



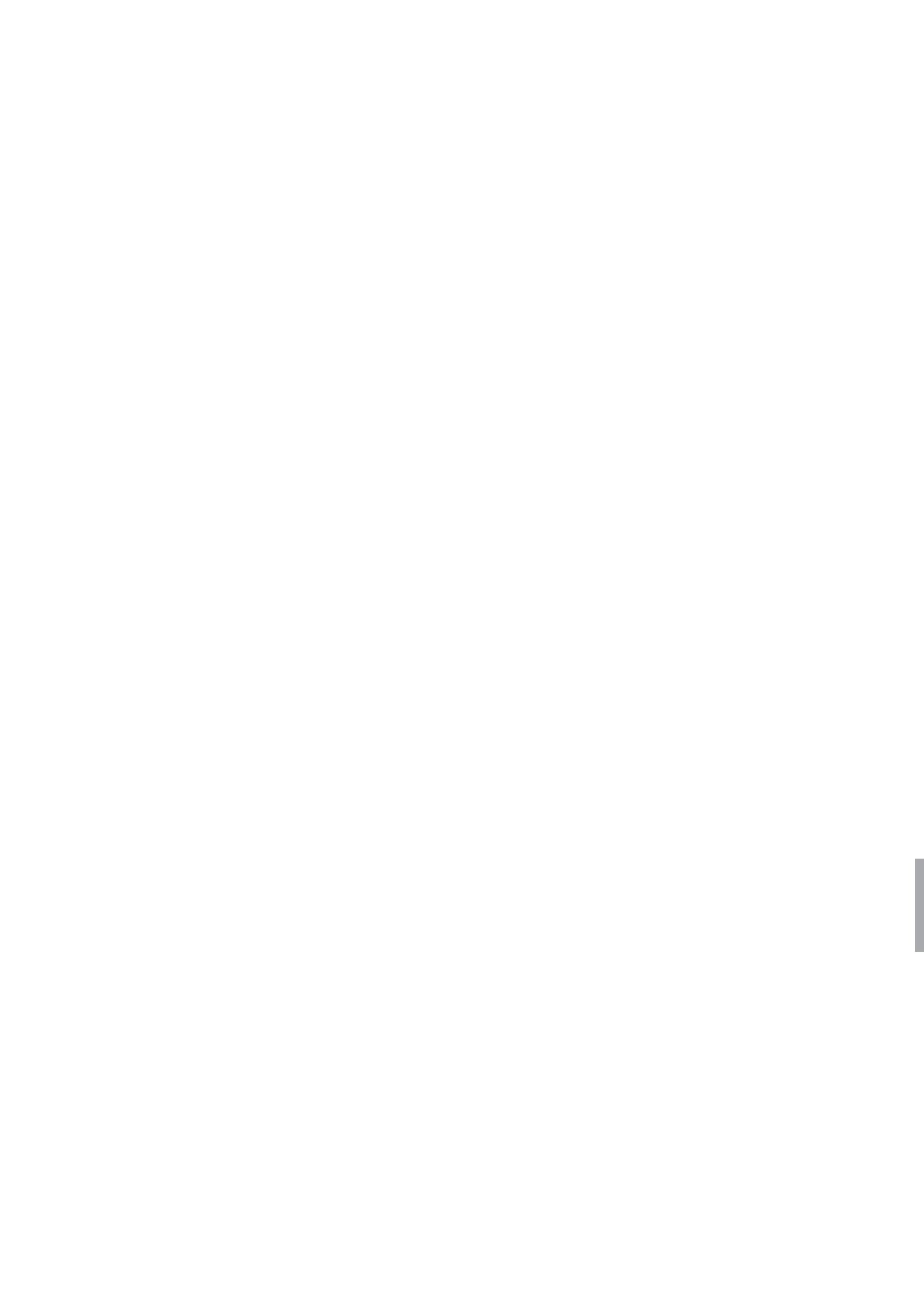
## **■ BASIC PRINCIPLES OF CLASSROOM MANAGEMENT AND TEACHING IN THE EFL CONTEXT**

Fabiola Soledad Cando Guanoluisa



Universidad  
Técnica de  
Cotopaxi





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Fabiola Cando

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□ **BASIC PRINCIPLES OF CLASSROOM  
MANAGEMENT AND TEACHING IN THE EFL CONTEXT**

Preliminaries





Latacunga January 14, 2014

Lcdo. MSc. Milton Herrera  
DIRECTOR OF RESEARCH  
Technical University of Cotopaxi

TARA RACHEL MCGOVERN, Bachelor of Arts in Sociocultural and Linguistic Anthropology from the University of Illinois at Urbana-Champaign (United States of America) and Fulbright English Teaching Assistant of Ecuador at the Technical University of Cotopaxi, endorses the debut academic work of Mg. FABIOLA SOLEDAD CANDO GUANOLISA- *Basic Principles of Classroom Management and Teaching in the EFL Context*. I have peer reviewed Cando's recently completed manuscript and I highly recommend its publication as a highly useful handbook for new and experienced English teachers in Ecuador.

Cando's keynote work is the culmination of irreplaceable years of work and study, experience and scholarship. She rationalizes technique with concrete anecdotes and evidence, complemented by a thorough literature review. At the same time, she develops an approachable persona as a teacher, whose advice and pragmatism will appeal to teachers of all ages.

The most unique contribution of Cando to the canon of teaching is *reflexive teaching*, a pedagogical paradigm in which she constantly reflects on the minute details of interactions with students. Her conscientiousness of the finest touches of classroom practice makes for a compelling and informative read for anyone interested in classroom management.

Furthermore, this book is an ideal manual for those new to the field of English Teaching. Her language is precise but not intimidating, thorough but not unclear. It is a true gem in the world of academia, a text that lacks pretension and brims with applicability.

Professor Cando's style is candid and accessible. Her tome embodies the strong organizational principles that are essential to clear written English communication, and her expertise will serve as an inspiration to her colleagues and trainees.

