



**UTPL**  
*La Universidad Católica de Loja*

**Modalidad Abierta y a Distancia**

# Prácticum 2

## Guía didáctica

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## Facultad de Ciencias Sociales, Educación y Humanidades

### Departamento de Filosofía, Artes y Humanidades

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## Prácticum 2

### Guía didáctica

Carrera	PAO Nivel
▪ Pedagogía de los Idiomas Nacionales y Extranjeros	V

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## Universidad Técnica Particular de Loja

### Prácticum 2

#### Guía didáctica

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Loja-Ecuador

ISBN digital - 978-9942-39-008-0



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## 1. Datos de información

### 1.1. Presentación de la asignatura



### 1.2. Competencias genéricas de la UTPL

- Comunicación oral y escrita
- Pensamiento crítico y reflexivo
- Comunicación en inglés
- Compromiso e implicación social
- Comportamiento ético, organización y planificación del tiempo

### 1.3. Competencias específicas de la carrera

- Integra conocimientos pedagógicos, lingüísticos, didácticos y curriculares que permitan, interdisciplinariamente, la actualización de modelos, el uso de metodologías de aprendizaje y la incorporación de saberes para la enseñanza del inglés como lengua extranjera de forma práctica y sistemática, basados en el desarrollo del pensamiento crítico, reflexivo, creativo y experiencial en relación con el desarrollo de la persona y su contexto.
- Implementa la comunicación dialógica como estrategia, en la formación de la persona, orientada a la consolidación de capacidades para la convivencia armónica en la sociedad, la participación ciudadana, el reconocimiento de la interculturalidad, la diversidad y la creación de ambientes educativos inclusivos en la enseñanza de inglés como lengua extranjera para atender las demandas y requerimientos de la familia, comunidad y estado, a partir de la generación, organización y aplicación crítica y creativa del conocimiento abierto e integrado y desde la trascendencia humana en relación a las características y requerimientos de desarrollo de los contextos.
- Organiza los modelos curriculares y la gestión del aprendizaje del inglés centrados en la experiencia de la persona que aprende, en la interacción con los contextos institucionales, comunitarios y familiares, a través de la práctica, la vinculación con la colectividad, la investigación y la producción e innovación, para fomentar la interculturalidad, la inclusión, la democracia, la flexibilidad metodológica en los procesos de formación, en el aprendizaje personalizado y en las interacciones virtuales, presenciales y/o tutoriales.

- Potencia la formación integral de la persona, desde los principios del humanismo de Cristo y del Buen Vivir, basándose en el desarrollo de su proyecto de vida que le amplíe perspectivas, visiones y horizontes de futuro en los contextos educativos, a fin de fomentar la vivencia de valores y comportamiento ético del alumno.
- Aplica los conocimientos lingüísticos del idioma inglés a un nivel que le permita una comunicación eficaz para desempeñarse profesionalmente en la enseñanza de inglés a niños y jóvenes de acuerdo con estándares internacionales.

#### 1.4. Problemática que aborda la asignatura

- Limitado conocimiento metodológico y didáctico, así como escaso desarrollo del pensamiento crítico y reflexivo.
- Limitado conocimiento sobre el diseño, aplicación y evaluación de recursos y estrategias educativas para la adaptación, flexibilización e integralidad de experiencias de aprendizaje personalizadas.



## 2. Metodología de aprendizaje

- Metodología práctico-experimental ya que se involucra en el diseño y construcción de escenarios contextos y ambientes de aprendizaje personalizados para la enseñanza del inglés como lengua extranjera en educación básica y bachillerato.
- Revisión bibliográfica para identificar los principios didácticos que orientan la enseñanza y el aprendizaje de inglés en básica y bachillerato.
- Aprendizaje reflexivo para describir los resultados obtenidos en las prácticas preprofesionales.



### 3. Orientaciones didácticas por resultados de aprendizaje

#### Resultado de aprendizaje 1

- Diseña planes de clase para enseñar inglés utilizando métodos y estrategias pertinentes.
- Gestiona ambientes de aprendizaje para la enseñanza del inglés como lengua extranjera considerando fundamentos teóricos, lingüísticos y, pedagógicos, así como la interdisciplinariedad y la creatividad.
- Diseña, aplica y evalúa estrategias, recursos y procesos didácticos pertinentes para la enseñanza y aprendizaje del inglés como lengua extranjera, el desarrollo de habilidades del pensamiento crítico, reflexivo y motivacional potenciando la construcción y reconstrucción de las conexiones mentales integrando fe, razón y vida

## Contenidos, recursos y actividades de aprendizaje

*"If the child is not learning the way you are teaching, then you must teach in the way the child learns" - Rita Dunn*

Estimado estudiante, sea bienvenido a esta asignatura "Practicum 2", a través de la cual tendrá la oportunidad de vivenciar el contexto educativo correspondiente a Educación General Básica (EGB) y Bachillerato General Unificado (BGU). De esta manera, podrá familiarizarse con el proceso de enseñanza-aprendizaje del inglés como lengua extranjera para luego poner en práctica los conocimientos adquiridos en relación a pedagogía, métodos y estrategias de enseñanza a través de prácticas reales. En este contexto, la presente guía ha sido desarrollada con la finalidad de proporcionarle los pasos a seguir para cumplir con las actividades diseñadas para la consecuente aprobación de esta asignatura.

Para una mejor orientación en el proceso de aprendizaje se han organizado las actividades en 4 fases: Preparación previa a la práctica, entidades educativas, planificación de las prácticas pre-profesionales, y ejecución de las prácticas pre-profesionales. En cada una de estas fases consta el proceso a seguir, las actividades a desarrollarse y los recursos didácticos que le ayudarán a cumplir con las prácticas de manera efectiva.

Actividades a cumplirse en el período académico:

- Videocolaboraciones.
- Foros.
- Prácticas en EGB y BGU.

Envío de entregables: Anexos institucionales (EGB y BGU), planes docentes y material didáctico (EGB y BGU), informe final de las prácticas.

Con la finalidad de aprobar este Prácticum, el estudiante tendrá que cumplir a cabalidad con todas las actividades establecidas por la carrera, ya que las mismas cumplen con una secuencia lógica. Adicionalmente, el estudiante tendrá que evidenciar las actividades desarrolladas a lo largo del semestre.

Debido a la naturaleza de esta asignatura, el estudiante no debe rendir evaluaciones presenciales. Cabe recalcar que tampoco se tiene opción a evaluación de recuperación. Por esta razón, es muy importante que se cumplan con todas las actividades planificadas para esta asignatura.

Por otra parte, el estudiante tendrá el acompañamiento permanente del docente tutor de la asignatura, a través de los diferentes canales de comunicación. Asimismo, contará con la retroalimentación en cada una de las actividades desarrolladas con el propósito de mejorar el proceso de las prácticas.

Para cumplir con el propósito de esta asignatura, en primera instancia, usted tendrá que desarrollar algunas actividades como: elaboración de planes de clase y material didáctico, ejecución de las prácticas en establecimientos educativos de Educación General Básica y Bachillerato General Unificado, y redacción del informe final de las prácticas.

Las prácticas serán desarrolladas en establecimientos de educación básica públicos y/o privados legalmente reconocidos por el Ministerio de Educación.

Para tener éxito en la culminación de esta asignatura y lograr los resultados esperados, le recuerdo que cuenta con el apoyo de su profesor tutor en lo que usted estime necesario para lo cual puede hacer uso de las diferentes herramientas tecnológicas que la UTPL le ofrece.



## Semana 1 y 2

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### Fase 1: Preparación previa a las prácticas

#### **Familiarización de actividades a desarrollarse y preparación previa a las prácticas preprofesionales.**

Estimado estudiante, como se ha venido mencionando, la presente asignatura tiene como propósito realizar prácticas preprofesionales en establecimientos educativos fiscales, particulares, fiscomisionales y/o municipales legalmente reconocidos por el Ministerio de Educación en las secciones de Educación General Básica y Bachillerato General Unificado. Para lograr este objetivo, le invito a seguir paso a paso el proceso de estas prácticas.

Es importante que conozca de antemano cada una de las actividades que conllevan las prácticas, como: acercamiento a las instituciones educativas, elaboración de los planes de clase con el respectivo material didáctico, y ejecución de las prácticas. Previo a ello, se requiere de la revisión de información bibliográfica, la misma que le ayudará a recordar la base teórica que se necesita para realizar las prácticas.

Por lo tanto, se describirá cada una de las actividades de manera organizada, haciendo alusión a las semanas en las que se desarrollarán.

La primera semana ha sido destinada para que usted se familiarice con los lineamientos y la manera de cómo se ha organizado la presente asignatura, así como también lo concerniente a las

actividades que tendrá que realizar en el semestre, conjuntamente con la evaluación y fechas de ejecución; para ello, es muy importante que se de lectura al plan docente y al contenido de la presente guía.

Como primera actividad calificada le invito a participar en la videocolaboración a llevarse a cabo en la segunda semana la misma que es calificada. Esta actividad representa un espacio en donde se promueve la participación y la interacción entre el estudiante y el docente, cuyo propósito es, en primer lugar, tener un acercamiento; y, en segundo lugar, despejar dudas o inquietudes con respecto al proceso de aprendizaje de la presente asignatura.

Es muy importante que participe en esta videocolaboración ya que se le proporcionará una explicación rigurosa sobre los lineamientos de la asignatura, así como también, el paso a paso de cada una de las actividades a desarrollarse durante el periodo académico.

Por lo tanto, previo a la sesión, es recomendable dar lectura al plan docente, familiarizarse con las actividades a realizarse a lo largo del semestre, revisar los anuncios académicos en la plataforma y hacer una lista de posibles inquietudes para presentarlas al momento de la sesión.

Para la asignación de la calificación correspondiente a esta sesión, se tomará en cuenta la participación activa, permanencia y puntualidad. Para ello, debe ingresar a la sala con al menos 10 minutos de anticipación, asegurándose de revisar los requerimientos de tipo técnico como ancho de banda del internet, uso de micrófono, video y audio, esto con la finalidad de evitar cualquier inconveniente que pueda presentarse durante la reunión.

El día y la hora a efectuarse se darán a conocer oportunamente a través de la plataforma virtual de aprendizaje.

Ahora que tiene una visión general de lo que comprende el prácticum, es momento de prepararse en lo relacionado al aspecto teórico. Primero partamos de lo siguiente, una parte de las prácticas se las debe realizar en los años de Educación General Básica que comprende los años de “primero a décimo”. y la otra en Bachillerato General Unificado en los años de primero, segundo y tercero; por lo tanto, se debe estudiar y en otros casos investigar lo concerniente a planificación, métodos y estrategias de enseñanza, material didáctico, manejo de la clase, elementos para una enseñanza exitosa, etc. tomando en cuenta las edades de los estudiantes ya que varían de acuerdo a los grados en los que vaya a realizar sus prácticas.

En cada una de las fases encontrará recursos que hacen alusión a los temas anteriormente mencionados.



### Actividad de aprendizaje recomendada

Lea la información del tema relacionada a [descripción de la asignatura](#) para conocer en detalle sobre sus generalidades e identificar las personas involucradas en este proceso de prácticas preprofesionales, así como también el compendio de [actividades a desarrollarse en el practicum](#)



## Semana 3

### Fase 2: Entidades educativas

#### Acercamiento a la institución

Estimado estudiante, en el transcurso de la segunda semana usted tendrá que acercarse a la institución educativa en donde realizará sus prácticas preprofesionales.

Antes del acercamiento, le recomiendo hacer una lista de instituciones de su localidad, tenga en cuenta que éstas pueden ser fiscales, privadas, fiscomisionales y/o municipales.

Una vez que haya seleccionado la institución, acuda al establecimiento para solicitar la respectiva autorización. Indique que necesita realizar las horas de práctica en los grados correspondientes a Educación General Básica y Bachillerato General Unificado.

Al momento de ser aceptado, entregue los siguientes documentos (previamente descargados de la plataforma virtual) para que sean firmados y sellados por el director/rector de la institución educativa con la finalidad de que tengan validez legal:

- Oficio de solicitud de las prácticas
- Oficio de asignación de la institución educativa
- Carta de compromiso del estudiante

Sin considerar que todas las prácticas en ambas secciones (EGB y BGU) sean desarrolladas en la misma institución, debe contar con 6 documentos en total, es decir, tres corresponderían a EGB y

los tres restantes a BGU. Por el contrario, en el caso de no contar con la autorización para realizar todas las prácticas en el mismo establecimiento, tendrá que buscar otro lugar, consecuentemente, nuevamente deberá realizar el procedimiento descrito anteriormente.

Cuando todos los documentos estén debidamente firmados y sellados, debe reunirlos, escanearlos a color y guardarlos en una carpeta para en lo posterior agruparlos con el resto de documentos que constituirían el primer entregable.

No olvide que estos documentos representan la evidencia de sus prácticas.

Este primer acercamiento le servirá también para conocer las instalaciones físicas de la institución, los grados o cursos en donde tendrá que impartir sus clases y los horarios señalados por la institución. De la misma forma, podrá contactar y conocer a los profesores de inglés de los grados/cursos previamente asignados. Converse con ellos e indague los posibles temas que tendrá que preparar para cada clase. Adicional a ello, solicite el texto básico con el que trabajan para posteriormente proceder con la elaboración de los planes de clase y material didáctico.



### Actividad de aprendizaje recomendada

Para su conocimiento, en el presente recurso se detallan los grados que pertenecen al nivel de [educación general básica](#) y al nivel de [Bachillerato General Unificado](#) de acuerdo al Ministerio de Educación del Ecuador. Es importante que se familiarice con esta información antes de acudir a la institución educativa.

Ahora que ha leído la información responda las siguientes interrogantes:

¡Cuál es la división y sub-división de los grados?

¿Qué edades comprenden cada grado en EGB?

¿Qué edades comprenden cada curso en BGU?



### Semana 4 y 5

## Fase 3: Planificación de las prácticas pre-profesionales

### 3.1. Planes de clase (EGB y BGU)

Parte del éxito de una clase depende de la planificación de la misma. Es por ello que durante estas semanas va a redactar los planes de clase para cada uno de los grados y cursos previamente asignados por la institución. Para este efecto, y recapitulando lo mencionado en la fase anterior, debe solicitar a cada docente de inglés de cada grado/curso el texto que se utiliza para la enseñanza del idioma. Por el contrario, si la institución no ha contemplado trabajar con un texto base, tendrá que preguntar el tema de la clase a impartirse en los días en que desarrollará sus prácticas.

Ahora que ya tiene la base sobre qué va a planificar, le invito a revisar la parte teórica sobre lo que es un plan de clase.

Los planes de clase son el registro de los pensamientos de un profesor sobre lo que cubrirá o enseñará en su clase. En este sentido, Richards (1998) afirma que los planes de clase contribuyen

al profesor a: pensar por adelantado sobre cómo será su clase, resolver posibles problemas y dificultades, dar una estructura a la clase, proporcionar un mapa general para que el profesor lo siga y proporcionar un registro de lo que se ha enseñado.

De acuerdo a McCutcheon (1980), los profesores planifican por razones de índole interno y externo. En lo concerniente a razones internas podemos señalar, por ejemplo: para sentirse más seguro, para aprender sobre la materia, para que no haya complicaciones en las clases y para anticipar posibles problemas. En cuanto a las razones de tipo externo podemos señalar las siguientes: para satisfacer las expectativas de autoridades y supervisores y para dar una guía a un profesor que vaya a tener el rol de reemplazo. Más allá, un plan de clase es especialmente importante para practicantes debido a que ellos sentirán tener cierto control antes de ejecutar su clase. Asimismo, los planes de clase benefician a los estudiantes ya que se toma en cuenta sus antecedentes, intereses, destrezas y estilos de aprendizaje.

Una vez que ha recordado de manera sucinta lo que es un plan de clase, le invito a revisar y analizar el formato que tendrá que utilizar para elaborar cada uno de sus [planes tanto para EGB como BGU](#), así como también la explicación de sus [respectivas secciones](#)

Como puede observar, hay algunas secciones que debe completar al momento de preparar la clase. Es por esta razón que debe haber revisado suficiente información sobre planificación de tal forma que garantice un precedente de investigación.

Ahora bien, para empezar con la elaboración de su planificación, le sugiero primero revisar detenidamente los temas que el profesor de inglés le ha pedido trabajar. Algunos docentes les pedirán que se dé continuidad a lo que ellos han venido trabajando ya sea con el texto o sin el texto. Otros profesores le darán la libertad de seleccionar los temas, si este fuese el caso, le sugiero revisar lo estipulado en

el [Currículo Ecuatoriano](#), con la finalidad de que le sirva de guía en cuanto a los objetivos, destrezas, competencias, etc. Previamente establecidos por el ente educativo (Ministerio de Educación).

Tenga presente que podría existir la posibilidad de que el profesor cuente con un formato de plan de clase y le sugiera continuar con el mismo. Si éste fuera el caso, deberá elaborar su planificación considerando el formato que se le exige en la presente guía (el cual le servirá para presentarlo como actividad calificada) y luego adaptarlo al formato del profesor de la institución en donde realizará las prácticas.

Para una mejor comprensión de cómo elaborar un plan de clase, sírvase revisar el video denominado explicación de las secciones de un [plan de clase](#).

Adicional a ello, analice un ejemplo de [plan de clase](#), el mismo que le servirá de modelo para que pueda elaborar sus planes.

Desde otra perspectiva, es necesario tener en cuenta la edad y el grupo de los estudiantes a quienes va a enseñar, en este caso, en EGB las edades fluctúan de 6 a 14 años; por el contrario, la sección de BGU, [las edades oscilan entre 15 a 17 años](#).

Recuerde que no es lo mismo planificar una clase para niños de 5 años que para aquellos que tienen 13, ya que sus intereses difieren uno del otro. De la misma forma, las actividades que usted seleccione dependerán de su creatividad, habilidad y por su puesto del conocimiento y dominio del tema. Lógicamente, los recursos, métodos, manejo de la clase variarán también.

¡Una vez que ha completado su plan de clase es tiempo de aplicarlo!



## Actividad de aprendizaje recomendada

En los siguientes links encontrará información relacionada al formato de plan de clase, la cual le ayudará a expandir su conocimiento sobre este tema, así como también le aportará con ideas adicionales sobre cómo elaborar un plan adecuado. OJO, es información adicional, recuerde que para realizar los planes de clase debe utilizar el formato proporcionado en esta plataforma.

Link: [http://esl.about.com/od/esleflteachingtechnique/a/lesson\\_format.htm](http://esl.about.com/od/esleflteachingtechnique/a/lesson_format.htm)

Link: <https://www.cambridgeenglish.org/Images/524274-planning-creatively-for-mixed-level-young-learners-robin-newton-cambridge-english-teacher-.pd>

Link: <http://www.teaching-esl-to-adults.com/best-esl-lesson-plans.html>

Adicional a lo anterior, le sugiero dar lectura al siguiente [artículo](#) [documento](#), los cuales aportarán con información que le ayudará a expandir su conocimiento sobre la enseñanza a jóvenes.

Luego de haber culminado con la redacción de todos los planes de clase, va a recopilar los que corresponden a la sección de EGB y los va guardar en un archivo en formato Word bajo el nombre “Planes de Clase-EGB”. De la misma manera, tome los planes de clase de BGU y guárdelos en otro archivo en formato Word bajo la denominación “Planes de Clase-BGU”.

Ahora, pasemos a leer lo concerniente a la elaboración del material didáctico. Preste atención por favor.

### 3.2. Material Didáctico (EGB y BGU)

En este apartado, se requiere de la elaboración del material didáctico a utilizarse en cada una de las clases. El material didáctico es un recurso necesario pues facilita la enseñanza y el aprendizaje; el tipo de material que va a seleccionar dependerá de los objetivos planteados y de los métodos y estrategias a aplicarse. La selección de los mismos debe ser muy cuidadosa tomando en cuenta el nivel y edad de los estudiantes, necesidades, estilos de aprendizaje y desde luego el tema que se va a cubrir. Además, su uso genera en los estudiantes interés y motivación para aprender el idioma.

De acuerdo a Diaz (2009) “el material didáctico es aquel que reúne medios y recursos que facilitan la enseñanza y el aprendizaje. Suelen utilizarse dentro del ambiente educativo para facilitar la adquisición de conceptos, habilidades, actitudes y destrezas” (p. 34).

Existe una gran variedad de material didáctico complementario (visual, audiovisual, de audio, etc.) que usted puede elaborar, como por ejemplo se puede mencionar: flash cards, posters, fotografías, dibujos, realia, handouts, entre otros. Asimismo, hoy en día podemos hacer uso de recursos tecnológicos, tales como Presentaciones en PowerPoint, videos, canciones, juegos interactivos, etc. Recuerde que llamamos material didáctico complementario a los recursos adicionales al texto básico del estudiante.

Como se indicó anteriormente, su creatividad e imaginación juegan un rol muy importante ya que las clases estarán dirigida a niños, pre-adolescentes, jóvenes, y para cada audiencia es primordial trabajar con material didáctico para provocar en ellos no solo la necesidad de aprender sino la necesidad de divertirse aprendiendo.

Antes de seleccionar los materiales, lo invito a reflexionar sobre lo siguiente:

¿Cómo puedo promover el interés hacia el aprendizaje del inglés?

¿Cuáles son las necesidades de mis estudiantes?

¿Qué temas son de su interés?

¿Cuáles son sus gustos?

¿Cómo puedo evitar el aburrimiento y falta de concentración en la clase?

¿Qué tipo de material es el adecuado para su edad?

Luego de ello, proceda a buscar el material que le facilitará el cumplimiento de sus objetivos y el que según su criterio será el más apropiado para la edad o nivel.

Recuerde que el uso de la tecnología juega un rol importante al momento de escoger el material ya que, en algunos casos, dependiendo de la edad, tienden a hacer uso de las herramientas tecnológicas a gran escala. Por lo tanto, si no está familiarizado, es momento de empezar a investigar.

