

# 120 HOUR

TEFL COURSE

A COMPREHENSIVE GUIDE TO GET TESOL TEFL CERTIFIED



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# CHAPTER 1

# TEACHING AND LEARNING: THE PRINCIPLES

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## **INTRODUCTION**

You may be sitting in the staff room one day when a Chinese teacher colleague asks you about this: What's easy/difficult for a non-native student studying English? How will you feel if you cannot answer this?

Your colleagues-to-be in many countries will view you as an expert and will believe you know absolutely everything about the English language. Again, this question may come up in an adult learner class.

This happened to me when I first started and it could easily happen to you. That's why we've included this section. So, absorb this and it will serve two purposes: it will give you information and it will get you out of a tricky situation.

But there is also another critical reason. You need to be fully aware that there will be key differences in language structures, grammar, vocabulary usage etc. in the native/first language of the students you will be teaching.

You'll have grasped differences already if you have studied a foreign language at school or university, or if you are a seasoned traveler who likes to pick up a bit of the native language of the country you are visiting.

For example, notice this difference:

English: I have seen the house.

German: Ich habe das haus gesehen. (Literally, I have the house seen.)

We'll come back to this a little bit later.

## **SPECIFIC CHARACTERISTICS OF THE ENGLISH LANGUAGE**

Here are some specific characteristics of the English Language:

### **Fairly Easy to Learn:**

English is one of the simplest and easiest natural languages in the world. The only other simple and easy languages are constructed ones, e.g. Esperanto. Of course, the concept of 'easiness' is relative and it depends on which language a learner knows already.

However, the concept of 'simple' is undeniable. English is a fairly easy language to learn, understand and speak when compared to a complex language such as Hungarian.

### **Latin Alphabet:**

The English language uses the Latin alphabet, the most universal, simple and short one (only the Greek alphabet is shorter and simpler). In addition, in English, the Latin alphabet presents its most 'clean' form as a true alphabet with only 26 basic letters.

### **Its Simple Inflection:**

Inflection is the name for the extra letter or letters added to nouns, pronouns, verbs and adjectives in their different grammatical forms.

English is considered a weakly inflected language when compared to, say, French or Russian. Its nouns have only traces of inflection (plurals, the pronouns), and its regular verbs have only four forms, e.g. look, looks, looked, looking.

Even for irregular verbs, there is almost no variation in person (except 3rd singular in present tense, e.g. I eat, you eat, she eats).

The English language can indicate the relationship of words in a sentence with only the minimum of change in their structure. There are other languages which do this but this is a strong characteristic of English.

### **Its Receptiveness:**

A major characteristic of English language is its receptiveness. This is regarded as an extraordinary feature of the language. It has accepted and adopted words from Asian, European, African, Indian, Japanese, Chinese and other languages. English has kept an open-door policy of accepting words from classical languages like Latin, Greek and Sanskrit.

### **Its Heterogeneous:**

A big word. Heterogeneous means a mixed form or the lack of purity. English language contains words from so many other languages that it has become the most mixed language. Original words from other languages have crept into English.

Some words have retained their original meanings and some words have changed their meanings. The spellings and pronunciations have also changed. For example, the word 'tur' from French has become 'tower' in modern English.

### **Its (Generally) Fixed Word Order:**

Another characteristic of English language is its (generally) fixed word order.

Most English sentences (clauses) conform to the SVO word order. This means that the Subject comes before the Verb, which comes before the Object.

Examples:

I (S) bought (V) a new computer (O).

She (S) doesn't like (V) dogs (O).

Why did you (S) do (V) that (O)?

There are other word orders in English but this is by far the most used, making it easy for learners to grasp.

### **No Markings on Letters:**

There are no diacritics (a mark that is placed over, under, or through a letter in some languages to show that the letter should be pronounced in a particular way) such as the umlaut in German or the circumflex in French.

The exception is words imported from other languages, e.g. rôle and naïve from French but native English writers seldom use these diacritics nowadays.

### **Pronunciation:**

The pronunciation of English words such as this, thin, clothes, thirteenth, months inevitably

causes problems for learners who do not need to use the tip of the tongue to produce words in their own language.

Further difficulty for learners attempting to produce spoken English that sounds natural is the unpredictability of English word stress, e.g. yesterday - tomorrow. We will come to word stress later.

### **Continuous Tense:**

Many languages do not have a continuous tense form, so English learners may make mistakes such as: I had a bath when the phone rang; instead of I was having a bath when the phone rang.

### **Articles (a, an, the):**

The article system is another feature of English grammar that causes some students enormous difficulties; particularly, of course, those whose native languages do not use articles.

### **Phrasal Verbs:**

A phrasal verb is an idiomatic phrase consisting of a verb and another element, typically either an adverb, as in break down, or a preposition, for example see to, or a combination of both, such as look down on.

These phrasal verbs are a significant feature of English vocabulary and can cause severe difficulties for learners. Sentences such as I put it down to the weather, or I made it up with my sister, are usually gobbledygook to beginner non-native speakers.

Unfortunately for the English language student, phrasal verbs are extremely common in everyday colloquial language.

We'll explore these further in Module 5.

### **Non-Tonal:**

English is a non-tonal language. Thus, it sounds very different from tone languages such as Chinese or Vietnamese.

In tone languages, pitch (the degree of highness or lowness of a tone) is used to distinguish word meaning. So a word said with high pitch may have a different meaning than the same word said with a low pitch.

In English, changes in pitch are used to emphasize or express emotion, not to give a different word meaning to the sound. It is not surprising that native speakers of tone languages often have strong accents when speaking English.

### **Sound and Spelling:**

A final feature of English that is enormously problematic for non-native learners and some native-speakers is the unpredictable correspondence between word sound and word spelling.

Compared to a language such as Turkish, it is often impossible for learners of English to predict the spelling of a word they first encounter in speech, or the pronunciation of a

word they first encounter in writing.

In fact, the majority of English words do conform to spelling patterns. The difficulty for the learner, however, is that the words which don't conform are the most common words in the language, and thus the ones that learners encounter first.

## **INTERFERENCE WITH THE PRODUCTION OF ENGLISH**

We mentioned above that you need to be fully aware that there will be key differences in language structures, grammar, vocabulary etc. in the native/first language of the students you will be teaching.

Let's have a quick look at this in practice. Imagine you are teaching a group made up of German and Chinese students. Note that these are generalizations based on our experience; individual students may differ. Here are some general observations. (Don't worry about any grammatical terms we will use - it's just important to grasp the point we're making that there are key differences.)

### **German EFL students**

Beginners commonly write *i* or *a* when the teacher says *e* or *r*.

The *th* sound as in words like *the*, and *thing* does not exist in German, and many speakers have problems producing such words correctly.

German words beginning with a *w* are pronounced with a *v*. This explains the mispronunciation of English words *we* or *wine* as *ve* and *vine*.

German does not have a continuous tense form as we have in English, e.g. Many young couples are building a relationship which will last for ever; the shop that they were building has collapsed. Therefore, it is common to hear sentences such as *I can't come now*; *I eat my dinner*.

In German, the main verb must be the second element in the independent clause (a simple sentence). This often requires an inversion of subject and verb. We say: *Sometimes I come to school by bus*. A German learner says: *Manchmal komme ich mit dem Bus in die Schule*. (Literally in English: *Sometimes come I by bus to school*.)

Also, the past participle must always be the last element in the independent clause. We say: *I have not seen him*. A German learner says: *Ich habe ihn nicht gesehen*. (Literally in English: *I have him not seen*).

### **Chinese EFL students**

Chinese does not have an alphabet but uses a logo-graphic system (a letter, symbol, or sign used to represent an entire word) for its written language.

In logo-graphic systems, symbols represent the words themselves - words are not made up of various letters as in alphabetic systems. Because of this fundamental difference, Chinese learners may have great difficulty reading English texts and spelling words correctly.

Chinese learners find it difficult to hear the difference between *l* and *r*, and so may mispronounce *rake* and *rice* as *lake* and *lice*.

In English, much information is carried by the use of auxiliaries and by verb inflections: *is/are/were*, *eat/eats/ate/eaten*, etc. Chinese, on the other hand, is a noninflected language and conveys meaning through word order, adverbials or shared understanding of the context.

The concept of time in Chinese is not handled through the use of different tenses and verb forms, as it is in English.

For all these reasons it is not surprising that Chinese learners have trouble with the complexities of the English verb system.

## **L1 AND L2 LEARNING**

Let's now explore a piece of common terminology in the EFL arena, so that you're aware of this when you're doing your research or you're sitting in a distant staff room and the terminology is used. This terminology is: 'L1 and L2 Learning'

'L1' is the label given to a person's first language (the student's native language, e.g. Chinese, Thai, French).

When this person learns a second or foreign language, this language is labeled the person's 'L2' language.

So, all the students you will be teaching will have a non-English language, e.g. Thai, as their native/first language (L1) and you will be teaching them English which will be a second or foreign language for them, known as L2.

Another teacher may ask you: Do you allow L1 in your classroom? By this she is asking if you allow your students to drop back into their native/first language (L1) in your classroom or do you always ensure they can only speak English (L2).

It's important to know what these terms mean. But it's also critical you're aware of the key differences between learning a first language-L1, and a foreign/second language-L2.

### **Key Differences between Learning a First Language-L1, and a Foreign/Second Language-L2**

There's no doubt that L1 learners learn differently from L2 learners. It's important for you to reflect on the key differences.

You can easily work out for yourself the key points relating to L1 learning as you have been an L1 learner. But here are general observations to get you reflecting.

### **L1 Learner**

- . Generally immersed in language at all times from birth
- . Wants, needs and is motivated to communicate by signs or baby words, with meaning, e.g. 'I want some food!'
- . Adults often praise and encourage the child's use of language, spurring him on to greater linguistic achievements
- . Gets a lot of attention to aid the learning
- . Learns by playing and experimenting with new language, and lots of time to do so
- . Not often corrected

Let's now consider the L2 learner's learning situation

### **L2 Learner**

- . Not intensively exposed to the L2
- . Most often exposed by being taught the English language - often limited exposure outside the classroom
- . May not be highly motivated - but could be, though

- . Often only learns through interaction with teachers and classmates - may not be motivated to try out functions outside of the classroom
- . Often learns by using language in controlled classroom practice activities with teacher and other students
- . Teachers vary in the amount they praise or encourage L2 learners - some teachers just don't know how to do it effectively. But you will after studying our course!
- . The learner typically receives limited attention from the teacher (in big classes)
- . Teachers regularly correct learners for accuracy and meaning - this can be demotivating for some

So, there are some big differences in L1 and L2 learning. Remember this and another piece will be in place in your 'Excellent Teacher Cocktail'.