For all of the above reasons, I sign this endorsement:

Lcda. Tara McGovern  
PPN. 459794870





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Latacunga February 24, 2014

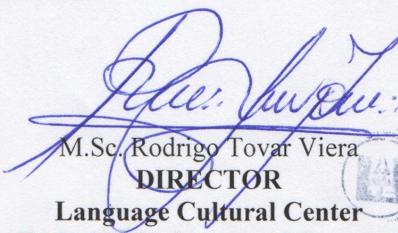
Licenciado.  
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Technical University of Cotopaxi

RODRIGO TOVAR VIERA, Bachelor in Teaching English from Technical University of Cotopaxi, Master in University Teaching from Indamérica University, Higher Studies in ESL from Army Polytechnic and International Certificate Bound 8 from Hansa Language College Toronto-Canada, and Graduate of the Master's Program in Applied Linguistics from Catholic University endorses the academic work of Mg. Fabiola Cando G - **"Basic Principles of Classroom Management and Teaching in the EFL Context"**.

Professor Cando's Academic work collects relevant theoretical and scientific principles of classroom management based on foreign language learning EFL, as well as the language acquisition theories L1. Therefore, its applicability to the situational context of the region and the country will allow making the teaching of English an effective and efficient process. Such content is coherent and coherence, its practicality and thoughts contribute to understand the teaching labor and the language in its context. Its main interest is to improve the teaching and learning process in the classroom, whose advice and pragmatism will appeal to teachers of all ages.

ENDORsing the statement, must be highlighted that the work performed by Mg. Cando is a useful handbook for professionals in foreign language with little or great experience in the field of English language teaching in the province, region and country. For all of the above reasons, I highly recommend its publication.

From yours, I sign this endorsement:

  
M.Sc. Rodrigo Tovar Viera  
**DIRECTOR**  
Language Cultural Center  
Technical University of Cotopaxi

UNIVERSIDAD TÉCNICA  
DE COTOPAXI  
CENTRO CULTURAL DE IDIOMAS  
**DIRECTOR**



"The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires."

By

*William Arthur Ward*

"I like a teacher that gives you  
something  
to take home to think about  
besides homework."

By

*Lily Tomlin*



# DEDICATION

To my husband Diego Trávez who has always supported me in everything.

To my dearest children ANGELY and JORDAN, who are my inspiration.

To my mother's memory because her life has been a strong influence and inspiration to achieve this goal. I learned to trust on myself and set higher goals thanks to this wonderful woman.

To the TECHNICAL UNIVERSITY OF COTOPAXI because this campus of knowledge has given me the chance to grow personally and professionally.

*Fabiola Cando*



# ACKNOWLEDGEMENTS

I would like first to thank to the Research Department of the TECHNICAL UNIVERSITY OF COTOPAXI who have made the publication of this book possible.

I would like to express my sincere gratitude to Tara McGovern and Rachael Lange (Fulbright English Teaching Assistants), who contributed significantly to the development of this book.

I would like to express my warmest thanks to all who reviewed this book.

Thanks also go to all who helped me in one way or another to write this book.

*Fabiola Cando*



# PREFACE

There are many aspects students take into consideration when defining great English teachers. Great English teachers are firstly human beings, people with great passion and patient for teaching. They try to have a good relationship with each student. They care about students' individual problems—not only with regard to learning, but also their personal lives. Great English teachers make students conscious of the importance of learning English to be successful professionals. Therefore, they care more about student's learning rather than their grades. They are ready to answer questions and clarify doubts both inside and outside the classroom. They use technology in their classes and encourage students to use it for practicing the language. They encourage students to be responsible for their own learning. Great English teachers orientate their teaching to the development of students' oral production because they are aware that speaking is the main objective of learning any language. Great English teachers have the ability to manage the classroom effectively in order to make it an interesting place for learning. Put simply, great teachers inspire.



# PRES

# ENTATION

Everyone—parents, authorities, teachers and students—have an opinion about how English ought to be taught. It is common to hear complaints about the fact that after many years of studying English, most of learners are not able to understand and speak this language. Many causes have been identified, for example: inappropriate didactic resources and infrastructure, large class size, few contact hours, as well as the teachers' work, including their methodology, their language level, and their classroom management ability.

Taking into account the last problem, I want to contribute to the improvement of the teachers' performance in the classroom. This book is intended for teachers of all levels with some experience in teaching English as a foreign language in public or private institutions, whose students have Spanish as a mother tongue. The author assumes that these teachers know basic aspects of teaching, but they still are interested in gaining new knowledge to



further improve their students' learning. This book does not pretend to replace the teacher education programs, but to be a complementary professional development tool in the teaching of English. The main aim in this book is to contribute to teacher training with respect to teaching methodology in order to improve the students' language level in our province, region and country. A secondary aim is to augment teachers' awareness of teaching English through the use of English in order to improve students' comprehension and develop their oral production. The last aim is to encourage teachers to work towards increasing Students Talk Time in the classroom, because practice is the only way to make students produce the language.

Two things inspired me to write this book: The master degree program that I am currently enrolled in Applied Linguistics To Bilingual Education: English - Spanish at Pontificia Universidad Católica del Ecuador- Ibarra (PUCESI) and my research about Teacher Talk In The Teaching Learning Process Of English In Public High Schools, in Latacunga (2012), conducted through the RESEARCH DEPARTMENT at the Technical University of Cotopaxi. Beyond concepts and definitions, I have written practical reflections based on my own point of view and included principles that have helped me to improve my teaching. I realize I am not the best teacher, but I would like to improve and take the first steps in starting a new perspective on teaching English. Our contemporary society

requires that professionals communicate fluently in foreign languages, especially in English. In fact, most of jobs in today's professional sector require the use of English; in addition, mastering English is also one of the main requirements for scholarships and grants.

The book is divided into 9 chapters:

The first chapter includes important information about principles that teachers have to take into account for effective classroom management. For example: control, discipline, movement, contact, seating arrangement, giving instructions, etc.

The second chapter presents an analysis of research articles and books about the importance

of Teacher Talk (TT) for learning. Also emphasized is the importance of giving students more time to talk in class (ST).

The third chapter presents important aspects that teachers must take into consideration in order to improve communication with their students, including but not limited to: classroom language, body language, visual language, paraphrasing, etc.

The fourth chapter contains a variety of practical classroom language that teachers and students can use in each stage of the class, from the minute they enter, to the minute they leave.

The fifth chapter includes a general description of the main teaching methods, from the oldest methods to



the contemporary ones. I hope to encourage teachers to try different methods that could be helpful for developing communicative skills, especially oral skills.

The sixth chapter compares traditional assessment with authentic assessment, so teachers can pick and choose from strategies that help students to learn while they are being evaluated. The seventh chapter describes the use of Internet for learning English. Advantages of using internet are described as well as some websites that can be useful for teaching and learning.

The eighth chapter describes some common problems students face in their learning process. Author personal tips and other researchers' are recommended for teachers.