Usted debe preparar como mínimo tres tipos de material didáctico por cada clase; recuerde que las copias de los libros que se utilizan para impartir la clase de inglés NO son consideradas como material didáctico complementario. Por otro lado, el material que usted elabore para dictar cada clase debe fotografiarlo y en el caso de usar recursos tecnológicos, tendrá que hacer capturas de pantalla e incluirlas junto a cada uno de los planes de clase.

Una vez que ha concluido la parte pertinente a la planificación y elaboración de material didáctico, se requiere el envío de lo que constituye los **entregables 1 y 2** para EGB y BGU respectivamente. Para esto, va a reunir, en primer lugar, todos los planes de clase (EGB)

con el respectivo material didáctico de cada uno de los grados y los va a organizar de la siguiente forma:

1. Plan de clase (#1)

Material didáctico

2. Plan de clase (#2)

Material didáctico

3. Plan de clase (#3)

Material didáctico

4. Continúe de la misma forma con el resto de planes de clase y material didáctico hasta completar el número solicitado.

De la misma manera, reúna los planes de clase correspondientes a BGU con los respectivos materiales didácticos y organícelos de la forma anteriormente señalada.

**Entregable 1  
EGB**

- Plan de clase #1
- Material didáctico
- Plan de clase #2
- Material didáctico
- Plan de clase #3
- Material didáctico
- Plan de clase #4
- Material didáctico
- Incluya el resto de planes y material

**Entregable 2  
BGU**

- Plan de clase #1
- Material didáctico
- Plan de clase #2
- Material didáctico
- Plan de clase #3
- Material didáctico
- Plan de clase #4
- Material didáctico
- Incluya el resto de planes y material

Finalmente guárdelos en un solo archivo en PDF y envíelo a través de la plataforma virtual. Las indicaciones sobre cómo nombrar los archivos se las proporcionará oportunamente a través de la plataforma virtual.

Se enviarán mensajes informativos y/o académicos semanalmente; por lo tanto, se deben ingresar con frecuencia a la plataforma virtual.



### Actividad de aprendizaje recomendada

Hoy en día la tecnología nos facilita el acceso a un bagaje de información, la misma que contribuye no solo a incrementar su conocimiento sino también a hacer uso de materiales que son de libre acceso. Por lo tanto, le invito a leer los siguientes recursos en donde encontrará ejemplos y definiciones de material didáctico y que al mismo tiempo le facilitará su planificación.

- [ESL Kids Lesson plans, flashcards, worksheets, songs, readers & crafts](#)
- [Learn English for Kids.](#)

En el siguiente recurso llamado [ELT materials: the key to fostering effective teaching and learning settings](#) se señala la importancia y efectividad de crear y adaptar los recursos en un aula.



## Semana 6 a 10

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### Fase 4: Ejecución de las prácticas pre-profesionales

#### Prácticas en la institución educativa, sección de Educación General Básica.

Estimado estudiante, a continuación, le presento los pasos a seguir para realizar sus prácticas en situ.

Como se ha señalado, una de las actividades en esta asignatura requiere el desarrollo de las prácticas en instituciones de **Educación General Básica (EGB)** en los grados de primero a décimo año cuyas edades oscilan entre 5 a 14 años.

Para algunos de ustedes esta actividad les será fácil realizar, porque ya han estado inmersos en la docencia, mientras que para otros será algo nuevo, pero no se preocupe porque en esta guía le proporcionamos la orientación necesaria para que culminar con éxito estas prácticas.

Cabe insistir que, una vez definida la institución en donde realizará las prácticas y luego de la respectiva autorización por parte de las autoridades de la misma, es importante que se dirija oportunamente a cada uno de los profesores de inglés de los grados para que ellos a su vez le informen sobre los horarios y demás particularidades que pudieren existir. Es importante mencionar que cada grado representa un mundo y realidades diferentes, en donde encontrará grupos heterogéneos, casos especiales, entre otros aspectos propios de cada grado.

Previo a las prácticas es imperioso que investigue y estudie lo relacionado con aspectos pedagógicos y metodológicos como: manejo de la clase, **métodos** y estrategias de enseñanza, etc. Esto le brindará confianza y seguridad para tener un mejor desempeño y así lograr los mejores resultados.

Luego de ello es ¡es hora de ejecutar la clase! Así que a dar todo de usted para que tenga éxito en su primera experiencia como profesor.

Antes de empezar la clase revise nuevamente su plan y asegúrese de contar con todo el material necesario. No olvide que la presentación personal es muy importante ya que demostrará respeto a la institución y sobre todo a las personas a quienes se está dirigiendo. Asimismo, es necesario que transmita seguridad y dominio de los contenidos a abordarse.

Si tiene problemas con el manejo de ciertos temas, le recomiendo primero estudiar y hacer ejercicios. Cabe insistir que como profesor debe dominar el tema y demostrar seguridad, ante todo.

Es muy probable que su espacio emocional no lo favorezca al momento de dirigir la clase, experimentando nerviosismo u otras emociones, sobre todo si no ha tenido una experiencia previa, de ser así, tome un espejo y practique lo relacionado con el desenvolvimiento escénico. También puede grabar su clase y revisar el video para analizar posibles falencias. Asimismo, le recomiendo hacer ejercicios de respiración previo a la clase. El tono de voz juega un papel preponderante a la hora de enseñar, adopte un tono de voz apropiado de tal manera que sea escuchado por todos los estudiantes en el aula. En la clase propiamente dicha no centre su atención en los estudiantes que se encuentran ubicados en la parte de adelante sino trate de involucrar a todos. Camine por toda la clase, no permanezca en su escritorio. Monitoree en todo momento a sus alumnos. Use el idioma en la mayor parte del tiempo. No subestime a los estudiantes pensando que no saben o

que es imposible que lo entienda, es su responsabilidad lograr que sus estudiantes logren captar lo que está diciéndoles, pues esto dependerá de los métodos y estrategias seleccionados.

No olvide regirse a su plan de clase el mismo que le servirá como soporte para cumplir con todas las actividades planificadas, de la misma forma, es importante que controle el tiempo previsto para cada actividad.

Para que tenga una idea más amplia de lo que se debe tomar en consideración previo a la clase, le recomiendo leer algunos [tips para enseñar inglés a los niños](#).

Le recuerdo que usted será supervisado por el profesor de inglés (tutor externo) de la institución educativa, quien será la persona que asigne la calificación de sus prácticas. Para esto tendrá que entregarle el formato del documento denominado “Rúbrica de evaluación de desempeño del estudiante”. Asimismo, para que registre su asistencia a cada una de las clases, deberá facilitarle el formato “Registro y control de asistencia”. Todos los documentos deben incluir las firmas y sellos respectivos ya que representan la evidencia de sus prácticas.

Tomando como base su primera experiencia como profesor de inglés en EGB, le invito a participar en el primer foro académico titulado “Mi first expereince as an English teacher: pros, cons and anecdotes”. Este foro, el cual es calificado, lo encontrará en plataforma virtual y tendrá que ser desarrollado durante la semana 4. La participación es obligatoria y se le asignará la calificación en base a su participación e interacción con al menos un compañero. Es importante mencionar que, de incurrir en plagio, se asignará una calificación de cero y se dará cumplimiento al Código de Ética establecido por la Universidad.

## Recapitulemos lo mencionado anteriormente:

- Realice con responsabilidad y conciencia las actividades que usted ha planificado previamente.
- Tome en cuenta la presentación personal. Vestir adecuadamente.
- Antes de empezar la clase revise nuevamente su plan y asegúrese de contar con todo el material necesario.
- Ríjase al plan de clase ya que le servirá como soporte para cumplir con todas las actividades planificadas.
- Controle el tiempo previsto para cada actividad.
- Llegue puntualmente a cada clase (5 minutos antes).

Una vez finalizadas estas prácticas (EGB), usted se encuentra listo para enviar su **tercer entregable** durante la semana 7. Para ello, recopile los documentos guardados en las primeras semanas y únalos con aquellos solicitados en esta sección. En el siguiente gráfico se ha compilado la documentación que debe enviar.



En el caso de los estudiantes de **centros internacionales**, se deberá reunir un grupo de niños cuyas edades comprendan los grados de la sección de EGB (5 a 14 años) y se deberá impartir el número de clase requerido en esta asignatura.



## Actividad de aprendizaje recomendada

Estimado estudiante, le invito a leer el siguiente artículo sobre el tema [“On the relationship between Iranian EFL teachers’ classroom management orientations and teaching style”](#). métodos

Asimismo, en el siguiente recurso podrá visualizar un video sobre la aplicación de métodos para enseñar a niños, los cuales les podrán ayudar como modelo o guía para impartir sus clases. Preste atención por favor.

[Total Physical Response \(TPR\)](#)

[Classroom management tips](#)



Semana 11 a 16

## Fase 4: Ejecución de las prácticas pre-profesionales

### Prácticas en la institución educativa, sección de Bachillerato General Unificado

Apreciado estudiante, previo a la ejecución de las prácticas en la sección de BGU, lo invito a participar en la segunda videocolaboración planificada en la semana 9. En la cual se realizará la retroalimentación general de las actividades previamente presentadas, así como también observaciones y/o recomendaciones (sobre el proceso) que pueda haber por su parte. El día y la hora

a efectuarse se darán a conocer oportunamente a través de la plataforma virtual de aprendizaje, por lo tanto, es necesario que ingrese a la plataforma periódicamente.

Retomado el tema de las prácticas, en estas semanas se ha estipulado, poner en práctica lo planificado para la sección de BGU. Por lo tanto, le invito a tomar en cuenta las siguientes consideraciones:

- Realice con responsabilidad y conciencia las actividades que usted ha planificado previamente.
- Solicite al profesor de inglés que le instruya sobre posibles lineamientos internos.
- Estudie y seleccione métodos y estrategias adecuadas para la edad y nivel de los estudiantes.
- Sea cauteloso con el manejo de la clase.
- Sea respetuoso de la cultura, doctrina, creencias, etc.
- Esté atento a posibles casos especiales.
- Tome en cuenta la presentación personal.
- Llegue puntual a las clases (5 minutos antes).
- Sea respetuoso y empático con los estudiantes.
- Sea propositivo.
- **Motive a sus estudiantes.**
- Al igual que en la sección anterior debe hacer llenar los documentos respectivos, por lo tanto, tenga a mano la documentación correspondiente a “Rúbrica de evaluación de desempeño del estudiante” y “Registro y control de asistencia” para que le entregue al profesor de inglés de cada curso, ya que como usted conoce, será el/ella quien le asigne la calificación de sus prácticas.

Es con este grupo de estudiantes con quienes usted debe demostrar aún más el dominio del tema a impartirse y transmitir seguridad y

confianza de lo que sabe. La motivación juega un papel fundamental a la hora de enseñar a este grupo de estudiantes.

Adicional a las recomendaciones en el apartado anterior, es importante incentivar a sus estudiantes a usar el inglés en el aula, como futuros docentes es nuestra responsabilidad buscar metodologías innovadoras y dejar de lado el tradicionalismo en donde el profesor se dedica a enseñar únicamente gramática o a traducir toda la clase. En este contexto le invito a participar del segundo foro (semana 13) con el tema “How to teach students without using the mother tongue”, cuyas indicaciones y estrategias metodológicas las encontrará en la plataforma virtual.

Al finalizar estas prácticas (BGU), tendrá que recopilar tomar los documentos guardados en las primeras semanas y unirlos con aquellos solicitados en esta sección. Esta documentación constituye el **cuarto entregable** y será enviado en la semana 15.

El siguiente gráfico le ayudará a recordar qué documentos debe enviar, observemos por favor:



En el caso de los estudiantes que pertenecen a los **centros internacionales**, se deberá reunir un grupo de jóvenes cuyas edades comprendan los cursos de la sección de BGU (15 a 17 años) para proceder a impartir la clase en base a los temas que le serán enviados oportunamente a través de la plataforma.



## Actividad de aprendizaje recomendada

Enumere los métodos que fomenta la comunicación en inglés en los estudiantes de BGU.

¿Qué recursos tecnológicos se pueden utilizar para impartir las clases a los estudiantes de BGU?

### Informe final de las prácticas

Estimados estudiantes, estamos llegando a una de las últimas actividades a desarrollarse en esta asignatura el cual dicho sea de paso pertenece al **entregable 5**.

Para la redacción del informe final de las prácticas, se debe tomar en cuenta el **formato** proporcionado en el entorno virtual de aprendizaje. Antes de proceder a la explicación de lo que debe incluir dicho informe, lo invito a tomar en cuenta los siguientes aspectos formales:

- No deje para el final la redacción de este informe. Empiece a redactarlo con anterioridad para que cumpla con un trabajo de calidad.
- Debe ser redactado de manera clara y organizada ya que tiene un puntaje el cual depende tanto de la presentación como del contenido.
- Debe estar escrito en forma de ensayo.
- Debe ser redactado en inglés.

- Debe utilizar vocabulario académico considerando aspectos de puntuación, gramática y redacción.
- Tamaño de letra: 11
- Tipo de letra: Times New Roman
- Interlineado: 1.5
- Márgenes: Izquierdo y superior 3,5, derecho e inferior 2,5

Previo a la redacción del informe final de las prácticas, seleccione 5 de las clases impartidas en la sección de Educación General Básica y 5 de las clases impartidas en la sección de Bachillerato General Unificado. La selección dependerá de su criterio personal, pueden ser las clases que más le agradaron, las clases en donde haya tenido alguna experiencia en especial, o alguna anécdota a la cual desee referirse en el informe, etc.

Una vez que haya elegido las 10 clases en total, redacte el informe tomando en cuenta lo siguiente:

- Introducción.
- Desarrollo.
- Conclusiones.
- Recomendaciones.

En la **introducción** se incluirá una breve descripción de lo que trata el informe (180 a 200 palabras). Empiece mencionando el nombre de la asignatura, luego continúe con el propósito u objetivo de las actividades realizadas y la importancia de las clases dictadas.

Prosiga con el contexto en el que desarrolló las prácticas (EGB y BGU / grados/paralelos /las horas de clase/ número de estudiantes por paralelo/ y los participantes (edad). Para finalizar la introducción, indique de manera sucinta qué contiene el informe final de prácticas.

En el **desarrollo** (el cual se lo debe redactar en forma de ensayo y de manera detallada) se realizará una descripción y un análisis de cada uno de los aspectos mencionados a continuación:

### **Planning**

- Presentación del tema de la clase.
- Presentación de los objetivos de la clase.
- Presentación de los contenidos.
- Los contenidos son adecuados al nivel de los alumnos.

### **Reflexión (Sustentar con autores)**

En esta parte, piense en los aspectos positivos y/o negativos y sustente su reflexión con información bibliográfica de un autor.

### **Management of the class**

- Crea un ambiente adecuado para el aprendizaje, ¿de qué manera?
- Maneja el grupo adecuadamente y demuestra habilidad para superar situaciones imprevistas.
- Considera los estilos de aprendizaje de los alumnos de los alumnos (ritmo)
- Responde a las inquietudes de los estudiantes de manera clara y precisa
- Permite la participación de todos los alumnos
- Evalúa el aprendizaje de forma continua y proporciona retroalimentación oportuna y directa.
- Usa el tiempo de forma adecuada
- Mantiene el control y la disciplina en la clase.
- Muestra sensibilidad ante las discapacidades de los estudiantes.

## Reflexión (Sustentar con autores)

En esta parte, piense en los aspectos positivos y/o negativos y sustente su reflexión con información bibliográfica de un autor.

### Methodology

- Describa el manejo de métodos, estrategias y actividades utilizadas en la enseñanza de inglés.
- Describa el material y recursos que utilizó en las clases dictadas.
- Las actividades están diseñadas en relación al objetivo de la clase.
- Las actividades permiten que el estudiante aprenda de manera significativa.

## Reflexión (Sustentar con autores)

En esta parte, piense en los aspectos positivos y/o negativos y sustente su reflexión con información bibliográfica de un autor.

### Reflexión general de la práctica

Cierre el análisis con una reflexión acerca de cómo le ayudó esta fase de la práctica preprofesional para consolidar las competencias del perfil de formación.

### Conclusiones

Finalice su informe redactando una conclusión por cada aspecto analizado (3 en total).

Las conclusiones deben ser concretas, redacte cada una en 2 o 4 líneas aproximadamente.

## Recomendaciones

Redacte una recomendación para cada conclusión (3 en total).

Felicitaciones ¡Si usted ha concluido con todas las actividades de manera efectiva, reciba mis felicitaciones por el esfuerzo, entusiasmo y dedicación puesto en este bimestre!

De esta manera hemos terminado con el presente ciclo. Espero que la experiencia adquirida a través de las actividades le haya sido de gran utilidad para familiarizarse con el ámbito educativo y todo lo concerniente a la enseñanza-aprendizaje del idioma inglés.

De la misma forma estoy segura de que la experiencia adquirida le será de gran ayuda para su vida profesional. Le deseo muchos éxitos en los ciclos posteriores y estoy a sus órdenes para lo que considere pertinente.

*"The authority of those who teach is often an obstacle to those who want to learn." – Marcus Tullius Cicero*



## 4. Referencias bibliográficas

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Richards, J. (2015). Key issues in language teaching. United Kingdom: Cambridge University Press, 220-244.

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Woodward, T. (2001). Planning lessons and courses. United Kingdom: Cambridge University Press.

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## 5. Anexos



**MODALIDAD DE ESTUDIOS:** \_\_\_\_\_.

**ÁREA ACADÉMICA:** \_\_\_\_\_.

**CARRERA: Pedagogía de los Idiomas Nacionales y Extranjeros**

**PRÁCTICAS PREPROFESIONALES DE QUINTO CICLO**

**PRÁCTICUM 2**

**INFORME FINAL DE LAS PRÁCTICAS**

**NOMBRE DEL ESTUDIANTE:** Apellidos y nombres

**FECHA:** La fecha en la que entrega su trabajo.

**TUTOR ACADÉMICO:** Apellidos y nombres del tutor de la asignatura

Octubre 2020 – Febrero 2021

## INFORME

### DATOS INFORMATIVOS DE LA INSTITUCIÓN/DEPENDENCIA

<b>NOMBRE DE LA INSTITUCIÓN DONDE REALIZA LA PRÁCTICA PRE PROFESIONAL GESTIÓN PRODUCTIVA / PRÁCTICUM</b>	(Escriba aquí el nombre de la institución educativa (EGB) donde realizará las prácticas (primer bimestre:
<b>SIGLAS DE LA INSTITUCIÓN</b>	(Escriba aquí las siglas de la institución educativa donde realizará las prácticas. SI ES QUE LAS HUBIERE)
<b>NOMBRE DE LA AUTORIDAD MÁXIMA O RESPONSABLE DE LA INSTITUCIÓN</b>	(Escriba aquí el nombre del director/rector de la institución educativa donde realizará las prácticas)
<b>TIPO DE INSTITUCIÓN</b>	Indicar si se trata de una institución pública o privada
<b>SECTOR ECONÓMICO DE LA INSTITUCIÓN</b>	Servicios. ( X )
<b>DEPARTAMENTO O DEPENDENCIA DONDE REALIZA LA PRÁCTICA</b>	Área / Departamento de Inglés
<b>TUTOR EXTERNO</b>  Omitir N/A	(Escriba aquí el nombre del docente o docentes de Inglés de los grados en donde realizará las prácticas)
<b>NÚMERO DE CONVENIO</b>	0028
<b>FECHA DE INICIO</b>	Señalar la fecha de inicio de las actividades dentro de la institución/dependencia. (Utilizar el siguiente formato: día / mes / año)  20/octubre/2020
<b>FECHA DE FINALIZACIÓN</b>	Señalar la fecha de finalización de las actividades (Utilizar el siguiente formato: día / mes / año)  .../.../202...
<b>NÚMERO DE HORAS DE PRÁCTICA</b>	50

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## **INFORME DE PRÁCTICAS PRE PROFESIONALES**

**(PRÁCTICUM)**

### **INTRODUCCIÓN**

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### **DESARROLLO**

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### **CONCLUSIONES**

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Loja, 01 de octubre de 2020

Señor (a)

(Escriba aquí su nombre)

### **ESTUDIANTE DE LA TITULACIÓN DE INGLÉS**

De mi consideración:

Por medio del presente me permito comunicar a usted que para el período académico Octubre 2020 – Febrero 2021, ha sido asignada/o a ..... (Escriba aquí el nombre de la Institución educativa donde está realizando las prácticas), para que, a partir de ..... (fecha en la que inicia las prácticas) de 2019, realice 25 horas de práctica pre-profesionales. Estas actividades se realizarán en coordinación con ..... (Escriba aquí el nombre del docente de Inglés de la institución educativa donde realiza las prácticas), tutor externo de la práctica pre-profesional y la Mgtr. Elsa Morocho Cuenca, tutor académico de las mismas.

El número de horas señalado corresponde a:

Práctica pre-profesional (Quinto ciclo)

Particular que informo a usted para los fines pertinentes.

Atentamente,

A handwritten signature in black ink, appearing to read "Alba Vargas Saritama".

Mgtr. Alba Vargas Saritama  
Coordinadora de carrera



Loja, \_\_\_\_\_ fecha en la presenta este documento.

Magister

Alba Bitalina Vargas Saritama

### **COORDINADOR DE LA TITULACIÓN DE INGLÉS DE LA UTPL**

Estimada Magister:

Yo, \_\_\_\_\_(Escriba aquí su nombre), con cédula número  
\_\_\_\_\_ (Escriba aquí su número de cédula), estudiante de la  
Titulación de Inglés, de la Universidad Técnica Particular de Loja,  
manifiesto mi interés por participar en los procesos de aprendizaje  
que conlleva la:

Práctica pre-profesional - Quinto Ciclo.

Prácticum: \_\_\_\_\_ (Nivel de Prácticum 2 )

Estas prácticas las desarollaré en (Escriba aquí el nombre de la  
institución educativa), a la vez que me comprometo a:

- Cumplir con las normas establecidas por la institución/  
dependencia asignada.
- Cumplir con los horarios establecidos y el número de horas  
para las prácticas pre profesionales así como con las  
actividades asignadas.
- Trabajar en un ambiente de respeto y compañerismo con mi  
tutor y compañeros.