Let's explore some general characteristics of the different L2 learner groups. Knowledge of these characteristics and reflection on them, will prepare you well for your teaching role.

## **Different L2 Learner Groups' General Characteristics**

Be aware that different learner groups - children, teenagers, adults - may learn differently and behave differently. This is what we have found from our experience, in general:

### **Children**

- . Can't sit still for long
- . Can concentrate only for short periods only
- . Like to laugh and have fun in the classroom
- . Learn through experience, not lots of jabbering from the teacher. They want to see how mixing two colors can miraculously make a third color.
- . Are not very able to control and plan behavior
- . Are not afraid of making mistakes or taking risks
- . Are not aware of themselves and/or their actions
- . Pay attention to meaning in language
- . Have limited life experiences

### **Teenagers/Young Adults**

- . Starting to keep still for longer periods, but still need to move
- . Concentration developing
- . Beginning to learn in abstract ways, i.e. through thinking as well as experiencing
- . Beginning to plan and control behavior
- . May worry about what others think of them
- . Sometimes uncomfortably aware of themselves and/or their actions
- . Pay attention to meaning and increasingly to form
- . Developing life experiences
- . Like to laugh and have fun in the classroom

### **Adults**

- . Able to keep still for longer periods
- . Can concentrate for longer periods
- . Learn more in abstract ways
- . Usually able to control and plan behavior
- . Not so willing to make mistakes or take risks (as an EFL teacher you need to encourage this or there will be deadlock)

- . Aware of themselves and/or their actions
- . Pay attention to form and meaning in language
- . Have life experiences
- . Most like to laugh and have fun in the classroom but some may not

## **LANGUAGE TEACHING METHODOLOGIES**

There have been many different methods of teaching introduced over the years. Here are some of the main methods which are used for Teaching English as Foreign Language.

### **The Grammar-Translation method:**

Students have to memorize grammar rules and vocabulary and practice by translating sentences from their mother tongue into the foreign language. There is little time spent developing oral skills.

### **The Direct Method or Oral method or Natural method:**

This method advocates teaching in only the target language. This method also focuses on teaching oral skills, practice in having conversations, and improving pronunciation. Writing and reading is developed later. Grammar is learned using the inductive approach.

### **The Audio-Lingual method:**

This is a drilling method where a student listens and then repeats. Students practice different dialogues for different situations. The Structural-Situation method: A model pattern is introduced and often practiced with drilling. However, context is added to the scenarios. Grammatical rules are learned one at a time.

### **Task Based Learning:**

With this form of learning, the students are given a task and try to work out the structure themselves. Often there is no formal instruction and students must find the solution themselves.

### **The Silent Way:**

In this method, the teacher will say as little as possible and encourages students to create their own language, prompted by physical objects.

### **Immersion:**

In this method, students are immersed in English throughout the day in school. They are taught all subjects in English. This method is often used in Asian schools.

### **The Lexical Approach:**

In this approach, the students are taught the most commonly used lexical chunks of words and structures. The idea is that common phrases are taught.

### **Eclectic Approach:**

This approach uses all of the above teaching methods and bits from the Communicative

.Approach below and uses styles which suit learners at different levels.

Communicative Approach: We have left this till last. This is the approach we will be using in our course.

Please go to the next chapter.

## **COMMUNICATIVE APPROACH**

The communicative approach is also known as Communicative Language Teaching (CLT). We'll call it CLT in this section.

CLT is an umbrella term for learner-centered, authentic language acquisition principles that inform the most widely practiced language teaching approach used in second language learning classrooms today.

A useful definition of the CLT approach would be: A set of principles about teaching including where the focus is on meaningful communication not structure and grammar.

The cumulative effect of the gradual developments in language teaching cited above has been to make language educators realize that language use and learning are much more complex than was previously thought.

It is, therefore, important that teachers use a variety of approaches to language learning which are based on fairly sound theory, and which are flexible rather than dogmatic. CLT meets these requirements.

The main principles of CLT can be summarized as follows:

### **Communication:**

The main aim of classroom work is to help students reach an effective standard of communication outside the classroom.

Accuracy in grammar, pronunciation, etc. is important but it is less important than the ability to communicate in real life. There is a heavy emphasis in most courses on listening and speaking. However, lessons can include reading and writing from the very first day of classes. The dominant goal of CLT is to enable students to communicate knowledge and opinions surrounding a topic in the target language. Attempts to communicate are encouraged from the very first lesson. Practice activities are put in meaningful communicative contexts wherever possible. So, there is frequent use of role-plays, discussions, etc. at all levels.

### **Meaning and Use:**

Language learning is mainly about learning to communicate effectively. So the main emphasis is always on the meaning and usage of language items.

### **Context:**

New language items are presented and practiced in realistic, meaningful contexts which show their meaning and use. It is the context which gives language meaning.

## **Fluency:**

It is assumed that the ability to communicate effectively in a language will result from a combination of formal learning of rules and holistic acquisition.

## **Creativity:**

Language learning and acquisition are creative processes and they involve trial and error on the part of the student. The learner should be encouraged to try out language items in a supportive classroom environment and, with the help of the teacher, learn from her mistakes.

## **Functions:**

In order to do this, the underlying premise is that students need to be able to go beyond the learning of the grammatical structure of a language and into the functions (e.g. ordering a cup of coffee, opening a bank account, applying for a job) or areas and ways such utterances are applied in communication in the real world.

## **Form:**

Linguistic competence is only part of the whole picture of language acquisition. Students must be able to choose the most appropriate form for a situation, such as when to use could you? or would you? as an issue of register or politeness. 'Register' is a variety of a language or a level of usage, as determined by the degree of formality and choice of vocabulary, pronunciation, and syntax (grammar), according to the communicative purpose, social context, and standing of the user. Learners must also recognize that a variety of forms can be used to achieve the same end or function such as It may rain and Perhaps it will rain, each of which achieves the same communicative end which is the possibility of rain.

## **Teacher Roles:**

The teacher's emphasis is always on communication in the target language. The teacher's role is that of facilitator, helper, adviser and language resource. Ultimately, we cannot 'teach' but can only help students to learn or acquire. The classroom is student-centered, with many activities taking place in pairs or groups monitored in an unobtrusive way by the teacher.

## **Individual Learning Styles:**

There are no unbreakable rules of learning. Different students have different learning needs, preferences and styles. The teacher will therefore use whichever techniques she feels will help her students most; i.e. the teacher discusses grammar rules if this helps the students.

## Real English:

In some parts of lessons, students will be exposed to fine-tuned input (language at or within the students' knowledge).

In other parts, they will be exposed to rough-tuned input (language which is a little above the students' level). Even in Beginner classes, students will be exposed to examples of authentic English: newspaper articles, etc.

## Occasional Structured Drills:

Oral drilling and classroom-type exercises occupy a small proportion of lesson time. They are seen as ways of helping students with pronunciation, grammar patterns etc.

Therefore, to obtain communicative competence in this view, lessons will have an integration of the following:

- 1. Situation/context:** The situations one encounters in life, e.g. meeting a new friend; going to the doctor. A meaningful context is set.
- 2. Functions:** Functions are speech acts that students are likely to face, e.g. seeking advice, requesting information, expressing gratitude, complimenting someone, expressing requests, seeking permission, complaining etc.
- 3. Form:** Socio-linguistic-language used in a social setting, social niceties, social situations, formal v informal expressions, etc. The teacher integrates socio-linguistic competence (such as acceptable and unacceptable ways to complain) as well as strategies and ways to overcome communication breakdown when it happens.
- 4. Meaning and use:** These would be linked to the form
- 5. Grammar:** Always taught in context. It is linked to materials related to conversation, reading, listening and writing. It is seldom taught in isolation.
- 6. Notions:** Days of the week, dates, months, should be introduced in context. For example, in lesson planning, the teacher determines how to adapt these competences to student needs. To do this, a teacher could:
  - . Choose a situation such as the bank
  - . Present the language functions such as formal greetings, requesting information, advice giving, gratitude
  - . Present the form related to the situation and its meaning and usage
  - . Choose the necessary grammar and vocabulary to complete the exercise
  - . Construct and choose communicative activities for the students to practice and produce.

So, this integrated communicative approach - CLT - is the one we advise you to focus on. It's an exciting approach where skills are integrated. Each of your lessons may and should include a bit of speaking, listening, writing and reading. The goal at all times is communicative competence. There should be no standalone grammar lessons unless it's absolutely necessary, but you will still need a sound grasp or basic grammar so that you can handle presentations,

queries and questions seamlessly.

We'll be tackling grammar in later Modules. It's not as bad or boring as it sounds!

Let's consider the difference between inductive and deductive teaching. The main difference between the two is the direction of information that flows between the teacher and student.

**Inductive:** With this approach, an activity is introduced first and students are expected to work out the rules themselves, before the teacher explains it. This approach is often used in smaller classes. The inductive approach allows for creativity in the lesson.

**Deductive:** With the deductive approach the teacher (or the concept) introduces rules and then they are applied to an activity. This approach is often used in larger classes. This approach is also quite traditional in its nature.

## THE PRINCIPLES OF TEACHING

To begin the course, let's explore some of the basic principles of teaching ESL and look at how these techniques have developed. At this stage, we recommend that you study the suggested reading list. Whichever methodology or technique you adopt in your classroom, most established theories of language teaching state that, when a teacher introduces a new concept to a student in English, she must introduce an item or a small part of the language, so that a student can learn step by step.

An item can be divided into three elements: Structural items, Lexical items and Phonological items. All three items need to be taught in small parts. This is a widely accepted technique that still holds true for ESL teaching today. All methods and techniques in the classroom have this fundamental principle.

### **Structural items:**

These are grammatical points, which are often introduced using examples.