Finally, in the last chapter presents a general description of Common European Framework (CEF) is provided, so that teachers use it as a path to guide students to learn English in correspondence with international standards.

# INTRODUCTION

When I began to teach my first English classes 8 years ago, I did not care about how much I used Spanish. Using Spanish seemed normal to me because that was the way I was taught. I knew that most of my colleagues did it too. I only realized this terrible mistake after I read this quotation:

*"Even with a class of beginners starting their first English lesson, it is possible to teach entirely in English. On the other hand a class in its second or third year of English which is used to receiving all explanations and instructions in the native language (L1) is likely to resent the intrusion of English into the English class and make a fuss." (Willis, 1995, P. 1)*

Many teachers, like me, complain about the students' inability to understand when they speak in English, especially in the beginning levels. So, we feel obligated to use Spanish. The common misperception is that students alone are the blame for this problem. However, I have come to



the conclusion that teachers also are part of the problem, mainly because we lack good strategies for communicating effectively with our students.

After I realized that **Teacher Talk** is important for learning, I have been trying to speak in English as much as possible in my classes. I am pleased that my current students are better at listening comprehension than those I taught years ago. On my end, it was difficult to speak entirely in English, especially at the beginning. Little by little, I developed my own tricks to train me to speak to my students in English. For example: I reflected on the way I talk to my two and five year-old children in Spanish. I do not talk to my two year-old son in the same way I talk to my five year-

old daughter. When talking to my son, I use more strategies such as body language, visual language, paraphrasing, and simple words; in contrast, when talking to my daughter, I can use longer sentences even though paraphrasing and examples are sometimes necessary. This personal experience inspired me to think differently about my classrooms, and it has really improved my day-to-day teaching strategies. When communicating with my students I first think about their English level. With beginning and elementary students, I usually use simple words and basic structures, checking constantly that they understand me. It is easy to know if they understand or not. If they look at each other with puzzled faces, it is necessary to use paraphrasing,

body language and the board to visualize the words. On the contrary, if students nod, they show that they understand. With intermediate and advanced students, classroom communication is easier since they know more vocabulary and structures. Sometimes, however, they will need some clarification.

Even so, there remains a feeling of disappointment regarding the students' oral production. Historically, teaching has focused on the analysis of grammar rules; however, knowledge of grammar rules has not helped students to produce the language. Therefore it is important to move on to new teaching strategies mainly based on oral language practice, and students should

be given more opportunities to use English in the classroom. Toapanta (2012) claims:

*This means that instruction should not only provide appropriate and balanced language input, but also plenty of opportunities to produce language for meaningful purposes. Language tasks need to be tailored around the learner and directed toward real audiences. Class time needs to be managed wisely and teacher talk needs to be considered carefully. For instance, if an ESL/EFL instructor spends talking the whole class and does not give learners a chance to speak, learners will definitely get overwhelmed and frustrated. (p.11)*



# CLASSROOM MANAGEMENT

## DEFINITION

Classroom management refers to the activities that teachers do when organizing the classroom. For example: arranging seats and other classroom objects, controlling classroom activities and discipline, using didactic resources, giving instructions, etc. In other words, classroom management refers to all the organizational aspects of the classroom during the teaching process. The ability to organize and manage the classroom is an important skill for teachers' success, and it is essential for a positive classroom environment that boosts students' learning.

Teachers' attitude plays an important role in effective classroom management. Teachers have to be friendly rather than strict in order to encourage participation and not to intimidate students. They have to raise students' self-esteem and maintain their attention by assigning active and

## CHAPTER 1



interesting tasks. Teachers should avoid routine by using different strategies interchangeably to motivate students. Some fun in class is important. Games, jokes, and tongue twisters are good for this purpose. A teachers' positive attitude can motivate students without creating discipline problems; teachers must simultaneously exert their authority in order to discourage misbehavior.

### GIVING INSTRUCTIONS

The ability to give clear and comprehensible instructions is one of the teacher's fundamental skills. Teachers must give straightforward, logical instructions so that students can work successfully in class or at home, adapting their language according to

the students' level. Grammar structures and vocabulary should be below their current level to ensure understanding. Basic structures and vocabulary are appropriate with low level students. As students improve their level, teachers can use more complex structures little by little.

Body language and visual aid are great ways to help students to understand. The connection between teachers' spoken language and the body language is the basic principle of effective communication. Visual aids can complement this combination: pictures can say more than a thousand words. One of the most fundamental didactic resources is oversized flashcards with pictures. Teachers may think that making flashcards for every single class

is hard. On the contrary, this task can be made easy by enlisting the help of their students. They can work together to create them. If they have 3 different classes with 20 students, they will have 60 flash cards. Then they can use these flashcards when words are difficult to understand. Moreover, teachers can write on the board key words that are necessary for students to understand.

For example: if teachers ask students to role play ordering food, they can show pictures of a restaurant with vocabulary related to it. Pictures are more understandable than definitions.

Moreover, teachers must modify their speech depending on what is going to be expressed. Changing the tone of voice to make it polite, firm or emphatic

will allow students to understand more quickly. When teachers want to warn students not to cheat on a test, they can talk firmly and stress the key words (don't cheat, don't look around, pick the test up, etc.). Speaking slowly in the first classes until students become familiar with the way their teacher speaks is also a good idea.

## DISCIPLINE

When deciding on disciplinary strategies during the teaching and learning process, it is important to consider the age of students. At different life stages, people have different interests and are motivated by different things. Children are very active and they learn by playing. It is a good idea to use interesting didactic resources such as:



flash cards, puzzles, videos, computer games and colorful textbooks. Most of the teaching activities must be based on games that keep them motivated in the classroom. Teenagers, on the contrary, tend to be more interested in their self-image. At this stage, they are juggling many physical and psychological changes. Teachers have to motivate them and help them to keep their self-esteem high. Brown (2007) writes that “‘the terrible teens’ are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. What a challenge for the teacher! Teens are in between childhood and adulthood, and therefore a very special set for consideration applies to teach them” (P. 92).

With any type of student, teachers have to set rules and make agreements regarding the use of cell phones, tardiness, homework, participation, etc. Both teachers and students have to know what their expectations are and how to accomplish them. The teacher’s attitude plays an important role in keeping discipline. If students see that their teachers are depressed or demotivated, it will likely lead to negative effects on their participation. If teachers are active and highly motivated, they motivate students, too.

