason for the teaching qualification is that the methodologies for teaching a foreign language **ARE DIFFERENT** to those that are used to teach subjects in the students native language. In this book we will revise the methodologies and concepts.

There are a wide number of acronyms that refer to or are similar to for TEFL, some are essentially the same, others are different.

Activity

Use www.wikipedia.com to look-up definitions of these acronyms on the internet.

TEFL _____

TESOL _____

ESOL _____

ESL _____

TOFEL _____

ESL _____

Can you find any others?

Teaching receptive skills (reading and listening)

Listening

Taken from ABAX ETL Publishers: www.abax.co.jp

In Listening classes, students are usually given practice in listening but they are not actually *taught* listening. Practice is not enough.

Research and case studies have told us many things about how listening should be taught. But often, this knowledge has not made the jump into classroom practice. While many classes are based on the idea of giving students lots of practice with English, research tells us that we also need to teach listening.

In addition to giving students plenty of listening practice. We should also break the skill of listening into micro-skill components and make sure that our students are aware of what they need to know to understand how to listen to English.

A Teacher's Checklist

Students need to know and understand:

- how words link together (liaison)
- how vowels weaken (the central vowel)
- how sounds mix together (assimilation)
- how sounds disappear (elision)
- how syllables disappear (ellipsis)
- how helping sounds are used between vowel sounds (intrusion)
- how intonation helps with conversational turn taking (intonation)
- how stress signals new information (prominence)
- how to use grammar to help guess meaning (strategies)
- how to use discourse knowledge to help guess meaning (strategies)
- how to use knowledge of intonation and stress to guess meaning (strategies)

- **how words link together (liaison)**

When a word ends in a consonant sound and the next word starts with a vowel the words link together. The ending consonant "jumps over" to the next word.

She works in an old office.

She works in an old office

So when students hear this simple sentence, what they hear is:

She work si na nol doffice

This is one of the trickiest problems when listening to English. A basic listening skill is being able to pick out words, being able to understand words as words; being able to understand where the word boundaries are; where words start and finish. Liaison, the way English links together makes this tough.

Teach your students about liaison. It might not help them suddenly "hear" all words and word boundaries, but it will help them understand. Students need to be given guidance. Not all teachers do this and not all textbooks do this.

- **how vowels weaken (the central vowel)**

The Schwa. The Weak Vowel. The Central Vowel is the most important vowel you can teach your students. The "upside down e" in their dictionaries. This is the central vowel.

She wants to go to Canada to go skiing.

She wants (to) go (to) Canada (to) go skiing

The vowels in the "grammar words" or "function words" of sentences, the prepositions, conjunctions, the articles and so on, become weak; that is, the vowels change to "central vowels", the unstressed vowel. As a result it is often difficult to hear these words. The

vowel sounds are NOT prominent and are difficult to catch. They are weak and pronounced only very lightly. Basically, words that are stressed are pronounced normally and words that are unstressed are weak and difficult to hear. The "to" in the sentence below sounds like "tu" because the vowels are weak.

She wants tu go tu Canada tu go skiing.

Second language learners often have difficulty with English weak vowels. Although some languages do have a system of weakening vowels, many languages do not. Students need to be taught about weak vowels.

Many listening classes don't teach students about the central vowel. And students need to understand this to understand English!!

- **how sounds mix together (assimilation)**

Sounds mix together to make new sounds. Sometimes when two consonant sounds come together, one at the end of one word and one at the beginning of another. They mix to form a new sound.

What did you do?

What did you do

The "d" and the "y" mix together and make a new sound that sounds like a "j" sound. The sentence sounds like:

Wha di jew do?

Why is it that students have trouble with naturally spoken English? Often it is a simple answer. They have never been taught how English is naturally spoken!

"Would you" sounds like "wou-jew"

"What you" sounds like "wha-chew"

- **how sounds disappear (elision)**

Often sounds disappear, usually the aspirated sounds, /h/ and /t/.

Did you see him last night.

Did you see ~~him last~~ night.

The /h/ and the /t/ are not pronounced. Often, especially in informal English the sentence will sound like:

Did you see 'im las' nigh'

If students don't know that sounds disappear they won't understand what they are listening to. How can they? We teach our students strict rules of grammar and so they naturally assume that pronunciation is the same. It's not!

"Tell her" sounds like "Tell er". This is especially true in casual speech.

- **how syllables disappear (ellipsis)**

Words can disappear. Not only do sounds disappear but often entire words are not said.

Have you got the time?

~~Have~~ you got the time?

In casual speech auxiliary verbs in questions are often not enunciated. In casual speech the above might be spoken as:

You got the time?

This is called ellipsis and it's a common feature of casual speech. Perhaps if you were

chatting with Queen Elizabeth you might not speak like this. However the average speaker certainly talks like this, especially if chatting with friends.

"Have you got the time?" becomes "Got the time?"

"Did you see her last night?" becomes "You see 'er las' nigh'."

- **how helping sounds are used between vowel sounds (intrusion)**

When a word ends in a vowel and the next word starts with a vowel, a "helping sound" comes between them so they are easier to say

Sea otter

Sea^yotter

Sy

Thus in natural conversation this would sound like:

Sea yotter

English uses helping sounds, usually a y (/j/), w or r . These sounds come between vowel sounds at word boundaries.

"Sea Otter" sounds like "Sea Yotter"

"No agreement" sounds like "No wagreeement"

"Canada is" sounds like "Canada ris" (but this last one is more common with British English)

- how intonation helps with conversational turn taking (intonation)

Intonation drops when we finish a speaking turn. Falling tones tell the listener that the speaker has finished

I went to the movies last night. It was a great . . .
I went to the movies last night.

In the first example, intonation goes up, which signals that the speaker wishes to continue. In the second sentence, intonation goes down signaling that the speaker is giving up their turn.

Turn taking in conversation is a difficult element to master. In English speaking turns are NOT strictly by turn, as it is in many languages. English often has "a catch as catch can" conversational turn taking system. However it is also guided by intonational cues.

Generally speaking a falling tone indicates that the speaker is relinquishing their speaking turn, that they are passing the floor on to someone else. A falling tone usually indicates that the speaker has finished speaking for that particular moment.

This is vital information for conversational management. It's not part of grammar but it's a vital part of language and communication.

- how stress signals new information (prominence)

You don't need to hear/understand every word being spoken. We need to tell our students this!

Prominent sentence stress signals that information is new or pertinent.

Knowledge of stress and intonational prominence helps your students listen. Have students listen for the stressed words. These are the words with important meaning. Students do NOT have to hear and understand all the words in a sentence to understand. Say I listen to the following sentence, "They go to the lake at the end of the summer". But say I only hear:

They go ? ? lake ? ? end ? ? summer

I can nonetheless understand the message being spoken.

- how to use grammar to help guess meaning (strategies)

Use your knowledge of grammar to guess what you don't hear

Grammar helps us guess what we don't hear clearly.

Once students have been taught about the schwa, (the weak or central vowel), they should next be taught to use their understanding of grammar to help them guess. It is impossible to hear clearly everything that is said, because often natural speech is NOT clearly enunciated.

When our students listen to English there are many holes, many places where they don't know what's being said. These holes are usually the grammar words, the function words that are pronounced weakly.

Where ??? ??? go last night?

In the above, the students hear clearly the meaning words, (the verbs, adjectives, nouns). But the middle part, is not enunciated clearly. Well in the above sentence we know it's a question because it starts with "where", so we can guess what's missing easily. We're missing an auxiliary verb and a pronoun. Since it's "last night", we know we've got a past tense auxiliary. Students can easily guess what's missing here.

Where did you go last night?

- how to use discourse knowledge to help guess meaning (strategies)

Use your knowledge of discourse to guess what you don't hear

Discourse helps us guess what we don't hear clearly.

A knowledge of stock phrases, a knowledge of culture, a knowledge of social situations can help our students understand spoken English.

If you are in a typical American restaurant and your order Bacon and Eggs, you can almost guess what kind of conversation will happen. What do you think the server might ask in the situation below.

Customer: Bacon and eggs please.

Server:

Well we don't know for sure, but usually you get a question about how you want your eggs cooked.

A: Bacon and eggs please.

B: Sure. And how would you like them done?

Or something like that.

Students need to have an idea about the culture of language to understand it more clearly. Language teaching and culture go hand in hand. Teaching listening and culture also go hand in hand. Help your students with the culture of language.

• **how to use knowledge of intonation and stress to guess meaning (strategies)**

Use your knowledge of intonation and stress to guess

We stress new information, pertinent information or information that contrasts what was said before

I didn't say give it to BILL I said XXX XXX XXX XXX

In the sentence above what are the words following "said"? Knowing how stress and intonation work, we should easily be able to guess.

"I didn't say give it to BILL I said give it to XXXX"

Intonational clues help us know what will be coming next. The last word we can't guess, however since it'll be stressed it shouldn't cause too many problems.

Teach your students to recognize these clues. Once they understand these cues they can use this information to help them guess!

What do we teach when we teach Listening?

When we teach listening we need to teach not only English, but we also need to teach how it is used. We need to teach both:

1. the language system, (our knowledge of language: grammar and vocabulary etc.) and
2. the use of the language system, (the skills of language use)

The problem with most listening classes, is that they get stuck at number 1. Too many classes concentrate on teaching the language system and miss the skills of language, in this case listening.

Our knowledge of the language system includes our knowledge of words, how these words are properly put in order (syntax or grammar), how these words are said in connected streams (phonology), how these words are strung together in longer texts (discourse) and so on.

Using the language system involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understanding and conveying meaning.

The Listening Skills (an all too often forgotten skill set)

Listening skills are often divided into two groups:

- bottom up listening skills and
- top down listening skills

Bottom up listening skills, or bottom up processing, refers to the decoding process, the direct decoding of language into meaningful units, from sound waves through the air, in through our ears and into our brain where meaning is decoded. To do this students need to know the code. How the sounds work and how they string together and how the codes can change in different ways when they're strung together. **And most students have never been taught how English changes when it's strung together in sentences.**

Top-down processing refers to how we use our world knowledge to attribute meaning to language input; how our knowledge of social convention helps us understand meaning.

These are the skills that listening teachers should be teaching in their classes but all too often are not. (Unless of course you are already using our listening textbook!!!) To offer a

quote: "An understanding of the role of bottom-up and top-down processes in listening is central to any theory of listening comprehension" (Richards, 1990:50). We agree.

The Default Method

In most classrooms around Japan, the common way to teach listening is to have students listen to some language tape, then the teacher asks a few comprehension questions. Did the students understand? No? Well ok, play the tape again. Ask the question again. Did they understand? No. Ok, well . . . tell them to practice and one day they'll get used to English and will be able to understand. Practice practice! Practice makes perfect.

Or you might pick out a particular grammar point. This passage uses the present perfect quite a bit, so you might go over some of the differences between the simple past and the present perfect. Maybe write a formula or two up on the board. This is the approach taken by most teachers and it is insufficient.

This might very well be a good grammar lesson but it's not listening. Students need to be told how English works and also how to use their knowledge to improve their skills. Yes practice makes perfect. But instruction can make this process happen much more efficiently. We need to **teach** our students.

Well known SLA (Second Language Acquisition) expert Richard Schmidt, has put forward a theory called the "Noticing Hypothesis", which states that learners have to notice something before they can learn it. And as such, we need to help our students notice language points. Teachers need to teach.

"There is support in the literature for the hypothesis that attention is required for all learning. Learners need to pay attention to input and pay particular attention to whatever aspect of the input (phonology, morphology, pragmatics, discourse, etc) that you are concerned to learn" (Schmidt: 1995)

An ideal listening class should thus provide both practice and instruction. Students need practice in listening for meaning and also some instruction about how to do so effectively.

"Classroom data from a number of studies offer support for the view that form focused instruction and corrective feedback provided within the context of communicative programs are more effective in promoting second language learning than programs which are limited to a virtually exclusive emphasis on either accuracy or fluency". (Lightbrown & Spada)

What Listening Teachers Need to Do

Give students practice in listenings which ask students to interpret and understand meaning, together with listenings which teach learners about how English is actually spoken. That is, students need practice in listening for meaning and instruction about how to do this, (a focus on form).

Such an approach has been the recommended method for teaching listening for years and yet the "Practice makes perfect plus a little grammar" approach is still common. We want to change this!

Activity

How do you plan to apply what you have just read into your teaching?

Reading skills

Author Larry Lynch taken from www.eslbase.com

Teachers of EFL, English as a Foreign Language, are almost constantly strapped for time and fresh materials to use in their English classes. If they teach in a non-English speaking country, the situation can reach critical proportions quickly and often. With the advent of the internet, however, authentic readings in English are now only a few mouse clicks away. But what to do with these snippets of information can be perplexing - even overwhelming, especially to fairly new, inexperienced EFL teachers.

ESL, English as a Second Language teachers in an English-speaking country usually have a much easier time of getting materials. But, let's look at a short historic passage of authentic English and explore some ways it could be used and re-used multiple times for a variety of didactic purposes. Here's a 175 word complete article for starters:

A Day Well Spent

Business boomed in Cooperstown, NY. on the July day in 1805 when George Arnold, a local resident, was to be publicly hanged for murder. Merchants and street vendors did a capacity trade with the thousands of visitors from the countryside who came to witness the spectacle. At noon a brass band enlivened a procession of uniformed troops, noted citizens, and the condemned man, who was riding in a cart, to the newly erected gallows. There, a minister preached a sermon, dignitaries made speeches, and Arnold spoke his last words. The sheriff put the noose around the condemned man's neck - and then announced regretfully that this was as far as the ceremony could go. A reprieve from the governor had come early that morning, the sheriff explained, but the town officials had let the preparations go on because they hadn't wanted to disappoint anybody. While the crowd howled, Arnold collapsed and was carried back to jail - there to serve a life term - and Cooperstown counted the day (and the visitors' money) well spent.