Structural items must be broken down into smaller parts when teaching. Let's use an example of teaching the Present Tense. It would be very difficult for teachers to introduce the Present Tense in one lesson. Teachers would normally break it down into small parts.

They would teach 'I eat', 'he/she eats', and 'they eat' first and then in the next lesson introduce the question form. We will see this type of teaching in small parts in later Modules, when we consider how to teach specific structures and skills.

### **Lexical items:**

Lexical items are new pieces of vocabulary or new phrases, which are being introduced.

Again new lexical items need to be introduced in small parts.

This word 'lexical' is likely to be new to many students so, just in case, let's explore this.

'Lexical' comes from the noun 'lexis'.

When many native English speakers were being taught English in the UK, one common approach used by the teacher was to teach grammar (often as a separate session) and from time to time she would introduce new vocabulary (often arising from reading exercises).

And sometimes vocabulary was taught by the teacher making up a list of words that the learners needed to learn. The point is these two activities - grammar and vocabulary - were often handled separately.

The word 'lexis' really has much the same meaning as 'vocabulary' but you will see in the

next paragraph that the word lexis now has an expanded meaning for some areas of language teaching.

In Communicative Language Teaching (CLT), the approach we encourage you to use, there has been a shift over recent years to using the word 'lexis' to signify both the teaching of vocabulary and certain areas of grammar together.

Vocabulary is typically seen as individual words (often presented in lists, as mentioned above) whereas lexis is a somewhat wider concept and consists of words, phrases, collocations, chunks and formulaic expressions.

It also includes certain patterns that were traditionally associated with the grammar of a language, e.g. If I were you..., I haven't seen you for ages etc. These words, chunks and patterns are now often called 'lexical items'.

Recognizing certain grammar structures as lexical items means that they can be introduced much earlier, without structural analysis or elaboration in a separate grammar session.

Since the concept of notions and functions made their way into language teaching, particularly as CLT has gained prominence, some structures associated with grammar started to be taught lexically (or functionally).

For example, I'd like to is not just taught as 'the conditional tense' but as a chunk expressing 'desire'.

Similarly many other 'traditional' grammar items can be introduced lexically relatively early on. So the proponents of lexis see vocabulary and certain areas of grammar linked together so there is neither a separate grammar session (except for difficult concepts) nor a separate vocabulary session. These are married together under the umbrella of lexis.

To be on the safe side, we are introducing you to this lexical approach. But we will also consider grammar and vocabulary separately (for training purposes only) as in the 'traditional way'.

You may teach in a school that is well up-to-date and talks about lexis and lexical items OR you may be in a school that separates the two and talks of grammar and vocabulary. Neither is better. The key is just to be aware of this.

### **Example: A lexical approach**

To speak and write a language competently, a speaker/writer needs to know, understand and apply a wide range of vocabulary items and grammatical structures.

There's little point in taking in a new vocabulary word into our memory bank (mental lexicon) if we don't know how to use it.

For example, let's consider the word 'shower'. A non-native English speaker comes across this word for the first time, notes it down in his journal and later defines it further in his journal as: a device that releases drops of water through a lot of very small holes that you stand under to wash your whole body.

He should be commended for this learning strategy.

But is the single word 'shower' or the longer definition really of practical use to him? He may well say to his friend: I need to take/have a fast shower, instead of I need to take/have a quick shower. Had he learned/absorbed at the time that a native speaker says I need to take a quick shower then he would have got it right.

It's true, of course, that a native speaker would still understand him and communication would be made but we started this section by focusing on speaking a language competently.

This learner would have benefited from writing the definition in his journal and adding: take a quick shower=to do it in a very short time.

If he had absorbed to take/have a quick shower into his mental lexicon, he would have been able to use this chunk of language correctly. The take/have is not so important in this example, as several other verbs could be used; it's the grammatical element quick that's the issue. To express the meaning of his action, it needs to be (for no understandable reason!) quick and not fast.

The point of this is that this combination of a grammatical element - quick- and the vocabulary element - shower- is what a native speaker stores in her mental lexicon and draws on it as needed. The specific meaning of this shower activity can only be grasped from this chunk of combined grammar and vocabulary elements. So, from this we see that grammar and vocabulary are interdependent. They combine to make chunks of language which we store in combinations in our mental lexicon and which we withdraw and use in specific contexts. This suggests that vocabulary and grammar should be learned together and not in isolation. When you come across a new word 'choice' with your class, you should instinctively consider what else your students need at that time to help them with usage, meaning, functions etc., e.g. to make a choice, to choose, he chose and so on, depending on the level of your learners. Also, it is better if grammar is noticed and learned from meaning-focused input and not taught in isolation. Meaningful communication leads us into a focus on grammar.

Vocabulary and grammar are difficult to divide into two separate distinct areas because lexical choice is always dependent on grammar.

Having said that, and as mentioned before, we are going to split them later into two categories in later Modules, just to make them a bit easier to handle.

### **Phonological items:**

These are items which introduce new sounds, where stress and intonation are used. These items need to be introduced in small parts.

#### **Summary:**

. Break large items of grammar, vocabulary and phonology into small parts when teaching new concepts.

### **Introducing a new item:**

One of the most straightforward ways to introduce a new item of Grammar, Lexis or Phonology is to use the Presentation-Practice-Production Technique (PPP).

This means a teacher will present a new item and then the students will practice how to use this small item using activities. We will show you how to use the PPP technique in later Modules.

#### **Summary:**

. Present a new item and allow students to practice the new item with some activities.

### **Presenting a new structural item:**

When a teacher presents a new structural item she needs to be able to show how it's constructed (form), what it means and how it sounds. She will do this by modelling a new structure by using her voice, body language, gestures and the board, to show intonation and stress. She will then try to get the learners to reproduce the new structure. One of the ways this can be achieved is by drilling, which is repeating the structure after she models it.

At the same time she must add context to give the structure meaning. Adding context means using appropriate and recognised scenarios to help illustrate meaning for your learners. We will show you how to present excellent lessons in the later Modules.

### **Drilling:**

Drilling is a form of repetition, getting students to repeat after you. Drilling comes from the behaviorist theorists of the 1950's who concluded that habit forming was a good way to learn a new language.

### **Summary:**

- . Model structural form so that students can reproduce it and add context.

### **Practice:**

The Practice part of a lesson will contain an activity which allows learners to practice a new item in a controlled way.

### **Production:**

The Production part of a lesson will allow learners to complete an activity in a freer way, allowing them to be more creative compared to a controlled practice activity.

### **Summary**

- . Break large items of grammar, vocabulary and phonology into small parts when teaching new concepts.
- . Present a new item and allow students to practice the new item.
- . Model structural form so that students can reproduce it and add context.
- . Allow your learners to practice a new item with activities

## **TEACHING TECHNIQUES**

There are a number of ways that new language and structure can be introduced into a lesson. Enjoy TEFL recommends using the Present-Practice-Production (PPP) technique. This technique is a fine structure to follow as it allows for the presentation of new material and gives students a chance to try out the skills they have learned in a controlled way and also in a more creative way.

### **Presentation-Practice-Production (PPP)**

**Presentation:** (teacher to student) this gives you an opportunity to present new material to the class using a variety of skills.

**Practice:** (student) students are given the chance to practice new material in a controlled environment.

**Production:** (student) students are given a chance to be more creative with the new language.

As you get to know your students' ability, there will be chance to try out some of the other techniques available. Some of the other techniques are as follows:

**Task Based Learning:**

The focus of this technique is completion of a task by students and assistance by the teacher while students are working on a task.

**Text Based Learning:**

This type of technique is simply using a textbook to guide learning. Most of the time students will follow a course book. It's critical that you augment the book with some of your own activities.

**Teacher as a Facilitator:**

In this technique the teacher will set a number of activities and guide students to find the correct information. Often you can use this technique with research work on the Internet.

**Test-Teach-Test:**

This technique is often very useful when you first meet a group of students. You will begin by giving students a test, then assess their performance and then teach items based on their performance. This will be followed by a test again to assess their understanding of the item. Please look at some information on the Web and try to list the advantages and disadvantages of each of the techniques.

You can find the links at the end of this Section in Suggested Reading.

## **LEARNERS BACKGROUND**

There are approximately 7 billion people on the planet today and there are 7 billion different ways of looking at the world. As a teacher, you will come from an English-speaking country or will have learned English through education opportunities. It's crucial that when you visit and teach in a new country you try to connect with your new environment and culture so that you can gain a deeper understanding of a learner's background.

It's vital to respect cultures and make an effort to understand how different and sometimes similar people live their lives: they will be the people who are sitting in front of you. The ability to experience a new culture is an extremely positive one and will stay with you for a long time. Enjoy TEFL would like you and your students to build these positive experiences together and remember them wherever or whatever you might be doing in the future.

Therefore, it's crucial to understand a learner's background from the point of view of the following: age, gender, religion, level, and socio-economic background. It's critical to understand all these factors so that you can add context and meaning to your lessons.

**Age:**

Most of you will experience teaching young learners, teenagers or adults or all of them. Each age group you teach will require you to change your teaching style to meet the needs of these learners.

**Gender:**

Most of the classes you teach will be mixed gender apart from the Middle Eastern Countries and other Islamic areas of the world. There you might be teaching all male or all female classes and you will have to change your teaching style to meet the needs of these learners.

## Religion:

Wherever you are teaching, you will have to respect local customs and cultures. Some religions will not allow you to discuss certain topics or show certain images. It's better to check with a local colleague if you are unsure.

## Level:

Many of you will teach a range of different levels of ability. Most of the time, you will have mixed ability classes and will have to differentiate lessons to meet the needs of weaker students and gifted students. One of the best and most natural ways to deal with this is to pair stronger students with weaker students. This will allow weaker students to access material and get a better understanding of context. We will discuss this form of scaffolding in a later Module.

It's very important that you know and understand the different levels of ability.

Here's everything you need to know:

## Levels of Competence in English

- . Different terminology is used in EFL when describing a student's proficiency/competency in language as compared to, for example, mainstream English classes in the UK or the USA.
- . As you'll already know, measuring a student's proficiency in language is not an exact science.
- . No universal system of rating exists.
- . The Common European Framework of Reference for Languages (CEF or CEFR) is our best guide.
- . Some organizations adapt the CEF levels to suit their particular levels.