Perhaps many teachers think if they are stricter, the students will be more disciplined and learn better. It is not true! Respect and confidence are the key words. Students feel encouraged

when their teacher shows them respect, and they are compelled to reciprocate. In addition, making students feel comfortable and confident in class will improve students' performance greatly. They will feel free to ask questions and they will participate without fear of being embarrassed. When there is mutual respect and consideration between teachers and students, classrooms are not difficult to manage.

### CONTROL

Solid group work activities can make learning more meaningful. During these activities, teachers' control and guidance must encourage each member's participation.

There are two main advantages of having students work in groups. First, control: if students are engaged in an interesting group task, they will not have any time to waste. Second, meaningful learning (long life learning): working in groups on oral or written tasks can improve students' learning. Vigotsky's social learning theories (1962) help teachers to understand how students learn from each other in social contexts. (McLeod, 20013, [www.simplypsychology.org](http://www.simplypsychology.org)) Therefore teachers must construct active learning communities in their classrooms where the main principle is cooperation and the main goal is learning. Students should learn through interaction and communication



in group activities. A good strategy to control group work is working with leaders. Leaders are good students with qualities such as: responsibility, creativity, and leadership. They can guide a group to fulfill a task successfully. Teachers can also adopt the strategy of peer help, which is encouraging better students to help the weaker ones. Before making students work in groups, teachers should make them reflect about the importance of their personal performance and contribution to the group and how they can benefit from their classmates' knowledge. Personal teacher-to-student assistance is very important during this task because students must sense that teachers are concerned directly with their learning.

## MOVEMENT

Teachers have to move around the classroom gradually. They can stand in front of the class, to the side, in the middle, at the back, or walk from side to side and up and down the aisles. Motionless teachers can bore students. However, teachers have to be careful not to move too much so as to not distract the students. During individual and group work, it is important for the teacher to be walking around the classroom. It will make students feel that they are ready to provide assistance. At the beginning of a task, students may have questions and need help to figure out how to fulfill a task. Also during the task, they can have doubts or disagreements that require the teacher's help.

After students are engaged in the assigned task, teachers can sit down for a while but they must continue observing them. Finally, some minutes before the time assigned is over, students will need teachers' assistance again.

## CONTACT

As it was mentioned before, teachers' control and movement are very important in order to control that all students work and to provide assistance. Teachers need to be teaching, listening to, and observing students all at the same time.

The level of proximity and frequency of eye contact with students will make them feel that their teachers are interested in their learning and they will

feel more engaged in the teaching and learning process.

Eye contact is a powerful tool for both teachers and students because it communicates different meanings. If a teacher looks intently at any student, he/she will understand that the teacher is trying to get his/her attention. During a test, long stares remind students that they do not have to move or look around. Eyes firmly fixed on the book means concentration. A vacant stare shows disinterest.

A teacher in close proximity to students not only shows support, but also prevents them from disrupting the class. Standing or sitting close to those students who are showing signs of losing focus will quell misbehavior. The teachers' physical appearance



is also relevant. Their clothing, personal cleanliness, mood, and character should radiate life and transmit positive feelings in order to create a good learning environment. A study (Shah, 2012, P 2) about the impact of physical appearance of a teacher on learning environment correlates a teacher's good physical appearance with students' performance. A person's physical appearance easily influences the environment. Physical appearance affects the way we look at other people and the way we look at ourselves. Finally, physical appearance is outward or visible aspect of a person. It helps a teacher gain respect from students, increase attendance, and control the class. "Good looks are a great asset" (Myers, 2005, p. 432)

Do these statements "I like this subject and I like the teacher" or "I don't understand this subject because I like neither the teacher nor the subject" sound familiar? I remember when I was a student, I had a teacher who was very good-looking. All my classmates looked forward to her classes. She used to dress nicely, in formal and informal clothes. She gained our respect and we always were attentive to what she had to say. I also remember my science teacher who used to come to the classroom looking very shabby. He tried to be very strict and he wanted everyone's respect. He failed in controlling the class. All students laughed at him. Science was one of my favorite subjects in school and in the two first years of high school, but with this teacher I felt

demotivated. I lost interest in the subject. I did not think why but now I understand that my teacher's physical appearance had a part to do with it.

### SEATING ARRANGEMENTS

Classroom organization depends on the lesson plan. Students' seats can be organized in different ways during the same lesson or in different lessons: in small or big circles, squares, horseshoe, and orderly rows. It depends on the number of students and the main aim of the lesson. If the class size is big, students can be in small circles or in horseshoe. On the contrary, if there are few students in a class, students can be in one circle so that they can see one another and interact. Likewise, seating arrangements

depend on the main aim of the lesson. For example: students can be in rows when the purpose of the class is explaining information, or giving oral presentations. It minimizes student-student interaction and places the attention on the speaker. Horseshoe arrangement is good when student-student interaction and student-teacher interaction are important for learning. Small circles are good for promoting student-student interaction; however, in this arrangement, teachers must work hard to check that everybody is engaged in the task. When setting up the classroom, teachers have to be sure that they will be able to walk around easily to provide help and assistance to each student.



## MARKING THE STAGE

The process of teaching has five main stages: Opening stage, Presentation stage, Practice stage, Evaluation stage and Closing stage. Teachers commonly do many activities in each stage. It is necessary to let students know when each activity starts, when it finishes, and what they are going to do in each one. Students can get confused if teachers suddenly change from one learning activity (completion, matching, talking, reading, writing, etc.) to another or from one page to another without making them notice. Teachers can indicate change in activity by modifying the tone of voice, or raising their hand. These actions signal that one learning activity has finished, and now the students

must prepare to start a new one. The teacher can also provide a summary of what has happened and what is going to happen in the next learning activity.

## TAKE A BREAK

If teachers see that their students are tired or unmotivated, class cannot continue; a break is needed. Teachers can ask their students to do some simple movements, like stretches, jumping, clapping their hands, standing up and down, turning left and right, etc. Students can also be allowed to leave the classroom for short periods. Quick games like hangman, memory games, tic-tac-toe, puzzles, guessing games, jokes, tongue twisters, and others can make for more interesting for transition time. It is also

acceptable to have open conversations about topics that students would like to discuss.