So, what could be done with this piece? Lots, that's what. For example:

- Extract key vocabulary to make crossword or word find puzzles
- Take out the key vocabulary to create a fill-in-the-blanks exercise
- Create a cognitive pairs or matching exercise
- Work with a grammar point like reported speech based on the passage
- Use the passage for regular or irregular verb exercises

If you'd like to use the passage elements for further research you could easily:

- Create a web quest for students online
- Recommend additional related readings on history or topical information

- Have students write a different ending or plot twists for the passage
- Use the passage or its elements as a spring board for further discussion
- Investigate related themes such as methods of execution
- History and geography of the locale are other good possibilities
- Look for pictures and photos related to the passage and topic areas

But there's more that might be done with even this short, basic piece. To generate speaking you might want to use activities:

- to promote pronunciation practice
- to have students generate dialogues based on information in the reading
- to have students enact scenes generated from elements in the reading

Then there's always the possibility of making up some "standard" exercises based on the reading passage like:

- multiple choice questions
- true - false questions
- sentence or word unscrambles
- re-ordering of the sentences
- give sentences from the passage as "answers", students write the questions

Activity

Using the following article brainstorm ideas and questions on the following page for a reading activity.

The story goes that some time ago, a man punished his 3-year-old daughter for wasting a roll of gold wrapping paper. Money was tight and he became infuriated when the child tried to decorate a box to put under the Christmas tree. Nevertheless, the little girl brought the gift to her father the next morning and said, "This is for you, Daddy."

The man was embarrassed by his earlier overreaction, but his anger flared again when he found out the box was empty. He yelled at her, stating, "Don't you know, when you give someone a present, there is supposed to be something inside? The little girl looked up at him with tears in her eyes and cried, "Oh, Daddy, it's not empty at all. I blew kisses into the box. They're all for you, Daddy."

Notes

Using poems to develop productive skills

Christina Smart, British Council, Hungary: www.teachingenglish.org.uk

You and your students might already enjoy reading and listening to poetry in your own language and perhaps in English too. Poems are, after all, authentic texts. This is a great motivator. Poems are often rich in cultural references, and they present a wide range of learning opportunities. For me, the aim is to teach English through poetry, not to teach the poetry itself, so you don't need to be a literature expert.

Most of the tried and tested activities used regularly by language teachers can be adapted easily to bring poetry into the classroom.

- Communicative speaking activities
- Working on pronunciation
- Writing activities
- Some pros and cons
- Conclusion

Communicative speaking activities

Before doing any productive work, I like to give my students plenty of pre-reading activities so that they are adequately prepared.

- As a way in to a poem, I might play some background music to create the atmosphere, show some pictures to introduce the topic, and then get students to think about their personal knowledge or experience which relates to this topic.
- They then talk about the poem, first with a partner and then in small groups, perhaps coming together as a class at the end to share ideas. I monitor and feed in ideas and vocabulary if necessary, give brief feedback on language used and note any language problems to be dealt with at a later date.
- I usually prepare worksheets for pre-reading speaking activities which might involve a quiz, a questionnaire, sentence stems to be completed and discussed, statements to be ranked and discussed, and so on.
- Students might predict endings to verses, the whole poem, or events occurring after the end of the poem.

- Afterwards, the students could talk about their personal response to the poem, discuss the characters and theme, or debate the moral issues.
- Role plays work well, interviewing a partner, or even dramatising the poem and making a video. Students could compare poems on related topics, with different groups working on different poems and then regrouping to pool their ideas.

Working on pronunciation

It can be fun to get students to rehearse and perform a poem. I read the poem to them or play a recording, and they identify the stresses and pauses.

- We take a chunk (usually a line, sometimes two) at a time, and one half of the class claps out the rhythm while the other half beats time, and then they swap over.
- I recite while they mumble rhythmically, and then as their confidence grows they could chant in a whisper, a shout, or show a range of emotion. For me, this tends to work best when it is improvised. I keep it snappy - it's a high energy activity, and you have to know and trust each other!
- I sometimes do intensive phoneme work centred on the rhyming patterns in the poem: Some poems are crying out to be exploited in this way. I elicit possible rhymes before revealing the poet's choice, and discuss which suggestions have exactly the same sound and which don't, leading to a minimal pair activity.

Writing activities

A poem can spark off some wonderful creative writing. Students can add more lines or stanzas individually or in pairs or groups.

- They can write a letter to a character in the poem, write about what happened before the beginning or after the ending of the poem and so on.
- Students could use the poem as a starting point and model for some parallel writing: Each group might contribute a verse to a collective poem (or rap).
- Genre transfer presents a lot of opportunities for writing practice; letters, diary entries, radio plays, newspaper articles, agony aunt columns all based on the original text from a poem.
- My students have found reformulation exercises very stimulating, where they switch between formal and informal language.
- Longer poems can be summarised in fifty words.

- It is also fun to get students to transform content words to synonyms or antonyms and then discuss the subtleties of vocabulary.

Some pros and cons

You might need to spend a bit of time finding a poem that links thematically with your scheme of work, and making sure you respect the copyright rules.

- I have rejected poems that are too long, too archaic or too obscure, or that I can't muster any enthusiasm for or that the students may not respond to. The wrong poem is worse than no poem at all.
- I find that I need to explain my pedagogical rationale and the aims of activities very clearly, and students who have disliked studying literature in their own language may need extra motivation.
- I sometimes reassure my students that their other needs, e.g. exam preparation, are being met.
- It's worth taking the risk and using poems though, because poems can foster a love of English, and they are so versatile.
- I have used them as warmers or fillers, and as the catalyst for many different activities with students ranging from Pre-intermediate to Proficiency, and with multilevel classes.
- Students find a poem a welcome, and sometimes inspirational, change from a coursebook. Poems can be involving, motivating and memorable, and they can supplement and enrich just about any lesson.

Conclusion

One of the things I like most about using poetry in the classroom is that I can usually create lots of opportunities for personalisation. This means that the students have plenty to say, and the communication is genuine because they are talking about their own experiences or hypotheses. They are engaged and motivated, which helps to make the lesson and the language (and sometimes even the poem) memorable. I am an English language specialist and have no formal training in literature, unlike some of my students, and I bring my love of poetry into the classroom.

You can't fake enthusiasm, but it can rub off on the most sceptical of students, and without it the lesson is doomed. My students have always asked for more grammar, but now they're asking for more poems too, something they didn't even know they wanted! For me, there is no greater reward.

Further reading

These are resource books of ideas and activities for using poems in the English language classroom. They contain useful bibliographies of poetry anthologies too.

Literature in the Language Classroom Collie & Slater CUP 1987

Literature Duff & Maley OUP 1990

Teaching Literature Carter & Long Longman 1991

Activity

What are the pros and cons for YOU using poetry in your classes?

PROS	CONS

Teaching language structures and grammar

Teaching Grammar in Light of Communicative Language Teaching

Tran Hien Lan, MA. College of Foreign Languages, VNU

Ha Thi Lien Hoan, MA. Ngo Thi Nham high school, Ha Noi

Innovation in teaching and learning English is happening everywhere in Vietnam, especially in Vietnamese secondary schools. However, how to implement changes in the way of teaching is a real challenge. In this paper the two authors would like to introduce a new way of teaching grammar in light of Communicative Language Teaching (CLT) in comparison with traditional ways of teaching it so that those who want to change can compare it with their traditional ways of teaching grammar and learn how to change.

Traditional teachers often focus on grammatical rules rather than meaning when teaching a grammatical structure as they believe that learning a foreign language is about learning to master its linguistic system and if students know the grammar rules, they will be able to communicate in the language. The facts shows that although students can learn and remember grammar rules very well, they can not communicate in the target language at all. The following is the typical traditional grammar lesson in Vietnam (Nguyen Bang et al, 2003)

1. The teacher writes down the name of the grammar point on the board.
2. The teacher presents the rule and structure.
3. The teacher gives examples (in English) to illustrate the rule given.
4. The teacher gets students to make up their own sentences using the rule they have just been given.
5. The teacher gets students to do some translation from L2 to L1 and visa versa. Very often these are only at sentence level and are disconnected and decontextualised.
6. For homework the teacher often gets students to learn the grammar rule by heart and make some further sentences with them.

During this kind of lesson the teacher controls the activities till the end of the lesson and s/he tries to minimize the possibility of students making mistakes.

In a CLT classroom, however, the teacher pays more attention to enabling students to work with the target language during the lesson and communicate in it by the end of it. The following is the typical procedure of a grammar lesson according to a CLT author- Adrian Doff (1981).

1. The teacher uses visual aids to present the grammar structure to be taught.
2. Students deduce the meaning, the form and the use of it.

3. The teacher checks students understanding by asking yes/ no questions focusing on form, meaning and use.
4. The teacher gets students to practice the structure through Repetition and Substitution Drills, Word Prompts, and Picture Prompts. The teacher tries to provide maximum practice within controlled, but realistic and contextualised frameworks and to build students' confidence in using the new language.
5. The teacher provides students with opportunities to use new language in a freer, more creative way. The teacher creates activities in which students can integrate new language with the previously learnt language and apply what they have learnt to talk about their real life activities.

What makes this kind of lesson different from the traditional is that the teacher tries to make the language used in the lesson real and true. The teacher creates real or like-real situations in which the language can be used. This will better enable students to communicate in English outside the classroom. During the CLT lesson, the teacher often plays the important role of facilitator who facilitates activities to work with the target language.

Here is a grammar lesson for illustration of the way to teach grammar communicatively. The grammar structure to be taught here is 'had better'. The material is taken from lesson 8, of Tieng Ang 11.

Teacher's and students' activities	On – board content
<p><u>Presentation:</u> Use the dialogue in page 66</p> <ul style="list-style-type: none"> - Teacher reads the dialogue. - students find five things the doctor and Bill ask John (not) to do. - Teacher writes the sentences on board. - Students read the examples after the teacher. - According to the situation, find out the meaning and the form and the use of the structure.(students do with the teacher's help.) 	<ul style="list-style-type: none"> - <i>You'd better take off your shirt.</i> - <i>You'd better not move.</i> - <i>You'd better stay a few days for observation.</i> - <i>You'd better stay here for a week or two.</i> - <i>You'd better not be worried</i>

<p><u>Practice:</u></p> <p><u>Controlled practice:</u> 'LOOK AND SPEAK I'</p> <ul style="list-style-type: none"> - Practice making pieces of advice using the pictures provided. - The sentences are written on board and in students' textbooks. <p><u>Guided practice:</u></p> <ul style="list-style-type: none"> - Set a situation 'at the doctor's office' - Some cue words are provided. - Group work. - Students ask for and give advice. - <u>Teachers listen, helps and correct the grammatical mistakes.</u> 	<ul style="list-style-type: none"> - <i>He'd better get up early and do morning exercise.</i> - <i>She'd better get into a non – smoking.</i> - <i>You'd better not smoke in the cinema.</i> - <i>You'd better not fish here.</i> <p>" At the doctor's office"</p> <ul style="list-style-type: none"> - <i>Cold :</i> - <i>drink ginger tea</i> - <i>stay in bed</i> - <i>go out</i> - <i>Headache:</i> - <i>take aspirin</i> - <i>rest in bed</i> - <i>stay up late</i>
<p><u>Production:</u></p> <p>-Group work: the class is divided into groups of fewer than 10 students each. Teacher assigns the work: each group must have a 'secretary' to record everything, all the members of the group have to take turn to express their own problems and the others have to give advice using structure ' had better (not)'</p> <p>- Go round to offer some help if necessary and to make sure that the students use English in their conversations.</p>	

Activity

Plan a class to teach the Teaching structure of “would like” to students. Plan your lesson in the same format as Tran Hien Lan.

Teacher's and students' activities	On – board content
Presentation	
Practice Controlled practice Guided practice	
Production	

Eliciting language

Liz regan: www.tefl.net

How:

1. Instead of giving information, ask if anyone in the class can provide it. When a student asks "What does this mean?" or "What's the past of this verb?" etc. say something like "That's a good question - what do you think?" Can you guess? Can anyone help Maria here?"
2. If you want to teach some vocabulary, for instance, then rather than giving it to the students, try to get them to give it to you. For example: I want to teach the word "cow". I could draw a little picture on the board. I could explain what a cow is. Or I could elicit the word from the students along these lines: "What do we call/What's the word for an animal which makes milk and goes "moo"?! With any luck the students will say "cow". There you go - I've elicited the word "cow" from the students. I didn't say it to them - they said it to me; that's eliciting.

Why:

1. 1. If you don't elicit you run the risk of telling the students everything they want to know and ending up spoon-feeding them (see TT9 - the "Why to avoid doing it" part for further explanation).
2. 2. Eliciting means getting information from people as opposed to giving it to them - asking, throwing questions back at the students, in a nutshell.

Extra Info:

When I take the register, I always elicit today's date from the students ("What's the date today?") because I find that even at high levels students are shockingly bad on dates.

Sometimes students don't understand the value of eliciting. They think that you're not doing your job if you don't answer their questions. If I have a student like that I tend to explain like this: "I know I know the answer but I'm not the one learning English here. What is important is, do any of you know the answer?" or "Why should I explain again? We did this last week!"

If you try to elicit something and obviously no one knows what you are getting at or they've all forgotten it or they haven't done their homework then don't keep on trying to get it out of them. Flogging a dead horse will get you nowhere and it just embarrasses/irritates the students and wastes valuable lesson time.

15 ways of eliciting vocabulary

Alex Case: www.tefl.net

1. Mime/ gestures

The communication survival technique of gesturing can also easily be adapted to classroom elicitation, especially easily for action verbs, but also feelings, other adjectives etc. You might want to check that the gestures you want to use are culturally appropriate, especially that they will not be misinterpreted or even found offensive.

2. Pairwork

Many games like Taboo, Pictionary and Give Us a Clue are basically elicitation in groups, and getting students used to playing these kinds of games is great practice for making sure they can understand you when you use similar techniques.

3. Combine information with your partner

Extending the definition of elicitation even further, the first stage of Test Teach Test is basically eliciting what language they already know. A pairwork way of doing this is to give worksheets where they each have half the information they need to come up with the words or expressions that you want to elicit, and they work together (without showing their worksheets to each other) to come up with the answers. The two worksheets could include definitions on Student A's sheet and the words being defined on Student B's, expressions with gaps (A) and the missing words (B), spilt sentences with the sentence cut so that half the target expression is on each person's sheet, etc.