Fortunately for you, nearly all coursebooks will identify which level the materials are intended for and schools will have similar class labeling to indicate what level the students are studying. So, there's no need to worry!

## The Common European Framework of Reference for Languages (CEF)

The Common European Framework of Reference for Languages (CEF) is a standard, international scale of levels for language learning. It has 6 levels in ascending order from A1 to C2.

Language testers and examination boards are increasingly using the CEF as their scale of levels, though many give each level their own name.

The table shows the 3 bands (A-C) and the 6 levels of the CEF within these 3 bands. It also describes (descriptors) which represent what a student should be able to do at each level. Study this well. It's not difficult. It's an excellent guide, an aide-memoir, which will keep you on track when you start on your EFL journey.

## SEE Fig. 1: CEF Bands and Level Descriptors

However, in our experience, the most frequently used labels for the different levels, both for the learner and coursebook, are (in ascending learning level from Beginner):

- . Advanced
- . Post-intermediate
- . Intermediate

- . Pre - intermediate
- . Elementary
- . Beginner

Get to grips with this labeling structure too. Note that under this structure, there is an additional level for Elementary and a different heading of Post-intermediate compared to Higher Intermediate on the CEF levels. The two different structures have much the same descriptor content - it's just that they have been moved around a bit.

So, a few tweaks may have to be made. However, as we have said, nearly all course books will identify which level the materials are intended for and schools will have similar class labeling to indicate what level the students are studying. Remember! Don't worry about this.

Remember! Fairly quickly, you will be able to determine what language items should be presented to your class, and in what order. Until that time you would be best advised to use the grading of items provided by the class course book as a guide to the language that you should be presenting.

In Module 6, we'll give you lots of guidance as to what you could cover at the different levels.

### **Absolute beginners and false beginners**

Note that at the beginner level, a distinction is often made between teaching false beginners and absolute beginners. False beginners are those students who have perhaps had a little English learning, or who have picked up English more informally and inconsistently, perhaps through traveling. False beginners may give the appearance of knowing some English, which initially makes them easier to teach. However, their superficial knowledge can present some teaching challenges, as these learners may have developed early bad errors/habits.

Their classroom motivation may also be affected, as they may think that they already know the material just because they recognize it. Look out for false beginners.

. Conversely, absolute beginners have a high intrinsic motivation from day 1 and will catch up to the false beginner learner very quickly.

. Look out for false beginners.

### **Socio-Economic Background**

Many of you will have a chance to teach to a range of students from different socio-economic backgrounds. This range will include learners from economically poorer countries, which have few teaching resources, to economically wealthy nations.

Each different group will require you to tailor-make your lessons to meet the needs of these learners.

Before we continue it's important to stress the importance of adding context to your lessons. Using relevant material in your lessons that your students can relate to will impact on the success of your lesson.

## LEARNERS MOTIVATIONS

Why do people want to learn English?

Enjoy TEFL believes that an individual's best chance of improving their life is through education and gaining better skills. By learning English, people can change their lives for the better. Ultimately, it will reduce inequality.

As you know, Enjoy TEFL has a commitment to help individuals through its Volunteer Projects. Money from the projects finds its way into the local economy. This means that communities grow stronger and provide more opportunities for local individuals, which is the most sustainable way to develop local economies.

Individuals in many countries are motivated to learn English for a number of different reasons:

**Integrative Motivation:** to enable an individual to integrate into society where English is spoken.

**Instrumental Motivation:** learning English will help a person improve their work and study opportunities.

**Extrinsic Motivation:** many individuals find that it is mandatory in schools and universities to speak and learn English.

**Intrinsic Motivation:** individuals want to learn English for its own sake. Enjoy TEFL would like you to be able to make your students lifelong learners and continue with their studies.

In summary, Enjoy TEFL would like you to help your learners become intrinsically motivated and help them become lifelong learners. This course will help you achieve this.

Also, it's important for you to consider:

1. The Key Elements of Motivation, in General
2. The Characteristics of Learner Motivation
3. The Relationship between Motivation and Language Learning
4. How the Teacher Can Influence and Drive Learner Motivation

Let's examine these four key areas.

### The Key Elements of Motivation, in General

Here are some key elements of motivation, drawn from our experience:

#### 1. You need to be motivated to motivate them:

As teachers, we ourselves have to be motivated before we can motivate our students. Don't expect your students to be motivated if you are not. There may be times when you feel lacking in vitality or conviction and find it difficult to overcome a temporary lackluster feeling.

Tough though this is, you will need to get out of it or your students will quickly become deflated.

## **2. Everyone can be motivated in some way or another:**

There may be the odd student who appears to be demotivated. There may be many reasons for this - perhaps there are cultural considerations, e.g. he doesn't like a teacher taking up his learning time when she gets the students involved in so many fun activities.

Or he may be finding the work too hard. Or, perhaps, he's not convinced by the whole communicative approach.

Therefore, you need to find out as much as possible about your students from day 1.

What are their likes and dislikes? How have they previously been taught? Did they communicate with the teacher during the lesson or were the lessons wholly teacher-centered? And if you can't identify a reason for the drop in drive, make up some reason for meeting with the student for a few minutes after class (away from his classmates) to try and identify the reason for the drop in motivation.

It's amazing how a little chat can help. Once you trace the reason why, you can work out ways to help build up his motivation.

## **3. Motivation should be multi-directional:**

When you take up your teaching role, remember that motivation should be multi-directional. Don't just think that your role is only to motivate students.

You can also help to motivate a colleague when he is feeling down. You will reap rewards from this in the future, when she will help you when you are a bit lackluster.

## **4. Motivation doesn't last:**

You need to keep at it all of the time. It's a strenuous activity but it's also rewarding. You cannot give up when you, your students or any of your peers are feeling down. Dig into your reserves and help as much as you can.

Remember this! The whole person comes to school, be it students or teachers. They come with all their personal baggage, e.g. worrying about a sick parent, or upset due to a breakdown in some personal relationship. So the motivated person yesterday may not be the motivated person today. Help and show empathy wherever you can.

## **The Characteristics of Learner Motivation**

Before we tell you our thoughts, what do you think are the characteristics of learner motivation?

Think of motivated students you have observed in the past. You may have thought: She's always on the go, wanting to learn. How does she do it? What traits and qualities did she have?

Or, perhaps, you have always been a motivated student. What traits and qualities do you have in relation to learner motivation? Reflect on this, jot down your ideas in bullet points and then check out what we think below.

Here's what we think, based on our lengthy experience. It's not a definitive list but we believe it contains the key characteristics of learner motivation. Add in any other points which you feel are important to our list below.

The motivated student will typically display most or all of the following characteristics:

1. The student is willing to tackle tasks and challenges, and has confidence in her success.
2. The student finds it important to succeed in learning in order to maintain and promote her own positive self-image.

3. The student has a need to achieve, to overcome difficulties and succeed in what he sets out to do.
4. The student is ambitious, goes for demanding challenges, high proficiency, and top grades.
5. The student is very aware of the goals of learning, or of specific learning activities, and directs his efforts towards achieving them.
6. The student consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.
7. The student is not bothered or frustrated by situations involving a temporary lack of understanding or confusion; she can live with these patiently, confident that understanding will come later.

### **Relationship between Motivation and Language Learning**

As research has shown, and as your own personal learning and any teaching experiences probably confirm, motivation is very strongly related to achievement in language learning. As a teacher, you will be in the position to strongly influence your students' motivation to learn their new language.

To this end, you will need to ensure that:

- . your lessons have clear goals
- . all the learning and teaching is set in a meaningful context
- . all your activities are varied and personalized for students
- . you give feedback and assess on an ongoing basis

By doing so, you will be able to foster, stimulate, or even rekindle your students' motivation to learn.

If you are able to accomplish all of this, learning will happen regardless of whether your students' motivation is extrinsic or intrinsic.

There's little doubt about it.

### **How the Teacher Can Influence and Drive Learner Motivation**

Here are some practical ways in which you as teacher can influence and drive motivation:

#### **1. Make them aware of their own success:**

A very simple yet effective way a teacher can motivate her students is to make sure that students are aware of their own success. This message can be conveyed by a nod, a tick, or a smile. But a sense of pride and satisfaction may, of course, be enhanced by explicit praise or approval, or by a comment in the student's answer book.

#### **2. Set clear goals:**

Students should be aware of the objectives of the task - both language-learning and content. Tell them. For example, a guessing-game may have the language-learning goal of practicing questions, and the content goal of guessing answers.

We've mentioned before that some students, particularly adult students, may not want too many fun activities. If you tell them the purpose of the game before you start, then they will be more accepting of the fun element.

3. The student has a need to achieve, to overcome difficulties and succeed in what he sets out to do.
4. The student is ambitious, goes for demanding challenges, high proficiency, and top grades.
5. The student is very aware of the goals of learning, or of specific learning activities, and directs his efforts towards achieving them.
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We've mentioned before that some students, particularly adult students, may not want too many fun activities. If you tell them the purpose of the game before you start, then they will be more accepting of the fun element.

### **3. Explain purpose and usefulness:**

It may seem obvious, but students sometimes need to know why they have to learn something. For example, students may wonder why they have to learn prepositions.

If you explain to them that preposition errors are the most common form of mistake in student writing, your students may be more motivated to pay closer attention to the material.

At the very least, they won't think that they are wasting their time learning something they think they don't need.

If only our algebra teachers had followed this guideline, we may have grown to understand and like the subject!

### **4. Vary classroom topics and tasks:**

Topics and tasks should be selected carefully to be as interesting as possible.

However, there are very few single types of activities that interest everyone, so you should use a wide range of different ones over time. Even within a lesson, we can organize a series of tasks that have students doing different things to keep them engaged.

For example, you can get your students to listen to a dialogue about 'School Routines'; then have them complete a worksheet; then get them to compare their answers with a partner; then have students partner up to create an original dialogue on the same topic. Variety is a major key to success.

### **5. Employ visuals:**

It is important for students to have something to look at that is eye-catching and relevant to the task at hand. We'll discuss this later, particularly when we discuss learning styles.