### BIG CLASSROOMS

Teaching in big classrooms is quite a challenge. In big classrooms, it is a good idea to have students working in small groups where each student has a role: a leader who organizes and controls the group work, a secretary who takes notes, a timer who controls the assigned time, etc. This helps teachers control students' work. Before giving instructions, teachers should be sure that everyone is paying attention and stand up in front of the class, so that all students can hear. It is not a good idea to stand in the middle or at back of the classroom because students

in the front will not be able to listen well and there will not be good eye contact. Teachers have to conserve their natural voices in order not to hurt their throat. Keeping students working and talking in groups helps teachers to reduce wear on the teacher's voice.

### ALWAYS FOLLOW A PLAN

All teachers are obligated to present monthly, weekly or daily plans to their coordinators. Regardless of institutional plan requirements, it is useful to have a plan for every single class. The outline or format depends on each institution and each teacher's experience and perspective. All plans are flexible, and teachers should strive for realistic and utilitarian plans. The absence of a plan



forces teachers to re-use the same methods and activities, which become monotonous and boring. Bored students are the teacher's worst enemies. Plans should be varied, with a mixture of surprises and curiosity. Even though some teachers have the ability to improvise an unplanned lesson,

they will always be plagued by a sense of incompleteness. They can discover in the middle or at the end of an activity that something could have been done better. Classroom management cannot be effective if teachers go in their classrooms without any vision of what is going to happen.

# THE IMPORTANCE OF TEACHER TALK AND LEARNER TALK IN THE CLASSROOM

## CONTEXT OF LEARNING

Context is the process of learning outside the classroom, or how the students' social world influences their language acquisition. In order to understand better, one must understand second language and foreign language.

Brown (2007) explains the difference of these two terms:

*"Second language learning contexts are those in which the classroom target language is readily available out there. Teaching English in United States or Australia clearly falls into this (ESL) category. Foreign language context are those in which students do not have ready-made context for communication beyond their classroom. They may be obtained*

## CHAPTER 2



*through language clubs, special media opportunities, books, or an occasional tourist, but efforts must be made to create such opportunities. Teaching English in Japan or Morocco or Thailand is almost always a context of English as a foreign language (EFL). (p. 116)*

English is taught or learnt as a second language if it is commonly used in the country by local people for social interaction. For example, people who travel to the U.S.A. to learn English study it as a second language. On the other hand, English is taught as a *foreign language* when people study it in a country where the language is not used in everyday situations. It means that after leaving their classroom, students have no

contact with the language. This is a clear example of teaching English in Ecuador. In Ecuador, English is studied as a foreign language. According to the constitutional law, Spanish is the official language and it is used for communication in all settings, including culture, sports, business, education, and so on.

In foreign language classrooms, teachers must give special attention to sources of 'input'—information understood and stored in the brain through reading and listening. Teachers have to be creative to engage students with the language inside and outside the classroom. Clear language use, other learners' talk, additional materials, and the Internet must replace the language they cannot find on the streets.

Other expressions teachers must know are:

**Mother tongue.** The language people acquire at home when they are children.

**First language.** It is the same as the mother tongue; people use this expression to refer to the first language that people learn.

**Second language.** Also refers to a new language people learn in a second language context or in a foreign language context.

[www.thefreedictionary.com \(29-10-13\)](http://www.thefreedictionary.com/29-10-13)

### TEACHER TALK

Teacher Talk (TT) is the kind of language used by teachers to communicate in the classroom. According to Ma Xiao-yan

(2006) "Teacher Talk is a special communicative activity. Its goal is to communicate with students and develops students' foreign language proficiency" (p. 5). The debate over the use of English in the whole class or teaching process, even with beginning levels, has been a controversial topic for many years. In fact, many English teachers have been criticized for using the students' mother tongue in the classroom. Many researchers have found that TT is the input source with the highest potential for learners. For example, Hithlan (2004) claims "The language used by the teacher or Teacher Talk is a vital aspect of classroom-based language learning since it is one of the main sources of language input for the learners" (p. 1). Since students who study



English as a foreign language are not exposed to the language outside, TT is vital in the classrooms. Teachers have to provide many opportunities to involve students in a communicative environment, pushing students to receive and give information in English.

Hithlan (2004) and MA Xiao-yan (2006) studied the effects of TT and came to the conclusion that positive and appropriate Teacher Talk significantly influences the students' attitude, performance, attentiveness and learning. Firstly, Hithlan (2004) studied the effects of positive TT on students' performance, interaction & attitudes in an EFL classroom at the College of Language & Translation at King Saud University, located in Saudi

Arabia. This research tested three null hypotheses: (1) positive TT does not improve students' performance, (2) positive TT does not increase students' interaction and (3) positive TT does not promote positive student attitude. Participants (female students from level one) were grouped into two groups: the experimental group (11 subjects) in which the treatment of positive TT was implemented and the control group (11 subjects) in which no treatment was adopted. Both groups were enrolled in ten reading tutorial classes. During the experiment, the number of classes per course, number of classes per week, duration of each class, syllabus, textbook, teacher, classroom and skills taught were all exactly the same in both groups. A pretest and post-test,

classroom observation, and questionnaires were used to collect data about the subjects' performance, their interaction during the classes, and their attitudes toward the teacher. After the experiment, it was found that the experimental group's performance improved more than the control subjects' performance during the reading tutorial course. At the time of the pretest, the experimental group had the lowest score (7.25), whereas at the time of the post-test, the experimental group had the highest score (26.25). Moreover, "hand-raising participation" occurred significantly more in the classes given to the experimental group (60.4%) than in the classes given to the control group (39.6%), which means that positive TT does

increase student's interaction. Finally, the subjects' responses about attitudes toward the teacher indicated that the majority of the subjects in the control group (94.5%) had negative attitudes toward the teacher. However in the experimental group, 100% of the subjects had positive attitudes toward the teacher.

Moreover, Ma Xiao-yan (2006), after giving a survey to 60 Chinese students studying English as a foreign language, found that 50% of them think that TT is an essential part of learning. For some students, Teacher Talk serves as the most valuable input of language exposure and is beneficial for learning. However, the other half of the students thinks that teachers should talk less because they



would like to participate in class. This research demonstrates that positive Teacher Talk is beneficial for learners in many ways. If teachers do not use the target language to communicate in class, students will not receive proper input, since they are exposed to English neither in the classroom nor outside. Teaching in the mother tongue results in the grammar translation method of the 1990's. This method uses the mother tongue for communicating and for explaining grammar. (See in chapter 5). Nowadays, teaching English is seen from a communicative point of view, meaning that teaching students to speak is the main goal. For this reason teachers have to teach English through English and encourage students to speak.