- Mantener reserva y confidencialidad en la información generada dentro de la institución/dependencia a la que he sido asignado.
- Cuidar los equipos e instrumentos que me sean entregados en los tiempos y plazos que permanezcan bajo mi responsabilidad.
- Conocer y respetar los procedimientos operativos y las políticas de desempeño del lugar asignado, bajo el principio de corresponsabilidad que permitan alcanzar los objetivos y fines planteados por la institución/dependencia.

Atentamente,

f) \_\_\_\_\_

f) \_\_\_\_\_

(Escriba aquí su nombre)

(Escriba aquí el nombre del docente de  
inglés)

Tutor Externo



A handwritten signature in blue ink, appearing to read "Elsa Morócho Cuenca".

Mgtr. Elsa Morócho Cuenca

Tutor académico de Practicum 2

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## NOMBRE DE LA TITULACIÓN: INGLÉS

### REGISTRO Y CONTROL DE ASISTENCIA DE:

#### PRACTICUM 2: Quinto Ciclo

OCTUBRE 2020 – FEBRERO 2020

<b>Institución:</b>	(Escriba el nombre completo de la institución educativa)
<b>Dependencia:</b>	Área/Departamento de Inglés
<b>Tutor externo:</b>	(Escriba aquí el nombre del docente o docentes de Inglés de los grados en donde realiza las prácticas)
<b>Estudiante:</b>	(Escriba aquí sus nombres y apellidos completos)

	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
<b>Fecha</b>						
<b>Hora de entrada</b>						
<b>Hora de salida</b>						
<b>Firma</b>						
<b>Actividades realizadas:</b>						
<b>Observaciones:</b>						
	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
<b>Fecha</b>						
<b>Hora de entrada</b>						
<b>Hora de salida</b>						
<b>Firma</b>						

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	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado
<b>Actividades realizadas:</b>						
<b>Observaciones:</b>						
<b>Fecha</b>						
<b>Hora de entrada</b>						
<b>Hora de salida</b>						
<b>Firma</b>						
<b>Actividades realizadas:</b>						
<b>Observaciones</b>						
<b>Fecha</b>						
<b>Hora de entrada</b>						
<b>Hora de salida</b>						
<b>Firma</b>						
<b>Actividades realizadas:</b>						
<b>Observaciones</b>						

(f) \_\_\_\_\_ (f) \_\_\_\_\_

(Escriba aquí el nombre del docente de inglés/tutor externo) (Escriba aquí el nombre del docente de inglés/tutor externo)

### **DOCENTE TUTOR EXTERNO DOCENTE TUTOR EXTERNO**

(Incluir el sello de la institución educativa a un costado de la firma del tutor externo)

(Incluir el sello de la institución educativa a un costado de la firma del tutor externo)

**TITULACIÓN:** Inglés**RÚBRICA DE EVALUACIÓN DEL DESEMPEÑO DE PRACTICUM 2****PERÍODO ACADÉMICO:** Octubre 2020 – Febrero 2021Referencias  
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<b>Estudiante:</b> (Nombres y apellidos completos)	<b>Nro. de Cédula:</b> (Escriba aquí su número de cédula)
<b>Institución Educativa:</b> (Escriba aquí el nombre de la institución educativa)	<b>Fecha:</b> La fecha en la que realiza la práctica

CRITERIOS EVALUACIÓN DEL APRENDIZAJE	PESO	ESCALA DE CALIFICACIÓN				PUNTAJE OBTENIDO
		EXCELENTE 6	MUY BUENO 4	BUENO 2	MALO 0	
<b>Conocimiento para realizar su trabajo</b>	25%	El estudiante domina los conocimientos necesarios para realizar su trabajo correctamente.	El estudiante domina satisfactoriamente los conocimientos necesarios para realizar su trabajo correctamente.	El estudiante tiene poco dominio de los conocimientos necesarios para realizar su trabajo correctamente.	El estudiante no domina los conocimientos necesarios para realizar su trabajo correctamente.	/2

<b>Capacidad de liderazgo y predisposición para el trabajo asignado</b>	25%	El estudiante tiene capacidad de liderazgo y predisposición para realizar las actividades asignadas.	El estudiante tiene capacidad de liderazgo pero le falta predisposición para realizar las actividades asignadas.	El estudiante tiene poca capacidad de liderazgo y falta de predisposición para realizar las actividades asignadas.	El estudiante no tiene capacidad de liderazgo ni predisposición para realizar las actividades asignadas.	/2
<b>Desempeño en las actividades</b>	25%	El estudiante desempeña correctamente todas las actividades propuestas.	Regularmente el estudiante desempeña correctamente todas las actividades propuestas.	Pocas veces el estudiante desempeña correctamente todas las actividades propuestas.	El estudiante no se desempeña correctamente en ninguna de las actividades propuestas.	/2
<b>Asistencia y puntualidad</b>	25%	El estudiante siempre asiste puntualmente a realizar las prácticas.	Regularmente el estudiante asiste puntualmente a realizar las prácticas.	Pocas veces el estudiante asiste puntualmente a realizar las prácticas.	El estudiante no asiste o es impuntual al realizar las prácticas.	/2
<b>TOTAL</b>	<b>100%</b>					

(f) \_\_\_\_\_

(Escriba aquí el nombre del tutor externo)

**TUTOR EXTERNO**

(Incluya el sello de la Institución Educativa a un costado de la firma)

**NOTA:** Use este formato para cada uno de los grados en donde realiza las prácticas.



## 6. Recursos

### Recurso 1. Descripción de la asignatura

Estimado estudiante, previo a la explicación de las actividades a desarrollarse tanto a lo largo del semestre, sírvase dar lectura a la descripción de esta asignatura y sus generalidades.

En estas prácticas usted desempeñará un rol muy importante y delicado, el de docente, el cual es una tarea que requiere de preparación debido a la repercusión que ésta tiene en los estudiantes. Algunos de ustedes ya tendrán experiencia en el campo de la docencia, pero para quienes aún no la tienen, no teman hacerlo ya que, si usted prepara material atractivo y novedoso enfocándose a los temas de clase y al objetivo planteado, obtendrá un resultado exitoso. Así que le recomiendo que no lo vea como el cumplimiento para la obtención de una mera calificación sino como un aporte para su crecimiento y desarrollo personal y profesional. ¡Su responsabilidad será demostrar lo que sabe y lo que puede hacer como un docente de calidad!

En esta asignatura se requiere de 50 horas de práctica en los establecimientos educativos de Educación General Básica (25 horas) y Bachillerato General Unificado (25 horas).



¿Quiénes están involucrados en este proceso de prácticas? Pues bien, somos algunas las personas que participamos en este proceso, así que por favor

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preste atención a la siguiente información para que tenga conocimiento de quienes son y qué papel desempeñan.



**Tutor de Prácticum 2 de la UTPL**, quien es la persona que ha sido designada para impartir esta asignatura y quien dará el acompañamiento a los estudiantes durante todo el período académico. Dicho acompañamiento se efectuará a través de: envío de anuncios semanales, atención a inquietudes o dudas ya sea por correo electrónico, teléfono o chat de consulta, explicación sobre todas las actividades a desarrollarse en el semestre, revisión y retroalimentación de actividades calificadas (foros, planes de clase, material didáctico, entregables), registro de notas en el sistema.



**Tutor externo**, quien es la persona que imparte la asignatura de inglés en el centro educativo donde usted realizará las prácticas. Esta persona será la encargada de informarle sobre horarios, duración de las horas de clase y demás normas internas de la institución educativa, y evaluar su actitud, conducta y desenvolvimiento como practicante, así como también de firmar los documentos requeridos por la universidad.

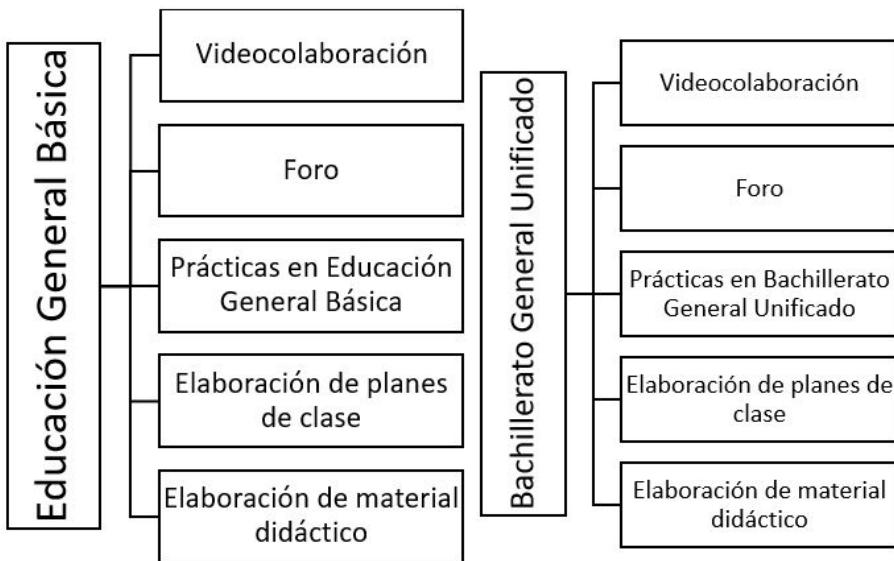


**Estudiante de Practicum 2**, quien es usted que está cursando el quinto ciclo de la Titulación de Pedagogía de los Idiomas Nacionales y Extranjeros. Como estudiante de esta asignatura debe asumir algunas responsabilidades con la finalidad de cumplir a cabalidad con lo requerido y así culminar con éxito la presente asignatura. Dentro de sus responsabilidades están, dar lectura al plan docente y guía, participar en las actividades síncronas, ser propositivo con sus compañeros y profesores, revisar periódicamente la plataforma virtual con el fin de mantenerse informado y así evitar cualquier inconveniente al final del ciclo.

[Ir al contenido](#)

## Recurso 2. Compendio de actividades a desarrollarse en el ciclo

Ahora es momento de conocer de forma sintetizada las actividades a desarrollarse durante el semestre. Por lo tanto, le pido revisar el siguiente esquema:



[Ir al contenido](#)



## FORMATO DE PLAN DE CLASE

### ***LESSON PLAN #\_\_\_\_***

#### **5. Informative data:**

**School's name:** \_\_\_\_\_

**Theme:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Class length:** \_\_\_\_\_

**Proficiency Level:** \_\_\_\_\_

**Lesson plan designer:** \_\_\_\_\_

#### **6. TEFL Objectives**

Throughout this lesson, students will be able to:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

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## 7. Methods, strategies, and didactic material.

### 3.1. Methods:

### 3.2. Strategies:

### 3.3. Didactic material:

#### 8. Anticipatory set:

#### 9. Main teaching input:

#### 10. Guided practice:

#### 11. Independent practice:

#### 12. Assessment:

#### 13. Closing review and follow up:

[Ir al contenido](#)

## Recurso 5. Explicación secciones del plan de clase

En el formato proporcionado puede observar que hay 9 secciones (1, 2, 3, 4,...,9), permítame explicarle a que se refiere cada una de ellas.

La sección 1, **Informative Data** es en donde va a completar los datos informativos de la institución, el grado, nombre/tema de la unidad y/o lección, tiempo de duración de la clase, la fecha en la que se efectuó la clase, el nivel de inglés (básico, intermedio, avanzado) de los estudiantes y el nombre de la persona que diseña el plan (en este caso usted). No olvide llenar todos estos datos ya que se toma en cuenta al momento de la calificación de su trabajo.

En la segunda sección, **TEFL Objectives** escriba los objetivos planteados para cada clase, es decir, qué es lo que desea alcanzar al final de la misma. Es necesario señalar que todos estos objetivos deben ser claros y realizables.

### Actividad recomendada

Revise los siguientes links, en donde encontrará información y ejemplos sobre cómo escribir objetivos.

<http://www.teaching-esl-to-adults.com/best-esl-lesson-plans.html>

[http://linguistics.byu.edu/faculty/henrichsenl/lessonplanning/lp\\_09.html](http://linguistics.byu.edu/faculty/henrichsenl/lessonplanning/lp_09.html)

En la sección N. 3 **Methods and strategies** (Métodos y estrategias) realice una lista de los métodos de enseñanza del inglés a utilizarse durante las clases, por ejemplo: Audiolingual Method, Total Physical Response, Communicative Language Teaching, etc., e incluya una lista de estrategias de enseñanza que se aplicarán en la clase, estas pueden ser: small group activities, pairs and threes, individual work,

etc. El uso de cualquier método y estrategia depende de algunos factores como: nivel y edad de los estudiantes, el tamaño de la clase, estilos de aprendizaje, contenido y objetivos de la clase, y por supuesto su selección dependerá de su habilidad, creatividad e ingenio, personalidad.

Le recuerdo que métodos y estrategias son dos cosas distintas; por lo tanto, si no tiene certeza de qué son y cuáles son, le sugiero revisar los siguientes links.

#### ***Actividad recomendada***

Por favor revise estos links en donde encontrará información más detallada sobre “Methods y Strategies”:

<http://teach.com/what/teachers-teach/teaching-methods>

[https://www.fluentu.com/blog/educator-english/  
new-methods-of-teaching-english/](https://www.fluentu.com/blog/educator-english/new-methods-of-teaching-english/)

Como cuarto punto tenemos ***Anticipatory set***, para lo cual se debe diseñar una actividad introductoria para enfocar la atención de los estudiantes hacia el tema a impartirse. Esta actividad debe ser corta y sencilla.

**Anticipatory set:** A brief activity or event at the beginning of the lesson that effectively engages students' attention and focuses their thoughts on the learning objective.

#### What for?

- To involve all students, focus everyone's attention, what appetites.
- To make sure everyone's on the train, and knows where it's going, before it leaves the station.
- Bait the hook in order to catch the fish.

Continuamos con la sección N. 5, **Main teaching input**, ésta es una sección bastante importante, ya que es aquí donde va a indicar paso a paso el desarrollo de la clase para lograr un aprendizaje significativo en torno a un tema.

Es en esta parte en donde se deben describir (en detalle) las actividades que se van a realizar en la clase, para esto tome en cuenta, el tiempo destinado a la clase (por lo general son 45 minutos, pero no es regla) y distribúyalo de tal manera que pueda cumplir con lo planificado y se sienta satisfecho de haber logrado sus objetivos planteados. Asimismo, aquí debe indicar cómo utilizará el material didáctico previamente diseñado, entre este material se considerarán: videos, posters, canciones, flash cards, fotografías, dibujos, fotocopias, realia, entre otros.

En esta sección no se trata simplemente de redactar en una o dos líneas, RECUERDE que es la descripción de cómo va a enseñar un tema.

Asimismo, en esta sección debe incluir el nombre del método entre paréntesis, es decir, inmediatamente luego de la actividad.

## Ejemplo:

Children are going to show action verbs (write, sing, dance) through movements. (Total Physical Response)

Por favor, no incluir las actividades de otras secciones en esta parte.

En las próximas secciones es en donde el estudiante demostrará lo que aprendió en las secciones anteriores. Veamos a qué se refieren cada una de ellas.

Ahora revisemos la sección N. 6, **Guided practice**, en donde va a incluir las actividades (ejercicios o tareas) que asignará a sus estudiantes para que demuestren lo aprendido. Cabe señalar que mientras sus estudiantes desarrollan las tareas asignadas, usted debe monitorear la clase para de esta manera verificar su progreso, debilidades y fortalezas. Las actividades pueden ser distribuidas en grupos, en parejas o individualmente.

En lo concerniente a la N. 7 llamado **Independent practice**, este es un paso muy importante dentro de la planificación el cual, a diferencia del paso anterior, permite que el estudiante realice una tarea sin la asistencia del profesor. Esta práctica se la podrá realizar en clase o asignarla como tarea en casa. Aquí debe incluir las actividades que usted como profesor va a asignar a los estudiantes con la finalidad de lograr los objetivos planteados.

**Assessment** es la sección N. 8, donde incluirá las actividades con las cuales evaluará el rendimiento de sus estudiantes. Esta evaluación no necesariamente comprende el rendimiento de un examen al final de la clase, sino que también puede realizar una evaluación continua a través de la participación, trabajos en grupo orales o escritos, etc.

Finalmente, en la novena y última parte llamada **Closing review and follow up** se reforzarán los temas que no hayan quedado claros, de tal manera que los estudiantes solidifiquen los puntos más importantes

de la clase, los cuales le servirán para lecciones futuras. Por lo tanto, incluya la(s) actividad(es) que realizará para cumplir con esta retroalimentación.



Tenga en cuenta que todas las actividades planificadas deben estar en función de los objetivos.

Asimismo, las actividades deben reflejar los métodos y estrategias previamente planteados.

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## Recurso 7. Ejemplo de plan de clase

### *LESSON PLAN # 1*

#### **1. Informative data:**

**School's name:** Unidad Educativa “La Porciúncula”

**Theme:** Clothes

**Date:** December 12<sup>th</sup>, 2020

**Grade:** Fifth

**Class length:** 45 minutes

**Proficiency Level:** Basic

**Lesson plan designer:** María José Zapata

#### **2. TEFL Objectives**

Throughout this lesson, students will be able to:

- a. Identify clothes for girls and boys (dress/pants/shoes/t-shirt/blouse/shirt/coat/skirt/hat/jacket/sunglasses...).
- b. Describe what a boy/girl is wearing in a written and oral way.
- c. Write the names of the clothes correctly.

#### **3. Methods, strategies, and didactic material.**

##### **3.1 Methods:**

Total Physical Response

Direct method

Audiolingual

##### **3.2 Strategies:**

Group work

Individual work

##### **3.3. Didactic material:**

Realia

Pictures

Poster

Worksheet

Video

Magazines

#### **4. Anticipatory set:**

I'll show students two pictures of famous people and I'll describe what they are wearing.

#### 5. Main teaching input:

First, I'll explain the objective of the class. Immediately, to start teaching the topic, I'll describe the clothes I'm wearing. Then, I'll show all the clothes items brought to the class (realia) to make students identify their names and their pronunciation and I'll write each word on the board under its corresponding picture (pictures will be pasted on the board) I'll ask them to repeat the pronunciation several times. (Audiolingual)

After, I'll place two posters (boy and girl) on the board, so I'll classify the clothes who belong to a boy and the ones who belong to a girl.

Then, I'll show students some pictures of people wearing different clothes according to the weather. I'll utter some sentences describing what they are wearing, for example: Look at this boy: It's rainy, he's wearing a coat, a hat, gloves, a scarf, ... (Direct method)

Next, I'll ask some students what they wear when it's sunny, rainy, cloudy, windy. Their responses will be written on the board. For example: In summer, Susan wears a skirt, a blouse, sunglasses...

After that, we'll play a game in which they will hear a word and they will have to take the corresponding item (realia) from the desk and wear it. Another game that I'll ask them to play is to wear a doll and say what she's wearing. (Total Physical Response).

#### 6. Guided practice:

In pairs, I'll give a worksheet to each group and I'll ask them to write a description of what people are wearing. After that, they will have to practice orally about what they wrote by switching roles. Finally, students will have to work on their books on page 53. I'll monitor the groups while working.

#### 7. Independent practice:

In class, they will have to work in groups of three to look for four pictures of their favourite singers and describe the clothes each person is wearing (magazines will be provided).

As a homework, students will have to work on their books on pages 54 and 55.

#### 8. Assessment:

I will assess my students by asking some questions during the class.

Questions:

What are you wearing today?

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What am I wearing today?

What are the names of these items? (I'll show some clothes)

What's he/she wearing?

**9. Closing review and follow up:**

I'll show a video where there are some people wearing different clothes according to the weather, so students will watch the video and copy the sentences projected there.

DIDACTIC MATERIALS

Realia



Pictures



Posters



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Video

[https://www.youtube.com/watch?v=Q\\_EwuVHDb5U](https://www.youtube.com/watch?v=Q_EwuVHDb5U)



Magazines



Worksheet

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## Recurso 13. ELT Materials. The Key to Fostering Effective

### ELT Materials: The Key to Fostering Effective Teaching and Learning Settings

Materiales para la enseñanza del inglés: la clave para promover  
ambientes efectivos de enseñanza y aprendizaje

Astrid Núñez Pardo\*  
María Fernanda Téllez Téllez\*\*  
Universidad Externado de Colombia, Colombia

Our article aims at providing teachers with an overview for materials development, taking into account the experience gained by two teachers in the English Programme of the School of Education at Universidad Externado de Colombia in Bogotá. This experience has helped us achieve better teaching and learning conditions for our university students in their quest to learn a foreign language. This paper addresses the issue of the role of teachers as textbook developers, and how they can meet materials development demands by integrating a clear conceptualisation and set of principles as well as their essential components.

**Key words:** Materials development, text developers, materials development demands, effective teaching and learning settings

Este artículo brinda a los profesores de inglés un panorama del desarrollo de materiales con base en nuestra experiencia como profesoras del Programa de Inglés de la Facultad de Educación de la Universidad Externado de Colombia, en Bogotá. Esta experiencia ha permitido mejorar las condiciones de aprendizaje de nuestros estudiantes de inglés como lenguaje extranjera. El documento se centra en el papel de los profesores como diseñadores de textos para cursos de inglés, y cómo ellos pueden satisfacer las exigencias que demanda el desarrollo de materiales, integrando una clara conceptualización, sus principios y sus componentes esenciales.

**Palabras clave:** Diseño de materiales, diseñadores de textos, requisitos para el desarrollo de materiales, ambientes efectivos de enseñanza-aprendizaje

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This article was received on January 19, 2009 and accepted on June 20, 2009.