### **6. Generate tension and challenge:**

Game-like activities provide pleasurable tension and challenge through the process of attaining some 'fun' goal while limited by rules. The introduction of such rules (an arbitrary time limit, for example) can add excitement to almost any goal-oriented task.

### **7. Create a fun atmosphere:**

Entertainment produces enjoyment, which in its turn adds motivation.

Entertainment can be teacher-produced, such as jokes, stories, songs, or even dramatic presentations. It can be in recorded format, such as movies, video clips, or television documentaries. Other activities such as a role play and simulations that use the imagination and put students in other situations can be very motivating.

It is important to note, however, that some people are inhibited and may find such activities intimidating at first. As such, you especially want to try to avoid running students up to the front of the class to 'perform' spontaneously.

### **8. Personalize learning:**

Students are more likely to be interested in tasks that have to do with themselves or their interests. For example, getting students to use their own or each others opinions, tastes, experiences, and suggestions as material can be very motivating since they're relating the learning material to their own life experience and context.

We have taught boys-only classes in the Far East where the NBA was king, as was LeBron James at the time. Every single boy in the class was mad about basketball and anything to do with basketball, e.g. magazines, strips etc.

There was no need to motivate them when a lesson was built round, for example, 'What are the 3 questions you would ask LeBron James if you met him.' OR 'Draw your own basketball strip and tell your group why you chose the colors and the shape of the badge'.

### **9. Create open-ended exercises:**

A cue which invites a number of possible responses is usually much more stimulating than one with only one right answer. If you do this, the students' contributions become more unpredictable. They are also more likely to be interesting, original, or even humorous. For example, 'If I won 100,000 yuan, I would.....'

### **10. Give students a sense of autonomy:**

An example of this would be to have students pick from a list of topics to debate. Or you can have students find partners with whom they would like to team up with to take part in a specific activity or game.

### **11. Assess students:**

Whether or not a student admits it, regular assessment is a very powerful motivator.

The motivating power of tests, in particular, appears clear: students who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it.

Assessment is a very useful and needed incentive, provided there is not too much stress attached, and provided it is not overused or given without purpose.

We'll study assessment in Module 14. It is interesting!

## **LEARNERS MOTIVATION ACTIVITY**

Answer the following questions. We suggest that you write between 50 and 100 words or more! This does not have to be submitted.

1. List reasons why individuals want to learn new languages. Please give examples from some of the countries you would like to teach in. For example, why do certain individuals in Thailand want to learn English?
2. Use the previous example and add the individual's motivations for learning English: integrative, instrumental, extrinsic or intrinsic.
3. Why is motivation so crucial for the language learner?
4. How can you make a learner a lifelong learner and be motivated to continue his studies throughout their lives?
5. Please decide how you think you personally could make a difference to the students in your classroom of the future, and how it will help them change their lives.

## **LITERACY AND LEVEL OF LEARNER**

You will teach a broad spectrum of students as you work in different places around the world. The literacy and levels of your students will vary and in many situations you will have mixed ability students in your class.

- . making reasonable effort to protect the student from conditions harmful to learning or to health and safety
- . refraining from any racial, gender, political, verbal, physical or emotional abuse, embarrassment or harassment
- . being generous with praise and giving positive inputs and feedback

### **Fairness and Justice**

- . being fair and reasonable at all times
- . being committed to the well-being of individuals and the community and to the common good
- . resolving competing claims or problems arising from different ethical principles and different interest groups through reflective professional discussion

Print this off and keep it with you at all times. Reflect on it frequently. It will serve you well.

**Mindfulness:** which creates patience.

**Personality:** a teacher has a positive and friendly attitude to life.

**Knowledge:** an excellent teacher has an outstanding knowledge of their subject.

**Good organization:** an excellent teacher needs to be well organized.

**Sense of humor:** it's important to laugh and have fun.

**Creativity and imagination:** some of the best teachers offer a creative way to teach.

**Resourcefulness:** an excellent teacher can make the most of what they have in terms of resources like books, boards and classrooms.

**Adaptable:** there is no perfect situation in teaching and often an excellent teacher has the ability to adapt dynamically to circumstances.

**Outgoing:** an excellent teacher is an outgoing person who doesn't mind laughing at herself and looking a little bit silly. It's good to take a risk sometimes. I remember doing head, shoulders, knees and toes in front of 100 Korean parents. I felt nervous at first but felt great afterwards.

**Reflective:** we would like you to be a reflective teacher and be able to ask yourself and your students and peers, 'What went well?' We will cover this in Module 15.

**Collaboration:** an excellent teacher will share ideas with colleagues and students. We will look at some collaborative techniques in Module 4.

**Innovation:** Don't be afraid of trying something new. Try Karaoke or a game outside. It's these lessons the students remember!

**Technology:** at the moment the Internet holds a wealth of information to help both students and teachers. In Module 3 we will examine the importance of technology.

There are many qualities which make an excellent teacher. For me, an excellent teacher is a person who is friendly and authentic and who can be creative when explaining something to a student. A person who can think quickly and explain a concept to any type of learner is an outstanding teacher.

An excellent teacher is also a person who motivates a student to become an independent lifelong learner who can adapt to our dynamic world.

**All of you can be excellent teachers.**

# **CHAPTER 2**

# **TEACHING SKILLS AND**

# **MANAGING THE CLASSROOM**

## **PART 1**

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## **INTRODUCTION**

In this Module of the course, we will explore the most effective ways to manage the classroom environment, using a number of techniques. By developing these skills a teacher can help to create independent lifelong learners.

This means introducing a desire for continual learning, throughout life. For example, anyone taking this course is already pursuing lifelong learning, which is great. Well done!

We would like your students to learn how to independently learn so that when they leave the classroom they have a desire to keep searching and finding out new information on how they can improve their English skills.

This is the best way to learn English, as it creates an intrinsic motivation.

Enjoy TEFL would also like you to build your own resources, use technology, collaborate, reflect, use Mindfulness and find new ways of teaching English in order to achieve this goal.

This Module will also examine the levels of students and what a student at a certain level should be able to achieve. However, like so many classes which teachers have to work with, often it is difficult to get a pure leveled class (all at the same level) and teachers must use teamwork between students and differentiated teaching.

### **It's now time to start the Mindfulness Courses**

At this stage we recommend that you begin the Mindfulness Course for Individuals and then study the Mindfulness Course for Children. Once you have completed these courses you will have learned some new effective skills, which will greatly assist you inside and outside the classroom or in any future job you may do.

The courses will give you and your students a way to improve focus.

### **Let's look at the best ways to manage your learners.**

#### **You will learn:**

- . To teach cognitive skills
- . To teach effective skills
- . To teach meta-cognitive skills
- . To use technology in the classroom
- . To organize your classroom
- . To use displays
- . To plan ahead
- . The role of the teacher
- . About positive relationships
- . To use positive language and praise
- . To build rapport
- . To use different seating arrangements
- . How to give clear instructions
- . To use the board
- . To use other teaching aids
- . How to elicit.
- . How to ask concept checking questions (CCQs)
- . How to use modeling.
- . How to monitor

- . How to give feedback
- . How to use drilling
- . How to keep control in the classroom
- . How to look after problems

Great! Let's consider all these techniques so that you can create that warm, friendly, safe and risk-free environment so that you can maximize the learning in your classroom.

### **Manage Expectations**

This is an area that is seldom, if ever, included in other TEFL courses. And yet it's critical. Experience is a wonderful thing. Our lengthy experience tells us that this element is absolutely critical to your success. We know how important this is, so that's why it's in your course. Study this section carefully, absorb the material and reflect on it.

You cannot assume that your expectations of the classroom will be the same as your students' expectations. It is important that you are aware of the environment in which you are working and don't judge the students on the basis of your own cultural background and educational experiences.

In some cultures, students are expected to be silent and passive learners (Japan) whilst in others the norm will be a noisy and active classroom with lots of questions being asked by students (Spain).

Also, the social foundations on which the school operates may also be very different from your own experiences. Some may be based on authority and punishment while others may be based on rewards.

Students come to class with an increasing diversity of cultural communication styles, multicultural values and non-verbal communication behaviors that you may not be familiar with.

To improve cross-cultural communicative competence and to reach students from a variety of cultural backgrounds, you will need to raise your awareness of important differences in verbal and non-verbal communication between cultures, especially those that have a direct impact on teaching and learning in the multicultural classroom.

Here are some very important behaviors to be aware of. You may come across some of these in your role. Reflect on these and remember them well, so that you'll be able to spot them fast and draw up your approach to suit.

### **Roles of learners and teachers**

Students may bring to class the expectations regarding teacher relationships and behavior that prevails in their home countries, especially if they have had extensive schooling there. Thus, students from more traditional educational systems may expect teachers to behave in a more formal and authoritarian fashion during classes and may be displeased, puzzled, or offended if a teacher uses an informal instructional style, such as using first names in class or allowing students to move freely around the room.

#### **Pattern of classroom activity**

Students may also want teachers to maintain a clearly ordered pattern of classroom activity and, perhaps, engage in extensive correction of grammatical form or pronunciation during all activities rather than at specified points in a lesson or not at all.

Failure to conform to these ideals may give students the impression of lazy or inadequate class preparation.

## **Teacher behavior**

Teachers, similarly, bring to the classroom their own expectations regarding teacher behavior. This includes their views on appropriate adult behavior within society in general, as well as in the classroom.

If, for example, the teacher comes from a culture of self-reliance, is at ease in expressing and defending personal opinions, and is interested in personal advancement, she will likely provide instruction that addresses these goals and may unconsciously attribute these same goals to her students.

The potential for conflicting expectations and evaluations of behavior between teachers and students is evident.

## **Behavior at the site of instruction**

Culturally specific expectations regarding appropriate behavior in public places such as schools affect the entire instructional environment, including classrooms, hallways, cafeterias, and restrooms.

Hence, rules regarding appropriate ways of maintaining order; moving or not moving furniture such as desks and tables; discarding litter; and regulating eating, drinking, and smoking can affect the comfort level of learners, teachers, and others associated with adult EFL instruction.