Students, at any level, should be involved in oral activities as much as possible. This is the only way to improve their ability to communicate. It will be difficult at the beginning because of the lack of time, number of students, students' discomfort, or the previous poor development of students' language skills. Despite of all these limitations, teachers must keep trying. Soon they will have students talking each other, and what is more important they will understand each other even when they make mistakes.

### STUDENT PERCEPTIONS ABOUT TEACHER TALK

Nowadays, the teaching learning process centers on learners so, it is important to consider their opinion about

Teacher Talk and the use of their mother tongue in English class. Many English teachers may think that students at the early levels cannot understand when they speak English during the class. In addition, they may think students feel more comfortable if their teachers speak in their mother tongue and for that reason they learn better. Matsumoto (2010) shows that none of those perceptions are true. He investigated students' perceptions and attitudes about Teacher Talk. The participants were 66 students studying intermediate Japanese as a second language at American colleges and universities. They were asked to reflect on their perceptions about their teachers' classroom speech, focusing on (a) rate of speech, (b) lexical and syntactic familiarity,

(c) visual information, and (d) use of English. Results showed that the majority of students prefer natural speed, the use of few new vocabulary and grammar rules, and minimum but systematic use of English. The results concerning the use of Japanese (target language) and English (mother tongue) revealed that a total of 96% of the students expressed that they would like their Japanese teacher to use Japanese as much as possible. However, 70% of participants also considered that the use of minimal but useful English is important. From the different options, 44% of participants expressed that teachers should use English when it is harder to understand, 20% said that only when grammar and difficult concepts are taught, and 5% chose the



option “only when the use of Japanese, visual information, and all other means fail to help students comprehend.” 2% of the subjects thought that English use is required when specific differences between two languages are explained (structure, pronunciation, vocabulary, etc.), and finally 2% said, “when the meanings of difficult words are explained.” Most of these subjects said that TT should not be too fast, but as natural as possible (69%). Furthermore, they suggest that TT be paired with the use of visual aids (89%) and with few new grammar structures and vocabulary (42%).

Students want their teachers to talk in the target language the majority of time. They think that it is beneficial for

their learning. However, they also think that a minimum but useful amount of the mother tongue should be used when it is difficult or harder for students to understand. Teachers have to decide on when and how much to use mother tongue to be most helpful for students. Acceptable instances include explaining difficult words or expressions, discussing cultural aspects reflected in the language, and differences in language structures. Use of the mother tongue should be the last resort for communicating after using many resources such as visual aids, body language, mimics, paraphrasing, etc.

At the same time, teachers must avoid confusion by modifying their speech according to the students' level and using

vocabulary and structures under the students' level.

### TEACHER AND STUDENT TALK TIME (TTT - STT)

TTT and STT refer to the time teacher and students speak during the teaching learning process. Napolis (2006) carried out a study of the impact of high and low TT on students' attitude, attentiveness, and performance. She observed two different groups, beginning and advanced choral ensembles within the same school. One of the main findings indicates that less Teacher Talk is better because it increases students' participation and attentiveness. Both groups (female high school students from Orlando, Florida) were observed under two conditions:

low TT (20% of the total time) and high TT (60% of the total time). In addition, she also examined whether Teacher Talk functions differently with a beginning and an advanced choral ensemble. A survey was given to students daily in order to measure the students' attitude. Video cameras scanned the room in order to record students' attentiveness. Performance achievement was measured by 30 experienced chorus teachers. Results concerning the attitude show that most of the advanced students (60.9%) preferred the rehearsal under the high TT but beginning learners' responses varied; 38.8% of them preferred low TT and 30.8% preferred high TT, while 16.6% liked both equally, and 5.5% did not answer. Furthermore, results concerning



the attentiveness indicated that both groups were highly attentive in low Teacher Talk but significantly less attentive during high TT. 95% of the students were on-task during low TT and only 2.67% were on-task in high TT environments.

However, advanced students were less attentive than beginning students in high TT environments (2.97%). Lastly, results concerning performance indicated that advanced students' performance was high under the high TT, and beginning students' performance was low under the high Teacher Talk. All pre-tests (high TT) were rated lower than all post-tests (low TT). In general it was found that less Teacher Talk is better because it increases students' participation and attentiveness.

Santiago (2010) claims "Still, studies have shown that student talk accounts for an average of less than 30 percent of talk in teacher-fronted classrooms. If children are known to be persistent questioners, what is wrong in L2 classes?" (P. 14).

It is crucial to consider that output (language produced throughout writing or speaking), not input, is teaching's ultimate end. Students have to be both good listeners and good speakers. The amount of Teacher Talk and Student Talk depends on the purpose of the lesson and the methodology applied. However, the amount of teacher talk must never be higher than student talk because students need to be talking to each other to develop their communicative competence.

Many research works about Teachers and Students Talk Time suggest that teachers only speak for 30% or less of total talk time, while students speak for 70% of the time. (Moure, 2013, [www.twbonline.pbworks.com](http://www.twbonline.pbworks.com)). Teachers do not have to talk a lot in class because students' oral participation is significant to language acquisition.

In the same way, MA Xiao-yan (2006) also found that many students think teacher talk time occupies too much time. Furthermore, they expressed a desire to participate orally in classroom activities. Data revealed that the amount of TT is between 58% and 67%-the opposite of students' expectations. 75% of students thought that TT time should be less than 25%. Among them 32

students expressed desires for participation. According to Ma Xiao-yan's histograms, most of the students liked to listen to teachers' instruction and viewed it as a good learning strategy, but they did not like teachers to explain everything to them. In regards to teachers' questions, 75% of students liked answering questions in class, 60% of students liked their teacher to give them some problems to work on, 47.5% of students liked to volunteer to answer questions, 32.5% of students preferred to answer in chorus, and only 20% of students like to be called by name. 75% of students prefer referential questions.

A classroom with a lot of TTT represents a traditional teaching practice: teacher-



centered instruction. Teachers dominate the classes while students are totally passive and have few opportunities to participate. Therefore, it is suggested instead that TT occur in the classroom only when it is necessary, and to encourage students' interaction.

### ORAL INTERACTION IN THE CLASSROOM

A traditional classroom was characterized by teachers explaining and students paying attention, with little or no English use. Even though a new methodology attempting to develop student's oral interaction emerged more than 40 years ago, the traditional approach of teaching is still preferred by the majority of teachers who teach English

in foreign language contexts. Learning activities consist solely of reading and grammar. Students' oral participation in the classroom is low, because of anxiety, shyness, lack of motivation, etc. However, teachers can solve these problems by creating a relaxed atmosphere, in which students feel comfortable enough to try out the target language and make mistakes.