## Introduction

Our intention is to motivate EFL/ESL teachers to exploit their creativity and embark upon the fascinating task of developing their own materials, applying their valuable knowledge and experience as regards English learners' needs, particularly in the case of English for speakers of other languages (ESOL). To do so, the first aspect to take into account is to include some considerations with regard to the issue of teachers as materials developers and their contribution to teacher development. The second one is to provide some reflections about language teaching and learning as essential demands when developing materials. And the third is to present the concept, principles and components for adapting didactic materials.

## Materials Development for Teacher Development

Teachers have realized that a whole industry has been built up around changing teaching resources and methodologies. Considerable attention is now being paid to developing instructional materials and recognizing the importance of teaching resources and strategies used to maximize students' language learning.

Most EFL/ESL teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by EFL/ESL learners, as described by Pineda (2001). Therefore, this task should not be confined to text developers exclusively since there is no complete textbook that fulfils both learners' and teachers' expectations, as concluded by Núñez & Téllez (2008).

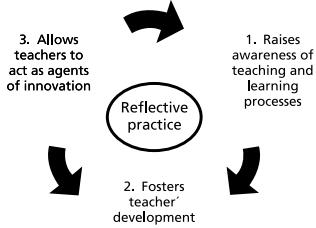
For many decades, materials development was merely the production accompanying a wide range of learning resources to illustrate methods. However, things have started to change due to teachers' awareness of two issues: first, the huge production in the interest of methodologies and materials used for teaching; and second, the importance of including students' voices in order to update teaching materials in terms of the way learners would like to learn and what they need to learn in today's increasingly globalized world.

We do believe that developing materials to enhance teachers' pedagogical practices involves reflection and practice because, as Goethe stated, "Knowing is not enough. We must apply. Willing is not enough. We must do", meaning that reflection and action go together, hand in hand, from the onset of materials development.

Then, pondering on the teaching process is vital in the search for developing materials that satisfy students' learning objectives and styles, preferences, and expectations. Gardner (1993) envisioned the multiple intelligences model in which he asserts that human beings are unique and have eight native intelligences he termed as interpersonal, intrapersonal, musical, spatial, kinesthetic, logical-mathematical, linguistic, spiritual and naturalistic that must be acknowledged and developed when teaching a language. This, in turn, should lead teachers to reflect upon classroom procedures in unique paths.

Besides, in agreement with Schön (1983; 1987), reflective practice is a two-fold concept implying a dialogue of thinking and doing through which teachers become more skilful. Thus, the onset of teachers' reflection is the individual assessment of the EFL classroom, which enables them to make decisions when they create or adapt materials that fulfil particular students' needs and learning settings.

This leads us to conclude that teachers should devote plenty of time to the demanding task of constructing, deconstructing, and reconstructing their daily pedagogical practice as a means of facing decision making, improving their teaching performance, innovating in their classes and, so, developing professionally. This practice can be summarised in the following figure, based on Tomlinson' insights about both materials and teachers' development (1998).



**Figure 1.** Outcomes of reflective teaching  
(Based on Tomlinson, 1998)

### Materials Development Demands

Acknowledging that students learn at particular speeds and succeed in different manners, teachers should consider this diversity when teaching the target language and when developing their materials trying, at the same time, to keep a balance among students' language learning needs, preferences, motivations and expectations, their affective needs, and the institutional policies.

In the same way, and following Oxford (1997), teachers should also bear in mind that since knowledge is socially built, fostering pair and group learning activities is a "must" as they enhance

motivation, improve self-esteem in students, and lower anxiety and prejudice. Additionally, they are helpful in sharing information, cooperating with each other's learning, enhancing commitment to subject learning as well as to developing a sense of belonging to the educational institutions and classmates.

Furthermore, it is relevant to highlight the valuable element of enjoyment in our practices and in the material being produced for our students, which results in having students motivated and engaged in a comfortable, warm-hearted and challenging learning atmosphere. To that extent, Tosta (2001) and Small (1997) assert that an essential element of success in an EFL classroom is the possibility for the class to be an opportunity to learn and the students to find learning enjoyable. For this reason, teachers ought to create materials that promote pleasant learning settings, thereby fostering motivation, interaction, and long-term learning.

Moreover, language learning materials constitute a key factor in creating effective teaching and learning environments. Following Tomlinson (1998), these materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience and understanding of it and, simultaneously, helping learners learn what they want and need to learn.

In addition, the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners. These three conditions are met when there is a match between the materials and tasks proposed in them, with the learners' needs, interests, attitudes and expectations. In other words, teachers should do their best to develop the most effective, appropriate, and flexible materials for their students and their programs.

Above all, materials development requires designers to be reflective, resourceful and receptive (RRR) agents with regard to their teaching practice, besides becoming more willing to take risks and make decisions related to the way they handle classes, and being less willing to single out what should not have been done as well as attentive to complimenting and praising their students' attempts to perform tasks in a different manner as there are not necessarily incorrect ways to do things, but rather different ways to do them.

Consequently, RRR teachers inspire and do most of these things: devote time to teaching, facilitating, and guiding their students' learning process; implement changes or innovations in their teaching practice; see students as holistic, unique

individuals; minimize differences and maximize similarities among students; match students' language learning needs, concerns and motivation; comply with institutional targets and students' affective needs in their teaching methodology; create a language learning atmosphere that keeps students' attention and imagination going; envision and cope with the syllabus models; and deal with the types of learning/teaching activities, the role of the learners as well as that of the instructional materials.

Figure 2 depicts the triple RRR acronym and the way we conceive the kind of teachers needed to carry out the process of materials development for teacher development.

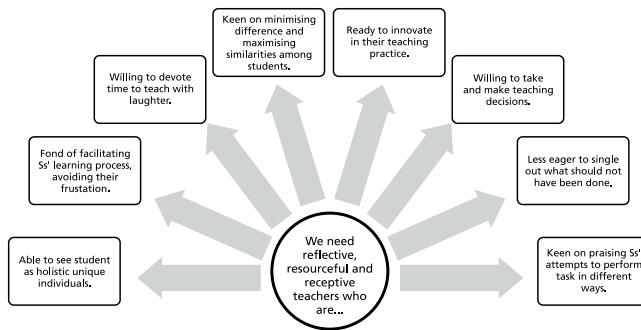


Figure 2. Teachers' qualities to meet materials development demands

### Conceptualisation

Although the expression “*materials development*” (Tomlinson, 1998) has different denominations in available literature, such as instructional materials design (Small, 1997), course development (Graves, 1997), course books (Harmer, 2007), instructional design strategies (Arnone, 2003), we prefer the term *materials development* since it offers a more inclusive definition. It embraces an array of behaviours leading to fostering effective teaching and learning settings. Moreover, it includes the adaptation and/or creation of a learning-teaching exercise, a task, an activity, a lesson, a unit, or a module composed by one or two units.

Materials development implies the combination of both reasoning and artistic processes. In this respect, Low (cited in Johnson, 1989) states that “designing appropriate materials is not a science; it is a strange mixture of imagination, insight, and analytical reasoning” (p. 153). In the same thread of thought, Maley (1998) asserts that the writer should trust “...intuition and tacit knowledge” .... “and operate with a set of variables that are raised to a conscious level only when he [she] encounters a problem and so works in a more analytical way” (pp. 220-221). Then, these authors agree on the fact that materials development entails a rational process and artistic inspiration that together perform a central role in attaining appealing teaching-learning resources.

Considering that our duty as teachers is to care for our students’ learning, developing appropriate tailor-made materials that suit all of our learners’ profiles becomes a fundamental must. According to Unesco (2004), “... to respond to the diversity of learners and enhance the quality of education we should improve the effectiveness of teachers, promote learning-centred methodologies, develop

appropriate textbooks and learning materials, and ensure that schools are safe and healthy for all children”. For this reason we insist upon the fact that developing materials embraces all teachers’ attempts to create or adapt didactic resources to teach and foster students’ language learning process.

Finally, Tomlinson’s (1998) definition of materials development suits our perception of inclusiveness as it is “anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake” (p. 2).

### Principles and Strategic Components of Materials Development

As we stated before, materials development entails the blending of reasoning and artistic processes, which are guided by some tenets and essential ingredients that help both language learners assimilate and provide teachers with the groundwork to embark on the materials development route. Although in the field literature some theorists have devoted valuable time to providing principles and strategic components of materials development, such as Tomlinson (1998), Harmer (2007), Arnone (2003) and Small (1997), we will stick to Tomlinson’s principles of second language acquisition (SLA) that apply to materials development. In the following list we present the tenets that materials development must hold:

1. Achieve impact through novelty, variety, attractive presentation, and appealing content.
2. Help learners feel at ease. SLA research has revealed that students seem to learn more and in a shorter time when relaxed and comfortably engaged in learning activities (Dulay, Burt & Krashen, 1982).

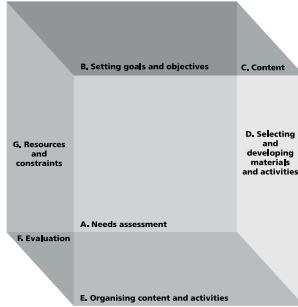
3. Help learners develop self-confidence. “Relaxed and self-confident learners learn faster” (*ibid.*).
4. Be perceived as relevant and useful by the learner.
5. Facilitate student self-investment, which aids the learner in making efficient use of the resources to facilitate self-discovery.
6. Attain readiness, as asserted by Krashen (1985). There is a need for roughly-tuned input since it features what the learners are already familiar with, but that also contains the potential for acquiring other elements of the input which each learner might or might not be ready to learn.
7. Draw learners' conscious or sub-conscious attention to linguistic features so that they become aware of a gap between a particular feature of their native or first language and the target language. Seliger (1978) suggests that helping learner notice the gap between output and input facilitates the acquisition process.
8. Provide opportunities for communicative purposes in L2, thereby fostering language use, not just usage. As pointed out by Canale & Swain (1980), learners should be helped to reflect upon their existing procedural knowledge and develop strategic competence.
9. Take into consideration that for learning to take place, learners may be able to rehearse certain information, to retrieve it from short term memory or to produce it when prompted by the teacher or the materials, but this does not mean that learning has taken place. Ellis (1997) reports on some research on this principle and suggests the need for post-evaluation of materials to find out what learners have eventually learned as a result of using them.
10. Take into account students' different learning styles such as visual, auditory, kinaesthetic, analytic, experiential, global, dependent, in-dependent, etc., as suggested by Tomlinson (1998) and Harmer (2007).
11. Regard students' emotions or affective screen. As Dulay, Burt & Krashen (1982) assure, learner's individual motives, emotions, and attitudes are displayed in the EFL classroom, and result in different learning rates and grades.
12. Allow for a silent period at the onset of instruction until learners have gained sufficient exposure to the target language and confidence in understanding it.
13. Stimulate left and right brain lateralization through intellectual, aesthetic and emotional involvement. While the left side of our brain processes speech, analysis, time, and sequence, and recognizes letters, numbers, and words, the right side processes creativity patterns, spatial awareness, and context, and recognizes faces, places, and objects, as affirmed by Tomlinson (1998) and Arnone (2003).
14. Offer plenty of free practice. As Ellis (1990) asserts, controlled practice seems to have little long-term effect on the accuracy required to perform new structures. Ellis also points out that control practice has little effect on fluency.
15. Provide opportunities for outcome feedback.

The following aspect we would like to address has to do with the fundamental elements that must be taken into consideration for the development of teaching and learning materials.

**Essential Components  
in the Process of Creating  
and Adapting Didactic  
Learning Materials**

Given that our intention is to encourage EFL/ESL teachers to make the most of their creativity and engage them in developing their own teaching

materials, we place special attention on the components that lead us along the captivating path to materials development.



**Figure 3. Putting materials development components together**

In this respect, Graves (1997) provides us with a particularly interesting framework for course development that is not one of equal and sequential parts, but rather one in which each individual's context determines the processes that need more time and attention. According to her, a framework of components is useful because it constitutes an "organized way of conceiving a complex process", explains areas of interest for teachers or "domains of inquiry", raises issues for teachers to explore and discover, and provides an array of "terms currently used in course development" (p. 12).

Figure 3 presents the way we conceive the seven essential components that make up the framework for materials development in a solid unit, integrating all of them and setting needs assessment as its core.

#### A. Needs Assessment

A central ingredient for developing materials is the use of systematised needs assessment procedures because it involves a set of aspects that determines teacher-decision making that will most probably help both students and teachers achieve meaningful and effective teaching and learning settings. In regard to this process, Núñez & Téllez (2008) state that as teachers most frequently make decisions regarding aims, strategies, and materials that will influence their classes, those ought to be based on a systematic well-informed needs assessment.

The previous concerns have led us to propose needs assessment as the core and, thus, the onset of materials development. In the same thread of thought, Pineda (2001) asserts that it ought to be the point of departure to make academic decisions such as syllabi development, instructional strategies and materials selection, as well as assessment and evaluation implementation. Therefore, identifying, addressing, and meeting students' needs will most probably narrow the gap between learners' needs and teaching materials that address such needs and, so, foster both their level of involvement in classroom and their language performance.

Having stated the importance of needs assessment, we can now turn our attention to what it entails. According to Graves (1997), it is an ongoing or evolving process that looks into "what the learners know, and can do, and what they need to learn or do..." (p. 12). Furthermore, it is influenced by a series of aspects such as the teachers' views of what the course is about; the situational constraints; the students' perceptions of what is being asked or expected of them; and teachers' views or perceptions of their students' needs as a result of prior contact with their students.

As we can see, carrying out a needs assessment goes beyond recognizing students' lacks. It implies making informed academic decisions that will, in turn, enable teachers to envision alternative learning routes to meet different needs, teaching environments, and students' profiles. In other words, implementing the needs assessment process will allow for more meaningful, dynamic, challenging, enjoyable, and effective learning settings.

#### B. Setting Goals and Objectives

Another significant aspect that must be dealt with when developing materials is the setting of learning goals and objectives. The horizon to be focused on in the EFL classroom should be set up clearly, aiming at satisfying students' needs and expectations through the development and implementation of learning materials. In this respect, Graves (1997) defines goals as the general or overall long-term purposes of a course and objectives as the specific form in which goals will be attained. They are just "particular ways of formulating or stating content and activities" (Nunan, 1988, p. 60).

Reflecting upon the reasons to set goals and objectives, we may encounter the following. First, they give a sense of direction and content framework for teachers in regard to course planning. Second, they compose a map of the territory to be explored in which the destination is made up by the goals; and the objectives by the various points of the path to go along. Third, they help teachers determine the appropriate content and activities for the course. Fourth, they help students to become aware of what they are doing in the course.

All in all, stating learning goals and objectives prior to developing materials not only gives a sense of direction of the lesson or course, but also benefits

the agents involved in the teaching and learning endeavours to the degree that students undergo a successful non-threatening learning process and teachers improve their teaching practice.

#### C. Conceptualising Content / Designing a Syllabus

This third component encompasses the incorporation of language aspects and language learning development procedures that are vital to the course progress. Even though the definition of a syllabus seems quite simple, its design demands accurate knowledge of the teaching and learning processes. Etymologically speaking, a syllabus means a "label" or "table"; and Altman & Cashin (1992) pinpoint that a syllabus aims at communicating to students what the course intends to be, the reasons for teaching it, its destination, and the requirements to pass it. However, following Graves' description (1997), a syllabus can be considered a complex living entity under permanent change because there is never a perfect version of a syllabus, but rather one in which four focal points, namely, the language view, the learning and the learners' focus as well as the social context factor, play a central role.

The previous reasons lead us to affirm that we cannot refer to the evolution of course and materials content conceptualisations without considering the changes that, throughout history, have taken place in teaching methods and approaches, language acquisitions insights, and educational milieus. They have, to a great extent, permeated materials production starting with the structural view of language, then moving forward to a four-skill based language approach, later to a more communicative use of the target language, and finally to the development of cognitive, communicative and contextual competencies. All these adjustments have

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	<b>How has the teaching of languages evolved?</b> <i>Adapted from H. Douglas Brown. Teaching by Principles: An Interactive Approach to Language Pedagogy, 2001.</i>	<b>Ways of conceptualising content</b> <i>Based on Graves, Kathleen. "Teachers as Course Developers" Cambridge University Press, 1997.</i>
	<b>The Grammar Translation Method of the 1960s</b> <ul style="list-style-type: none"> <li>- Grammar translation method</li> <li>- Gouin Method and the Series Method</li> <li>- The Direct Method</li> <li>- The Audio-lingual Method</li> <li>- Cognitive Code Learning</li> </ul>	Grammar Vocabulary Pronunciation
	<b>Designer Methods of the 1970s</b> <ul style="list-style-type: none"> <li>- Community Language Learning</li> <li>- Suggestopedia</li> <li>- The Silent way</li> <li>- Total Physical Response</li> <li>- The Natural Approach</li> <li>- Nominal-functional syllabi</li> </ul>	Pronunciation Functions Communicative situations
	<b>An Enlightened, Eclectic Approach of the 1980s</b>	Grammar Vocabulary Pronunciation Functions Communicative situations
	<b>Communicative Learning Approach in the late 1980s and early 1990s</b> <ul style="list-style-type: none"> <li>- Learner-centred Instruction</li> <li>- Cooperative &amp; Collaborative Learning</li> <li>- Interactive Learning</li> <li>- Whole Language Education</li> <li>- Content-based Instruction</li> <li>- Task-based Instruction</li> </ul>	Listening skills Speaking skills Reading skills Writing skills Tasks and activities Competencies Culture Content Participatory process Learning strategies
	<b>CLIL (Content-language integrated learning): a well-known curricular trend in Europe / a trendy way to approach cross-curricular materials (2000)</b>  It is an approach to bilingual education in which both curricular content -such as geography and science- and English are taught together. Under this approach, the learner is not expected to have the English proficiency required to cope with the subject before starting the course. Thus, it is a means of teaching curricular subjects through the medium of a language that is still being learned.	Culture Content-language integrated learning Participatory process Learning strategies
	<b>Global English as an innovation</b>  The number of English language learners has grown worldwide, and so their learning needs have increased and varied too. Today's language learners model is not a native speaker, but rather a fluent speaker, who retains a national identity in terms of accent, and who also has the special skills required to negotiate understanding with other non-native speakers (Graddell, 2006).  Under the new approach (which has been given several appellations such as Global English(es)/ English as an International Language/ ELF/ / World English(es)) teachers must keep pace with the new pragmatism in which the acceptability of students' production should be based on the ultimate practical uses of the language, namely, survival, social, occupational, academic, and technical (Kachru, 1992 cited by D. Brown (2001).	Changing learning needs Diversity in the ways the English language is learnt and taught. A variety of stakeholders in the global English enterprise.

Table 1. The evolving nature of language teaching and materials content

allowed for self-directed learning, cultural knowledge and awareness, and global communication, as can be observed in Table 1.

To conclude, we acknowledge that designing a syllabus demands the integration of an array of aspects that are fundamental to language learning and acquisition within a diversity of social contexts. Indeed, learners' particular needs, informed teaching and learning tendencies, and the wide range of socio-cultural conditions must be properly identified, addressed and considered if we want to promote more interesting, significant, and favourable learning environments.

Table 1 depicts the close relationship between the evolution of the teaching of languages and the ways in which content is conceptualised.

#### D. Selecting and Developing Materials and Activities

Selecting materials and activities for our students is not a haphazard decision; it is one that embraces making effective and opportune decisions for their benefit. That is why we utterly agree with Graves (1997) who had the conception that any text by itself is not the course, but rather a tool that can be divided or cut up into components and then rearranged so as to suit the needs, abilities, interest, and expectations of the students comprising a course. Therefore, textbooks can be modified to incorporate activities that encourage students and move them beyond the constraints of the textbook.

In fact, a proper selection of activities must consider a range of factors such as usefulness in attaining the course purpose; suitability of students' age, interests, needs and expectations; availability of use; and plausibility of being adjusted up or down according to students' particular learning styles. Ideally, learners should be exposed to a set of carefully

planned, graded, sequenced and very well-articulated learning activities that will eventually enhance students' self-confidence and self-worth as a result of learning at their own pace and in their own styles. Moreover, an appropriate selection of activities will simultaneously allow teachers to make autonomous opportune decisions that foster a harmonious and efficient development of their classes and the attainment of students' learning objectives.

#### E. Organisation of Content and Activities

In materials development, both content and activities could be structured in three distinct fashions known as the building, the recycling, and the sequence and matrix approaches. The first one gradually moves from the simplest to the most complex activities, from the general to the specific ones, and from the concrete to the abstract. The second one provides students with a learning challenge in terms of a new skill area, a different type of activity, or new focus. The third one follows a consistent sequence to be fulfilled within a given period.

Although tables and webs are excellent tools to organise content, any graphic representation or illustration can be useful. Teachers' creativity can easily represent content and activities through a rainbow, a racing route, a landscape, etc., as can be seen in Illustrations 1 and 2. The first one is based on Graves (1997), the second one was inspired by our students' ideas about an English programme that promotes the multidimensional approach of learning a language, and English for General Purposes (EGP) and English for Specific Purposes (ESP) as its main components. Illustration 1 is an adapted version of Denise Maksail-Fine's second mind map for a high school Spanish course, as cited by Graves (1997, p. 61).