4. You're getting warmer/ cooler

This is not so much a way of eliciting as a way of telling them if they are on the right track once they start guessing what word or expression you mean. As well as actually saying "warmer" or "cooler/ colder" (if you have taught them that before, maybe with a treasure hunting game), you can use clues like "closer" and "further away" or even specific expressions like "A more formal word than that", "Even more formal" and "Not quite as Shakespearean as that".

5. Word origins

For example, "It's a French word for a kind of classical dance".

6. Mixed up

E.g. give them the mixed up letters of a word you are trying to elicit or mixed up words for an expression you want them to come up with.

7. Negative clues

Teachers sometimes miss that telling students what it is not is just as useful as telling students what it is, e.g. “Most people think it is a vegetable, but it isn’t. It’s a fruit.” for “tomato”.

8. Trivia/ general knowledge

Clues could also be based on world knowledge, e.g. “The longest one in Europe goes under the English Channel between the UK and France” for “tunnel”.

9. Component parts of the word or expression

E.g. the first part means “before” and the second part means “monthly” for “premenstrual”.

10. Search/ physical position clues

Tell students they can find the word or expression you are looking for in the word search you have given them, in the list or poster on the classroom wall, in a table at the back of their textbooks, in a reading text, in a picture dictionary, in a particular part of a normal dictionary, somewhere in the classroom or even somewhere in their textbook You could also give them reference materials to find it in.

11. With sounds

E.g. “Its first sound is ‘th’ like ‘think’” or “No, the past participle of this word has an ‘er’ sound like ‘her’”

12. With phonemic symbols

If they know the whole English phonemic chart already, it is only really eliciting if you only write up some of the sounds of the word, but few students are in this lucky position (!) so if you write up the whole word as phonemic symbols they should be able to guess the whole thing from the sounds that they already know the symbols for or can guess because they are similar to alphabets they know.

13. By word shape

This works particularly well with students who are still struggling with learning to read in English. Imagine you have drawn a box around a word, such as the zigzag shape you would get from outlining the word “being”. Draw just that shape on the board without any letters in it, and then fill in letters as students guess them thanks to other hints such as the ones described above or add letters one by one to help them guess.

Unit 2: Teaching methodology and Planning for effective lessons

Methodology

Jill Kerper Mora, Ed.D: <http://edweb.sdsu.edu>

Below is a description of the basic principles and procedures of the most recognized methods for teaching a second or foreign language.

The Grammar-Translation Approach

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

The Direct Approach

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The Reading Approach

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

The Audiolingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

Hints for Using Audio-lingual Drills in L2 Teaching

1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the AUX verb have should not suddenly switch to have as a main verb.
2. Drills should be conducted as rapidly as possibly so as to insure automaticity and to establish a system.
3. Ignore all but gross errors of pronunciation when drilling for grammar practice.
4. Use of shortcuts to keep the pace o drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.
5. Use normal English stress, intonation, and juncture patterns conscientiously.
6. Drill material should always be meaningful. If the content words are not known, teach their meanings.
7. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.
8. Introduce the drill in this way:
 - a. Focus (by writing on the board, for example)
 - b. Exemplify (by speaking model sentences)
 - c. Explain (if a simple grammatical explanation is needed)
 - d. Drill
9. Don't stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling.
10. Use the "backward buildup" technique for long and/or difficult patterns.
 - tomorrow
 - in the cafeteria tomorrow
 - will be eating in the cafeteria tomorrow
 - Those boys will be eating in the cafeteria tomorrow.

11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last.

Community Language Learning

Curran, Charles A. Counseling-Learning in Second Languages. Apple River, Illinois: Apple River Press, 1976.

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client. The process involves five stages of adaptation:

STAGE 1

The client is completely dependent on the language counselor.

1. First, he expresses only to the counselor and **in English** what he wishes to say to the group. Each group member overhears this English exchange but no other members of the group are involved in the interaction.
2. The counselor then reflects these ideas back to the client **in the foreign language** in a warm, accepting tone, in simple language in phrases of five or six words.
3. The client turns to the group and presents his ideas **in the foreign language**. He has the counselor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

STAGE 2

1. Same as above.
2. The client turns and begins to speak the **foreign language** directly to the group.
3. The counselor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

STAGE 3

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

STAGE 4

1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
2. The counselor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.

STAGE 5

1. Same as stage 4.
2. The counselor intervenes not only to offer correction but to add idioms and more elegant constructions.
3. At this stage the client can become counselor to the group in stages 1, 2, and 3.

The Silent Way

Caleb Gattegno, Teaching Foreign Languages in Schools: The Silent Way. New York City: Educational Solutions, 1972.

Procedures

This method begins by using a set of colored rods and verbal commands in order to achieve the following:

To avoid the use of the vernacular. To create simple linguistic situations that remain under the complete control of the teacher To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.

To provide the support of perception and action to the intellectual guess of what the noises **mean**, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

Materials

The complete set of materials utilized as the language learning progresses include:

A set of colored wooden rods A set of wall charts containing words of a "functional" vocabulary and some additional ones; a pointer for use with the charts in Visual Dictation A color coded phonic chart(s) Tapes or discs, as required; films Drawings and pictures, and a set of accompanying worksheets Transparencies, three texts, a Book of Stories, worksheets

Functional-notional Approach

Finocchiaro, M. & Brumfit, C. (1983). The Functional-Notional Approach. New York, NY: Oxford University Press.

This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: a. the functions b. the elements in the situation, and c. the topic being discussed.

A **situation** may affect **variations of language** such as the use of **dialects**, the **formality or informality** of the language and the mode of expression. Situation includes the following elements:

- A. The persons taking part in the speech act
- B. The place where the conversation occurs
- C. The time the speech act is taking place
- D. The topic or activity that is being discussed

Exponents are the language utterances or statements that stem from the function, the situation and the topic.

Code is the shared language of a community of speakers.

Code-switching is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers.

Functional Categories of Language

Mary Finocchiaro (1983, p. 65-66) has placed the functional categories under five headings as noted below: *personal, interpersonal, directive, referential, and imaginative*.

Personal = Clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth

Interpersonal = Enabling us to establish and maintain desirable social and working relationships: Enabling us to establish and maintain desirable social and working relationships:

- greetings and leave takings
- introducing people to others
- identifying oneself to others
- expressing joy at another's success
- expressing concern for other people's welfare
- extending and accepting invitations
- refusing invitations politely or making alternative arrangements
- making appointments for meetings
- breaking appointments politely and arranging another mutually convenient time
- apologizing
- excusing oneself and accepting excuses for not meeting commitments
- indicating agreement or disagreement
- interrupting another speaker politely
- changing an embarrassing subject
- receiving visitors and paying visits to others
- offering food or drinks and accepting or declining politely
- sharing wishes, hopes, desires, problems
- making promises and committing oneself to some action
- complimenting someone
- making excuses
- expressing and acknowledging gratitude

Directive = Attempting to influence the actions of others; accepting or refusing direction:

- making suggestions in which the speaker is included
- making requests; making suggestions
- refusing to accept a suggestion or a request but offering an alternative
- persuading someone to change his point of view
- requesting and granting permission
- asking for help and responding to a plea for help
- forbidding someone to do something; issuing a command
- giving and responding to instructions
- warning someone
- discouraging someone from pursuing a course of action
- establishing guidelines and deadlines for the completion of actions
- asking for directions or instructions

Referential = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking *about* language (what is termed the metalinguistic function: = talking or reporting about things, actions, events, or people in

the environment in the past or in the future; talking *about* language (what is termed the metalinguistic function):

- identifying items or people in the classroom, the school the home, the community
- asking for a description of someone or something
- defining something or a language item or asking for a definition
- paraphrasing, summarizing, or translating (L1 to L2 or vice versa)
- explaining or asking for explanations of how something works
- comparing or contrasting things
- discussing possibilities, probabilities, or capabilities of doing something
- requesting or reporting facts about events or actions
- evaluating the results of an action or event

Imaginative = Discussions involving elements of creativity and artistic expression

- discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program, etc.
- expanding ideas suggested by other or by a piece of literature or reading material
- creating rhymes, poetry, stories or plays
- recombining familiar dialogs or passages creatively
- suggesting original beginnings or endings to dialogs or stories
- solving problems or mysteries

Total Physical Response

James J. Asher, Learning Another Language Through Actions. San Jose, California: AccuPrint, 1979.

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

TECHNIQUE

Step 1 The teacher says the commands as he himself performs the action.

Step 2 The teacher says the command as both the teacher and the students then perform the action.

Step 3 The teacher says the command but only students perform the action

Step 4 The teacher tells one student at a time to do commands

Step 5 The roles of teacher and student are reversed. Students give commands to teacher and to other students.

Step 6 The teacher and student allow for command expansion or produces new sentences.

Activity

How would you describe your teaching methods using the references above?

What new methods are you willing to try? How do you feel they will help?

Lesson plans

PPP Basics

Taken from: <http://teflbootcamp.com>

The PPP Approach to Language Teaching

The "Three Ps" approach to Language Teaching is the most common modern methodology employed by professional schools around the world. It is a strong feature of the renowned CELTA certification and other TEFL qualifications offered especially in the United Kingdom.

While this approach is generally geared toward adult learners, most of the principles involved are also essential to lessons for children (click on the "Young Learners" link above for more information). It is very important to understand what "Presentation", "Practice" and "Production" really are, and how they work in combination to create effective communicative language learning.

Presentation is the beginning or introduction to learning language, and Production is the culmination of the learning process, where a learner has become a "user" of the language as opposed to a "student" of the language. Practice is the process that facilitates progress from the initial stage through to the final one.

To explain the process in brief, the beginning of a lesson involves the introduction of the new language in a conceptual way in combination with some kind of real (or at least "realistic feeling") situation. When this is understood, the students are provided with a linguistic "model" to apply to the concept they have recognized. With this "model" in mind, the students practice the new language by means of various "controlled" activities. After sufficient practice, the students move into some kind of "productive" activity, where a situation calls for the language to be used naturally without correction or control. In general, for communicative language learning to be most effective, the three stages need to occur and they must flow easily from one stage to the next.

PRESENTATION

This is the first (and perhaps most crucial) stage to the language learning process, as it usually has a profound influence on the stages that follow and governs whether those stages are effective or not.

Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be

relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning.

An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students progress, dialogues and text can also be used. There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; briefness and recycling.

PRACTICE:

The Practice stage is the best known to teachers irrespective of their training or teaching objectives. However, it is a stage that is often "over-done" or used ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward Production. It is the important middle stage to communicative language teaching, but exactly that - the "middle" stage.

It is important that practice activities are appropriate to the language being learned and the level and competence of the students. Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage. A good way to summarize effective Practice is to see it as repetition leading to competence and accuracy in terms of Phonology and Syntax.

Practice activities need to be clear and understandable - they should also be directed toward promoting a considerable degree of confidence in the students. In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach".

Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production.

PRODUCTION:

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language.

Generally Production involves creating a situation requiring the language that was introduced in the Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently "use" it.

One of the most important things to remember is that Production activities should not "tell" students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations. Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for Young Learners in particular need to be carefully thought out and prepared (click here for more information relevant to Production in Young Learners).

Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

Activity

Briefly outline some example activities for each of the 3 P's.

Presentation	
Practice	
Production	

The task-based approach

Taken from BBC: www.teachingenglish.org.uk

In recent years a debate has developed over which approaches to structuring and planning and implementing lessons are more effective. This article presents an overview of a task-based learning approach (TBL) and highlights its advantages over the more traditional Present, Practice, Produce (PPP) approach.

Present Practice Produce (PPP)

During an initial teacher training course, most teachers become familiar with the PPP paradigm. A PPP lesson would proceed in the following manner.

- First, the teacher **presents** an item of language in a clear context to get across its meaning. This could be done in a variety of ways: through a text, a situation build, a dialogue etc.
- Students are then asked to complete a controlled **practice stage**, where they may have to repeat target items through choral and individual drilling, fill gaps or match halves of sentences. All of this practice demands that the student uses the language correctly and helps them to become more comfortable with it.
- Finally, they move on to the production stage, sometimes called the 'free practice' stage. Students are given a communication task such as a role play and are expected to **produce** the target language and use any other language that has already been learnt and is suitable for completing it.

The problems with PPP

It all sounds quite logical but teachers who use this method will soon identify problems with it:

- Students can give the impression that they are comfortable with the new language as they are producing it accurately in the class. Often though a few lessons later, students will either not be able to produce the language correctly or even won't produce it at all.
- Students will often produce the language but overuse the target structure so that it sounds completely unnatural.
- Students may not produce the target language during the free practice stage because they find they are able to use existing language resources to complete the task.

A Task-based approach

Task-based Learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

The advantages of TBL

Task-based learning has some clear advantages

- Unlike a PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.

- A natural context is developed from the students' experiences with the language that is personalised and relevant to them. With PPP it is necessary to create contexts in which to present the language and sometimes they can be very unnatural.
- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.
- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centred by comparison. Just watch how much time the students spend communicating during a task-based lesson.
- It is enjoyable and motivating.

Conclusion

PPP offers a very simplified approach to language learning. It is based upon the idea that you can present language in neat little blocks, adding from one lesson to the next. However, research shows us that we cannot predict or guarantee what the students will learn and that ultimately a wide exposure to language is the best way of ensuring that students will acquire it effectively. Restricting their experience to single pieces of target language is unnatural.

Activity

Here is an example of a TBL lesson plan. Read it and in the space below design your own TBL lesson plan.

Pre-task (15-20min)

Aim: To introduce the topic of nights out and to give the class exposure to language related to it. To highlight words and phrases.

- Show sts pictures of a night out in a restaurant / bar and ask them where they go to have a good night out.
- Brainstorm words/phrases onto the board related to the topic; people / verbs / feelings etc.
- Introduce the listening of two people planning a night out. Write up different alternatives on the board to give them a reason for listening e.g. (a) restaurant / bar (b) meet at the train station / in the square. Play it a few times, first time to select from the alternatives, second time to note down some language.
- Tell them that they are going to plan a class night out and give them a few minutes to think it over.