A person can only learn to write by writing, in the same way a person can only learn to speak by speaking. For this reason, oral interaction in the classroom is essential for oral production. Practice is the only way to make students produce the language. The more practice students have, the better speakers they will be.

## INPUT AND OUTPUT

There is a profound relationship between input and output in English language learning. Input is necessary but not sufficient for learning the language. "For instance, learning a language as a passive receiver without any attempts to produce it will certainly not lead towards language acquisition; however, if, in addition to input, the learner is given opportunities to produce language, it is much more likely that acquisition will take place. The relationship between language input and output is complementary." (Toapanta, 2012, p. 11)

Teachers have to be aware that output is the end goal of teaching, not input. Students

must use the language in specific situations. So, it is important for students to interact actively with one another. "If teachers understand how the dynamics of classroom communication influence L2 students' perceptions of and participation in classroom activities, they may be better able to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classroom learning and L2 acquisition" (Johnson, 1995, p. 3).

Learners can only improve their ability to communicate in a new language through receiving appropriate input—and, more importantly, practice. Krashen and Terrey (1999) claim "[...] both second



and foreign languages need to be acquired if any reasonable level of achievement is expected, and in both cases language acquisition will occur via comprehensible input."

### TYPES OF INPUT

There are three types of input sources in foreign classrooms.

**a) Teacher Talk:** Students are motivated to learn English by listening to their teacher. The language that teachers use helps students to increase their vocabulary, improve their pronunciation, and develop their comprehension.

**b) Materials:** The textbook is the main source, but teachers can encourage students to use

the Internet. It can replace the language that they cannot find outside the classroom.

**c) Learners:** Other students' talk also is a valuable source of input. Even though students make mistakes when speaking, it cannot negatively influence other learners. They can learn from their own mistakes with appropriate feedback.

### GROUP TALK ACTIVITIES

Oral interaction can be achieved through group talk activities. These activities help increase student talk time in the classroom and therefore increase the students' oral ability.

These activities involve the relationship between input and

output. Students first receive information from written material, from other students, or from the teacher. After that, they analyze the information. Finally, they produce new ideas in written or oral form. Depending on the topic and on the students' level, the activity can be short or long. During the activity students give and receive information, make comparisons, discuss, debate, agree or disagree, summarize, answer questions, follow instructions, and so on. These are some useful strategies teachers can use:

- **Interviews:** Teachers or other students ask questions about a certain topic. The questionnaire can be designed by teachers or students depending on the level.

- **Story or Text Retelling:**

Students summarize main ideas from a story or text after reading or listening to it.

- **Exhibitions:** Students give oral presentations on any topic they want to present to the class, or to the school or university.

- **Experiments/Demonstration:**

The classroom becomes an open house. Students explain experiments and demonstrate the materials they use. This is an ideal class structure for integrating other subjects.

- **Constructed-Response**

**Items:** Students respond to open questions. There is not a correct or incorrect answer. It is an exercise to improve students' critical thinking.

- **Role Plays:** Students act out a specific situation by using the new language



(a shopping day, giving directions, in a restaurant, etc.). It will help students improve their communicative skills.

- **Discussion:** Teachers assign a topic or ask students to select one. Students share their ideas about their topic in a group, organize the information, and later present to the whole class. For these activities, it is important to use topics students like, such as celebrities, love, environment, TV programs, and youth. Teachers have to take into consideration the students' age.
- **Debate:** The class is divided into small groups to debate a controversial topic. Students present their arguments and use rebuttals to convince other groups to change their opinions.

- **Short Dialogues:** Short conversations about daily activities or interests. Most books for language programs have different activities in each unit.

### TEACHER'S ROLE

The role of the teacher during oral interaction is vital. Firstly, teachers have to plan activities, content, and didactic resources. They have to give clear instructions and provide brainstorming before every activity, and give necessary assistance and motivation during the activity. They also have to correct errors in a productive fashion. Finally, the teacher should give feedback and space for negotiation of meaning in every activity. “Classroom interaction involves two main aspects, which

are negotiation of meaning and feedback, if these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction.” (Kouicem, 2010, p.10)

- **Giving Instructions:** Students must know what they are going to do. If it is possible, teachers should briefly demonstrate what students are supposed to do.
- **Brainstorming:** Teachers introduce a topic by first asking students questions about the main ideas of the topic. This is a good way to ready students for classroom activities.
- **Negotiation of Meaning:** One of the inherent components of oral interaction is the negotiation of meaning,

which is how the speaker and listener attempt to understand each other. This process facilitates comprehension and makes the conversation flow. Negotiation of meaning in Second Language Acquisition is founded upon Krashen's (1981, 1982, 1985) notion that knowledge of a second language is acquired through exposure to comprehensible input, or information that has meaning or sense for the listener (Foster and Sniyder, 2005, p. 405). Oral interaction is successful only if participants (speaker and listener) understand each other because “Interaction does not occur only from one side. There must be mutual influence through giving and receiving messages in order to achieve communication” (Kouicem, 2010, p. 9). Some examples:



## 1.-

**Student:** I went to my grandmother's farm last Saturday.

**Teacher:** To where?

**Students:** My grandmother's farm. She has a farm.

## 2.-

**Teacher:** You are going to talk about your last vacation.

**Student:** My vacation?

**Teacher:** Yes, your last vacation!

## 3.-

**Student 1:** Hello! Alex, did you travel somewhere last holiday?

**Student 2:** Somewhere?

**Students 1:** Any place, I mean.

**Students 2:** Ah! well....

Negotiation of meaning can occur when students do not hear the word, when they do

not understand the meaning of a word, when they know that the speaker is using the incorrect word or mispronouncing it, or when they are not sure about what they hear. In the three examples presented above, we can see the participants asking for clarification to continue with the conversation. Participants can be students talking to each other, or the teacher and students. The negotiation process can be simpler when students are involved in the process but it can be more relevant when the teacher and a student are involved. In any case, it is useful not only to keep the conversation flowing but also for overall learning. Using evidence from SLA theoretical frameworks and empirical data, Ziad (2013) shows that negotiation of meaning can help

students acquire vocabulary, develop their interlanguage capabilities, internalize L2 grammatical norms, and produce proper L2 output which will be significant for L2 learning.