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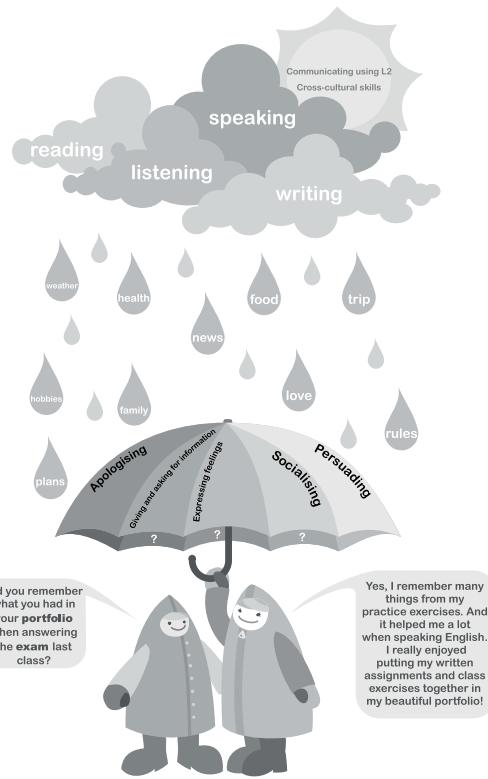


Figure 4. Organising content/ Designing a syllabus in a creative way

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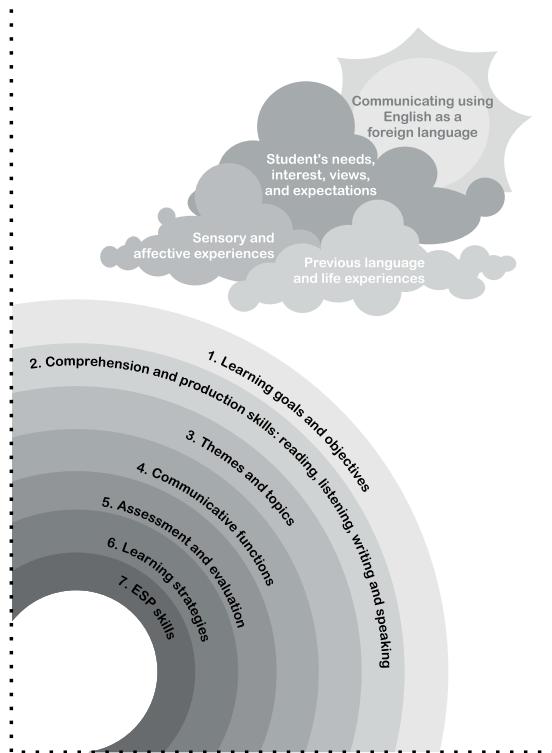


Figure 5. Representation of a syllabus in an original way

**F. Evaluation**

As it is widely-known, evaluation is a constant process and so must be carried out during the ongoing lessons. This suggests that any moment is opportune for the teacher to check what students have understood and how much they have been able to apply. According to Hughes (1989), evaluation is permanent component of the course development process that serves, among other purposes, to diagnose specific strengths and weaknesses, and assess students' achievement in a course programme. However, our duty as teachers-facilitators is to make the evaluation time a positive experience that brings out the best in students, and thus builds their confidence in the process of learning a language.

Furthermore, Brown (cited in Johnson, 1989) identifies two types of evaluation: *formative and summative*. The former takes place during the implementation of the course and provides information about students' achievements and shortcomings and the extent to which needs are met, aiming at adjusting it while being developed. The latter, on the contrary, occurs at the end of a course and gives information about both students' overall achievement and the effectiveness of the course for future implementation. Thus, the evaluations we implement may lead students to become aware of strategy use, which, in that case, would enable them to polish up their positive language learning aspects and tackle those harmful ones as well as self-regulate their own learning endeavours.

For the previous reasons, the assessment component of the framework for materials development plays a vital role in assessing both students' needs and learning, and the course per se. In Graves' view (1997), there is a match between assessing students' learning and evaluating the course itself because the first gives a clear account

of the second one and vice versa. Hence, to develop criteria for assessment, teachers should undergo the disciplined processes of formulating goals and objectives, designing a syllabus and conceptualising content.

Overall, teachers are to fulfil the dual process of stating goals and objectives, and asking students questions at both the beginning and the end of each unit, which will help them make decisions about skills and topics to be assessed, and identify what students know and what they need to refine. Thus, pre-and post-reflective questions about the materials allow teachers to detect flaws and so re-examine students' needs, reorganise syllabuses, re-select activities aimed at meeting and challenging students' needs and learning.

**G. Resources and Constraints**

Teachers ought to be resourceful and then adapt to the tangible or intangible givens and lacks of their teaching situation insofar as it allows them to make down-to-earth sense of all the processes involved in developing materials. Graves (1997) highlights how resourceful teachers can become in the absence of physical or technological resources, such as a classroom, books, technology, time, and even furniture. In other words, the lack of physical resources may encourage teachers to use available resources like brief periods of time or poor facilities in creative ways.

**Conclusions**

Our aim is to inspire EFL/ESL teachers to take advantage of their knowledge and creativity to undertake the development of their own teaching materials. Although course and materials development, like teaching, is a complex multidimensional process, all teachers are potential materials devel-

opers. Such process demands the careful fulfilment of a well-informed framework of components, which will eventually allow both teachers and students to succeed.

The degree of acceptance by learners that teaching materials have may vary greatly according to the novelty, variety, presentation and content used in them. The material content is likely to reach its purpose when the input in the target language the learners are exposed to can somehow be understood, inferred or deduced by the learner.

Teacher-developed materials boost not only effective learning settings and outcomes, but also teachers' pedagogical practice/performance. On the one hand, students' self-confidence and self-worth will be enhanced as a result of learning at their own pace, in their own styles, and in an enjoyable, non-threatening atmosphere that will keep their motivation up. On the other hand, opportune teachers' decision-making will foster a harmonious and efficient development of their classes and the accomplishment of students' learning objectives.

Effective materials make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives. However, the teaching materials by themselves are not sufficient to create effective teaching and learning settings since a lively EFL/ESL classroom depends largely on good materials used in creative and resourceful ways. Therefore, in the materials designed, language teachers need to lead their students to have materials interact appropriately with their needs and interests in order to facilitate learning.

Apart from the aspects mentioned above, materials development contributes directly to teachers' professional growth insofar as it better their knowledge, skills and creativity, raises their consciousness as regards teaching and learning

procedures, and allows them to act as agents of permanent change. This, in turn, may probably encourage language teachers to run the risk of designing materials and becoming more assertive individuals because as Marie Curie stated: "Nothing in life is to be feared. It is only to be understood." By the same token, Einstein wrote "Don't be afraid to encounter risks. It is by taking chances that we learn to be brave." In other words, it is by doing that we enhance our expertise.

Last, but by no means least, we would like to leave you with this remark to keep in mind: designing materials is not a race, but rather a peaceful journey to be savoured each point along the path, each step of the route to be travelled.

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## On the relationship between Iranian EFL teachers' classroom management orientations and teaching style

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### Abstract

The present study explores Iranian EFL teachers' classroom management orientations and their relationship with the teaching styles teachers employ in English classes. Three hundred EFL teachers filled in Attitudes and Beliefs on Classroom Control inventory and Teaching Activities Preference questionnaire. It was found that most Iranian EFL teachers were interventionist with respect to their classroom management approaches. Furthermore, it was found that teachers who were more interventionist in their classroom management used more teaching activities than those teachers with interactionalist classroom management orientation. More in-depth analysis revealed that classroom management orientations could predict 28% of the variance of teaching style.

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**Keywords:** Classroom management, teaching style, EFL, teachers ;

### 1. Introduction

The role that the EFL teachers play in the classroom and the styles they use affect creating a classroom climate that is positive, stimulating, energizing, and effective for language learning (Underwood, 1991; Brown, 2007). Teaching style refers to all of teaching techniques and activities and approaches that a teacher employs in teaching a certain subject in the classroom (Cooper, 2001). The way teachers teach in the classroom has been found to be associated with teachers' personality (Cooper, 2001), their content knowledge (Mewborn 2001), their behaviour in the class (Cotton, 2000), how they manage their classes (Yılmaz & Çavaş, 2008), and even the context of teaching (Rahimi & Nabilou, 2010).

However, one crucial factor in teaching practices preferences is the outcome of teaching or students' achievement (Erdle, Murray, & Rushton, 1985), meaning that teachers often try to match their teaching styles with learning styles of their students to prevent problems such as students' boredom and inattentiveness, poor performance in class activities and tests, or lack of interest about the course (Oxford, Ehrman, & Lavine, 1991). Although teachers always look for reasons in their students or their competencies as teachers for low scores of their students (Zenhui, 2001), the source of the problem is the conflict between teacher-student styles most of the time. Some of the researchers in this area (e.g. Smith and Renzulli, 1984; Griggs & Dunn, 1984; Charkins, O'Toole, & Wetzel, 1985) suggest that there should be a strong match between teaching and learning styles in any school subject in general and English as a foreign language in particular (e.g. Oxford, Ehrman, & Lavine, 1991; Wallace and Oxford, 1992; Zenhui, 2001).

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Therefore, studies on the factors that affect teachers' practices and their preferred teaching activities have started to boom recently.

Cooper (2001) believes that "a study on foreign language teaching styles, must start with the assumption that the make-up of teachers' personality determines what she will do in her classroom, that is, it determines which teaching activities will appeal to the teacher when she plans and teaches a lesson" (Cooper, 2001). He uses MBTI (Instruction fitting the personality dimensions of the Myers-Briggs type indicator) (1998) and divides teachers into eight groups including the extroverting types, the introverting types, the sensing types, the intuitive types, the thinking types, the feeling types, the judging types, and the perceiving types. A positive relationship between these personality types and teaching preferences of teachers, using Myers-Briggs Type Indicator and teaching Activities Preference Inventory (TAP) has been reported (Akbari, Mirhassani & Bahri, 2005) meaning that personality traits of teachers are reflected in classroom instruction through the teacher's use of various instructional strategies and material (Erdle, Murray, & Rushton, 1985).

Some researchers believe that the teaching styles of teachers are related to their students' learning style and thus much of the research in this regard has focused on portraying learners' style of learning. Sato (1982) studied the Asian and non-Asian students in this regard and compared the class participation of these two groups. Sato found that "the Asians took significant fewer speaking turns than did non-Asian classmates (36.5% as opposed to 63.5%)". Also, Sue and Kirk (1972) conducted a study on Asian students learning styles and concluded that many Asian students are less autonomous, dependent on authority figures in the class, and more obedient and conforming to rules and deadlines.

Besides, Asian students prefer visual learning to other styles. Reid (1987) in an investigation of sensory learning preferences found that Asian students are visual learners, with the Korean students on the top of the rank. These students read the texts and look for visual stimulations. Lectures, conversations, discussions, and oral directions are confusing for them without any visual backup and lead to anxiety. According to Brown (2007) when students' learning styles are matched with appropriate approaches in teaching, their motivation, performances, and achievements will increase. Zenhui (2001) who studied learning mismatch between learning and teaching styles provides examples of how teachers' teaching style can be matched with students learning style:

1. Diagnosing learning styles and developing self-aware EFL learners
2. Altering the teaching style to create teacher-student style matching
3. Encouraging changes in students' behavior and fostering guided style-stretching
4. Providing activities with different groupings

Ehrman and Oxford (1990) did a study on adult language learning style and strategies and came to the conclusion that "effective foreign language learning depends on mobilization both of strategies associated with ones' native learning style-preferences (indicated by the four MBTI letters) and of the strategies associated with less preferred functions that are opposites of the four letters of a persons' type". It indicates that individuals' ability to use a wide range of learning styles and strategies, both those developed readily in their personality and those which are not readily accessible; contribute to successful learning outcomes (Cooper, 2001).

### *1.1. Teaching style and classroom management*

Over the past decades, knowledge about how children learn English and understanding what constitutes effective EFL teaching and language classroom management has increased considerably. An EFL teacher can dramatically influence the amount and quality of language learning for students (Brown, 2007). Some educators in the field of language teaching agree on a number of classroom management issues that can contribute to the construction of a positive and effective language learning environment (Brown, 2007; Underwood, 1991). These techniques include

establishing rapport, balancing praise and criticism, and generating energy. Teaching large classes and multiple proficiency levels, dealing with disruptive behaviors are among those imperfect and difficult situations that make EFL teacher to employ proper and precise techniques and styles to manage the classroom effectively and establish a rich teaching-learning environment (Brown, 2007; Hamer, 2007).

Language teachers' perception of classroom management depends on how they see their job as a language teacher. In an EFL classroom, a teacher control over many factors, such as classroom physical environment, students mood and behavior, the amount of communication between teacher and students which in turn will affect not only students' motivation for English language learning but also their environment and behavior. Moreover, it is necessary for language teachers to investigate how their language teaching style can affect progress and behavior of different students in their class. With this information at hand, still foreign language teaching situation regarding characteristics of EFL teachers, their classroom management orientations and their teaching styles remains challengeable and needs more practical study and investigation. Effective classroom management has been recognized to significantly contribute to student learning and development (Ormrod, 2003; Vitto, 2003). Teachers in all fields have always been reporting that classroom management is one of their most enduring and widespread challenges in their classroom (Manning & Bucher, 2003; Smith, 2000; Sokal, Smith, & Mowat, 2003). An effective EFL teaching and learning classroom consists of some crucial elements that contribute to establishing a positive classroom climate. Therefore, identification and explanation of these elements will cast light to the EFL classroom management which is the main and primary concern of pre-service and many in-service teachers.

Furthermore, the issue of classroom management in English classes has been discussed only from the theoretical standpoint. In the way that, some language educationists have determined the principles for managing a language classroom successfully (Brown, 2007; Chastain, 1989), but the relationship between language teachers' classroom management and their teaching style and with other classroom variables is still open to research. Classroom management in general and EFL classroom management in particular is one of the major concerns of pre-service and in-service teachers, especially English language teachers in Iran (Esmaeeli, 1381). Ayers (2001), believes that an essential first step toward becoming a good teacher is good classroom management. Unfortunately, this subject is not included in any teacher training course in Iran. Therefore, it is necessary to look for some classroom management strategies that will facilitate an environment that is conducive to learning a foreign language. "Teaching ESL or EFL to young learners is an evolving field, and many efforts are being made around the world to improve the process to both teachers and students" (Murray, 2002).

So if we want to manage the EFL classroom effectively, we need to be able to handle a range of variables. Examples of those variables include; how the classroom space is organized, whether students are involved in pair/group work or they are working on their own and, organization of the class time, and choosing and employing appropriate styles. As mentioned before, some studies have been done on classroom management in Iran (Sabahgian, 2001; Siyami, 2001; Zamani, 2000; Marashi, 2000; etc. cited in Esmaeeli, 2002), however, in the field of EFL teaching, we still lack supporting documentation on EFL teachers' classroom management orientations, the challenges they face, and the teaching styles that they prefer. The purpose of this study, thus, is to explore the relationship between Iranian EFL teachers' classroom management orientations and their teaching styles. Moreover, the study attempts to know whether there is a significant difference among EFL teachers regarding their classroom management orientations and their teaching style. The study seeks answers to the following questions:

1. What are Iranian EFL teachers' classroom management orientations?
2. Is there any relationship between classroom management orientations and teaching style?
3. How much of the variance of teaching style can be predicted by classroom management orientations?

## 2. Methods

### 2.1. Participants

Three hundred EFL teachers participated in this study. The sample were selected through stratified random sampling based on Krejcie and Morgan's (1970) formula with confidence level of 95% (margin of error = 5%) among 1000 English teachers who worked in 8 districts of the capital city, Tehran. Of the sample 184 (61.3%) were female and 116 (38.7%) were male teachers.

### 2.2. Instruments

Two instruments were used in order to gather data for this study: the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and Teaching Activities Preference (TAP) questionnaire. Each of these instruments is described below.

#### 2.2.1. TAP questionnaire

Teaching Activities Preference (TAP) questionnaire was developed by Cooper (2001) to see how EFL teachers would rate a variety of teaching activities in teaching English based on their personality dimension. It groups teaching activities in eight teaching styles; extroverts, introverts, sensing types, intuitive types, thinking types, judging types, perceiving types, and feeling types (Lawrence, 1997; Myers & Myers, 1998). The questionnaire includes 20 items and the participants were asked to rate the teaching activities they use on a 5-point scale, whereby "1" meant "I don't agree with the statement at all" and "5" meant "I fully agree with the statement". Examples of items include: *I try to give students opportunities to think out loud by having them discuss things they are working on with me; I like to have students share personal experiences, events, and ideas with me and with the class; and, I like group tasks such as mobiles, collage, comic strips, story books, and songs.*

In addition to 20 items, cooper (2001) added a 21 question in which participants were asked to list any other activities that they considered effective for teaching English as a foreign language. Although, this questionnaire has been used in a study in Iran (Akbari and Mirhassani and Bahri, 2005), there is no report of reliability estimation of the questionnaire. But both researchers Cooper (2001) and Akbari et al (2005) reported that TAP inventory turned out to be reliable in their studies. The adaption process for the questionnaire include translation and back translation, and reliability estimation. The reliability coefficient of TAP in this study was estimated to be .80.

#### 2.2.2. ABCC Inventory

The Attitudes and Beliefs on Classroom (ABCC) Inventory were used to measure teachers' classroom management orientations (Martin, Yin, & Baldwin, 1998). ABCC is a 26-item inventory composed of three subscales that address components of classroom management including instructional management (14 items), people management (8 items), and behavior management (4 items). Instructional management dimension includes monitoring seat work, structuring daily routines, and allocating materials. The people management dimension pertains to what teachers believe about students as persons and what teachers do to enable them to develop. The third dimension, behavior management, includes providing feedback, commenting on behavior, and giving directions. Examples of items include: *During the first weeks of class, I announce the classroom rules and inform students of the penalties for disregarding the rules* (instructional management); *I allow the students to select their own seats* (people management); and *when students behave opportunity, I provide a reward of some kind such as points toward a party or free time* (behavior management). Respondents indicate on a 4-point, Likert-type scale (Describes me very well, Describes me usually, Describes me somewhat, Describes me not at all), how well each item describes their beliefs concerning classroom management.

The adaptation process of the ABCC inventory to Iranian context included translation and back translation and reliability studies. In order to assess the reliability of the ABCC Inventory Cronbach's  $\alpha$  coefficient was computed and turned out to be .71.

### 3. Results

#### 3.1. Iranian EFL teachers' classroom management orientations

Iranian EFL teachers' classroom management orientations have been described using descriptive statistics on three sub-scales of ABCC, that is, instructional management, people management, and behavior management. Table 1 illustrates the distribution of mean scores on the ABCC subparts. As Table 1 illustrates, the mean of the sample in instructional management subpart is 44.62 ( $SD=5.11$ ). Instructional management subscale includes 14 items and thus the possible minimum score is 14 (less controlling) and the maximum score is 56 (most controlling). Results indicate that EFL teachers have high scores on this scale indicating more controlling and interventionist approach. People management subscale mean score was 24.22 ( $SD=34.51$ ). For the People management subscale, the possible minimum score is 8 and maximum score is 32. Results showed that EFL teachers tend to be still interventionist and controlling on this scale. Further, behavior management mean of EFL teachers was found to be 11.03 ( $SD=2.15$ ). Behavior management subscale includes 4 items and the possible minimum score is 4 and the maximum score is 16. So again the result shows that in this subscale, the teachers are controlling and interventionist, although it is not as high as the first two components.

Table 1- Distribution of mean scores on ABCC's subparts

Scale	Number of items	Possible range	Mean	SD	Average per item
Instructional management	14	14-56	44.62	5.11	3.18
People management	8	8-32	24.22	3.40	3.02
Behavior management	4	4-16	11.03	2.15	2.75

#### 3.2. The relationship between classroom management and teaching style

In order to find the relationship between classroom management and teaching style, correlation method was applied. The result showed that positive and significant relationship exists between classroom management and the activities teachers use, implying that those teachers who are more controlling and interventionist use more activities than those teachers who are more interactionalist (with lower points on classroom management scales) in English classes. The result of correlation analysis is illustrated in table 2.

Table 2. Correlation matrix

Variables	1	2	3	4
1 Instructional management	1	.597**	.502**	.483**
2 People management		1	.417**	.417**
3 Behavior management			1	.407**
4 teaching style				1

Further, in order to determine the proportion of the variance in teaching style that could be explained by teachers' classroom management orientations, multiple regressions analysis was performed. The summary of the regression results is presented in tables 3 and 4. The results indicated that more than 27% of the variance in teaching style was explained by the independent variable of this study. The test statistic was significant at the .05 level of significance ( $F(1, 296) = 39.631, p=0.000$ ).

Table 3. Analysis of variance

Sources	Sum of squares	DF	Mean square	F	R <sup>2</sup>	Adjusted R <sup>2</sup>	p
Model	5307.600	3	1769.200	39.631	.287	.279	.000
Error	13214.036	296	44.642				
Total	18521.637	299					

Table 4. Multiple regressions on dependent variable (teaching style)

Variables	B	β	t	p
Instructional management	.442	.287	4.401	.000*
People management	.381	.165	2.651	.008*
Behavior management	.709	.195	3.380	.001*

As Table 2 illustrates, the results of multiple regressions indicate that all types of classroom management affect teaching style at the .05 level of significance. The predictors of teaching style in order of predicable value are instructional management ( $\beta=.287$ ,  $t=4.401$ ), behavior management ( $\beta=.195$ ,  $t=3.380$ ) and people management ( $\beta=.165$ ,  $t=2.651$ ) (table 3).

#### 4. Discussion

The aim of this study was investigating Iranian EFL teachers' classroom management orientations and their relationship with the teaching styles teachers employ in English classes. The findings suggested that Iranian EFL teachers are more controlling in all three classroom management orientations. This can be related to the fact that Iranian students are dependent on authority figures in the class and obedient and conforming to rules. Therefore, it can be concluded that EFL teachers try to match their classroom management orientations and teaching styles with students' learning styles and characteristics. Superficially, this seems to be a promising finding but in-depth scrutiny shows that this is actually the product of traditional book-centered approach and teacher-centered methodology in Iranian EFL curriculum that have negatively affected the outcome of EFL learning in the country (Rahimi & Nabilou, 2009).

Furthermore, the results showed that there is significantly positive relationship between all three subscales of ABCC and teachers' teaching style. In other words, the results indicate that teachers with more controlling and interventionist approach use variety of activities in their English classes. This can be related to the fact that the personality of the teacher influences the teaching styles they select and employ in their classes. In other words, more interventionists prefer teacher-centered activities, interactionists and non-interventionists prefer learner-centered activities and instruction. This finding confirms what Akbari, Mirhassani and BAhri (2005) found that there is a significant relationship between personality type and teaching preferences of Iranian EFL teachers.