The content-based approach

Content Based Instruction in EFL Contexts

Stephen Davies:

Introduction

Content based instruction (CBI) is a teaching method that emphasizes learning *about something* rather than learning *about language*. Although CBI is not new, there has been an increased interest in it over the last ten years, particularly in the USA and Canada where it has proven very effective in ESL immersion programs. This interest has now spread to EFL classrooms around the world where teachers are discovering that their students like CBI and are excited to learn English this way.

What Types of Content Based Instruction Are There?

The Sheltered Model

Sheltered and adjunct CBI usually occurs at universities in English L1 contexts. The goal of teachers using sheltered and adjunct CBI is to enable their ESL students to study the same content material as regular English L1 students. Sheltered CBI is called "sheltered" because learners are given special assistance to help them understand regular classes. Two teachers can work together to give instruction in a specific subject. One of the teachers is a content specialist and the other an ESL specialist. They may teach the class together or the class time may be divided between the two of them. For example, the content specialist will give a short lecture and then the English teacher will check that the students have understood the important words by reviewing them later. This kind of team teaching requires teachers to work closely together to plan and evaluate classes. It has been used successfully at the bilingual University of Ottawa, where classes are taught in English and French, (Briton, 1989).

The Adjunct Model

Adjunct classes are usually taught by ESL teachers. The aim of these classes is to prepare students for "mainstream" classes where they will join English L1 learners. Adjunct classes may resemble EPA or ESP classes where emphasis is placed on acquiring specific target vocabulary; they may also feature study skills sessions to familiarize the students with listening, note taking and skimming and scanning texts. Some adjunct classes are taught during the summer months before regular college classes begin, while others run concurrently with regular lessons.

The Theme Based Model

Theme based CBI is usually found in EFL contexts. Theme based CBI can be taught by an EFL teacher or team taught with a content specialist. The teacher(s) can create a course of

study designed to unlock and build on their own students' interests and the content can be chosen from an enormous number of diverse topics.

How Does Theme Based CBI Differ from Sheltered and Adjunct Models?

Theme based CBI is taught to students with TEFL scores usually in the range 350 to 500. These scores are lower than the TEFL 500 score which is often the minimum requirement for students who want to study at universities in English L1 contexts. Because of the lower proficiency level of these students, a standard "mainstream" course, such as "Introduction to Economics" will have to be redesigned if it is to be used in a theme based EFL class. For example, complicated concepts can be made easier to understand by using posters and charts, (Mercerize, 2000, p.108).

Syllabus Design for Theme Based CBI

Here is the syllabus for a theme based CBI psychology class that I team taught with a psychologist:

- Unit 1 Introduction to psychology
- Unit 2 Types of learning
- Unit 3 Advertising and psychological techniques
- Unit 4 Counseling
- Unit 5 Psychological illnesses
- Unit 6 Project work

Each unit took from two to three weeks to complete. The students had two classes per week and each class lasted for two and a half hours. The syllabus that we used is clearly different from a conventional Introduction to Psychology class. Our aim was to allow the students to explore various aspects of psychology rather than attempting to give them a thorough grounding in a subject which, we believed, would have been too difficult for them to understand at this stage. In fact one of the strengths of theme based CBI is its flexibility; teachers can create units with specific learner needs in mind. For example, Unit 3 began with some textbook readings followed by questions and written work. After this the students were given some advertisements to analyze and also brought in their own examples for use in group discussions. Finally, for a small group project, they designed their own advertisements and then presented their work to the other class members with a rationale for why they had chosen their product and who the target customers would be. Among the products they designed were a genetically engineered cake tree and a time vision camera.

Materials for Theme based CBI

There are textbooks that can be used for theme based CBI classes which usually contain a variety of readings followed by vocabulary and comprehension exercises. These can then be supplemented with additional information from the Internet, newspapers and other sources. However, another approach is to use specially constructed source books which

contain collections of authentic materials or simplified versions. These can be about a particular theme such as drug use or care of the elderly, or about more general topics. It's possible to create some really interesting classroom materials as long as the need for comprehensibility is not forgotten.

Readability

The Flesch-Kincaid test is one method of measuring the readability of writing. Difficulty is assessed by analyzing sentence length and the number of syllables per word. Put simply, short sentences containing words with few syllables are considered to be the easiest to read. The Flesch-Kincaid test can also be used to assess the difficulty of texts for EFL students. For students with scores below TOEFL 500, Flesch - Kincaid scores in the range 5.0- 8.0 are appropriate. (By way of comparison this paper has a Flesch-Kincaid rating of 11.1). However, far more detailed research needs to be done in the area of assessing student responses to the readability of adapted materials. For example, the Flesch-Kincaid test assumes that passive constructions are more difficult for students to understand than active ones; however my own preliminary investigations have shown that removing passive verbs and replacing them with active ones does **not** necessarily make the students feel that the text is any easier to read.

How Can Theme Based CBI Be Assessed?

A theme based CBI course should have both content and language goals. Student progress can then be assessed when classes are underway. Continuous assessment is effective. Daily quizzes can be used to check that content information is getting through to the students and that they are remembering important vocabulary. Longer tests may also be given at mid-term and at the end of the term. Journals are also a useful diagnostic tool. Students can be given time at the end of each class to write a summary of the content of the lesson or to answer a specific question given by the teacher. Another useful exercise is to allow the students to write freely on any topic; teachers can then read their work and assess their progress indirectly. Direct oral feedback during the classes can be useful as long as we are mindful of the proficiency level of the students; it's all too easy to forget how difficult it is to speak a foreign language in front of classmates.

Summary

CBI is an effective method of combining language and content learning. Theme based CBI works well in EFL contexts, and I believe its use will increase as teachers continue to design new syllabi in response to student needs and interests. As I said at the beginning, I believe that learner motivation increases when students are learning about something, rather than just studying language. Theme based CBI is particularly appealing in this respect because teachers can use almost any content materials that they feel their students will enjoy. What can be better than seeing our students create something and learn language at the same time?

Activity

List and compare the pros and the cons of the content based approach and the task based approach.

	Task based approach	Content based approach
Pros		
Cons		

Unit 3: Planning dynamic and effective lesson
Dynamic English as a Foreign Language Activities Your Learners Won't Refuse
Taken from www.bettereflteacher.blogspot.com

For Bored, Uninterested, Reluctant EFL Learners

As you begin yet another scholastic year or higher education semester, you're once again faced with the necessity of circumventing the problems of having bored, uninterested and reluctant English as a foreign language learners among the sea of faces in your EFL class room. Motivating foreign language learners – especially those who may not voluntarily want to be in class can become a major obstacle to your success if you allow conditions to degenerate. Don't let that happen. Fight back and win over those learners using these eight dynamic EFL activity types your learners simply won't refuse.

• **English Language Learning Games**

All of your English language learners just love to play games. How do I know? Because that's true virtually everywhere worldwide, that's how. Any game you know can be converted and played in English or whatever the target language you're teaching is. From Tic-Tac-Toe (noughts and crosses) or "Tricky", to checkers, Monopoly, Sorry and a seemingly unending slew of other TPR and board games, playing them in English can be an almost effortless way to motivate and reach even the most reluctant learners.

• **Using Music in the EFL Classroom**

English and foreign language learners love music in a wide variety of types and formats. So use music throughout class room activities and as an activity in itself. Time activities with popular songs, lip-sunc, demonstrate vocabulry and lexical elements in context. Dramatize songs as a TPR activity or discuss cultural elements, even ask your language learners for their ideas and input for related activites. Don't flounder like a fish out of water, do something. Get recordings and musical selections from your learners too.

• **Performing Dramas and Comedy**

There's a little ham in all of us, so use that quality to stimulate your EFL learners while in English or other foreign language classes. Your "dramas" can be as simple as two-party enacted dialogues or as complex as fully-staged productions lasting two or more acts. The key is to elicit the interests of your learners then build on those interests using the media of drama.

• **Watching Movies and Videos**

If you're not too keen on using full-length features in your foreign language class room, no problem. Just use selected, dramatic clips from the movies to engage your learners in the scenes and settings. Survey their favorite actors, actresses and entertainers – then use that info to make insider-informed decisions on what to prepare. Movies and scene clips can be great for dialogue practice, illustration vocabulary, grammar and other lexical elements in context.

Activity

Which of these approaches have you tried?

Were they effective?

What problems did you have?

How could you possibly overcome these problems?

Games in the classroom
USING GAMES TO TEACH ESL
Taken from www.esl-games.net

One of the challenges in teaching English as a second language is to make learning as effortless as possible. By making learning easy and fun, the instructor can ensure that the material imparted is received, understood and retained. Language is all about meaning and context. The best way for students to find meaning and context in what they are learning is if they experience it. Is it possible then to teach the English language by allowing the participants to experience it? Yes it is possible, through games.

According to Lee Su Kim, author of *Creative Games for Learning Class*, using games in the classroom help students to sustain the effort of learning. More to the point, it fosters interaction. What is language but a means to communicate? Through these fun activities, instructors will be able to promote the practice of English.

Real-learning is when even outside the learning place, the student will still be able to apply the subject matter. Instructors have to understand that the more relaxed the learning environment is, the less anxious the students will be. Hence, the easier the students will be able to assimilate what is being taught.

However, the use of games in ESL Curriculum requires careful planning, design and execution. Games should not be used as ice breakers or time fillers only. They should be used as part of the instructional design. Games should be seen and used as a motivational tool. Below are a couple of suggested games and their application.

1. Charades – The class can be divided into mini-groups. The white or black board should accordingly be divided depending on the number of groups there are. Each group should have an assigned person who will draw the given phrase and an assigned person who will shout the answer. The other members will act as coaches. The instructor will show a phrase to the representatives and the first group to guess the answer wins the round. The time allocated for each round should not be too long because this activity should foster information retrieval and information relaying. This activity should best be used as a review for idiomatic expressions.

2. Guessing game – The instructor will write a word on a piece of paper and tape the piece of paper on the back of a student. The instructor should do the same for all the participants. The students should not know what word is posted on their backs. The instructor should then tell everyone that they can each ask three closed-ended questions (answerable by yes or no) from each of their peers in order to guess what the word is. This game is best used for students who already have a working knowledge of sentence

structure. The game can serve as an introduction to question formulations, which essentially reverses word orders.

ESL LEARNING THROUGH GAMES

Learning English as a second language is challenging but not impossible. Students are not only trying to master a new language but they are also learning unfamiliar subject-content. As such, instructors need to use methods that will veer away from spoon-feeding and instead engage students to experience the actual learning process. One such method is using games. Joanne Elliott, author of *Interesting ESL Group Activities* wrote that the best way to teach children English is to create an illusion that they are just playing games. Below are a few examples and their suggested applications.

“I like” game – The instructor will gather all the students in a big circle. One of the students will be asked to finish the statement “I like...” Then ask the next person to add an adjective and then the next person should add another appropriate adjective, and so on and so forth. For instance, after a couple of rounds, the statement will be “I like a delicious, light green, ice-cold, creamy ice cream. This is an ideal game for children up to the age of 10 to practice using words to describe a particular noun.

Word Association – The instructor needs to gather the students in a wide circle. A noun will be given and a person will be called who would then tell the group if it’s a common, proper, mass, count or collective noun. If the person gets it right, he or she would then give another noun and call another person to state what type of noun it is and so on and so forth. The instructor needs to encourage that the faster the pace the better since it will demonstrate the students’ mastery of nouns. This is ideal for students who are in the beginner level.

Dictionary Bingo – This game is best used to enhance students’ vocabulary. Each of them will be provided a card that has 20 squares containing definitions. The instructor will give a term and the students need to find the definition in their cards. Just like with the real bingo, the participants can win only by drawing a line vertically, horizontally or diagonally. The challenge however, is that they need to be able to identify the correct definition. This game will suit students who are already at the intermediate level.

Storytelling – The instructor needs to set up 3 boxes at the front of the room. The first box will contain slips of paper, each with a proper noun referring to a person. For example, policeman. The next box should contain slips referring to places, like swimming pool. The third box will be about verbs. For example, eating. The students will be asked to draw a slip from each of the box. Then they have to create a one-page story using the three words. This is an ideal way to reinforce lessons taught regarding syntax and semantics. This game is for advanced learners already.

Songs in the classroom

Using Music in the ESL Classroom Taken from: www.englishclub.com

“ Music is the universal language of mankind.”

Henry Wadsworth Longfellow

When students make a major breakthrough in learning, it is music to a teacher's ears. There is nothing more rewarding for a teacher, than seeing their students smile and laugh while they learn. The same can be said for students. Students who are taught in a fun and creative way, love coming to class. Using music in the classroom is a great way for teachers to achieve success with L2 learners. Oliver Wendall Holmes suggests taking a musical bath once a week, saying that music is "to the soul what water is to the body."

Benefits of using Music

Have you ever heard of anyone who doesn't like music? Some people may not like art, dancing, reading, or movies, but almost everyone likes one kind of music or another. Most people like many different kinds of music. Studies have shown that music...

- improves concentration
- improves memory
- brings a sense of community to a group
- motivates learning
- relaxes people who are overwhelmed or stressed
- makes learning fun
- helps people absorb material

"Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned." Chris Brewer, Music and Learning

Techniques for Using Music with L2 Learners

There are a variety of different ways to use music in the classroom. Some teachers prefer to use background music and others use music lyrics as the basis of a lesson. Music can be used to:

- introduce a new theme or topic (Christmas/colours/feelings)
- break the ice in a class where students don't know each other or are having difficulty communicating
- change the mood (liven things up or calm things down)
- teach and build vocabulary and idioms
- review material (background music improves memory)

- teach pronunciation and intonation
- teach songs and rhymes about difficult grammar and spelling rules that need to be memorized ("i before e", irregular verbs, phrasal verbs)
- teach reading comprehension
- inspire a class discussion
- teach listening for details and gist

Suggested Activities

Many teachers try using music once in the class, but forget to do it again. It might take a few times before you and your class get used to hearing music while learning. If you can commit to using music once a week, you may soon see the benefits, and realize that you want to do it more often and in a variety of ways. Here are 10 activities for you to try:

1. Use background music such as classical, Celtic music or natural sounds to inspire creativity
2. Teach your national anthem
3. Teach a song that uses slang expressions ("I heard it through the Grape Vine")
4. Teach a song that uses a new tense you have introduced
5. Add variety to your reading comprehension lesson. Students can read lyrics and search for main idea, theme, details.
6. Teach Christmas vocabulary through traditional carols
7. Write or choose a classroom theme song
8. Create (or use already prepared lessons) cloze exercises using popular song lyrics
9. Create variations to familiar songs by making them personal for your class members or your lesson
10. Have "lyp sync" contests. Allow students to choose their own songs. A little competition goes a long way in the classroom. Have groups explain the lyrics of their song before or after they perform.