### **Impulsiveness/reflection**

In some cultures, such as most of the USA, learners are encouraged to give an answer to any question quickly, while in other cultures, reflection is encouraged: time is given by a teacher for children to consider all aspects of a problem before they give an answer.

Impulsiveness rewards 'thinking on your feet' and being the first to speak, while reflection rewards detailed, thoughtful answers.

Obviously, a student used to being taught in one way and moves into a classroom where the opposite approach is the norm will be at a certain disadvantage.

## **Proxemics**

The study of how close or far away people stand from each other when interacting is called 'proxemics'. Each culture has its own norms for the distance between two people standing and conversing, and these norms may also differ for teachers and students.

Students from a culture where people stand closer together when conversing may feel at worst rebuked or at best confused by someone standing further away, assuming that this distance sends a subconscious negative message of some sort.

## **Volume**

Another variant is the volume at which people pitch their voices for 'normal' conversation. This can vary widely, even among subcultures, and will also put a student at a disadvantage if either speaking too softly or too loudly is viewed negatively by the teacher.

## **Eye contact**

In some cultures, respect is shown by avoiding eye contact, while in others making eye contact is evidence of honesty and respectfulness.

Competent cross-cultural teachers are alert to subtle cues that enable teachers to address the needs and concerns of students from many cultures, and to build a truly multicultural classroom.

## **Plan Ahead**

It's critical not just to have a lesson plan but also to get a few other things before you start. Having everything ready before you start a lesson will help you relax and perform at your best. It's a good idea to check you have the following before you start your first lesson or any lesson.

## **Timetable**

Names and nicknames, in the form of a register for attendance

Room numbers and building numbers

Check your classroom for technology, pens, board and other resources

Make sure you have your resources ready, which will include paper, pens and your worksheets

## **Organizing your Classroom**

Having a well-organized classroom will set the tone of your lesson and create a relaxed physical environment for your learners. This will involve using displays, your board and the seating arrangements for the classroom.

Having an excellent environment will make your classroom a better learning environment.

Before you start teaching, walk into your classroom, or sometimes a number of different classrooms, and try to find out what sort of equipment you have. Try to personalize your classroom by displaying your students' work, using posters and other colorful information.

It's always a good idea to spend the first week getting to know names, creating wall displays, setting the rules and introducing Mindfulness skills and, of course, having fun and playing games.

Having a comfortable and colorful classroom will make a big difference to your lessons.

Good wall displays can also be used for teaching. I have often had groups walk around the classroom and observe the displays during a lesson.

I have also found that having a classroom with easy accessibility for your students and teacher to walk around in makes life easier.

In summary, being well organized will give you one less thing to think about and allow you to concentrate on the teaching and helping students who need some extra guidance with problems.

Don't be static at the front of the class, using the board. I have always found that walking around the room lends itself to a more dynamic, open, friendly and fun environment.

## **Communication and Giving Instructions**

Great communication is important when you are a teacher and using the right body language, smiling, gestures, eye contact, walking around the room and giving clear instructions are essential. When I teach, I like to walk around the room so that I can make eye contact with all the students.

I like to have the tables and chairs set up in groups, which means that often not everybody is facing the front.

Smiling and using open body language will also help and I often use a thumb up or clap to reinforce praise and positive language. I'm also quite energetic in the classroom and often go from the back of the class to the board to write something.

I feel positive that using praise and positive language has the most impact on my students.

Giving clear instructions for your activities is paramount. Once you have engaged the students using a starter activity, it's critical that you use clear, concise and plain English and avoid any lengthy and colloquial sentences.

Let's consider some examples:

## Use concise imperatives

### CORRECT:

Work with the person to your right.

### INCORRECT:

Would you mind if you work with a partner?

Okay, what I'd like you to do if you don't mind is...

We, as teachers, can be too polite or we are afraid of being impolite; but it's right to give clear and concise instructions.

You will not offend anyone because you will have built up plenty of trust with your starter and by simply using the Mindfulness techniques, you will be calm and smiling. Your body will also be relaxed with some of the techniques you will have learn in the Mindfulness course.

## Avoid using colloquialisms:

INCORRECT: If you need any help, don't be afraid to give me a shout.

INCORRECT: If you find yourself really out of your depth, then ask your partner.

CORRECT: Ask me if you don't understand.

CORRECT: Ask the person you are working with if you don't understand.

Over time, you will naturally find yourself giving clear instructions. Use other techniques as well if you are having problems making yourself understood. Use the board or ask a more capable student to explain to the individual. Most important: stay calm.

## Demonstrate:

If you can demonstrate an activity either by completing the first part of the activity or by role playing with some stronger students, you will find that this will work better than lengthy instructions.

## Check that your students have understood you.

A good way to do this is to watch their faces and by asking some concept checking questions (CCQs). We will discuss CCQs in more detail later in this Section.

## Voice

Your voice is very important in the classroom and you can use intonation to express to students a whole variety of feelings and prompts.

It's critical to speak loudly so that everyone can hear you. If you want them to start an activity, often a louder voice will signal to the students that it's time to start. It will also signal the end of an activity.

Whispering is also a good way of getting attention, as students will automatically stop talking to make sure they can hear. It's also a sound idea to use your voice (at different levels) and your body language to tell stories.

In many classrooms you will teach in, resources will be limited so you will have only your voice with which to model with. Speak clearly and try to avoid protracted and stilted ways of talking.

## **Eye contact**

Eye contact is also very important and can convey success and interest in the student.

I normally try to make eye contact with all the students throughout the lesson and will often speak to a student at the end of a lesson and ask if there is anything bothering him, if I haven't made successful eye contact with him.

You will find a great deal of success in the classroom if you can use eye contact, reinforced with positive language. I use it a great deal.

Try it.

## **Gestures**

Gestures are good to use because they reinforce positive language. Try using thumbs up or two thumbs up or try clapping.

## **Using the Board**

The blackboard or whiteboard is one of the most useful tools in a teacher's classroom.

In some developing countries, you might find it is the only resource in the room. I have taught in classrooms where I have had only chalk and a blackboard.

Some of the advantages of using a board are as follows:

- . Gives students a visual stimulus, especially the visual learners
- . Allows students to focus
- . It's good fun to get students to the front to draw on the board
- . Great for games
- . Environmentally friendly
- . Great for showing vocabulary and introducing new concepts
- . Mind maps

There are also a few disadvantages when using a board but, as your career develops, you will become more and more comfortable with the board. We will examine some of the 'don'ts' in a moment.

### **Planning the layout of your board:**

We recommend that you divide the board into 4 using an H. You can use certain boxes for activities or keywords you want to use. You might want to keep one box for vocabulary you are using.

### **Blackboard drawing:**

There is no end of different drawing you can use to illustrate and convey a feeling or new vocabulary word. And it doesn't matter if you can't draw; it's part of the learning experience and you will get better, as I did.

You can also ask students to come to the front and help you if you are having problems.

One of the best icebreaker activities is a game of Pictionary. We will discuss this later in the Module. Start drawing with stick men, if you don't feel confident to start with.

Let's examine some of the 'don'ts' of using a board:

It's crucial that you try to avoid capital letters and avoid cursive script (joined up words):

Avoid capitals especially with those students who do not use the Roman alphabet as we do.

Avoid cursive script because it's more difficult for students to grasp the individual letters of a word when they are learning.

Let's consider some of the 'dos' of using the board:

- . Spelling: the board is an excellent way to write a new word and make sure the students are able to copy the word down. Avoid spelling mistakes!
- . Illustrate jobs using drawing. This can be lots fun trying to draw certain types of job and getting the students to guess, e.g. policeman, fireman, nurse, doctor
- . Illustrate transport-using drawings, e.g. cars, trains, boats, planes
- . Illustrating facial expressions to show feelings.

## EXERCISE:

Read the paragraph below and draw pictures to illustrate the story.

Jack was 24 when he first went traveling. He took a round the world airline ticket and traveled from the USA to Fiji to New Zealand and then to Australia. After spending time in Australia and visiting many beautiful places, he went to South East Asia. He traveled from Singapore to Thailand, Vietnam, Cambodia and Laos. As Jack traveled around, he experienced many different foods and cultures. He also visited many exotic sights, like Angkor Wat and the Royal palace in Bangkok. In conclusion, he liked traveling so much that he decided to stay and got married and had a family.

- . You could also draw pictures on the board and have the students write a short paragraph about what they can see.
- . You can draw a picture illustrating how a word can be pronounced. Add a picture.
- . You can use the board to illustrate intonation. Write words like 'wonderful' and 'exciting' and show where the emphasis should be.
- . You can use the board to show grammatical forms by drawing tables.
- . Mind maps: Mind maps are an excellent way of eliciting new vocabulary and ideas. You can use a mind map for just about anything. We will explore mind maps in a later Module.
- . Show time lines for present, past and future tenses. Again, we will explore these later.
- . Use the board for playing games and writing the team names down. Get your students to come to the front to write their team names down and add the score.
- . Introduce new vocabulary.

So, when you use the board, try to remember 4 things.

- . Write clearly in letters which are not cursive.
- . Write in a straight line.
- . Try not to turn your back on the class too much. Try to do a small amount of writing at a time, eliciting information from the class and maintaining eye contact as much as possible.
- . Be reflective of your lesson. Ask yourself at the end of each lesson whether you could do anything differently and improve your style. We will also come onto this in a later Module but I would also like you to ask students: 'What went well?'

Have fun!

## **Displays**

Displays will make your classroom look inviting and warm for your students. You can use anything that has been used in your previous lessons and also include some other displays like maps and pictures. You can also use your displays as a teaching aid. Let your students walk around the room and answer questions about what they can see. A great lesson is to display posters about different countries around the world and let your students walk around the classroom and answer questions. This idea can be used for just about any subject or any type of lesson.

Let's have a look at some of the things you can display in your classroom.

**Make a clothesline:**

This is easy to do. You get some string and attach it from one corner of the classroom to the other.

Go and buy some clothes pegs and attach some useful pictures, definitions and perhaps some phonemes. Anything will work.

## **Maps:**

Maps are good, especially the ones which show where you are from. You can also get your students to make some displays in the first week about a country they would like to visit.

## **Phonemic Chart:**

This will help you when you come to teach pronunciation. We will explore this in Module 9.

## **External Courses**

Please display any courses overseas that are available to students.