The findings also suggested that classroom management can predict 28% of teaching style, implying that the teaching activities that teachers select can be influenced by their ways of managing people, instruction, and behavior. This finding corroborates theoretical postulations in the realm of language teaching about the role of teachers in language classes as controller, facilitator, or manager of the learning/teaching activities (Brown, 2007). However, more qualitative studies are required to see the impact of teachers' management orientations and teaching styles on students' learning in EFL classes.

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Ir al contenido

## Recurso 22. Overcoming fear of speaking in English through meaningful activities. A study with teenagers

### Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers\*

#### Superación del temor a hablar en inglés a través de actividades significativas: un estudio con adolescentes

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This article reports on a study implemented in a public school to explore some learning strategies to overcome speaking fears and anxiety. After a preliminary inquiry to find out the possible causes of the problem, we proposed an artistic and academic space called Cultural Moment, adapted from the Spanish class. It is a task-based cooperative learning environment. The students have the possibility to try their aesthetic abilities and interact in English within an unstressful and enjoyable atmosphere. To gather information we used interviews, field notes, and audio and video recordings. This study suggests some possible strategies to reduce language anxiety and promote oral interaction in the classroom.

*Keywords:* Learning strategies, cultural activities, overcoming fears, cooperative learning, oral interaction

Este artículo da cuenta de un estudio que se realizó en un colegio oficial para explorar algunas estrategias de aprendizaje con el propósito de superar el miedo y la angustia al hablar. A partir de una indagación respecto a las posibles causas del problema se abre un espacio artístico y académico denominado Momento Cultural, inspirado en la clase de español. Las actividades de clase se desarrollan en un ambiente de aprendizaje cooperativo basado en tareas. Los estudiantes tienen la posibilidad de mostrar sus habilidades estéticas e interactuar en inglés en una atmósfera de confianza y alegría. La recolección de información se hizo a través de entrevistas, grabaciones de video y audio y notas de campo. El estudio sugiere algunas posibles estrategias para reducir la ansiedad y promover la interacción oral.

*Palabras clave:* Estrategias de aprendizaje, actividades culturales, interacción oral, superación de miedos, aprendizaje cooperativo

\* This paper reports on a study conducted by the authors, while participating in the PROFILE Teacher Development Programme, at Universidad Nacional de Colombia, in 2005. The programme was sponsored by Secretaría de Educación de Bogotá, D.C. Code number: 30501006055.

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This article was received on October 1st, 2007 and accepted on January 8th, 2008.

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*"The only thing we have to fear is fear itself."*  
Franklin D. Roosevelt

## Introduction

Throughout our experience as EFL (English as a Foreign Language) teachers we have found that speaking is one of the most desirable skills that English learners want to develop. Bygate (1987) claims that speaking deserves more attention due to its importance in students' current lives. However, in our context they do not see English as a necessity but rather as a curious task they want to pursue. It is important to mention that even though Bygate's insights were different from ours, some of the strategies to teach speaking outlined in his study are found in our Colombian EFL situations.

In some public schools the students have had prior courses that instead of promoting oral communication are, unconsciously, promoting boredom. In addition, the majority has not had English classes in primary. In our case, we met a group of adolescents in secondary with great expectations and high motivation towards the foreign language in the first grades, but those who are in ninth to eleventh grade felt insecure and nervous about speaking. It was during the preparation and celebration of the first English Day that the idea to explore some strategies and activities to help them overcome these barriers emerged. Their recognition of this event, called The Cultural Moment, as an enjoyable and pleasant experience constituted the starting point to

explore and implement a series of cultural activities to achieve the goal.

The cultural moment is an artistic and academic environment, which has been developed in Spanish classes for several years. Furthermore, it is an opportunity for the students to show their artistic abilities in different areas like dance, music, chants, cartoons, literature, and drawing. The learners are required to participate and everybody must do it. They prepare their own presentations and show the final result once each term. After some time we proposed doing it in English. Once they had the experience to perform in English as they do it in Spanish classes, both, the students and the teachers agreed to implement the cultural moments in English classes as well.

As part of our project we decided to focus on answering a main question: What strategies do the students use to overcome their fears to express themselves orally?

The first objective of this project is to promote oral communication in English by reducing the language anxiety and nervousness in the classroom created by the insecurity of being teased for making mistakes. Secondly it is to identify the causes of speaking fears, and explore some strategies to see if they are effective in diminishing these fears. We intended to adopt and adapt enjoyable and meaningful activities to create a relaxed atmosphere thus helping students have an interactive role within a cooperative environment. In order to carry out our proposal we have been working within the constructs of cooperative learning and meaningful learning. These constructs will trace the path to follow during this challenging journey, bearing in mind that teachers

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must be aware of the social responsibility of helping students develop their capacities and communication abilities. They expect to qualify their possibilities now and then, when they are at the university or become part of the workforce.

### Context and Participants

This study was carried out at José Asunción Silva public school in the afternoon shift; it is located in zone 10 of Bogotá, Colombia. There are about 1,500 secondary students in two shifts. Despite one of the emphases of the Ministry of Education being English, some institutions devote insufficient time to English class. At this school there are only three hours weekly. It should be pointed out that speaking is the ability that our students prefer, but it is the one to which some teachers devote less attention.

We have been implementing activities in order to foster oral interaction in different grades but the specific population selected to work on this project was a group of thirty-three tenth graders, sixteen female and seventeen male, between fifteen and nineteen years old. It is important to mention that three students did not participate actively in the process due to their fears of speaking in public. In spite of the support of teachers and partners, they did not even try. The learners' prior experience in speaking, as they said in the interviews, was limited (Appendix 1), they were used to the traditional grammar classes, having to learn lists of words or to conjugate verbs; they also expressed that their previous teachers did not use spoken English. It was noticeable that this group

was eager to talk and listen to the foreign language. Once they engaged in the project to face their fears and overcome them, developing the speaking skill became their challenge.

Now let us describe how we have accomplished this endeavour. The first part contains the literature review. In the second, we examine the findings of the study "Language Anxiety and classroom Dynamics" reported by Anna Turula; then we outline the pedagogical procedure we implemented at the school, and the last part deals with the findings and the conclusions.

### Literature Review

We begin with two studies related to oral interaction carried out by in-service teachers of public schools, and the theoretical support of our project: cooperative learning, meaningful learning, and learning strategies.

The key aspects we have found in the works we have revised are: the necessity to change the methodology, an interest in promoting oral communication, the use of games and enjoyable activities to create a relaxed atmosphere that helps the students overcome their fears, insecurity and nervousness about speaking in English within a cooperative environment. In addition, we can see teachers are concerned about how to engage the learners in this process, giving them an interactive role. To reach that goal we explore different strategies such as cognitive, methodological, psychological and socio-affective.

Castrillón (2003) in her project "Encouraging the development of children's oral communicative competences through

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play” shows that activities such as linguistic games, drama, songs, sketches, presentations of little tasks, constitute useful tools for the students participate actively and require them to work cooperatively. She also suggests taking into account relevant aspects when using games for learning purposes such as the learner’s characteristics, their lives, interests, and cultural contexts in order to define and “contextualize the language through the use of concrete activities related to the children’s lives” (p. 64). We sometimes use games to motivate them or at the end of a term, but diminish their pedagogical use not just as an essential axis around which language is learnt and oral production can be promoted; we often forget that many other abilities and values can be acquired.

On the other hand, some findings highlighted by González in her project “Encouraging interaction by cooperative learning” (2001) confirmed it is possible to increase oral production of secondary students through team-work and ludic activities. Furthermore, it provides some ideas about the way to build teams and to be aware of the concept it entails. It fosters the rupture with traditional sequential organization of the classes and the adoption of a new structure. Cooperative learning (CL) is more flexible and more time-demanding too, but useful in order to negotiate with the students how to work on helping each other to overcome difficulties, to make decisions about the tasks, to plan, and to solve conflicts. Some of the advantages and principles of CL are examined below.

### *Cooperative Learning*

According to Nunan (1989), adopting CL means facing a challenge and changing. In CL students are not considered as relatively passive recipients of knowledge, but rather active participants and responsible for their own learning.

Kohonen (2000) compares the traditional structure of secondary schools with the experiential model. This theory is summarised in his own words: “In cooperative learning situations learners work together to accomplish shared goals... can foster learner growth both in terms of academic achievement, personal growth and the development of social and learning skills” (cited by Nunan, 1989, p.33). He highlights five factors which are necessary for successful CL:

1. Positive interdependence, a sense of working together for a common goal and caring about each others' learning;
2. Individual accountability, whereby every team member feels in charge of their own and their teammates' learning and makes an active contribution to the group. Thus there is no ‘hitchhiking’ or ‘freeloading’ for anyone in a team –everyone pulls their weight;
3. Abundant verbal, face-to-face interaction, where learners explain, argue, elaborate and link current material with what they have learned previously;
4. Sufficient social skills, involving an explicit teaching of appropriate leadership, communication, trust

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- and conflict resolution skills so that the team can function effectively;
5. Team reflection, whereby the teams periodically assess what they have learned, how well they are working together and how they might do better as a learning team.

There are certain limitations to face in our educational system, for they are opposite to the characteristics of cooperative learning. One of them is the way we are used to evaluating and grading students' progress. Based on pre-established achievement indicators, teachers define the objectives, we also decide what, how and where learning takes place, we are the ones who select materials and decide on levels and criteria of acceptable outcomes, monitor the learning program and process too. The challenge consists in the willingness to change these roles. Fortunately the process has started and we are determined to carry it out and we have reflected on how we have done it until now. We also have to work against automatic promotion of the Decree 230 (Ministerio de Educación Nacional de Colombia, 2002) which establishes that at least 95% of the students should pass the school year. This has had a negative impact on many students who feel they will be promoted even though they do not learn or do anything.

***Meaningful Learning***

Our school adopted meaningful learning as a paradigm to orientate it. According to Brunner (1980), the learner incorporates the new ideas into his/her

previous knowledge through a process by which he/she develops critical thinking and the ability to make decisions about what is relevant and meaningful, so new knowledge reinforces previous knowledge. Furthermore, Vigotsky (1978) states that to be meaningful, learning should be articulated both in a social context and in the daily life of the learner, thus children have an active and creative participation in the construction of knowledge.

***Using Games: An Option to Create the Right Atmosphere to Talk***

We consider this is the most accepted strategy by learners; they are always requesting to play. Lee (1979) highlights its relevance and utility to promote spontaneous communication, since during a game learners are not thinking about correct grammar or syntax. When fun activities are used to improvise a class, the pedagogical value is ignored; they ought to be the axis of teaching foreign languages. Other voices have expressed the contributions of games. Richard-Arnato (2005) recognizes their advantages as an entertainment strategy which can lower anxiety and permits a foreign language acquisition without stress. Lewis (1999) has also described various reasons in favour of games: Students show acceptance because they create a learning environment where students can experiment, discover, interact, promote new ideas games; such as increase motivation and break the monotony in the classroom; besides, a game fits perfectly as a way to stimulate adolescents, even those who are shy or extremely nervous; and a game brings the target language to

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life. Games may be used to provide an appropriate environment to speak.

### *Language Anxiety*

Jones (2004) defines this phenomenon in language learning situation as a fear provoked when the learner is asked to speak in the second or the foreign language in public, with the risk of social embarrassment. Oxford (1990), Jones (2004), Von Worde (2003) and Turula (2004) conclude that anxiety has a negative effect in language learning. Fears, nervousness, insecurity and lack of self-confidence are related to language anxiety.

### *Causes of English Speaking Fears*

Although some authors recognize anxiety occurs during test taking, writing and reading, we focused our study in speaking skill since it is when fears are more evident in our context. Turula (2004) identifies four categories of possible causes: academic, cognitive, social and personal. Based on the studies reviewed we identify some factors that may cause language anxiety in our context, which can be summarized within four categories shown in the following diagram: Psychological, cognitive, methodological and social-affective.

Although it is not possible now to describe each factor in detail, we include

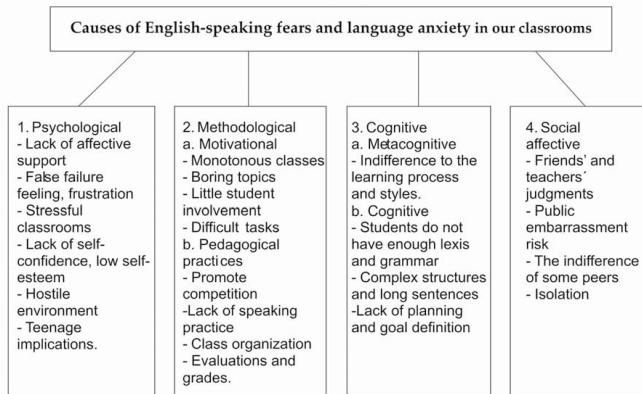


Diagram 1. Causes of English-speaking fears and language anxiety in our classrooms.

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some relevant considerations related to teenagers, which is the population we deal with. Speaking is a stressful skill when they have to interact or do an oral presentation. Furthermore, in public schools not many teachers devote time and effort to develop the speaking skill, perhaps because it is not required in learners' current lives, while in first and second language contexts it does deserve more attention. "Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends. It is the vehicle... of social ranking, professional advances and of business" (Bygate, 1987, p. 1).

*Anxiety and Nervousness*

These relevant issues have been analyzed in the literature as key factors that reduce motivation and achievement. Anxiety is the result of different situations that students live daily at school; they are accountable for responding to teachers' questions, completing assignments, taking tests, organizing presentations, etc. Most of the time these performances are monitored, graded and reported to their parents. These accountability pressures might be tolerable under conditions of privacy and consistent success, but they become threatening in classrooms where failure carries the danger of public humiliation (Brophy, 1998, in Dörnyei, 2002, p. 82).

*Lack of Confidence*

This is another remarkable factor of anxiety and fears. Students need to have a

healthy self-respect and need to believe in themselves as learners. "Self-esteem and self-confidence are like the foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. The teacher can employ the most creative motivational ideas, but if students have basic doubts about themselves they will be unable to 'bloom' as learners" (Dörnyei, 2002, p. 87). Moreover, people with a low sense of self-efficacy do not perceive difficult tasks as challenges but as threats, and in this situation they become more concentrated on their personal deficiencies and obstacles rather than on how to perform the tasks successfully. Consequently, this kind of people can likely give up on whatever activity because they lose faith in their capabilities and a shadow is always behind them, presenting them from getting past the insecurity and fear.

*Effects and Manifestations or Symptoms of Language Anxiety*

We know that language anxiety has a negative effect on learning. Von Worde (2003) identifies some physical behaviours such us playing with hair, objects, nervously touching object, hiding behind a partner or looking at the ceiling; and internal symptoms like forgetting what to say, petrified, voiceless, trembling, tears and anger. Some of them were noticeable in the video and audio recordings we gathered in our project and others were reported by the students during the evaluation after each activity, as illustrated below:

Teacher (T): What is the cause of the nervousness and fear?

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Students (several): laughter, criticism and taunts.  
(Field notes)

### *Suggestions to Reduce Language Anxiety and Fears*

The mission for teachers is helping students to diminish language anxiety providing the right tools and avoiding problematic situations for them. Dörnyei formulates the key question: How can we turn the language classroom into an anxiety-free-zone? The answer is obvious: By removing the factors that can lead to anxiety and fear. Therefore: “avoid social comparison, even in its subtle forms, promote cooperation instead of competition, help learners to accept the fact that they will make mistakes as part of the learning process and make tests and assessment completely transparent and involve students in the negotiation of the final mark” (Dörnyei, 2002, p. 92-94).

Since reducing language speaking fears does not only depend on the teachers, let us look at what concerns learners, what learning strategies exist and how they can be classified (O’Malley & Chamot, 1990; Dörnyei, 2002).

### *Learning Strategies*

“These are the specific procedures learners use with individual learning tasks” (Richards & Lockhart 1994, p. 63). Each student looks for and uses his/her functional method in order to succeed in the proposed tasks. Another definition of learning strategies is “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed,

and more transferable to new situations” (Oxford, 1990, p. 9). O’Malley & Chamot state that “strategies begin as declarative knowledge that can become proceduralized with practice and, like complex cognitive skills, proceed through the cognitive, associative, and autonomous stages of learning” (p. 85). Dörnyei aims to illustrate to teachers how to motivate learners in the language classroom through thirty-five specific strategies. Next we include two taxonomies of strategies: Language learning strategies (O’Malley & Chamot, 1990) and motivational strategies (Dörnyei, 2002).

### *Language Learning Strategies*

Based on their descriptive studies, O’Malley & Chamot (1990) outlined two classifications of Language Learning Strategies (LLS). One for the strategies used by Second Language Learners (SLLS) and the other for the strategies used by Foreign Language Learners (FLLS). For our purpose, to identify what strategies our students use to overcome their fears to express orally, we chose the first group: metacognitive, cognitive and social / affective.

In connection to metacognitive strategies, “Metacognition has been used to refer to knowledge about cognition or the regulation of cognition... Examples of metacognitive strategies are directed attention, or consciously directing one’s own attention to the learning task, and self-evaluation...” (O’Malley & Chamot, 1990, p.99). Within this category we have taken four: Functional planning, self-management, self-monitoring and evaluation. Once our students select the topic, they start planning and rehearsing; we

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made initial agreements about respect and support to assure the conditions that help them learn and do their presentations with permanent monitoring and evaluation.

Cognitive strategies refer to those specific learning activities that would include using operations or steps in learning or problem solving that require analysis, transformation, or synthesis of learning materials. The students carried out actions such as resourcing, deduction, use of visual images, previous auditory representations, note taking, summarizing and translation.

On the other hand, social-affective strategies help learners interact with other people. When students are asked to work with other students most of them enjoy and celebrate since they think the work will be easier and faster working in groups. It is not the same as an individual presentation in public. Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity or get feedback on oral and written performance constitutes one of the pillars of our study.

#### **Motivational Strategies**

Dörnyei, (2002) identifies motivational strategies as the relevant actions to make learning stimulating and enjoyable. We took into account the ones that are closely related to reducing language anxiety in the classroom. They are: Breaking the monotony of learning, making the tasks more interesting, increasing students' involvement, making learning stimulating, and using contracting methods so that we agree with the learner on what to learn and how to assess, protecting the learner's self-esteem and increasing their self-confidence.

This last strategy was the most relevant in our study. We know that "Teenagers are the most insecure people in the world, their lives vulnerable to a host of different pressures: pressures about dating, pressures about drugs, pressures about gangs, pressures about parents, pressures about clothing, pressures about sexuality, pressures about race, pressures about grades" (Scheidecker & Freeman, 1999, in Zoltán, 2002, p. 87). The students that decide to participate in speaking in English take a real risk of losing their image, so we as teachers must protect it, encourage them with motivating classes and interesting materials and engage them in challenging activities by providing opportunities to succeed, reducing language anxiety and teaching learning strategies.

#### **Research Design**

We carried out this study under the principles of qualitative case studies (Merriam, 1988) and action research (Burns, 1999). They allowed us to focus on individuals, identify a problem of practice and collect data seeking to understand the phenomenon. Once we noticed that the students refused to participate in speaking activities because of anxiety and nervousness we engaged in this project. First we defined the research question and the objectives, and then we presented the proposal to the chosen group, which consented to participating actively. We planned the pedagogical design on the basis of meaningful learning, Brunner (1980) and the steps for project work suggested by Ribe & Vidal (1993). Second, we revised the literature about language anxiety, language learning strategies and

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motivational strategies. Then we discussed the proposal with the learners to adjust the tasks and made some agreements on having an appropriate learning environment. To collect data we started with a survey to identify students' needs and preferences. We decided one of us would carry out the class sessions while the other observed, took notes and recorded. Lastly, we organized the reflections and preliminary findings, product of permanent discussions and analysis, to validate them.

#### *Techniques to Collect Data*

The instruments and procedures we used were firstly surveys, to collect information about the students' interests, needs and likes regarding language learning; their experiences in oral practices, their emotions during performances and learning strategies (Appendices 1, 2 and 3). Secondly, we used classroom observation because "It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur" (Burns 1999, p. 80). In addition, to register what we observed we used field notes and recordings. A teacher observed the class and took notes while the other developed the activity. This instrument was very useful because we could look more deeply into different situations that happen in a common class since the teacher is concentrating on teaching or explaining a topic included in the general program, rather than on researching her own process or the variables surrounding the classroom process.

Finally, it should be mentioned that we used audio and video recording to identify

the level of students' security or insecurity. This permitted us to discover if students liked to speak in public and to be listened to by others. For the students it constituted an innovation and awakened their curiosity to hear their own voices in English. Video recording helped us to see the students' manifestations of fears and anxiety. Since the students had the opportunity to watch themselves performing, they became conscious about what they had to refine in their presentations.

#### Pedagogical Design

Our proposal, *The Cultural Moment*, which is an artistic and academic environment inspired by Spanish classes in our school, is illustrated in Diagram 2. It is the result of experience, observation, analysis and judicious literature review. As can be seen, we worked on some strategies to make English enjoyable and attractive to promote oral communication. We never did it systematically in previous years; we have just tried some strategies and activities and chose the ones that worked, and then included them in the program and shared the ideas with other teachers in order to persuade them to apply them in their classes.

- Songs. At the beginning we selected one or two songs per year. The lyrics are related to the topic or grammar we are studying. Then we ask the students to participate in the election according to their knowledge and preferences in music. This year they were required to choose a song per period, that's four songs a year. First they sing in the group, then they learn the lyrics

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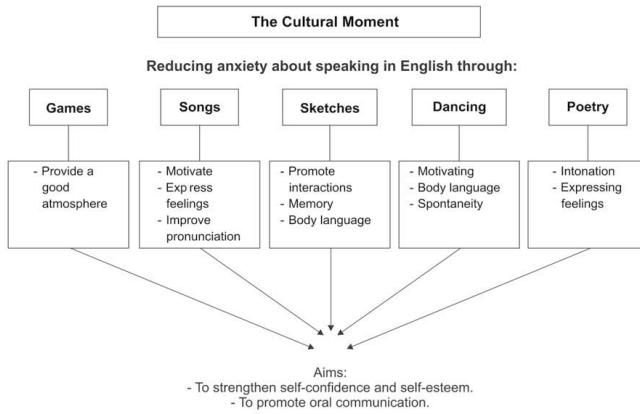


Diagram 2. Pedagogical design.

and perform in smaller groups in front of others; they also illustrate it with posters or their clothes and body language.