"When the music changes so, so does the dance." African proverb.

Teaching Kids with Music

Using music with ESL kids has all of the same benefits mentioned above and more. Children are natural music lovers. You don't have to convince them that it will help them learn. If you feel uncomfortable singing in front of the class to teach a song, use a tape or CD player. (Don't expect your students to sing if you don't. Remember, that they don't care about the quality of your singing voice, just like you don't care about theirs.) Here are some suggested activities to use with kids (if you are not familiar with any of the songs mentioned, simply put the titles into an online search):

- **Transition songs:** Teach simple songs that indicate transitions from one activity to another, such as "clean up" songs and "hello/goodbye" songs.

- **Energy boosters:** Teach simple action songs that require kids to stand up and move around. Think of traditional birthday games that use songs, such as pass the parcel (use a classroom mascot or other favourite item instead of a gift) or musical chairs.
- **Animal songs:** Children love learning about animals! Teach animals and animal sounds using repetitive songs like "Old McDonald had a Farm" and "There was an Old Lady who swallowed a fly."
- **Multi-culturalism:** Teach about multi-cultural instruments and learn how to create them in class.
- **Remembering Names:** Help students remember names of their classmates (this helps teachers too) with songs like "Willoughby Wallaby Woo."
- **Alphabet songs:** Use lots of different alphabet songs (not just the traditional ABC) to help kids remember them in English. *Chicka Chicka Boom Boom* by Bill Martin Jr and John Archambault is a catchy children's book and song.
- **Colours:** Teach the colours with various colour songs and rhythms, such as Louis Armstrong's "What a Wonderful World" or Kermit the Frog's "It aint easy being green."
- **Rewards:** Reward hard working kids with "Music Time". Let them make requests for background music that they can listen to while they work on their written exercises.
- **Student teachers:** Encourage the kids to teach each other songs from their own language. Turn this into an English lesson by having students translate the meaning.

"Musical nourishment which is rich in vitamins is essential for children." Zoltan Kodaly

Tips for Using Music Effectively

- When teaching students a song, it is a good idea to introduce an instrumental version first (If an instrumental version is not available, play the song softly in the background while they are working on something or hum the melody before introducing the lyrics). If students become familiar with the sound of the music first, they will be more likely to understand the words.
- Make a vocabulary list ahead of time. Go over the words once before you introduce the song.

- Expose students to a certain song many days in a row. Within a few days, students will not be able to get the song out of their head!
- Choose interactive songs whenever possible. Adding actions enhances language acquisition and memory.
- Have soft or upbeat music playing before class to encourage a positive atmosphere. Turning the music off is a great way to signal to a large class that it is time to begin.

Activity

Write a list of songs you could use in the classroom, include the topics that they could be used to teach.

SONG	TOPIC
I will survive	Past tense "was, spent, walked etc" Imperatives "go, walk out the door etc"

Creating materials

Larry Lynch: www.eslbase.com

You don't really need to be a genius to produce highly successful, dynamic lessons using authentic materials. You do need to know about your EFL or ESL students, what they can do, what they like, how they think and their motivations for learning English (or another foreign language). In this first part of the series on creating materials for the EFL, ESL or foreign language learning classroom, we'll discuss "Why we need to adapt materials". Following parts of this series will address where to get authentic English or other foreign language materials, some recommended Websites for EFL or ESL English Teachers, and exactly how you can modify authentic language materials to meet learner needs.

Why we need to adapt materials

The first step is to adapt existing or easily available materials to suit the teaching / learning needs we may have. Using existing materials can save time, effort and expense in acquiring new English as a foreign language materials or materials for teaching or learning another foreign language. Key reasons existing or easily available materials may have to be adapted include:

Unsuitable material level

Whatever materials we may have or be able to get may not be suitable for our learners' needs. Authentic materials are usually produced for native speakers. This often means that an adjustment is required before we can may effective use of the materials.

Too difficult

If our learners are beginner level, we may well have to simplify vocabulary or context elements to render passages and listening comprehension segments useable.

Too long or short

Lessons and study sessions are most often time-controlled. If we need an activity or segment for a short classroom practice activity, a longer authentic language piece might need to be excerpted or shortened to make it fit into our lesson's context. A shorter piece may need additions in the way of activities or discussions to flesh out its usefulness in the classroom setting.

Use of grammar or language

Extensive use of grammar or structures not known to the learners may be featured in the authentic language passage. Adjustments, then, would likely be necessary in the way of glossaries, key word definitions or explanations of language aspects before the use of the passage.

Explore relevancy

Using language in a relevant context to promote meaningful input and output from the learners is a key aspect of foreign language learning. If material has obvious relevancy for the learners, it will be that much more difficult for them to approach its acquisition.

Adapt for specific use

At the time of using an authentic language reading or listening passage, we may well be working on a specific context, grammatical point or language structure in class. This might mandate that we adapt materials to reflect use of those grammar or structure elements.

Adapt to student learning styles

"Student learning styles may be an important factor in the success of teaching and may not necessarily reflect those that teachers recommend" says Jack C. Richards, noted Linguistics professional and an author of the INTERCHANGE EFL / ESL series course books. Knowledge of our students may tell us that certain learning styles should preferably be addressed. So changing authentic language materials from one form to another might be called for. A reading passage then becomes a listening. A listening passage molts into a grammar-themed one. Writing or discussions might be the outcome of controversial or newsworthy passages, the list goes on and on.

Activity

What materials could you create and adapt to your classes?

Unit 4: In the classroom

Classroom Management, Management of Student Conduct, Effective Praise Guidelines, and a Few Things to Know About ESOL Thrown in for Good Measure

Taken from: www.adprima.com

Surveys of graduates of education schools and colleges indicate that the #1 area of concern of new teachers is their feelings of inadequacy in managing classrooms. Despite clinical experiences, student teaching, and other observations in classroom settings, this problem has persisted. There is no elixir that will confer skill in this area of professional responsibility. We only wish there were.

Classroom management and management of student conduct are skills that teachers acquire and hone over time. These skills almost never "jell" until after a minimum of few years of teaching experience. To be sure, effective teaching requires considerable skill in managing the myriad of tasks and situations that occur in the classroom each day. Skills such as effective classroom management are central to teaching and require "common sense," consistency, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes. Sadly, this is often easier said than done. Certainly, a part of this problem is that there is no practical way for education students to "practice" their nascent skills outside of actually going into a classroom setting. The learning curve is steep, indeed.

As previously mentioned, personal experience and research indicate that many beginning teachers have difficulty effectively managing their classrooms. While there is no one best solution for every problem or classroom setting, the following principles, drawn from a number of sources, might help. Classroom teachers with many years of experience have contributed to an understanding of what works and what doesn't work in managing classrooms and the behavior of students. The following information represents some of the things that good classroom teachers do to maintain an atmosphere that enhances learning. It is written in straightforward, non-preachy language, and will not drive you to distraction with its length. I think most students appreciate that. With that in mind, I truly hope this information is useful to you.

An Effective Classroom Management Context (these four things are fundamental)

- 1. Know what you want and what you don't want.**
- 2. Show and tell your students what you want.**

3. When you get what you want, acknowledge (not praise) it.
4. When you get something else, act quickly and appropriately.

ROOM ARRANGEMENT

While good room arrangement is not a guarantee of good behavior, poor planning in this area can create conditions that lead to problems.

- * The teacher must be able to observe all students at all times and to monitor work and behavior. The teacher should also be able to see the door from his or her desk.
- * Frequently used areas of the room and traffic lanes should be unobstructed and easily accessible.
- * Students should be able to see the teacher and presentation area without undue turning or movement.
- * Commonly used classroom materials, e.g., books, attendance pads, absence permits, and student reference materials should be readily available.
- * Some degree of decoration will help add to the attractiveness of the room.

SETTING EXPECTATIONS FOR BEHAVIOR

- * Teachers should identify expectations for student behavior and communicate those expectations to students periodically.
- * Rules and procedures are the most common explicit expectations. A small number of general rules that emphasize appropriate behavior may be helpful. Rules should be posted in the classroom. Compliance with the rules should be monitored constantly.
- * **Do not** develop classroom rules you are unwilling to enforce.
- * School-Wide Regulations...particularly safety procedures...should be explained carefully.
- * Because desirable student behavior may vary depending on the activity, explicit expectations for the following procedures are helpful in creating a smoothly functioning classroom:
 - Beginning and ending the period, including attendance procedures and what students may or may not do during these times.
 - Use of materials and equipment such as the pencil sharpener, storage areas, supplies, and special equipment.

- Teacher-Led Instruction
- Seatwork
- How students are to answer questions - for example, no student answer will be recognized unless he raises his hand and is called upon to answer by the teacher.
- Independent group work such as laboratory activities or smaller group projects.

Remember, good discipline is much more likely to occur if the classroom setting and activities are structured or arranged to enhance cooperative behavior.

MANAGING STUDENT ACADEMIC WORK

- * Effective teacher-led instruction is free of:
 - Ambiguous and vague terms
 - Unclear sequencing
 - Interruptions
- * Students must be held accountable for their work.
- * The focus is on academic tasks and learning as the central purpose of student effort, rather than on good behavior for its own sake.

MANAGING INAPPROPRIATE BEHAVIOR

- * Address instruction and assignments to challenge academic achievement while continuing to assure individual student success.
- * Most inappropriate behavior in classrooms that is not seriously disruptive and can be managed by relatively simple procedures that prevent escalation.
- * Effective classroom managers practice skills that minimize misbehavior.
- * Monitor students carefully and frequently so that misbehavior is detected early before it involves many students or becomes a serious disruption.
- * Act to stop inappropriate behavior so as not to interrupt the instructional activity or to call excessive attention to the student by practicing the following unobstructive strategies:
 - Moving close to the offending student or students, making eye contact and giving a nonverbal signal to stop the offensive behavior.
 - Calling a student's name or giving a short verbal instruction to stop behavior.

- Redirecting the student to appropriate behavior by stating what the student should be doing; citing the applicable procedure or rule.

Example: "Please, look at the overhead projector and read the first line with me, I need to see everyone's eyes looking here."

- More serious, disruptive behaviors such as fighting, continuous interruption of lessons, possession of drugs and stealing require direct action according to school board rule.

PROMOTING APPROPRIATE USE OF CONSEQUENCES

- * In classrooms, the most prevalent positive consequences are intrinsic student satisfaction resulting from success, accomplishment, good grades, social approval and recognition.
- * Students must be aware of the connection between tasks and grades.
- * Frequent use of punishment is associated with poor classroom management and generally should be avoided.
- * When used, negative consequences or punishment should be related logically to the misbehavior.
- * Milder punishments are often as effective as more intense forms and do not arouse as much negative emotion.
- * Misbehavior is less likely to recur if a student makes a commitment to avoid the action and to engage in more desirable alternative behaviors.
- * Consistency in the application of consequences is the key factor in classroom management.

SOME ESOL PRINCIPLES (A FEW THINGS TO KNOW ABOUT L.E.P. STUDENTS):

- * They are not stupid and they can hear what is being said.. They just don't necessarily understand the language or culture, yet.
- * They come from a variety of backgrounds, even in the same country. For example schooled, unschooled, Americanized, etc.
- * It is easy to misunderstand body language and certain behaviors. For example, eye contact, spitting, chalk eating, etc.
- * Don't assume they understand something just because it seems simple to you. Simplify, boil down.
- * Even when they have lost their accent, they often misunderstand common words and phrases.
- * Correct repeated patterns or mistakes.
- * Good E.S.O.L. strategies are good teaching strategies.

GUIDELINES FOR EFFECTIVE PRAISE

(Applies primarily to praise associated with instruction and student performance)

Effective Praise	Ineffective Praise
1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment	1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment
2. Specifies the praiseworthy aspects of the student's accomplishments	2. Is general or global, not specifying the success.
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.	3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given for genuine effort, progress, or accomplishment which are judged according to standards appropriate to individuals.	4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides information to students about their competence or the value of their accomplishments.	5. Provides no meaningful information to the students about their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.	6. Orients students toward comparing themselves with others.
7. Attributes student success to effort and ability, implying that similar successes can be expected in the future.	7. Attributes student success to ability alone or to external factors such as luck or easy task.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.	8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc.

Activity

Often all that is needed to have the classroom under control is a simple checklist. Make a checklist of things that you read in the article and feel is important for your classes.

Evaluation and testing

Taken from: www.esl-school.com

I have written before of the importance of evaluating students' reactions to the courses schools provide. It is interesting how different constituents of a school view this process.

Hello again.

Teachers worry that adverse comments might be used against them. Students may not understand that the course needs to be assessed against realistic criteria and school directors do not always understand how to use the information gained. I think that the evaluation process, if well handled, has a positive washback on everybody. It helps teachers understand what works and what doesn't. It can help students understand how the learning process works and it can help directors plan and market courses that relate to the students' immediate and wider needs.

Kirkpatrick's Four Level Evaluation Model (1994) provides a useful framework for schools to measure the effectiveness of their programs.

Level One measures the learner's **reaction** to the course. It is important to be aware of your students' perceptions of the course because people learn better when they react positively to the learning environment. To measure their reactions, you need a questionnaire that covers the facilities, materials, schedule, friendliness of staff: all the ingredients that combine to contribute to the learning experience.