## **Classroom Rules:**

It's critical to discuss classroom rules with your students and then agree and display them on the wall.

## **Seating Arrangements**

Seating Arrangements are very important in a classroom as they can dictate the feeling in the room, from formal to very informal. Often many teachers set the room in groups for their day-to-day work or rows when students are having a test.

Let's focus on the different options available.

## **Horseshoe**

This style is good for class debates and presentations as all members of the group feel equal.

## **Pairs**

This is a really good seating plan for getting students to practice activities. You will also find it easy to walk around and monitor.

## **Rows**

Traditional rows are good for examinations and tests. It's also a good arrangement for introducing new items as you can make eye contact easily.

## **Circles**

In the same way as a horseshoe works, all students feel equal and it's a very good plan for presentations and video.

## **Groups**

In group plans, students can work together on projects and help each other.

## **Face-to-Face Pairs**

This type of plan allows students to practice and focus.

## **Teams**

These groupings are good for team games and competitions.

## **Wheel**

In this style, the students in the inner and outer circle change positions after a task has been completed or a set time has been agreed.

## **Buzz Groups**

In this design, one member of the groups gets up and moves to the next table. One person from each group does this at the same time.

## **Setting Rules**

It's a good idea to set boundaries in the classroom as well as using Mindfulness practice at the same time.

It's crucial to give your students a clearly defined set of rules when you first meet. We also recommend that you include your students in the design of these rules, so that they take ownership and responsibility for the classroom and their fellow students.

Ask your learners whether they think the rules are fair or not and also ask them which other rules should also be included.

Asking your learners what should be included in the rules will empower them.

Many of places you will work will already have rules. However, it's a good idea to set your own mini rules in your classroom. It's critical that you explain to your learners your expectations in the classroom as well as explaining your very important hopes and goals for them.

I have always found telling my students how good they are and giving them praise creates a wonderful classroom. Some of my rules are as follows:

If someone is speaking, let's listen. It's crucial to listen. Imagine if 4 of us went for a coffee and all of us were talking at the same time. Wow, it would be difficult!

. If you are late, come in quietly.

. Bring your own pen, paper and books.

. No mobile phones unless I say you can use them for an activity.

## **Praise and Positive Language**

To have the best possible environment to teach in, Enjoy TEFL recommends that you use the mindfulness Techniques for children and you use as much positive language as possible.

Even if the student gets the answer or pronunciation slightly wrong, it's critical to still give positive feedback and manage the error in a more subtle way later. Positive language builds confidence in learners and makes them feel more relaxed. If learners are relaxed, they are more willing to have a go and take a risk.

work is. By using positive language, students will want to continue producing excellent work for you and will enjoy the reward of getting positive feedback.

Teenagers particularly like to feel on the same level as the teacher and will really appreciate being told that they are doing very well.

We strongly recommend using praise and positive language.

### **Rapport**

Rapport means building a friendly and trusting relationship with your students. Teaching is all about building relationships.

One of the best ways to build a good rapport with your class is to use a combination of Mindfulness Techniques, games and fun activities, as well as testing and giving positive and constructive feedback.

You will find that relationships will grow when you show interest in your students and offer them progressive fun activities, which stretch them. You will also find that Mindfulness exercises will help you build rapport with your learners.

### **OTHER TEACHING AIDS**

There are many different types of teaching aids that will help you when you teach. It's crucial that you use these aids.

Some of the following aids are excellent for explaining meaning and usage to your students and will help you elicit information from your learners.

#### **Elicit:**

Eliciting means getting your students talking or getting information from them in the presentation stage of the lesson or any other part of the lesson.

You can do this by using a number of teaching aids:

#### **Realia:**

Realia means using real life objects to introduce new words. You can bring in a few objects or you can use the physical objects that you can see in the room like your watch, clothing, school bag, table, etc.

#### **Mime:**

This is lots of fun. You can act out a word. It's good for presenting abstract words like 'happy' or 'sad' or 'thinking'.

#### **Flashcards and Images:**

Flashcards have images on the front and the meaning on the back of the card. They are good for all levels.

#### **Draw it on the board:**

Draw a picture on the board or get the students to come to the front and draw it. Pictionary is a first class activity for the production stage of the lesson as you can give teams words to draw at the front of the class.

**Make a sound:**

This is just what it is and it's great fun. Good for animals.

**Antonyms and synonyms:**

These are words, which are the opposite and similar to the word you are introducing.

**Put the new word in a sentence:**

Use a sentence with a missing word

Look it up using monolingual or bi-lingual dictionaries.

Giving the students a text and have them read and highlight words they don't know.

Working in pairs, have students try to identify new words from a text.

**Magazine Pictures:**

These are first-rate for introducing a new topic or for writing activities.

**Voice recorder:**

These are great for listening activities. Many students will have voice recorders on their telephones.

**Overhead projector:**

Many schools will have an overhead projector, which is wonderful for showing images or power point presentations or video.

Don't forget to use positive language when you are eliciting information.

*Take the Quiz: Organizing your Classroom Part 1*

**CONCEPT QUESTIONS**

We need to be able to ask the students in our classroom whether they have understood the presentation of the grammar or any other language elements we have introduced.

One way to do this is to ask questions, which specially test the theory introduced. It's not enough just to ask, 'Do you understand?' As a teacher of ESL, we need to be more specific with our questions and make them relevant to the concept introduced.

Concept checking questions are questions you will need to ask to identify whether your students have understood a new word.

As you know, it's really important to ask more than 'Do you understand?'

Let's study some examples.

New words:

1. Shirt
2. Chair
3. Hair

Let's see what sort of concept checking questions you could ask to check whether your students have understood these words.

1. Shirt

Teacher: Am I wearing a shirt?

Student: Yes.

Teacher: Is it blue or white or another color?

Student: It's blue and white.

Teacher: Does it have long sleeves or short sleeves?

Student: Long.

## 2. Chair

Teacher: Can I sit on it?

Student: Yes.

Teacher: How many legs does it have?

Student: 4.

Teacher: What color is it?

Student: Blue.

Teacher: What is a chair for?

Student: Sitting on.

Teacher: How many chairs are in this room?

Student: 25.

## 3. Hair

Teacher: What color is my hair?

Student: Brown.

Teacher: What kind of hairstyle do I have?

Student: Short.

Teacher: What do I wash my hair with?

Student: Shampoo

Teacher: How many times a week do I wash my hair?

Student: Never, once, everyday...

Concept checking questions are for checking the understanding of your students when you are presenting any new material.

## **Modeling**

Modeling is when you show your students the correct way of using English whether that is grammar, pronunciation, or other skills.

## **Drilling**

Drilling is when you get your students to repeat after you, to help them understand how to pronounce a word or structure correctly. It's also critical that you listen for errors and correct where possible.

It's also a good idea to listen out for common errors and work on that issue in the Summary/ Reflection part of the lesson at the end.

There are two ways you can drill. One is individually and the other is collectively, as a group, in a chorus. Both work well and you will find yourself using one or the other in most lessons. Drilling is a way for students to practice new language, both vocabulary and grammatical structures, in a controlled setting. As they are told exactly what to say, learners can focus on pronunciation and usage. It can be as simple as repeating a word, or repeating entire sentences. As it gives the learners a chance to become familiar with new terms, drilling is best used after new language has been introduced and explained.

People have different ideas about the value of writing the target language on the board before drilling. On the one hand, it's a way to familiarize the students with the written form, but on the other hand it could hinder their ability to remember the structure, and draws some of the attention away from meaning and pronunciation.

In drilling exercises, rhythm, intonation and stress are very important. You can illustrate this through gestures or by overemphasizing certain features.

There are other types of drills that can be used aside from repetitions, of course.

Substitution drills allow parts of the sentence to be changed and adapted. This provides a more practical way of using drilled language.

'Q and A' drills utilize fairly basic conversation elements to mimic improvised language production.

One person (normally the teacher) asks a question and the class responds - the trick is that the target language has already been specified.

The students can continue the drill by asking a question to the next person in line.

There are a range of drills - you can alter them as required. Here are some of the most common types:

**Simple Substitution Drill:** The students substitute one short item after another in the framework of a single unvarying sentence. The teacher could provide the next item but it's best to get the students involved. They can shout out the next item for the drill.

For example:

Where can I buy a magazine?

Where can I buy a ticket?

Where can I buy a bottle of water?

**Substitution Table:** Another widely used drill is the substitution table. The substitution is a summary of a number of possible substitution drills derived from a single sentence.

For example:

Where can I buy a bottle of water?

Where might he find a light bulb?

Where will she get a ticket?

Where do they sell drinks?

You can do vigorous drills in front of your class with a table like this, concentrating on having the students repeat the sentences of the drill and getting the students give you complete sentences in response to cues that you provide.

**Transformation Drill:** This drill requires the students to produce sentences in response to cues, but this time the cues are whole sentences. The simplest drills of this type are the familiar 'Change this sentence to the negative', or 'Change these sentences to the past tense'.

### **Drilling Pros:**

- . Gives learners initial confidence
- . Choral drills allow students to 'have a go' at new language without feeling self-conscious
- . Repetition can aid memory
- . Drilling serves to highlight the key language items in a lesson

### **Drilling Cons:**

- . Can become mindless parroting
- . If overdone, it can have a childish effect which may not be appropriate for older learners
- . Repetition is no guarantee that new language items are stored in long-term memory
- . Drilling has limitations when used in the later stages of a CLT lesson since it downplays contextualized use of the structure

We should keep in mind that not all new language items may need to be, or can be, drilled. When you use drilling in your lessons it's crucial to remember a few things:

- . It's a solid way of helping students pronounce difficult words and it should be backed up with you modeling the word, showing stress and intonation on the board, and speaking the word aloud.
- . Don't do it too much or it will become predictable and students will lose interest.
- . Try to add a little spontaneity when using drilling. Surprise your students with a drilling exercise when they are least expecting it.
- . Have fun with drilling and try to get students to say the word in a happy or sad or funny way.

### **MONITORING STUDENTS**

Monitoring means walking around the classroom when your students are doing an activity and checking how they are getting on. It's important that you walk around the classroom and monitor their progress and give them help when they need it.