– Videos and movies. The students also participate in the election of the movie. While we watch it, we combine some tactics like audio in English and subtitles in Spanish or vice versa. After that, they work in groups to reconstruct the story by defining and illustrating the characters, actions and places; then they combine the words to make sentences and present the story in a defined number of scenes. Finally they do their presentation orally in front of the group; some prefer to do it in front of the teacher. They are allowed to do so.

– Dancing. The majority of them love dancing, so they are encouraged to perform a dance and they have to present its history, characteristics, main exponents, etc. in English.

– Poetry. They choose an author and one of his/her poems. Then they memorize it, practice the intonation and finally recite it. Furthermore, the students illustrate the author's biography. This can be done individually or by groups.

– Games and contests. According to the topics, the students choose one and they design a kind of game (board games, contests, lotteries, bingo, etc). Then they explain the rules to their partners and guide the game. They previously have to research vocabulary and ask the teacher how to write instructions.

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- Sketches and plays. This is a more complex task that requires selection, adaptation, and many rehearsals of the text. The group accepted the challenge to perform “The Happy Prince”. Some students acted it out and the others designed the scenery.

Finally, at the end of the year the best performance in each category is rewarded and they are given the honor of being presented in a general celebration called *The Cultural Moment* during the English day of the school.

### Findings

The main objectives of this project were to find out what kind of strategies help the students overcome their fears of expressing themselves orally, to explore meaningful activities to help students feel confident and to provide opportunities to strengthen oral communication. The analysis of data led us to four main categories summarized in Diagram 3. They were based on the studies on language anxiety carried out by Turula (2004), Jones (2004), Dörnyei (2002), Brophy (1998), Davies & Rinvoluci (1990), Von Worde (2003); and on the studies about learning strategies by Oxford (1990) and O’Malley & Chamot (1990), and learning strategies for communication by Bygate (1987).

One important finding was that despite students and teachers’ willingness and efforts to build an appropriate learning environment, it is not possible to have perfect classrooms for everybody. There were three students who really did not want to participate, and nor did they make

a different proposal. This is one of their comments: “I really did not participate in any activity because I felt fear of my partners and I was very ashamed” (field notes transcription). This deserves more attention for further research.

Another finding worth remarking on may be that in the activities of reciting a poem, reading a text or singing there is not really oral interaction in terms of “real communication” (Bygate, 1987) since they just memorize a text or read it. Therefore, it is necessary to complement this proposal bearing in mind this factor.

Let us now comment and illustrate with samples some of the strategies implemented by the students and teachers engaged in this study.

#### *1. Psychological Strategies*

In relation to this, it is necessary to bear in mind our learners’ age and its implications. “The self issues (self-esteem, self-confidence, self-efficacy, and self-worth) are particularly sensitive areas in primary/secondary school learning because students are often in the developmental age... Let’s not forget that the foreign language is the only school subject in which one cannot even say a simple sentence without the danger of making a serious mistake” (Dörnyei, 2002, p. 87). Though one of the agreements was that nobody would laugh at or tease each other, some of students do not trust their partners. In fact they did laugh at times but we intervened to reduce the impact. One participant commented after the third task that he/she felt “a little bad because of the criticisms, but I felt good at the same time”. Furthermore we emphasized

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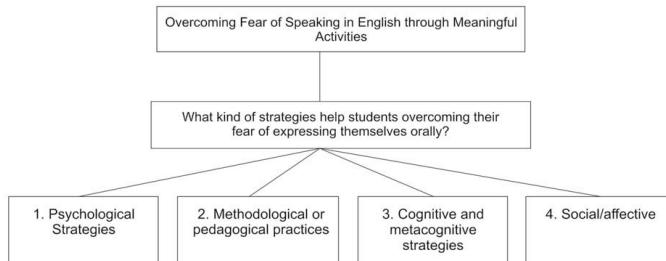


Diagram 3. Categories found in the data analysis.

in classes that they were in the process of learning, so mistakes are part of it; and that peers may encourage each other and

strengthen each others self-confidence, as shown below.

Description	Teacher's comment
1:40 Another student passes, the class encourages him. They laugh when he starts. Lu' declaims "England in 1819" Students say wooo, Buena.	Students are worried about pronunciation rather than meaning. PS.

Extract from a field note, during the presentation of poetry.

## 2. Methodological Strategies

Within this category, some motivational strategies deserved recognition. To begin with, we should point out that the activities used with students helped in breaking the monotony of learning as Je expressed: "The activities are funny and very appropriate to avoid the fear of speaking in English, we have also increased confidence and the self-esteem; moreover we have the teacher's help".

Another student expressed: "This experience was terrific; it is fantastic to

<sup>1</sup> We identified students with the first two letters of their names to protect their identities.

live different experiences and to speak in English more than writing. During the activities I practiced my pronunciation and I was able to become less timid. I also discovered that fun activities help me to avoid fear and I can learn more easily" (Field note after the presentation of "The Happy Prince"). This sample evidences that students recognized variety is an important element to making tasks more interesting.

We also witnessed increasing students involvement: "The classes were very amusing, I was very glad, especially when I danced, I think these activities help us to learn easily, thanks" (Di). Learners were active participants in different stages of the project.

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Some got the information required on the web, others read, others acted and made presentations.

Our activities also provided more opportunities for success. Students' answers when we celebrated the English Day and they shared the final outcome of a chosen activity highlighted the evolution in gaining security to interact in English. As they were frequently exposed to oral activities they became more secure; the more they practiced the better they felt. As these students' quotes revealed in the second task: "It was the first time so I felt very strange but fine"; "I felt better than the last time" (Line 28); "I discovered that I like these activities more and more and I increase in self-confidence" (Line 60); "I feel more confidence in English classes" (Line 49), "Finally, I felt very well" (line 35); "Excellent, I enjoyed it very much and I overcame my fear and nervousness" (Line 37). Security was also witnessed in the survey about how they felt in class activities: "I enjoyed it very much"; "This year the classes have been very appropriate to overcome our shyness and fears to speak English in public" (Taken from Appendix 3).

In addition, students liked challenging tasks and demonstrated that they faced the obstacles to overcome them: "We were a little nervous because we had not done it but it was fantastic" (Line 31, field note after the second task of poetry).

Rehearsal and repetition were the most-used strategies to learn and become more secure for presentations in public. Learners devoted hours repeating, reading aloud and asking for confirmation of pronunciation. Certainly, rehearsing was present during the development of these activities; in a certain way it constitutes

the umbrella which covers other cognitive strategies such as simplification, inventing words, speed elaboration or identifying mistakes.

Providing opportunities, time and frequency are relevant conditions to have students communicate orally. First of all, the frequency of the presentations was a positive influence in reducing their nervousness: "I would like dancing and theatre activities to be performed with more frequency and not only in the classroom but in the whole institution" (Da, field note). Other students felt more time was required to prepare, because the duration of English classes was not enough: "Some students do not participate because they feel shame" (Transcriptions of audio recordings of the evaluation). Sometimes, we had to ask others teachers for time, in other classes, and also during the break, to rehearse.

Finally, we should refer to difficult texts. Probably suggesting poetry was not a very appropriate task. Students searched about this topic and chose Shakespeare's sonnets, and some texts written by Walt Whitman, Oscar Wilde, Emily Dickinson and Charles Bukowski among others. These texts were not easy for them to pronounce and memorize; as Ka expressed after her performance of poetry: "I felt ashamed because poetry is much more difficult in English"; "The pronunciation was complicated" (Field notes). In the initial survey we did about preferences students never mentioned poetry as one of their favorite activities. Even so, we intended to make literature part of each task, but it did not work this time.

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**3. Cognitive Strategies**

In some situations, more than one strategy is present almost simultaneously,

such as in these examples, which evidence the use of social, psychological and metacognitive strategies.

Line	Description	Teachers' comments
29		
30	1:30 Two students ask me for pronunciation and they wrote in Spanish the way they heard the pronunciation.	Students look for useful and practical strategies to pronounce well.
31	Ka claims "Mother to son". She was very nervous, so she stopped. (Students say: "relax, let her", She sits and waits some time to be quiet).	Their fellows' support encourages whoever.
32		
33		
34		

Extract from a field note, during the presentation of poetry.

Students were very interested in identifying errors or difficulties in pronunciation. It was evident students' main concern was to pronounce well. The learners were constantly asking about it and listening to the cassette or reading

aloud in small groups, This is illustrated by some of the answers to the question: how did you feel in each activity? (Appendix 3): "nervous because I don't know how to pronounce well"; "I felt a little nervous, the pronunciation was difficult for me".

Line	Description	Teachers' comments
1		
2	12:30 The teacher organizes the classroom and asks the students to be ready for the poetry presentation.	
3	Some students are practicing softly (reading on the cards)	Each student is concentrated on his/her poem and presentation.
4		
5	Pao and Kar read the poem in front. The class listens seriously.	
6		

Extract from a field note, during the presentation of poetry.

"Metacognition has been used to refer to knowledge about cognition or the regulation of cognition. Knowledge about cognition may include applying thoughts about the cognitive operations of oneself or others" (Brown & Palincsar 1982, in O'Malley & Chamot 1990, p. 99). Students engaged in these tasks through the use of planning, identifying errors, solving the problems and self-management. In this process students also evidenced the use of the mother tongue to gain confidence

and as a tool to learn the English pronunciation.

L1 as a tool to get confidence in pronunciation is probably another important finding in our study. Learners made transcriptions of the pronunciation in Spanish. They seemed to be more confident when they knew they were pronouncing correctly. Pronunciation was one of their main concerns, as one of the participants said during an informal interview during break-time (October, 2005):

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- What are you practicing Nicolas?
- The pronunciation.
- How can you learn to pronounce?
- First of all I ask my teacher and she reads, then we practice reading aloud, if we have any doubt or question we ask you again or we take advantage of the best students in the group and they help us with the pronunciation."
- Which activities can help you?
- Songs and all those related to music.

Likewise, some students took notes on the pronunciation while the teacher read. The following are some examples:

Between they wrote *bituin*  
*1920 – 1994 = naitin to naitin naity for*  
*August 16, 1920 – March 9, 1994 = ogost sixtin to*  
*... nain*  
*Life = laif*  
*Main= mein*  
*Tribulations = tribuleichion*  
*Reviews = revius*

We can say they made some equivalences between the Spanish and English phonetics by using their own notes

or formulas and previous knowledge. We consider this action as a metacognitive strategy due to the fact that the learners are employing a tool (Spanish) to help them remember pronunciation; in other words, they are learning how to learn. Furthermore, they participated in actively planning, setting goals and objectives, and evaluating their learning by self-monitoring.

#### 4. Social Strategies

Friends' support and relationships are vital. We cannot deny the existence of sub groups in a class and other communities. They share some specific common interests, and they are close friends. So when one of the group presented, their friends supported them even if their performance was not the best, and each participant was especially encouraged by the others: "I felt more relaxed because I was with my friends" (Field notes).

Line	Description	Teachers' comments
29	1:30 Two students ask me for pronunciation and they wrote in Spanish the way they heard the pronunciation.	Students look for useful and practical strategies to pronounce well.
30	Kar declaims "Mother to son". She was very nervous, so she stopped. (Students say: "relax, let her", She sits and waits some time to be relaxed). After she would try again.	The fellows' support encourages each other.
31		
32		
33		

Extract from a field note, during the presentation of poetry.

Nevertheless, there were also some tensions and rivalry among the groups of the class. Therefore, when a member or a group, which did not get along with the rest, did his/her presentation, the encouragement and recognition diminished, despite the quality. Sometimes the buzz during the activity or

the apparent indifference made them feel bad.

On the other hand, drawing on of observation and the analysis of the second survey (see Appendix 2) about their feelings and perceptions after the first three tasks (songs, poetry and dancing) we can say

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Opinions, hunches, ideas	Participants
We know what we have to say, but we forget everything because of nervousness.	Nic
It was impossible for me to declaim because of the fear of being teased.	Shi
I felt more secure and relaxed declaiming at home when nobody was looking at me.	Lu
What is the cause of the nervousness and fear?	Teachers asked
The laughter, criticism and taunts.	Different students answered

Chart 1. Students' opinions after a task development.

that some causes of fears in our learners of speaking in English in front of a group are:

#### Lack of preparation

Some students did not participate in the activities and they recognized the cause was they did not prepare the task: "I was nervous because I didn't learn the song"; "Fine, because we knew what we had to do".

#### Laughter

The following chart illustrates this item. It contains a summary of feedback and assessment done after the presentation of the second task on poems and the authors' biography.

#### Lack of Meaning

Becoming familiar with the pronunciation and intonation of poetry was not easy; getting the meaning was even more difficult, in some cases impossible. Therefore, students were attentive to *How* not *What* they were saying. But they accepted the challenge to declaim. Since we had clearly established the main purpose

was to recite a text, sometimes they read it aloud in front of the group; meaning was not a condition.

As has been shown so far, cultural moments are promoters of social interaction. Our pedagogical proposal was accepted enthusiastically by the students. They perceived it as a replacement of classes: "Well, this year the classes were really good, they were different and they fortunately changed for us, we hope this can follow in future years with the other teachers because it would be terrible if the project is developed only this year." "The classes are odd but very nice. We can participate a lot in the class. Each student can show the personal ability" (Answers gathered when we applied the survey included in Appendix 3). As can be seen, students perceived tasks as a space to enjoy and show their talents and abilities in communicating through dancing, singing or acting.

#### Conclusions

The suggestion for pedagogical practice made by Von Worde (2003) seems to fit perfectly: "A relaxed classroom atmosphere or environment is significant in reducing

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anxiety. This might include the teacher's individual personality as well as attitude toward both the language and the students. The participants stressed that anxiety decreases when teachers make the class interesting and fun. Similarly, using topics and themes relevant to the students' own lives and interests appeared to reduce anxiety and increase learner motivation" (Von Worde 2003, p. 16).

The results reported in this study show that cultural activities constitute a valuable option to contribute to free-stress environment and encourage English learning in the classroom. Students get involved more easily in the tasks when they do what they are good at because they enjoy doing it. This kind of activity breaks the monotony of learning. It means changing the way we usually develop current classes, which is the first type of motivational strategies proposed by Dörnyei (2002). This was recognized by most of the participants "OK, the activities were good, it was something different for a class, luckily for us, the English activities have changed, I hope this to be continued since just class and class is too boring" (Answers gathered in the survey included in Appendix 3).

However, three students were not engaged and they did not dare to participate in any of the activities proposed, and neither did they propose anything different. During the final meeting to decide about promotion, teachers confirmed that these students had the same attitude in other subjects. Their lack of motivation and commitment might be a matter of a further study. If we make these learners identify their learning strategies, it may be possible to engage them in autonomous learning

and they might have a better and more rewarding performance. It should also be said that others, six students approximately, participated only because of the evaluation; they just wanted to pass the subject in their final school report.

Regarding one of the main objectives of this study, we observed the cultural moments permitted not only an increase in the level of participation but also a reduction in learners' fears which contributed to the loss of confidence in expressing themselves orally in English in public.

Humor is also a way to reduce anxiety. The study also revealed that the teacher can use some embarrassing situations or mistakes to have fun and show it happens to others; that she/he is not the only one. When the students have a certain security that they are not going to be judged they are more likely to participate in the events. From the beginning we made agreements with respect to this in the group. We emphasized they were in a stage of the learning process, that it was common and normal to make mistakes in pronunciation or spelling; that they occur everywhere. "Mistakes are okay because without mistakes there is no learning and there is a lot of learning from mistakes" (Dörnyei, 2002, p. 93). They knew the teachers were going to support them and we were not going to accept any taunts. If something was funny we could laugh and enjoy the situation, but it was not against the person; it was necessary to understand it in this way, not with the intention to mock. A common funny speaking situation is when someone refers to some local places, food or proper names, the contrast of sounds of

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mother tongue with foreign language makes them laugh.

One of the most significant findings in this study was the use of mother tongue, a strategy that permitted them to get confidence in pronunciation. As found through the surveys, pronunciation was one of their main concerns when they expressed themselves orally in front of the group. Thus, to improve, they asked us to read the difficult words or expressions aloud and slowly while they wrote in Spanish how to pronounce them. This evidences the use of cognitive strategies described by Oxford (1990, in Richards & Lockhart, 1998), which imply using formulas and patterns for learning. Another strategy students used to learn pronunciation was singing; they followed the lyrics and imitated the artists. They also asked the students who were considered to have good pronunciation to read the texts aloud. After having practiced the learners asked us to listen to them privately and correct if necessary.

In relation to the second objective of our study, which aimed to provide opportunities to strengthen oral communication, it is certain that cooperative work and project work increase it. In each stage of the tasks they had to speak, read aloud and participate in making decisions (this last one was done in Spanish). There were plenty of opportunities during the whole process: they had to rehearse permanently, so they practiced during an extra class; then we had a general pre-presentation in the classroom in order to give them feedback and suggestions on the materials and language they were going to use for the final outcome; after that, they did their presentations in the classroom, and, finally in front of the school community.

The same process was used during the four terms, from February 2005. It is evident the students got confidence through these different opportunities and that there might be continuity in the near future.

**Further Research**

During the implementation of the alternative activities described in this paper, there were some common and fixed patterns that made us foresee further studies. One of them is competition, which is one of the causes of anxiety. Within competitive practices there is a winner and the others are left behind. The alternative is a long-term process of learning to work by teams, among the groups; the learners still need to learn how to work cooperatively, rather than being competitive. To achieve this goal it is necessary to change some criteria so that we evaluate their processes rather than the contents or results. In other words, the evaluation system established in the school seems to promote competition because they are attentive to who got a "five", "three", "one" or their equivalent "E", "A", "D". Perhaps achievements could be recognized and expressed in a descriptive or analytical way. We also noticed that it is necessary to provide the opportunity for all the participants to be presented in front of the community, not only the best performances. To achieve this, teachers might be aware of the capacities of each student in order to search for the way to give them chances to succeed, that is, to assign tasks according to abilities.

Another factor is how to handle the pressure and power relationships among

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the groups which may inhibit others performing because they sometimes intend to diminish other presentations; they tend to support just their friends and those they get along with, ignoring the others, even though their presentations and performances are good. These kinds of relationships exist among the groups and how to manage them should be taken into account in the future.

### Pedagogical Implications and Limitations

Despite time limitations, carrying out this project was of great value since we had the possibility to socialize this project with our colleagues in order to persuade them to implement some of these strategies in their classes, although they were not convinced by all of the strategies. In addition, the principal was willing to support us and permitted to have some meetings to coordinate actions and plan the presentations while the students were working on other assignments.

It is important to bear in mind that teachers should be flexible. A few students in the group reject the tasks proposed by the majority, so it is necessary to negotiate with them how they will participate. For example in music, there are some students who really do not like to sing or dance, even in their private lives. Therefore we had to encourage them and coordinate another option to participate. Project work provided this; some learners designed the posters and the scenery, unfortunately, we noticed their oral interaction in English was reduced. Thus, it would be interesting to examine other ways to engage them in

oral communication while painting or drawing.

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### Appendix 1: Survey to Diagnose Some Students' Preferences in English Class<sup>1</sup>

Name \_\_\_\_\_ Age \_\_\_\_\_

1. Who do you live with?: Parents \_\_\_\_\_ Grandparents \_\_\_\_\_

Uncle or aunt \_\_\_\_\_ Others \_\_\_\_\_

2. Do you like English? yes \_\_\_\_\_ no \_\_\_\_\_

3. What is your favorite activity in English?

Writing \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Listening \_\_\_\_\_

4. Do you practice English in other places or institutions?

yes \_\_\_\_\_ no \_\_\_\_\_

5. Do you have a relative or any friend to help you in English homework?

yes \_\_\_\_\_ no \_\_\_\_\_

6. Do you enjoy the English classes at school?

yes \_\_\_\_\_ no \_\_\_\_\_

Why? \_\_\_\_\_

7. Which specific activities do you prefer in English classes?

\_\_\_\_\_

8. What would you like to do in your classes?

\_\_\_\_\_

9. Which topics would you like to develop?

– Sports \_\_\_\_\_ – Science and technology \_\_\_\_\_

– Music \_\_\_\_\_ – Fashion \_\_\_\_\_

– Movies \_\_\_\_\_ – Others \_\_\_\_\_

<sup>1</sup> It was administered in Spanish to ensure students' understanding.

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### Appendix 2: Second Survey for Students to Find Out How They Felt in Each Activity

Grade: 1006  
September, 2005

1. Answer bearing in mind the following activities.

Activity	Did you participate?	How did you feel?
Songs	yes_____ no_____	_____
Poetry	yes_____ no_____	_____
Music	yes_____ no_____	_____

2. What is your opinion in relation to the activities implemented this year?

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Thanks!

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### Appendix 3: Third Survey for the Assessment of the Cultural Activities

Grade: 1006  
October, 2005

1. Describe the English classes during the last years.

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2. Do you believe those classes created an appropriate atmosphere to speak in English?  
Did you sing, dance or play?

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3. Do you like the new proposal?

Yes \_\_\_\_\_ No \_\_\_\_\_

Why?

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Thanks!

Ir al contenido

## Recurso 23. Teaching English to teenagers

### Methodology

#### Teaching Teenagers

##### Current Teaching Issues

##### The students

Today's teenagers, just like previous generations, are a varied and fascinating group of individuals. They are changing physically, sometimes at astonishing speed, and are often preoccupied with their appearance. They are coping with new and strange emotions and at the same time they are learning to think in a more abstract way, which allows them to discuss issues and ideas. Through this whirlwind of change, teenagers are trying to establish their identity and learn who they are.