Level Two addresses the question: did the students **learn** anything? To measure this you will need pre- and post-course testing. Pre-testing will identify the gaps in their knowledge and allow specific learning targets to be set. Post-course testing will show how far these targets have been met. It is important to help students be realistic here. Learning takes place at different rates so the setting of achievable goals is crucial.

Level Three involves testing the students' capabilities to **perform** the skills learned in real life rather than in the classroom. To test this, you may need to ask for feedback from an employer or a college supervisor. Alternatively, you could have some role-play or simulation exercises where you assess how capable the students are of putting their learning into practice.

Level Four is concerned with the final results. It measures wider **impacts** such as monetary advantage, efficiency, morale, teamwork. You might therefore try to find out if, by following the course, the students have attained their wider goals: obtaining a place in

higher education, getting a promotion at work. Collecting, organizing and analyzing level four information can be more difficult than the other three levels, but the results are worthwhile in helping you to plan further programs.

To summarize: reaction informs you how well the learners responded to your course and overall learning environment; learning tells you how well the course worked in helping students to meet specific targets. The performance level informs you how effectively the learning can be applied to the learner's life as an employee, a student, a tourist etc. And, finally, impact informs you of how the course benefited the students in their wider goals.

Activity

Write an assessment of your current English course using the module above.

Level 1	
Level 2	
Level 3	
Level 4	

Assessing learner level

Assessing ESL Learners By: Jill Brodie-Tyrrell

Sometimes an ESL learner may exhibit learning behaviours that appear to indicate a learning difficulty. However the behaviours may arise from the student's inability to successfully use English to interact with peers, communicate with teachers, and achieve curriculum outcomes across the learning areas. It is important to determine whether the behaviours are linked to the student's ability to function socially and academically in English, in which case the student can be supported through appropriate curriculum interventions.

As a first step, teachers should assess the language level of their ESL learners using the ESL Scope and Scales. The ESL Scales will indicate the gap between a student's language level and the language needed for curriculum success at each year level of schooling. Using the information from the ESL Scales in conjunction with the ESL Scope, teachers will be able to develop appropriate curriculum, support and intervention strategies. If progress is not made, the possibility of a learning difficulty should be investigated.

ESL learners may experience difficulties in the following areas:

- understanding how to use written or oral English for different purposes within a range of schooling contexts
- having the background cultural knowledge that is required to make meaning from texts.
- understanding verbal instructions and idiomatic expressions
- asking for clarification
- understanding and using grammatical conventions such as punctuation, subject-verb agreement, plurals, and tense
- understanding and using appropriate intonation, rhythm, body language and pronunciation,
- understanding and writing English language symbols, including handwritten script
- using appropriate cohesive devices to construct meaningful sentences and texts
- understanding and using appropriate vocabulary
- understanding charts and diagram

Behaviours that may result from difficulties with English language include:

- withdrawal from social interaction
- reluctance to share work or to speak in a group
- giving socially inappropriate responses and appearing socially clumsy because they do not know when or how to enter conversations or activities

Behaviours that may result from the pressure of adjusting to a new culture or from the effects of past trauma include:

- nervousness
- irritability
- poor concentration, memory difficulties
- physical aggression or hostility
- expressions of hopelessness

Children take about two years to learn enough English to conduct a conversation fluently, (Cummins, 1984) but it may take five to seven years to learn English to the level of proficiency required in the classroom. In fact the time this takes varies considerably from student to student depending on a range of factors.

It is important to find out as much as possible about the student's educational history. For example:

- What is the length of time and quality of the student's past schooling? Some students may have had minimal or severely disrupted schooling prior to coming to Australia; and they may not be used to the way we teach and engage students in learning; they may not understand classroom and schoolyard rules and expectations, their rights and responsibilities.
- Has the student attended other schools since arriving in Australia?
- What is the student's proficiency in their first and other languages?
- How long has the student been learning English?
- What language is spoken at home and how much is the student using English outside school?

Correction techniques
Student Correction Durring Class - How and When?
By Kenneth Beare, About.com

A crucial issue for any teacher is when and how to correct students' English mistakes. Of course, there are a number of types of corrections that teachers are expected to make during the course of any given class. Here are the main type of mistakes that need to be corrected:

- Grammatical mistakes (mistakes of verb tenses, preposition use, etc.)
- Vocabulary mistakes (incorrect collocations, idiomatic phrase usage, etc.)
- Pronunciation mistakes (errors in basic pronunciation, errors in word stressing in sentences, errors in rhythm and pitch)
- Written mistakes (grammar, spelling and vocabulary choice mistakes in written work)

The main issue at hand during oral work is whether or not to correct students as the make mistakes. Mistakes may be numerous and in various areas (grammar, vocabulary choice, pronunciation of both words and correct stressing in sentences). On the other hand, correction of written work boils down to how much correction should be done. In other words, should teachers correct every single mistake, or, should they give a value judgement and correct only major mistakes.

Current Status

Mistakes Made During Discussions and Activities

With oral mistakes made during class discussions, there are basically two schools of thought: 1) Correct often and thoroughly 2) Let students make mistakes. Sometimes, teachers refine the choice by choosing to let beginners make many mistakes while correcting advanced students often.

However, many teachers are taking a third route these days. This third route might be called 'selective correction'. In this case, the teacher decides to correct only certain errors. Which errors will be corrected is usually decided by the objectives of the lesson, or the specific exercise that is being done at that moment. In other words, if students are focusing on simple past irregular forms, then only mistakes in those forms are corrected (i.e., goed, thinked, etc.). Other mistakes, such as mistakes in a future form, or mistakes of collocations (for example: I made my homework) are ignored.

Finally, many teachers also choose to correct students **after** the fact. Teachers take notes on common mistakes that students make. During the follow-up correction session the

teacher then presents common mistakes made so that all can benefit from an analysis of which mistakes were made and why.

Written Mistakes

There are three basic approaches to correcting written work: 1) Correct each mistake 2) Give a general impression marking 3) Underline mistakes and / or give clues to the type of mistakes made and then let students correct the work themselves.

What's all the Fuss About?

There are two main points to this issue:

If I allow students to make mistakes, I will reinforce the errors they are making.

Many teachers feel that if they do not correct mistakes immediately, they will be helping reinforce incorrect language production skills. This point of view is also reinforced by students who often expect teachers to continually correct them during class. The failure to do so will often create suspicion on the part of the students.

If I don't allow students to make mistakes, I will take away from the natural learning process required to achieve competency and, eventually, fluency.

Learning a language is a long process during which a learner will inevitably make many, many mistakes. In other words we take a myriad of tiny steps going from not speaking a language to being fluent in the language. In the opinion of many teachers, students who are continually corrected become inhibited and cease to participate. This results in the exact opposite of what the teacher is trying to produce - the use of English to communicate.

Why Correction is Necessary

Correction is necessary. The argument that students just need to use the language and the rest will come by itself seems rather weak. Students come to us to **teach** them. If they want only conversation, they will probably inform us - or, they might just go to a chat room on the Internet. Obviously students need to be corrected as part of the learning experience. However, students also need to be encouraged to use the language. It is true that correcting students while they are trying their best to use the language can often discourage them. The most satisfactory solution of all is make correction an activity.

Correction can be used as a follow-up to any given class activity. However, correction sessions can be used as a valid activity in and of themselves. In other words, teachers can set up an activity during which each mistake (or a specific type of mistake) will be corrected. Students know that the activity is going to focus on correction, and accept that fact. However, these activities should be kept in balance with other, more free-form, activities which give students the opportunity to express themselves without having to worry about being corrected every other word.

Finally, other techniques should be used to make correction not only part of the lesson, but also a more effective learning tool for the students.

These techniques include:

- Deferring correction to the end of an activity
- Taking notes on typical mistakes made by many students
- Correcting only one type of error
- Giving students clues to the type of error they are making (in written work) but allowing them to correct the mistakes themselves
- Asking other students to remark on mistakes made and then explain the rules by themselves. A great technique for getting 'teacher pets' listening instead of answering each question themselves. However, use this with caution!

Summary

Correction is not an 'either / or' issue. Correction needs to take place, and is expected and desired by students. However, the manner in which teachers correct students plays a vital role in whether students become confident in their usage or become intimidated. Correcting students as a group, in correction sessions, at the end of activities, and letting them correct their own mistakes all help in encouraging students to use English rather than to worry about making too many mistakes.

Activity

Do you feel you have been using correction techniques properly? What improvements could you make?

Unit 5: Hot topics

5 Steps to an English Only Classroom

Taken from: www.eslhq.com

There are many benefits to having only English spoken in your ESL classroom. The most apparent thing right off the bat is the level of noise and chatter drops dramatically. All of a sudden, when students are required to use English, that hot topic they wanted to talk about doesn't seem so important. There are other, more substantial benefits to an English only classroom. Students start to learn useful, real world English such as expressing their feelings and desires as well as the textbook English. But most importantly, requiring students to speak only in English will help them become more comfortable and confident expressing themselves in, and communicating through, English.

By following these 5 steps you will be able to eliminate any native language speaking and replace it with English. Better yet, you'll be able to do it in less than 5 days. Let's get started!

HAVE A PLAN

The first step is to have a plan. How will you reward those students who choose to follow the new English only rule and how will you discourage those who break the rule? Without a reinforcement plan in place, you'll be hard pressed to get your new rule to stick. I will say more on encouraging good behavior and discouraging bad behavior in the last step but for now, just remember to have that reinforcement plan.

BE FIRM & CONSISTENT

The day you decide to replace the native language with English, do so firmly. This requires you to walk into your class, tell the students NO MORE Korean (or whatever language they speak) and stick to your guns. At first many students will make mistakes or think you're joking. You might even slip up yourself. For anyone who breaks your rule, implement your discouraging reinforcement, even to yourself if you have spoken the native language. Being very firm might feel very cruel at first as you may be punishing students who were otherwise very good. You might also be able to hear a pin drop as everyone has clammed up and the class comfort level plunges. This is ok. The first day is the hardest for everyone. Don't give in. Don't allow the English only rule to be broken, not even in the final moments of class.

Within 2-3 days your students will switch to English or be quiet as soon as the class bell rings. Either way, everyone wins.

Remain consistent in your diligence to enforce the rule. Slacking off one day will let the

students know that maybe they don't always have to follow the rules. The firmer you are and the more consistent you are the less your rule will be broken.

MODEL GOOD BEHAVIOR

There is something in that old saying, "monkey see, monkey do". Don't be a monkey. As the English teacher you should always be speaking English. If the students see you speaking their language, they will think that there are some things that are too hard to express in English. Additionally, if you are explaining a complex subject through English, the students will catch on and then realize that they heard AND understood an English explanation. What a boost in their confidence!

GIVE THE STUDENTS THE TOOLS THEY NEED

If you are building a house you need a hammer. If you are baking a cake, you need a pan. If you are communicating, you need words and sentences!

Just telling the students that they can only speak English is half the work. You then must equip them with the vocabulary and sentences they need to get through the class, not just the lesson. For example, I noticed my 6-year-old students had to go to the restroom quite a bit during their long, one-hour class. While I do understand what the fidgeting, legs crossed gesture is, isn't it better just to ask, "May I go to the restroom?" Quite a long sentence for a 6 year old who doesn't know the word 'book'. But that's what my students would ask me? And upon completing the question, they were rewarded with the bathroom pass. It's a win-win situation.

Other useful expressions are:

- How do you spell ___?
- May I have a ___?
- I don't understand.

But as English gets more complex and it becomes harder and harder to rely on flashcards and realia, you'll also need to create a space where native speaking is OK to communicate an abstract idea or structure. That's when, "Teacher, may I speak (Korean)?" comes in very handy.

With these tools students won't feel trapped if they are stuck and must express themselves, but they must have them otherwise they may rebel or turn off.

ENCOURAGE THE GOOD, DISCOURAGE THE BAD

This English only rule will only work if the students are rewarded for their good behavior and 'punished' for their bad behavior. I personally like to start off each class with everyone's name on the board and a smile next to their name. Finish the class with a

smile; you get a stamp, sticker, a pencil, etc... Break the English only rule and I erase your smile and no reward is dolled out. This is enough for 90% of students.

How do you encourage the English speakers? If you have a student speaking a lot of English or answering your questions or helping another student spell a word, reward them publicly. All of a sudden the whole class will be doing what that student just did.

Discouraging the rule breakers is usually as simple as taking away their reward or the possibility of the reward. Doing this once or twice is usually enough to stop the bad behavior.

TROUBLESHOOTING

You've followed all the steps but there's still that one class or student that is not responding to the rules. Here are few scenarios that may arise that make the English only rule harder to implement and their respective suggestions.

The Large Class: If you have a class of more that 15 students, constant monitoring of the students becomes a full-time job. Depending on the size of the class, assign two to four students as "Monitor of the Day" and give them the task of enforcing the rule. Make sure the monitors alternate every day or every week.

The Older Classes: Imposing rules on adults or young adults might be considered a little rude and inappropriate. Additionally, these students usually have more invested in the course and are there because they want to speak English. If you are having trouble with an older class that isn't speaking English, explain to them that it's in their own interest if they speak English. Usually this is enough.

The Defiant Student: Every once in a while there is a student who has no regard for your rule and does not respond to your reward system. You must ask yourself why is this student rebelling? More often than not, they are in a class that is too difficult for them and have become frustrated to the point of giving up. Seek to move the student to a more appropriate level or spend more time with the student before, after or in class.

That's it. Follow these five steps and you'll have all your students speaking only English, learning more English and paying more attention in class.

Activity

Make a list of the advantages and disadvantages of an all English classroom.

Advantages

Disadvantages

Language awareness
Critical Language Awareness (CLA) and EFL
Taken from: garyefltaiwan.blogspot.com

Critical Language Awareness (CLA) is a notion that has partly developed from the considered application of Critical Applied Linguistics to language education, in turn partly as a response to the incorporation of uncritical “Language Awareness” into language education curricula in the 1980s. Pennycook has provided us with a very useful introduction to Critical Applied Linguistics in this article, and so I will concentrate on CLA, and the pedagogical implications of CLA for EFL in Taiwan, in this post.