I think there's a fine balance between monitoring and checking up on a student. I have always found that it's a good idea to sit down at a group table and get involved in their activity and try to extend conversations.

I have also found that if students need help with something I can take them, or a small group, to the board and try to re explain a concept again. If that doesn't work then I might try using a teaching aid or maybe showing a YouTube clip.

If this still doesn't work, I might ask a stronger student to explain it, in their native language.

Overall, I find that if a student is able to work it out by himself, he will remember it.

I also feel positive that in moments like this you will naturally innovate and find a way of explaining a concept. I think that's what teaching is all about!

Monitoring is a necessary part of teaching and it also gives you a chance to build relationships with your students by showing your approachability and openness.

Remember to keep using your positive language as you walk around the classroom.

### **ERROR CORRECTION AND FEEDBACK**

Error correction is a critical skill in the classroom. A teacher must balance too much correction, which hinders fluency, and too little which will impact on accuracy. Therefore, it's crucial to know when to keep quiet and when to offer feedback.

Let's examine the difference between a mistake and an error. Let's define a mistake as an item that has been taught previously and the student uses it incorrectly.

Let's also say that an error is an item that has not been taught before and the student is trying it out for the first time. Maybe he heard it on a movie or a TV program.

Enjoy TEFL believes that a mistake should be corrected at the time of using and that an error should be left and a lesson or part thereof dedicated to that item. This is a general rule and should not be followed rigidly. If you hear the same repeated error over and over, it's important to draw the attention of the class to it and correct the error.

Overall, it's critical that you reflect on your lessons and try to identify the strengths and weaknesses of your lesson and use the information to build into your future lessons. With experience you will get a feel for common mistakes and errors in your day-to-day classes, homework and tests. You can always revisit topics that need extra work.

Of course, you need to be sure what the mistake/error really is.

### **Decide What the Mistake/Error is:**

1. What type of spoken errors are exemplified in the following sentences - grammatical, lexical (vocabulary) or phonological (pronunciation, stress etc.)?

2. Is it a mistake or an error?

1. He feels himself unhappy today.

2. Are you here a long time?

3. Who did see the robber?

4. We enjoy very much traveling.

5. They leave at 21 High Street.

6. Use my pencil (the stress point is underlined)

7. The woman put off her coat.

8. He take French lessons.

Well, it looks like at face value that they're all errors and they are not just slips of the tongue. Of course, some could be. If we had been there at the time, we might have said Sorry, Manuel, I didn't catch that. If Manuel then rephrases it correctly, it would be just a slip of the tongue - a mistake.

Here are our thoughts on the errors:

1. He feels himself unhappy today. (Lexical - unnecessary use of reflexive pronoun himself)

2. Are you here a long time? (Grammatical - the auxiliary verb 'to be' has been used instead of 'to have' so that 'Are you ...' has been used instead of 'Have you been ...')

3. Who did see the robber? (Grammatical - there is a verb form error in the question with 'did see' instead of 'saw')

4. We enjoy very much graveling. (Grammatical - the student has used the wrong word order)

5. They leave at 21 High Street. (A pronunciation problem when spoken, with the student confusing the long vowel sound in 'leave' and the short vowel sound in 'live'; lexical when written, again with the student confusing the two words)

6. Use my pencil. (Phonological i.e. the student has mispronounced the word by placing the stress incorrectly)

7. The woman put off her coat. (Lexical - the student has chosen the verb 'put off' instead of 'take off')

8. He take French lessons. (Grammatical - the student has chosen the wrong tense 'take' instead of 'is taking'.)

### ***Take the Quiz: Organizing your Classroom Part 2***

#### **Control in the Classroom and Problems**

For me, positive language and Mindfulness have worked best in my classroom.

Here are some practical tips:

Don't start speaking until everyone has stopped talking.

Go back to the rules, which all students took ownership of, if you need to remind students.

Be consistent. If you make a mistake, which does happen, apologize to the student for your mistake. Speak to a student individually after the lesson to check the problem and check with other teachers. Stay calm and let go, and don't hold a grudge.

#### **Motivating your Students**

The motivation of your students will be a key factor in the success of their ability to learn and develop. Although motivation will be affected by internal and external factors, a teacher can have a huge impact on the motivation of their students.

Enjoy TEFL would like you to use a variety of resources to influence your student's motivation. We advise you to use Mindfulness techniques, technology, praise, reward, fun activities and reflective practices to maintain motivation in the classroom. Each of these techniques will be discussed in detail.

It's also very important to use fun and engaging activities as well as using rewards and competitions in your lessons. It's also extremely important to test and give feedback so that students can see improvements in their work and have good targets to aim for. You will keep your students motivated if you keep offering positive language.

#### **Looking after your Students**

In the last section, we looked at motivation in the classroom. It's also vital to use some other tools to offer motivation and reward.

If you can, you should try to arrange a relevant school trip for your students. This is an excellent way of building reward for students. Taking learning outside of the classroom is one of the most valuable lessons and your students will remember this lesson for a long time.

If you cannot manage a school trip, then it's important to take your students outside for a lesson. In the Mindfulness for Children Course, there are some tremendous ideas for activities outside of the classroom. Please have a go.

Teaching is all about building positive relationships and showing genuine interest in your students. It helps if you get to know what your students like.

#### **Helping Them with Strategies**

Learners are not all the same. And the ways they learn can be different due to a variety of factors, such as age, prior learning experience, general characteristics, and preferred learning styles.

As a teacher, you can be aware of these differences and consciously try not to limit learners to thinking they can only learn in one particular way.

This can be achieved by ensuring that your lessons have elements that not only cater to the different learning styles of your students, but that are also conducive to the various learning strategies of your students.

You too can influence and help to develop such strategies. Obviously, it is not always feasible to meet the learning characteristics of each student all the time. However, teachers can try to vary how they teach across a series of lessons or classes so that they can match the learning characteristics of a range of students most of the time. In short, being aware of your students' learning characteristics, styles and learning strategies will go a long way to ensuring that your students are properly motivated to learn. Let's first explore some effective learning strategies that L2 learners employ and then we'll have a look at some examples of learning strategies you can encourage your students to use.

### **Some Effective L2 Learning Strategies:**

Language learning strategies are the conscious steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information.

Research shows that the most successful learners tend to use learning strategies that are appropriate to the material, to the task, and to their own goals, needs, and stage of learning. In fact, whatever suits them.

Strategies can be assessed in a variety of ways, such as diaries, think-aloud procedures, observations, and surveys. More proficient learners appear to use a wider range of strategies in a greater number of situations than do less proficient learners.

For example, successful L2 learners:

- . Employ appropriate language learning strategies that often result in improved proficiency or achievement overall or in specific skill areas.
  - Tend to select strategies that work well together in a highly orchestrated way, and which are tailored to the requirements of the language task. These learners can easily explain the strategies they use and why they employ them.
- . Use cognitive strategies, such as translating and analyzing, and other strategies, such as planning and organizing. Using combinations of strategies often has more impact than relying on a single strategy.
- . Use certain strategies or clusters of strategies that are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from the learning strategies of planning, self-monitoring, deduction, and substitution.
- . Use speaking strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation.
- . Use listening comprehension strategies such as elaboration, inference, selective attention, and self-monitoring.
- . Use reading comprehension strategies such as reading aloud, guessing, deduction, and summarizing.

### **Some Examples of Learning Strategies You Can Encourage Your Students to Use:**

Here are some examples of learning strategies you can encourage your students to use are:

- . Repeating new words in their heads until they remember them
- . Experimenting/taking risks by using recently learned language in conversations
- . Guessing the meaning of unknown words
- . Asking the teacher or others to offer feedback about their use of language
- . Using the foreign language as much as possible without resorting to their native language
- . Recording themselves speaking, then analyzing and correcting their pronunciation

- . Asking a speaker to repeat what she said
- . Deciding what area of vocabulary they need to learn and then learning it
- . Thinking about how to remember all the new words they learn in each lesson and then writing each one on a separate card to review
- . Paraphrasing, or using language indirectly to say what they want to say

**Let's have a brief look at one skill area: reading.**

**Examples of reading strategies:**

Helping students to employ strategies while reading can be difficult, because individual students control and need different strategies.

Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of guided-reading activity sheets. Such strategy practice exercises might include:

- . guessing word meanings by using context clues
- . word formation clues
- . considering syntax and sentence structure by noting the grammatical functions of unknown words
- . analyzing reference words
- . predicting text content
- . reading for specific pieces of information
- . learning to use the dictionary effectively

**Let's look at a few practical tips:**

I always like to start at the door of my classroom when a lesson begins and welcome my students with a smile and by their name.

I will then use a Mindfulness activity to get the lesson started using a chime to signal the start of the lesson.

Please go ahead and explore the Mindfulness Course, which will give you a number of strategies for building focus and calm in your classroom.

Overall, you will have a huge amount of success and your students will learn and remember more if your classroom and manner is relaxed and calm.

***Take the Quiz: Looking after your Students***

## **TEACHING MATERIALS AND RESOURCES**

Depending on where you work or volunteer, you will have a wide variety of books, materials and access to technology for your use in the classroom. Many of you will use a set text given to you by the school. You can always augment this material by using your own.

The most important thing to remember is to add as much context to your lessons as possible, as your students will remember these lessons the most. As we mentioned in previous sections, it's also vital for you to get your students to reflect, encourage learning outside of the classroom and foster an environment of lifelong learning.

In the next Module, we will consider the importance of technology in the classroom and the resources which are available to students. If you direct your students to your website with a list of appropriate resources, your students will see quicker development of their English.

## TESTING AND ASSESSMENT

We will look at the importance of Assessment and Learning in Section 6.

### TOP TIPS

- . Teach and apply cognitive, effective and meta-cognitive skills in your classroom.
- . Technology and the correct use of it will be paramount to the success of your lessons.
- . Plan ahead.
- . Create a warm and inviting classroom using your board, displays and seating arrangements.
- . It's all about building positive relationships, giving praise, teaching Mindfulness and giving first class feedback and encouragement.
- . Remember to elicit, use concept-checking questions and monitor your students during a lesson.
- . Motivating your learners using positive language, fun activities, lessons outside and school trips will create intrinsic and lifelong learners.