Unlike previous generations, today's teenagers are surrounded by technology, which they can generally use with ease and efficiency. They live in a world where sounds, images, words, and ideas come at them in a constant stream from many different sources. They usually think nothing of surfing the Internet, texting, listening to music, and watching TV at the same time.

New technology also gives teenagers increased contact with their peer group – often the most influential group of people in a teenager's life. The need to appear cool and be accepted by this group can often be the strongest motivating force in a teenager's life. These peer group pressures, coupled with rapid mental and physical changes, may from time to time lead to conflict with family, friends, and authority.

Another pressure on today's students is the increasing need for qualifications that demonstrate their skills in foreign languages,

especially English. Given all of the influences mentioned, teenage students of English need teaching materials that reflect their world and that broaden their skills to facilitate their goal of gaining qualifications.

In addition to helping students attain competence in the English language, classroom materials should help students explore and establish their own moral and ethical values. What is right and wrong can be a challenging area for teenagers, and it is important that they have the chance to hear the opinions of others, voice their own, and judge for themselves.

### The teaching situation

#### Motivation

Many students will have had several years of formal instruction in English before they start a course. These experiences may not always have been successful or enjoyable. Consequently, students may bring to the classroom preconceived ideas about whether or not learning English is fun, and whether they are “good” at languages or not. If their experience of learning English has not been positive, their level of interest and motivation may be low. On the other hand, their previous experience of learning English may have been a positive one, in which case, their level of motivation when they join an English class may be quite high. In either case, it is essential that their new English course include topics that are interesting to them and exercises that are intellectually challenging and that have “real-world” value in their eyes.

#### Large classes

In a significant number of schools, large classes are the norm rather than the exception. Large classes make it difficult for teachers to ensure that all students have the amount of practice in for them to

make significant progress. Furthermore, large classes make it more difficult for teachers to pay individual attention to students.

The use of pair work and group work allows each student to have more practice time in class and may enable more proficient students to help less proficient ones. Once pairs or groups have been set up, the teacher can then monitor students and provide more individual attention to those students who need the most help.

### **Not enough teaching hours**

Students frequently have only three English lessons per week and it is sometimes difficult for teachers to feel that they are achieving enough in the time available. They may feel unable to cover the work as thoroughly as they would wish or to ensure that all students are making enough progress. Teachers and students need to have a clear goal in the time available and a sense of progress as they move through the book. Extra materials are necessary for those students who risk falling behind, and reinforcement and review for those students who are keeping up.

### **Monitoring progress**

Close monitoring of students' progress is increasingly a feature of teaching in schools today. This results in a heavier workload, as teachers have to prepare and grade tests, give assessments, and write student profiles. Plenty of review and testing material helps with the assessment of students' progress.

### **Multi-level and mixed-ability classes**

Many English classes today are multi-level. Some members of the class will have studied English for many years and a few are joining the class as complete beginners to foreign language learning. Classes are invariably also mixed ability. In one class, there will be students who have a natural aptitude for learning languages, with

excellent skills and strategies, and others whose natural aptitude lies elsewhere. These students will need more time to achieve the same level and a lot of teacher patience and encouragement to make a relative success of language learning. Practice material in motivating formats is needed to occupy faster learners as well as providing extra material for those who need more practice.

## Learning differences

As research makes more advances into the nature of learning, more students are being diagnosed with conditions known as Specific Learning Differences (SLDs) (for example, dyslexia). These learners need special attention.

## Principles behind an effective language course

### 1 Motivate

The design of a course, and the topics and issues it deals with, must motivate students from the start. This can be achieved by:

using authentic location photography, magazine articles, website articles, and

e-mails, as well as games

using teenage characters with whom students can easily identify

focusing on situations, topics, and emotional issues that students recognize and

respond to

presenting authentic functional language and everyday expressions that teenage

native speakers of English use in daily conversation

including topics that expand students' knowledge of the world.

## 2 Maintain interest

Learning tasks must involve and challenge students both linguistically and cognitively to maintain students' interest and ensure that learning is effective. This can be achieved by:

cognitive stimulus through memory exercises and puzzles

interesting and varied exercises to encourage practice of key language (for example, fun quizzes and questionnaires)

personalization of the language to allow students to talk about themselves and

their opinions

real-life functional exchanges that provide realistic communicative practice of everyday language

## 3 Enable all students to succeed

An effective course material should make it possible for every student to achieve success at his or her level of ability.

### Teaching issues

Though most teachers are busy with planning, preparation, teaching, and grading students' work, it can be useful for a teacher to pause from time to time to consider any ongoing teaching issues and problems that they may have, and to try different approaches in the classroom to find out which ideas work best. This can refresh and renew teaching techniques and keep lessons alive for teachers and students alike. Below is a brief review of some current issues with suggestions for modifying teaching techniques.

## Teaching teenagers

A typical class of teenagers will include students with a wide-ranging level of physical development, emotional maturity, and cognitive ability. Indeed, some students will appear to be one or two years older than other students. This is because teenagers develop at different rates. Girls tend to develop faster than boys, but there are also different rates of maturity among girls and boys.

Although teenage behavior can be erratic, most teenagers, given the right classroom environment, genuinely want to learn. However, there are certain conditions that turn teenagers off. Most of them don't like being seen as different. Acceptance by their peer group is very important. If asked a question in class, they may not want to answer in case they are seen by their friends as not smart enough or, alternatively, too smart.

Teenagers are often shy and self-conscious and feel embarrassed if asked to do activities like miming or performing. They also don't like being patronized. Many teenagers have a wealth of knowledge about particular subjects, and they are often happy to share this knowledge in pairs or small groups. Tapping into this knowledge and openly acknowledging those areas where students know more than the teacher can help to create mutual respect in the classroom.

### Tips

Avoid asking teenagers to do something that may embarrass them in front of their peers, unless you know that they have a particular talent for performance.

Avoid activities that students might see as childish or patronizing, such as miming or answering questions the answers to which are obvious.

Take the opportunity to put students into pairs or groups. Pair and group work allow them to work in English with reduced risk of embarrassment and also allows shyer students to make their voices heard.

Learn as much as possible about your students as individuals and as learners. A successful class is often one that allows students to achieve the goal in whichever way suits them best.

## Discipline

It is unusual for teachers not to experience discipline problems whatsoever with a class of teenagers over an academic year. It is in the nature of teenagers to explore boundaries. Sometimes, however, discipline problems will start to interfere with learning in the classroom. This can occur when, for example, students start chatting too much in their own language, refuse to speak English, fool around, fail to participate, speak rudely to the teacher, and so on.

When dealing with discipline problems, it is vital that the teacher does not take the behavior personally. The teacher is the professional in the classroom and all students, consciously or otherwise, want the teacher to fulfill that role in a fair and consistent manner. By responding to poor behavior on a personal level, the teacher becomes a part of the cycle of bad behavior, and the aim is always to break the cycle.

Although there are many reasons for discipline problems, there are some common themes. First, problems outside the classroom, for example, with friends and family can be a reason. In such cases, it is useful to build a relationship with the student that allows him or her to express his or her problems. You may not be able to solve the problem but at least by listening, you will let the student know that you acknowledge him or her as an individual and not merely as a

problem. In some cases, you may be the only adult in the student's life, who listens or finds the time to listen to him or her.

Second, students may be bored in class. They may find the pace of the lesson too slow or the topic irrelevant or not interesting. Even the most popular of topics will not reach every student. If you suspect that boredom is affecting some of the students in your class, remember to frequently change the pace and types of activity during the lesson. Teenagers are generally used to a rapid pace of information, and changing the pace and activity can help to keep them occupied. You can involve students by building on personalization activities and asking students wherever possible to relate the content of the lesson to their own lives, even if it means occasionally reverting to their first language.

Third, students may learn in a way that is different to the way the lesson is being taught. For more information on learning styles and actions to take, see the "Learning styles" section.

If punishment is necessary in a class, it should be done according to the policy of the school. All students should know what the punishments are and what behavior will trigger those sanctions. Teenagers are very quick to recognize and respond to injustice, so it can be useful to establish with students what is expected from them in class. If you wish to take this further, you can draw up a contract with your students and allow them to say what they expect from you. All parties can then sign the contract. With a contract, you are more likely to have the class on your side if and when discipline problems arise.

## Tips

Be fair and consistent as much of the time as possible.

Don't take poor behavior personally.

Get to know your students and try to build a relationship, even with the most difficult ones.

Vary the pace and focus of the lesson to keep students engaged.

Personalize as much of the material as possible so that students feel involved in the class.

Vary your teaching style to cover different learning styles.

Establish with your students early on what is acceptable behavior.

Focus on praising and rewarding appropriate behavior rather than punishing bad behavior.

## Mixed-ability/Mixed-level classes

All classes are, in some way or another, mixed-ability classes.

Differences in language ability can result from different factors. Some students are simply better language learners than others and have better skills. As a result, they will learn faster and more effectively. Other students will have an advantage because they knew more English before joining your class.

There are a variety of techniques and resources that can help the teacher with mixed-ability classes. The first aim should be to maximize the potential of all students in a class regardless of ability. To this end, it is important to improve and develop students' language learning skills.

One area that all students will benefit from is some guidance on how best to learn vocabulary. Talk to students about the different ways in which they can learn new words. Some students may prefer to keep a special vocabulary notebook; others may prefer to record the words on their MP3 player; still others learn best when they write the words on self-adhesive notes and post them around their bedroom.

Reviewing language regularly is helpful for every learner, but essential for less-proficient learners. Any new language that is not reviewed and practiced will inevitably be forgotten.

The better students in a class tend to finish activities before their classmates. For these fast finishers, it can help to have some extra activities so that the teacher can devote more time to helping the less-proficient students. The same activities can be done as homework by those who need further practice and reinforcement.

The work that a student does as homework before or after the lesson is also important in helping less-proficient students to achieve success. Teachers can ask less-proficient students to prepare a conversation or text by looking up the meaning of new words and phrases before they come to the lesson. These students then have a head start when it comes to reading or listening to the text and can even explain the meanings to other students, which can give a struggling student a real sense of achievement.

During a lesson, it may be helpful to grade certain tasks to show that you expect more from some students than others. After the lesson, it is useful to have homework activities at more than one level of difficulty to allow all students to succeed.

## Tips

Make students aware of the different techniques for recording and learning vocabulary.

Help students with reviewing and offer them different memorization techniques.

Use extra practice activities and differentiation to allow all students to achieve success in a lesson.

Make use of homework before a lesson (preparation) and after a lesson (consolidation) to help less-proficient students to get up to speed and reinforce their knowledge.

Put learners into groups and pairs so that some learners can help other learners. Mix up the groups and pairs so that roles change.

## Learning styles

Every student has an individual way of understanding, processing, and remembering new information. Teachers should be aware of different learning styles and try to include different teaching techniques to appeal to each style.

One way to understand individual learning styles is to focus on the senses: seeing (the visual sense), hearing (the auditory sense), or doing (the kinesthetic sense).

### Visual

Visual learners prefer to learn new language when it is contextualized in pictures, graphs, diagrams, and charts. When recording vocabulary, they will benefit from word maps rather than lists. These students can also be helped if the teacher uses expressive gestures in class. They enjoy acting and learning language that allows them to imagine a scene in their minds.

## Auditory

Auditory learners need to hear new language as part of the process of learning it. They respond well to stories, poems, anecdotes, and jokes told by the teacher. They like hearing conversations and texts rather than reading them. Discussion with other students and teachers is important for these students. They will also enjoy songs and music in the class as well as frequent use of recorded material.

## Kinesthetic learners

Kinesthetic learners process new information best by doing something active with it rather than learning through an academic approach. They enjoy repetition, discussing, applying new language to real-life situations, and explaining it to others. They tend to like pair and group work. They also like to get up and move around rather than stay still in their seats. The emphasis for these students should be on doing and using, rather than studying their books. In addition to the sensory preferences of learners, individuals also have preferences related to the way they think (cognitive style).

## Reflective learners

Reflective learners prefer to think about new information quietly first. They often prefer to work alone and can dislike pair and group work.

## Sensing learners

Sensing learners like learning facts, are good at getting details and memorizing. They often dislike complications and surprises.

## Intuitive learners

Intuitive learners often prefer to discover rules and like guessing meanings of new words. They can be good at understanding new concepts. They like innovation and don't like repetition and memorization exercises.

## Verbal learners

Verbal learners get more out of words and respond well to written and spoken explanations. They like to see words written on the board and enjoy reading and listening.

## Sequential learners

Sequential learners understand new information in logical steps. They perceive the details well but may not see the overall idea quickly. They respond well to clearly laid-out pages with numbered sequencing of exercises.

## Global learners

Global learners tend to learn in large chunks, getting the "big picture" first before they see the details. The details may not be clear in their minds even after understanding the general idea.

## Tips

You may be in the habit of teaching according to your own learning preferences. It can be useful to think about the way you communicate with your students and vary it from time to time.

Engage students' visual senses, for example, by using visual material in Students' Books and also by asking students to sit back and imagine a scene as you describe it.

Use music for auditory learners. Songs are useful in language classes. Encourage students to bring in their favorite songs to use in class.

Get students to change places and do speaking activities with partners as much as possible. This will help kinesthetic learners to feel that they are using the language. Kinesthetic learners learn best

through personalized speaking activities and pair work that allow them to use the new language in a meaningful way.

Do not always press reflective learners to speak. Allow them time to mentally process and rehearse what they are going to say first.

Sensing learners will appreciate the way grammar tables are laid out, but try to occasionally vary the way you present new grammar and vocabulary to accommodate both sensing and intuitive learners. Allow intuitive learners to guess meanings of new words or work out a grammar rule for themselves.

Make use of personal stories and anecdotes for verbal learners and encourage students to tell their own stories occasionally.

Explain the lesson objectives and the sequencing of the lesson for the benefit of sequential learners. Global learners will respond well to the overall impact of each lesson on a page, aided by motivating visuals and clearly labeled headings.

### **Multiple intelligences**

Recent work on the concept of intelligence has focused on a multiple view. According to theory of multiple intelligences, students have a range of intelligences rather than just one measurement of IQ (intelligence quotient). Intelligences can be stimulated and developed through a varied and motivating syllabus. The intelligences are:

**Linguistic:** an aptitude for language

**Musical:** an aptitude for music

**Kinesthetic/Spatial:** an aptitude for physical activity and spatial orientation

**Intrapersonal:** an aptitude for personal reflection and a high degree of self-awareness

**Interpersonal:** an aptitude for interacting socially and professionally with others

**Mathematical/Logical:** an aptitude for mathematics and logical analysis

**Visual:** an aptitude for visual appreciation and expression such as art, photography, etc.

**Naturalistic:** an aptitude for understanding and working with the natural world, such as animals and the environment.

### Tips

Recognize that you may teach according to your own intelligences. If you are high in mathematical intelligence and lower in kinesthetic intelligence, you may find that you spend more time teaching grammar and allow less classroom time for active tasks. Be aware of this and try to vary your approach in class.

Acknowledge multiple intelligences through a wide variety of topics and tasks. Lessons based on musical themes, the environment and sport, for example, appeal to students with different intelligences. Visual intelligence can be stimulated by many varied types of photos and illustrations, and musical intelligence is stimulated by audio material as well as by songs.

Encourage students to develop their intrapersonal intelligence by asking them to reflect on their learning. (See the tip on self-assessment in the Assessment section.)

Make use of pair work and group work, which appeals to students with higher levels of interpersonal intelligence.

## Assessment

Assessment of students' language abilities is often required by school or government policy, expected by parents and sometimes dreaded by students! Assessment is therefore important. Test results can show the teacher where remedial work is needed and which students need extra help. From the students' point of view, tests can give them a sense of achievement as well as focus their minds on areas that require improvement.

There are different types of test. A proficiency test assesses a student's current language competence and is not related to a course of study. Most schools use this type of test as an entry test to determine which class a student should be placed in. A progress test assesses the student's retention of language taught during a course and is based strictly on the syllabus taught in a course or the language taught in a series of lessons. Progress tests are usually divided according to language areas and test grammar, vocabulary, functional language and skills in separate sections. In this way, students and teachers can build an accurate profile of the students' abilities.

## Tips

Plan to give progress tests at regular intervals. Make sure that assessment does not take up too much class time. Too much testing can be discouraging.

Give students warning of a test so that they have time to review.

Check and grade tests as quickly as possible and return them to students.

Encourage self-assessment after a test by asking questions like: "Was the test difficult?" "Which part was difficult?" "Do you want some more practice of this grammar point?"

Assess productive skills through classroom activities. Develop a set of criteria for students' performance while they are writing or speaking in class (for example, How successful were they at communicating the message? How accurate were they in their use of grammar and vocabulary? How fluent were they? How intelligible?). Give students feedback after the activity.

Talk to students about their test results. By doing this, you can show them where they are strong and help them see in which areas they need to study more.

### **Specific Learning Differences (SLDs)**

Specific learning differences are conditions that make understanding and producing information difficult. SLDs are not indicative of low intelligence. In fact, students who have a learning disability are often very bright. However, their performance in class may hide their true potential, and they may fail in formal assessments. Many of these students find it particularly difficult to learn in a formal classroom setting, but learn very well in more informal, individualized settings. Not all schools are able to provide additional support, and it is often left to the class teacher to deal with these students and support their learning.

Most class teachers are familiar with the classroom behavior of SLD students. They will be the students who do not speak at all in the lesson, refuse to do written exercises, refuse to cooperate with peers in pair work and rarely do homework. These students are labeled variously as: 'difficult', 'lazy', 'spoiled', 'poorly disciplined', 'a slow learner', 'disturbed' or 'stupid'. This labeling implies that there is nothing the teacher can do and if students pick up on this message they may feel bad about themselves and develop low self-esteem. However, identifying the problem, taking a positive attitude towards it and helping SLD students to develop appropriate strategies can make a huge difference.

## Types of SLDs

### Dyslexia

Dyslexia is characterized by difficulties in reading and spelling. Dyslexic students have problems with both phonic and whole word-recognition skills. The initial, middle, and end sounds of words are incorrectly identified and sequencing of sounds is confused because they have collected them in the wrong order. At other times they leave off the beginnings and endings of words as they rush their way through reading. They invariably make mistakes with small words, for example, replacing the article *a* with *the*. In many cases, students read from right to left or sequence the letters from right to left. Sound-spelling rules are always a problem and the complicated sound-spelling relationships in English make this very difficult. Dyslexic students also often experience visual stress from reading text printed on a white background.

### Tips

Identify students who might be dyslexic and modify what you expect from them accordingly.

Ask them to prepare classroom texts before the lesson in their own time. Dyslexic students usually read much more slowly than other students.

Write a brief numbered outline of the day's lesson on the board. Check off each stage as it is completed, so that they always know at what point you are in the lesson.

Make sure you give very clear instructions. It is important that students understand exactly what to do.

Give students extra time to complete a task. While they are taking their time, you can keep faster students occupied by setting them the

extra practice exercises. These can be done by dyslexic students at home at their own speed.

Student CD-ROMs can be a motivating and accessible way for dyslexic students to do some extra practice in their own time.

Avoid using small handwriting and make sure any extra material you use is clear and legible.

Avoid giving complicated feedback on written work. A discussion with the student about the content and errors may be more helpful than a lot of red marks and a correction code.

Allow extra time in tests and examinations. An extra 15 minutes per hour may be appropriate. Make sure a teacher is available to help with instructions.

Share with other teachers your diagnosis of a dyslexic student and discuss with other teachers how you can best help them.

## Dysgraphia

Dysgraphia refers to specific problems in writing. You will often see a dysgraphic student gripping the pen very tightly and trying to fix the pen to the page in order to gain control. There is a lack of fluency in moving the pen over the page and the writing is stilted and uneven. You may notice uneven sizes of letters and the spacing between words is not consistent or clear. Some students move the pen more naturally from right to left across the paper. For students with dysgraphia, writing is not a helpful activity. It can actually interfere with learning.

## Tips

Identify students who may have dysgraphia and adjust expectations accordingly.

Students may not be able to write long texts, but it is still important that they learn to write. Writing is an important life skill and a teacher will not be helping a dysgraphia student if he or she allows the student to do no writing at all.

Encourage students to use a lighter grip on their pencil or pen if they seem to be holding it too hard.

Allow students extra time to complete writing tasks.

Break down the process of writing into stages. Start from copying and writing words and phrases, to producing whole sentences and eventually short paragraphs.

Make sure students have support provided for writing. For any writing exercise, there should always prompts and clear examples of sentences or model paragraphs for students to follow.

## ADHD

Attention Deficit Hyperactivity Disorder (ADHD). Students who behave consistently badly in class, beyond what one might normally expect in a class of teenagers, may be suffering from ADHD. If there is the possibility of a formal assessment, speak with the parents to encourage them to have the child assessed. ADHD is marked by three areas: inattention, hyperactivity, and impulsivity.

**Inattention:** Students fail to give close attention to details and make careless mistakes. Their work is usually untidy, and they often lose things. They have difficulty concentrating, and they often fail to finish work.

**Hyperactivity:** Students are restless and fidget a lot. They are often very noisy and talk incessantly.

**Impulsivity:** Students often blurt out answers before questions have been completed, have difficulty waiting for their turn, and often interrupt or butt into conversations or games.

## Tips

Identify students who may have ADHD and adjust expectations accordingly.

Have a clear routine. Warn the student if you are going to change this routine.

Praise acceptable behavior as much as possible.

Avoid long and complicated instructions. Keep things short and understandable and do not spend too long on one activity.

Keep an ADHD student close to your desk and make frequent eye contact in order to keep him or her on task.

Avoid getting into long discussions with the student in front of the whole class. Make time to discuss the student's concerns during the breaks or after school.

Keep things simple but motivating. Making a game out of activities can be helpful.

End the lesson occasionally by using a puzzle exercise.

If possible, vary the pace and activity by using Interactive whiteboard software. Sections of a Student Book page can be highlighted and enlarged to provide focus and to minimize distraction. Because ADHD students are highly kinesthetic, a student CD-ROM is a useful learning resource. Encourage students to use it at home or if the class has

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