In a sense, many of us “possess” some kind of CLA from a young age. Our CLA may be heightened by us being marginalised in some way: perhaps we are gay, an immigrant, working class, or belong to an “ethnic minority.” Such marginalised people tend to get a handle on the way language can be used as a weapon against them quite early on their lives, though they may not be able to describe at a deeper level what is really going on. I believe that EFL learners, “coming into” EFL from cultures that do not necessarily espouse the same social values as to be commonly found in dominant EFL discourses, may also be possessed of some “natural” CLA. Again, some ability to go deeper at the analytical level may be lacking—not surprisingly, as disempowerment is the logical outcome of uncritical approaches to language education.

Perhaps one useful way of easing ourselves into this complex topic is to start examining, in a critical way, some of the underlying assumptions behind commonly used ideological labels such as “common sense”, “appropriate” and “politically correct.”

Brian Street has observed that “What counts as common sense in one culture and in one era may indeed be arcane or ideologically fundamental in another.” Street made this comment within the context of a discussion on literacy, and he went on to note that the apparent common sense approach to literacy that prevails at the official level in the UK and the US is in fact highly ideologically invested. Emphasising language as code and promoting the teaching of phonics in fact supports an autonomous model of literacy, one where language is plucked from its messy social, political and economic contexts, and where the learner is constructed as an autonomous individual. In fact, there is nothing common sense about this approach at all. As Street observes, literacy is always ideological in the sense that it will always involve contests over meanings, definitions and boundaries. You cannot reduce language learning to code-breaking.

It follows from this that what constitutes “appropriate” in language use is also contested and cannot be treated as an absolute category. Although we may certainly observe

patterns of language use in different contexts, and indeed should seek to analyse such patterns, we cannot divest those patterns of their ideological intent. Moreover, it is simply impossible to lay down the law about what is appropriate in language use, though many EFL teachers do clamour to lay down strict and formal rules for learners to follow. The main problem with the didactic notion of “appropriacy”, as Norman Fairclough has elaborated, is that it assumes speech communities are characterised by well-defined varieties of language. But in fact language communities are characterised by indeterminacy, heterogeneity and struggle that makes a mockery of talking about “skills.” Take, for example, the skill of writing of a resume. Clearly the writing of a resume falls in to a genre which implies certain patterns in linguistic choice, but is it really “appropriate” to include one’s photograph on a resume? As Fairclough notes “Appropriateness models...should therefore be seen as ideologies, by which I mean that they are projecting imaginary representations of sociolinguistic reality which correspond to the perspective and partisan interests of one section of society or one section of a particular social institution—it’s dominant section.”

In recent years, I have heard the phrase “politically correct” used as a label to attack those who are trying to challenge dominant discourses by using self-emancipatory language forms. But what actually constitutes “political correctness” in language use? Consider the following possible letter salutations: a) Dear Sir, b) Dear Sir/Madam, c) Dear Madam/Sir, d) Sir. Okay, so which of these salutations is “politically correct”? My answer is b) because it is the salutation that currently corresponds with the dominant ideological-discursive formation (IDF) of business English. What was your answer, and why?

As Pennycook points out, critical applied linguistic work in language education “always concerns how the classroom, text, or conversation is related to broader social critical analysis of social relations.” Before discussing CLA more specifically and its implications for EFL, it is necessary to take a closer look at the relationship between language and power, which is the central concern Critical Discourse Analysis (CDA).

CDA seeks to understand the interconnectedness of three levels of social phenomena: social formation, social institution, and social action. For our purposes, that means the interconnectedness between class, school and pedagogy. According to Fairclough, all institutions (schools) produce generative discourses, and that to participate in the social action of the institution (i.e. to become a teacher) one must master the discursive and ideological norms which the school attaches to that subject position. But critically the ideology of the school becomes, in Fairclough’s words, opaque, or so normal that no one questions it. One is typically unaware of the ideological representations that underlie one’s talk. “Sit down”, “stop talking”, “be quiet”—whose interests do these utterances really serve? The important thing, as Fairclough notes, is that “the interests of the dominant class at the level of social formation require the maintenance in dominance in each social institution of an IDF compatible with their continued power.” If it is appropriate then to be talking about skills in EFL that is basically because the dominant

social class does not want young people to be asking awkward, or serious, questions about what they are learning.

CLA should not be seen as a discrete category, in the sense of a “skill”, but rather be viewed as social practice. In CLA we are seeking to examine texts (a text here means any extant of language written or verbal) in a critical manner. CLA raises a number of questions about the the ways particular ideological messages are conveyed in any given text, how that text may be positioning the reader, and how wider social processes shape the text. Obviously CLA has many “applications” but I want to now focus more narrowly on CLA and EFL.

CLA has direct relevance to EFL. Typically, as Catherine Wallace notes, EFL learners are not encouraged to engage with texts in a critical manner—in a sense, EFL learners are the classic marginalised group. EFL texts are typically seen as neutral texts which act as a vehicle for presenting linguistic structures. But as I demonstrated in my post on feminism and EFL, texts are anything but neutral. In fact, international publishers, and Taiwan publishers, have taken a market view of English teaching as a commodity. The “global textbook” is reductive and presents a consumerist view of the world. The content of English language textbooks tends to be narrow and parochial and often reflects the preoccupations—dinner parties, dieting, dating etc.—of the textbook writers. As a sometime EFL textbook writer and editor I can confirm that, though I have had my successes, it is difficult to challenge this order of things. There is not enough emphasis on serious literacy in EFL, and further learners are not encouraged to engage with serious social issues. Thus we get Communicative Language Teaching which privileges short-burst informal talk. I agree with Catherine Wallace that developing literate English must be a priority in EFL, and we should move away from the communicative and task-based approaches that have come to dominate commercial EFL in Taiwan.

The purpose of CLA is to treat texts as cultural objects, or artefacts, and to interrogate them critically. Where do we start with CLA in the classroom? Well, it’s all about asking some critical questions, and this can be done in different ways with different levels of learners. Young learners may not have an understanding of functional grammar, or other metalanguages available to those engaged in CDA, but the critical question “why?” is one that can always be asked. Some basic questions are: Why is this topic being written about? How is the topic being written about? What other ways of writing about the topic are there? (a very important question that often reveals hidden ideological intent—should that be “The Power of Reading”, or “Power and Reading”?) Who is writing to whom? CLA helps learners to recognise the power vested in the speaker or writer; when a critical approach is adopted learners will see how people from certain groups tend to dominate language interactions and how language tends to impose the speaker’s view of the world on us. Learners may be guided to the realisation that they need not be the “ideal reader”—who reads for “fun”—and may explore the possibilities of contesting the discourses that marginalise them.

No doubt there are risks involved in challenging dominant IDFs, but we fail in our responsibilities as language educators if we ignore what CLA, as an explicit pedagogical mode, has to offer.

Activity

How does this relate to ESL in Mexico?

Intercultural competence

Taken from: www.cicb.net

What is intercultural competence?

The topic of intercultural competence became more and more important during the past years: globalisation and worldwide contacts between companies, organizations and individuals need the ability to communicate in a successful way.

Basic needs are sensitivity and self-consciousness: the understanding of other behaviours and ways of thinking as well as the ability to express one's own point of view in a transparent way with the aim to be understood and respected by staying flexible where this is possible, and being clear and transparent where this is necessary.

Intercultural competence is the ability of successful communication with people of other cultures. This ability can exist in someone at a young age, or may be developed and improved due to willpower and competence. The bases for a successful intercultural communication are emotional competence, together with intercultural sensitivity.

The goal of assessing intercultural competence is to find out if a person has this ability or the potential for it.

Cultures can be different not only between continents or nations, but also within the same company or even family: every human being has their own history, their own life and therefore also (in a certain extent) their own culture resp. cultural affiliation (geographical, ethnical, moral, ethical, religious, political, historical).

Why intercultural competence?

Intercultural competence is needed as the basic ability for any interaction! It is not only necessary to have social skills, but also to improve the sensitivity and understanding for other values, views, ways of living and thinking, as well as being self-conscious in transferring one's own values and views in a clear, but appropriate way. Intercultural competence helps understanding others and achieving goals.

Typical examples of cultural differences

The perception is different and often selective:

- Expressions are differentiated according their importance: for the Inuits (Eskimos) snow is part of their everyday life, so many words exist to describe it. Similarly the Zulus use many words for the color „green“.
- In Arabic countries the odors (of condiments, coffee etc.) are often perceived in more differentiated ways than e. g. in northern America.

- In Asian countries the perception of time is rather past-oriented (ancestors, values), in Latin American countries as well as southern European countries rather present-oriented, and in Western Europe as well as North America rather future-oriented.

Behavior and gestures are interpreted differently:

- Shaking the head in a horizontal direction in most countries means „no”, while in India it means „yes”, and in hindi language the voice lowers in pitch at the end of a question.
- Showing the thumb held upwards means in Latin America, especially Brazil, „everything’s ok”, while it is understood in Islamic countries as a rude sexual sign.
- „Everything ok” is shown in western European countries, especially between pilots and divers, with the sign of the thumb and forefinger forming an „O”. This sign means in Japan „now we may talk about money”, in southern France the contrary („nothing, without any value”), in Spain, some Latin American countries, Eastern Europe and Russia it is an indecent sexual sign.
- In North America as well as in Arabic countries the pauses between words are usually not too long, while in Japan pauses can give a contradictory sense to the spoken words by the meaning of pauses. Enduring silence is perceived as comfortable in Japan, while in Europe and North America it may cause insecurity and embarrassment. Scandinavians, by Western standards, are more tolerant of silent breaks during conversations.
- Laughing is connoted in most countries with happiness - in Japan it is often a sign of confusion, insecurity and embarrassment.
- In the UK Ireland and Commonwealth countries, the word „compromise” has a positive meaning (as a consent, an agreement where both parties win something); in the USA it may rather have negative connotations (as both parties lose something).
- In Mediterranean European countries, Latin America and Sub Saharan Africa, it is normal, or at least widely tolerated, to arrive half an hour late for a dinner invitation, whereas in Germany and Switzerland this would be extremely rude.
- If invited to dinner, in many Asian countries and Central America it is well-mannered to leave right after the dinner: the ones who don’t leave may indicate they have not eaten enough. In the Indian Sub-Continent, European and North American countries this is considered rude, indicating that the guest only wanted to eat but wouldn’t enjoy the company with the hosts.

- In Africa, saying to a female friend one has not seen for a while that she has put on weight means she is physically healthier than before or had a nice holiday, whereas this would be considered as an insult in Europe, North America and Australia.

How to assess intercultural competence?

Although its importance is more and more recognized, only few companies and organisations assess intercultural competence in a specific and structured way. Social skills are part of every assessment, but intercultural competence is mostly judged by an assessor concerning his or her subjective impression.

Intercultural competence can hardly be defined in numbers or in a percentage-profile, but many different tools allow a reliable statement:

- computer-based validity-testing by questioning
- computer-based simulation-tests
- structured biographical interviews
- simulation-games by interacting in groups and specific situations
- differentiating between respect/empathy, prejudices, frustration-tolerance and learning-/ contact-activity
- analyzing self-assurance and adaptation-tendency
- structuring mental, emotional and spiritual competence and related cross-connections

Using similar tests allows to increase the validity; using different tests allows to increase the evidency.

Activity

How does this relate to ESL?

Student Motivation

Motivation and motivating in the foreign language classroom

By: Dimitrios Thanasoulas from www.tefl.net

Introduction

In grappling with the subject of motivation in the foreign language classroom, we will eschew a discussion of its various types, as they have been researched and talked about to death. In this paper, we will briefly examine a variety of techniques, strategies and macrostrategies which teachers can employ in order to motivate their students. As Dornyei (2001: 116) notes, "teacher skills in motivating learners should be seen as central to teaching effectiveness". Even though there have been a lot of education-oriented publications providing taxonomies of classroom-specific motives, they fall short of offering an efficient guide to practitioners. Thus, our main goal is to familiarise any putative "practitioners" with a set of techniques and strategies (henceforward, "motivational strategies") for motivating foreign language students.

Power in the classroom

Prior to presenting some of these motivational strategies, it would be of relevance to say a few things about the teacher/learner relationship. Whichever way we look at it, this relationship is riddled with power and status. For many, power plays a large part in the relationship (see "Language and Power in Education" for further details). The rights and duties of teachers and learners are related to power. For example, many teachers might assert that they have the right to punish those learners who misbehave. In any social encounter involving two or more people, there are certain power relationships "which are almost always asymmetrical" (Wright, 1987: 17). Social psychologists distinguish between three different types of power - coercive, reward-based, and referent (ibid.). The basis of coercive power is punishment. Some individuals or institutions have the authority to punish others. The basis of the second type of power is reward. Some individuals or institutions have the power to reward what they deem appropriate behaviour. For example, business organisations reward employees with a salary, a bonus etc. The basis of the third type of power is motivation. In this case, individuals or institutions appeal to the commitment and interest of others. In view of this three-fold paradigm, it is of importance to concern ourselves with the fostering of learner motivation, as it is considered to be the most effective and proactive, so to speak, power relationship.

Group processes and motivation

A discussion of motivation and motivational strategies would not be complete without a consideration of group processes, inasmuch as there is usually a group of people that we as teachers are called on to motivate. Tuckman (1969, quoted in Argyle, 1969) established

that a group went through four stages from its formation, which has important implications for the study of the classroom and the use of group activities during teaching. Stage 1 Forming: At first, there is some anxiety among the members of the group, as they are dependent on the leader (that is, the teacher) and they have to find out what behaviour is acceptable.

Stage 2 Storming: There is conflict between sub-groups and rebellion against the leader. Members of the group resist their leader and the role relations attending the function of the group are questioned.

Stage 3 Norming: The group begins to develop a sort of cohesion. Members of the group begin to support each other. At this stage, there is co-operation and open exchange of views and feelings about their roles and each other.

Stage 4 Performing: Most problems are resolved and there is a great deal of interpersonal activity. Everyone is devoted to completing the tasks they have been assigned. Experience shows that almost every group goes through these four (or even more) stages until it reaches equilibrium and, thus, taps into its potential. In reality, this process may go on forever, since student lethargy and underachievement norms in the classroom are considered to be basic hindrances to effective teaching and learning (Daniels, 1994). Against this background, we will try to design a framework for motivational strategies.

A framework for motivational strategies

As we have already said, skill in motivating students to learn is of paramount importance. Until recently, however, teachers were forced to rely on "bag-of-tricks" approaches in their attempt to manage their classroom and motivate their learners. Good and Brophy (1994: 212) hold that these approaches have been influenced by two contradictory views:

- a) that learning should be fun and that any motivation problems that may appear should be ascribed to the teacher's attempt to convert an enjoyable activity to drudgery;
- b) that school activities are inherently boring and unrewarding, so that we must rely on extrinsic rewards and punishment with a view to forcing students to engage in these unpleasant tasks.

Rewards and punishments may be a mainstay of the teaching-learning process, but they are not the only tools in teachers' arsenal. Dornyei (2001: 119) believes that "the spectrum of other potentially more effective motivational strategies is so broad that it is hard to imagine that none of them would work."

The central question in designing a framework of motivational strategies is to decide how to organise them into separate themes. The following taxonomy, around which our main

discussion will revolve, is based on the process-oriented model by Dornyei and Otto (1998). The key units in this taxonomy are as follows:

- Creating the basic motivational conditions, which involves setting the scene for the use of motivational strategies
- Generating student motivation, which roughly corresponds to the preactional phase in the model
- Maintaining and protecting motivation, which corresponds to the actional phase
- Encouraging positive self-evaluation, which corresponds to the postactional phase

Creating the basic motivational conditions

Motivational strategies cannot work in a vacuum, nor are they set in stone. There are certain preconditions to be met before any attempts to generate motivation can be effective.

Some of these conditions are the following:

- a. appropriate teacher behaviour and good teacher-student rapport
- b. a pleasant and supportive classroom atmosphere
- c. a cohesive learner group characterised by appropriate group norms

Appropriate teacher behaviour and good teacher-student rapport

Whatever is done by a teacher has a motivational, formative, influence on students. In other words, teacher behaviour is a powerful "motivational tool" (Dornyei, 2001: 120). Teacher influences are manifold, ranging from the rapport with the students to teacher behaviours which "prevail upon" and/or "attract" students to engage in tasks. For Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of talking with them on a personal level. This mutual trust could lead to enthusiasm. At any rate, enthusiastic teachers impart a sense of commitment to, and interest in, the subject matter, not only verbally but also non-verbally - cues that students take from them about how to behave.

A pleasant and supportive classroom atmosphere

It stands to reason that a tense classroom climate can undermine learning and demotivate learners (see MacIntyre, 1999 and Young, 1999 for further details). On the other hand, learner motivation will reach its peak in a safe classroom climate in which students can express their opinions and feel that they do not run the risk of being ridiculed.

To be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organise and manage the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occur within a relaxed and supportive atmosphere (Good and Brophy, 1994: 215).

A cohesive learner group characterised by appropriate group norms

As was hinted at above, fragmented groups, characterised by lack of cooperativeness, can easily become ineffective, thus putting paid to the individual members' commitment to learn. There are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, intergroup competition, common threat, active presence of the leader (see Ehrman and Dornyei, 1998: 142).

As for group norms, they should be discussed and adopted by members, in order to be constructive and long-lasting. If a norm mandated by a teacher fails to be accepted as proper by the majority of the class members, it will not become a group norm.

Generating student motivation

Ideally, all learners exhibit an inborn curiosity to explore the world, so they are likely to find the learning experience per se intrinsically pleasant. In reality, however, this "curiosity" is vitiated by such inexorable factors as compulsory school attendance, curriculum content, and grades - most importantly, the premium placed on them. Apparently, unless teachers, inter alia, increase their learners' "goal-orientedness", make curriculum relevant for them, and create realistic learner beliefs, they will come up against a classroom environment fraught with lack of cohesiveness and rebellion.

Increasing the learners' "goal-orientedness"

In an ordinary class, many, if not most, students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders (i.e., the teacher or the curriculum) is far from being accepted by the group members. Thus, it would seem beneficial to increase the group's goal-orientedness, that is, the extent to which the group tunes in to the pursuit of its official goal. This could be achieved by allowing students to define their own personal criteria for what should be a group goal.

Making the curriculum relevant for the learners

Many students do their homework and engage in all sorts of learning activities, even when a subject is not very interesting. Obviously, these students share the belief of the curriculum makers that what they are being taught will come in handy. In order to inspire learners to concern themselves with most learning activities, we should find out their goals and the topics they want to learn, and try to incorporate them into the curriculum. According to Chambers (1999: 37), "If the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities".

Creating realistic learner beliefs

It is widely acknowledged that learner beliefs about how much progress to expect, and at what pace, can, and do, lead to disappointment. Therefore, it is important to help learners get rid of their preconceived notions that are likely to hinder their attainment. To this end, learners need to develop an understanding of the nature of second language learning, and

should be cognisant of the fact that the mastery of L2 can be achieved in different ways, using a diversity of strategies, and a key factor is for learners to discover for themselves the optimal methods and techniques.

Maintaining and protecting motivation

Unless motivation is sustained and protected when action has commenced, the natural tendency to get tired or bored of the task and succumb to any attractive distractions will result in demotivation. Therefore, there should be a motivational repertoire including several motivation maintenance strategies. Let us have a look at two of them: a) increasing the learners' self-confidence; and b) creating learner autonomy.

Increasing the learners' self-confidence

In an inherently face-threatening context, as the language classroom is likely to be, it is important to find out how to maintain and increase the learners' self-confidence. There are five approaches that purport to help to this end (Dornyei, 2001: 130):

1. Teachers can foster the belief that competence is a changeable aspect of development.
2. Favourable self-conceptions of L2 competence can be promoted by providing regular experiences of success.
3. Everyone is more interested in a task if they feel that they make a contribution.
4. A small personal word of encouragement is sufficient.
5. Teachers can reduce classroom anxiety by making the learning context less stressful.

Creating learner autonomy

Many educationists and researchers (Benson, 2000; Little, 1991; Wenden, 1991; also see my article, "What is Learner Autonomy and How can it be Fostered?") argue that taking charge of one's learning, that is, becoming an autonomous learner, can prove beneficial to learning. This assumption is premised on humanistic psychology, namely that "the only kind of learning which significantly affects behaviour is self-discovered, self-appropriated learning" (Rogers, 1961: 276). Benson (2000, found in Dornyei, 2001: 131) distinguishes between five types of practice fostering the development of autonomy:

1. resource-based approaches, which emphasise independent interaction with learning materials
2. technology-based approaches, which emphasise independent interaction with educational technologies
3. learner-based approaches, which emphasise the direct production of behavioural and psychological changes in the learner
4. classroom-based approaches, which emphasise changes in the relationship between learners and teachers in the classroom
5. curriculum-based approaches, which extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole

Good and Brophy (1994: 228) note that "the simplest way to ensure that people value what they are doing is to maximise their free choice and autonomy" - a sentiment shared by Ushioda (1997: 41), who remarks that "Self-motivation is a question of thinking effectively and meaningfully about learning experience and learning goals. It is a question of applying positive thought patterns and belief structures so as to optimise and sustain one's involvement in learning".

Encouraging positive self-evaluation

Research has shown that the way learners feel about their accomplishments and the amount of satisfaction they experience after task completion will determine how teachers approach and tackle subsequent learning tasks. By employing appropriate strategies, the latter can help learners to evaluate themselves in a positive light, encouraging them to take credit for their advances.

Dornyei (2001: 134) presents three areas of such strategies:

1. promoting attributions to effort rather than to ability
2. providing motivational feedback
3. increasing learner satisfaction and the question of rewards and grades

We will only briefly discuss the third one.

Increasing learner satisfaction and the question of rewards and grades

The feeling of satisfaction is a significant factor in reinforcing achievement behaviour, which renders satisfaction a major component of motivation. Motivational strategies aimed at increasing learner satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success, as well as using rewards. The latter, though, do not work properly within a system where grades are "the ultimate embodiment of school rewards, providing a single index for judging overall success and failure in school" (ibid.). In other words, grades focus on performance outcomes, rather than on the process of learning itself. Consequently, "many students are grade driven, not to say, 'grade grubbing,' and this preoccupation begins surprisingly early in life" (Covington, 1999: 127).

Conclusion

In general, motivation is the "neglected heart" of our understanding of how to design instruction (Keller, 1983, quoted in Dornyei, 2001: 116). Many teachers believe that by sticking to the language materials and trying to discipline their refractory students, they will manage to create a classroom environment that will be conducive to learning. Nevertheless, these teachers seem to lose sight of the fact that, unless they accept their students' personalities and work on those minute details that constitute their social and psychological make-up, they will fail to motivate them. What is more, they will not be able to form a cohesive and coherent group, unless they succeed in turning most "curriculum goals" (goals set by outsiders) into "group goals" (goals accepted by the group members,

Websites and resources

The following websites were used in the creation of this course. I would like to thank all the authors for their work.

Wikipedia: www.wikipedia.com

ABAX ETL Publishers: www.abax.co.jp

Eslbase: www.elsbase.com

Gary's blog: www.garyefltaiwan.blogspot.com

BBC: www.teachingenglish.org.uk

Teflnet: www.tefl.net

The Internet TESL Journal, Vol. IX, No. 2, February 2003
<http://iteslj.org/>

Tefl boot camp: www.teflbootcamp.com

English club: www.englishclub.com

Becoming a better ESL teacher: www.bettereflteacher.blogspot.com

ADPRIMA; www.adprima.com

Els school: www.esl-school.com

Center of intercultural competence: www.cicb.net

Esl head quarters: www.eslhq.com

esl games: www.eslgames.net

N:B: Prof. Larry M. Lynch is an EFL Teacher Trainer, Intellectual Development Specialist, prolific writer, author and public speaker. He has written ESP, foreign language learning, English language teaching texts and hundreds of articles used in more than 100 countries. Get your FREE E-book, "If you Want to Teach English Abroad, Here's What You Need to Know" by requesting the title at: lynchlarrym@gmail.com

Activity

There are thousands of wonderful TEFL and ESL websites on the internet. Make a list of your favorites to share with the group.

V. COURSE BOOK AND PROJECT

Teacher Training course Pre-course Project and Reflection

11/10/2008

**Partial Fulfillment of the Requirements
For the Degree of Bachelor of Arts, Majoring in Education**

ATLANTIC INTERNATIONAL UNIVERSITY

The trainee will complete a project and reflection using the methodologies that they have learnt from the pre-course reading and workbook. They will then plan a class using one of the concepts they learnt from the workbook. The trainee must then give the class and reflect on the affect that the new methodology had on their class.

The project will consist of the following:

- Introduction (one page)
- Explanation of chosen methodology (minimum one page)
- Reflection of class (minimum 2 pages)
- Conclusion (maximum one page)

Assessment will be based on:

- Quality of reflection and implementation of learned methodologies
- Written plan and Reflection

Pre-course project and reflection: Criteria

PASS

The trainee will have:

- Completed all tasks
- Shown that they have a firm understanding of the methodology
- Shown critical reflection and insight in their project

FAIL

The trainee will have:

- Not completed all tasks
- Shown that they have a little to no understanding of the methodology
- Shown little to no critical reflection or insight in their project

The project is to be submitted at the weekend course.

VI. SURVEY (AFTER TRAINING)

Teacher Training Course After-course Survey

**Partial Fulfillment of the Requirements
For the Degree of Bachelor of Arts, Majoring in Education**

ATLANTIC INTERNATIONAL UNIVERSITY

Please answer the following questions:	Yes	No
Did you find the course book educational?		
Did you find the course book easy to understand?		
Did you learn techniques and methodologies to help you in your job?		
Did you enjoy the weekend course?		
Would you have liked the weekend course to have been longer?		
Would you have liked the weekend course to have been shorter?		
Did you feel the weekend course was necessary as part of teacher training course?		
Would you have liked to have done a further grammar module?		
Did you feel the project was necessary?		
Did you feel this course was beneficial for you?		
Do you feel this course would be beneficial for other teachers?		
Would you recommend the course to other teachers?		
Would you have paid for the course?		
Would you be interested in further courses in the future?		
Do you believe that this course could improve the level of TEFL in Obregon?		
Is there anything else that you feel was necessary, but left out? _____ _____		
Any other comments? _____ _____		

VII. CONSENT FORM

Research Study on “How to help English Teachers in Obregon City, Sonora, Mexico.”

You are invited to be in a research study examining “**How to help English Teachers in Obregon City, Sonora, Mexico.**” Please read this form and ask any questions you may have before agreeing to be in this study. The study is conducted by *Cindy Devola*.

Background Information:

The purpose of this study is to explore “**How to help English Teachers in Obregon City, Sonora, Mexico.**”

Procedures:

In agreeing to be in this study, you are asked to complete an interview. The *interview* takes about 15 minutes to complete. Participation is entirely voluntary. You are free to discontinue your participation at any time during the study. Information you provide will be kept confidential. The information compiled in this study will contribute to existing knowledge about “**How to help English Teachers in Obregon City, Sonora, Mexico.**”

Confidentiality:

The records of this study will be kept private. In any sort of report of this study, we will not include any information that will make it possible to identify a participant. Research records and surveys will be kept in a secure file; only researchers will have access to the records.

Voluntary Nature of the Study:

Participation in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with The Scholar Ship or with other cooperating institutions or organizations. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Contacts and Questions:

The researcher conducting this study is *Cindy Devola*. You may ask any questions you have now. If you have questions later, we can be reached by e-mail at: *cindy.devola@gmail.com*,

You will be given a copy of this form to keep for your records if you wish.

Statement of Consent:

I understand the above information. I have asked questions and have received answers. In signing the general consent form, I consent to participate in the study.

Signature of Subject _____ Date _____

Signature of Researcher _____ Date _____

VII: COURSE COMPLETION CERTIFICATE



Certificate of Completion
This certificate is to recognize that

has completed the

Teacher Training Course
for English Teachers in Obregon City, Sonora, Mexico.

Date _____

Signature of Instructor _____