Therefore, teachers must see negotiation of meaning as a teaching strategy. One of the

main reasons why students do not like to talk in English is because they do not have the ability to keep a conversation flowing. Students must be trained to employ a set of prompts such as: a clarification request, confirmation checks, as well as responses, including repetition, paraphrasing and simplification.

### **EXPRESSION THAT CAN BE USED FOR THE NEGOTIATION PROCESS**

What did you say? What do you mean by that? What?  
Could you repeat?

Say it again, Tell me again, let me think, let's see...

You mean...



- **Feedback:** Oral interaction activities should always conclude with feedback. Teachers can provide feedback about mispronounced words, incorrect structures, incorrect vocabulary, etc. They also can summarize or emphasize the main ideas of the topic students were discussing.

**Error Correction:** Errors are natural products of the learning process. For this reason, students should be reassured that they do not have to worry too much about their mistakes, especially when they talk. However, errors need not go unnoticed. Teachers should use students' errors to enhance learning. Not all errors need immediate correction. It is better to point out errors that can be explained with the content

they have already learned. In oral activities it is better not to interrupt, to avoid disrupting students' train of thought and flow of conversation. Teachers can even ask students to correct their own mistakes by recording their talk. Nobody likes to be corrected in front of everyone. Errors can be presented in a general way to the whole class, as a group, or individually, without mentioning whose errors they were. In some of the teaching training programs that I have attended, trainers suggested that teachers not correct mistakes while students are speaking because they will feel disappointed and demotivated. Moreover one of the suggestions for improving students' oral participation is that teachers should pay more attention to the meaning than

to grammar and vocabulary mistakes. I agree with these statements but I also think that error correction is necessary; otherwise students will not know how to improve their English. If teachers agree with everything that their students say, they will feel that they do not need any improvement. On the other hand, error correction alone does not guarantee students' improvement. After students realize their errors, they need practice. Practice will help eliminate errors. For example: If a student mispronounces a lot of words, he/she needs more listening practice. Songs, videos, or simply the textbook CD will help a lot.

If students incorrectly use possessive adjectives with third person of singular or plural (his,

her, its, and their) in a written task, they need grammar practice and more reading. Reading helps a lot. One learns to write correctly and accurately only if they read. On this topic, it is important to mention teachers' attitude to make students see errors as a normal activity in the learning process. Teachers have to foster confidence to make error correction less dramatic for their students. Everything depends on attitude and the scenario. Teachers must talk about the importance of correction. They must encourage students to help their classmates when they make errors. If there is an existing atmosphere of comfort and confidence, students will not feel embarrassed; on the contrary, they will be encouraged to learn more.



## CLASSROOM LANGUAGE

Classroom language refers to the language that teachers and students use to communicate within the classroom in order to accomplish the teaching-learning process. It is one of the most important tools of classroom management.

Any sentence or phrase used in the classroom should be accompanied by other types of language such as: body language, gestures, mimics, synonyms, antonyms, and paraphrases in order to make the meaning as clear as possible. Furthermore, the teacher's voice should be clear: "Your own English needs to be clearly articulated. It is appropriate to slow your speech somewhat for easier student comprehension, but don't slow it too much that it loses its naturalness. And

remember, you don't need to talk any louder to beginners than to advanced students if your articulation is clear. Use simple vocabulary and structure that is at or just slightly beyond their level" (Brown, 2007, p. 99). (See more illustrating examples in chapter 3).

Teachers decide on the types of structures and vocabulary they will use when giving instructions by considering the student's level. With beginners, it is necessary to use less complex speech. Repetition enhances the comprehension and avoids translation. Restating information from the complex structure to the simple structure—repeating the same idea in simpler words—familiarizes students with new structures and vocabulary, little by little.

## BODY LANGAGE

Communication is not always verbal. It is common for people to use their bodies—posture, facial expression, and positions of their arms and legs—to physically reinforce what they are trying to say. This type of communication is called body language. Teachers can give better and clearer instructions to their students using their body. When a teacher instructs, “Can you erase the board please?” the students can easily understand it if the teacher looks at the student and shows him/her the eraser. The students can carry out the order without any obstacle even if they don’t understand the sentence at the outset. When teachers use oral and body language at the same time, students feel confident.

## VISUAL LANGUAGE

In addition to body language, teachers can use visual language. Phrasal verbs, idioms, collocations, or words with abstract meanings are not easy to understand. Teachers can use pictures to communicate certain ideas, words, or phrases in a more comprehensive way. Introducing topics and vocabulary with pictures, especially with beginners, can help visual learners comprehend material more quickly. Teachers can get pictures from magazines, newspapers. There is also a website where pictures can be downloaded for free: [www.morguefile.com](http://www.morguefile.com)

When teachers introduce new vocabulary, they can present the new words with pictures



or word cards. It is also useful to write the difficult words with examples in specific contexts. If there are very difficult words that cannot be explained by using any of the strategies mentioned before, teachers should try paraphrasing.

### PARAPHRASE

Paraphrasing is the act of restating the main idea of a text or phrase by using other (easier) words. For example: “Would you mind opening the door?” can be used in intermediate and advance levels, while in lower levels “Open the door” is a more appropriate way to say the same idea. Depending on the students’ level, teachers can use two structures interchangeably; first, the complex structures,

then the basic one and vice versa. As students increase their English level, they will be able to understand new and more complex structures. In order to become familiar with new language, they need a transition process. In other words, teachers must use both old and new structures at the same time to express the same idea. For instance: “I want you to do this exercise,” “You have to do this exercise.”

### SYNONYMS AND ANTONYMS

In the same way, teachers can use simple or complex vocabulary. Synonyms and antonyms express a similar or an opposite meaning, respectively.

In each class, students encounter new words. Teachers can use

synonyms and antonyms to explain the meaning of these new words. This strategy helps not only to improve student's understanding but also to increase their vocabulary.



# PRACTICAL CLASSROOM LANGUAGE IN THE TEACHING LEARNING PROCESS

## THE PROCESS OF TEACHING

Teaching is a didactic process. Its main purpose is to develop students' communicative skills in a new language—a language which, in fact, is not used to communicate in students' real lives. Class time can be divided into four sections:

1. The beginning stage (Greeting, checking the roll)
2. The starting stage (Feedback and presentation)
3. The middle stage (Practice)
4. The final stage (Assessment and homework)

## CHAPTER 3





## THE BEGINNING STAGE

### a) The First Class

The first impression always plays an important role in the relationship between teachers and students. This is the best time to create good rapport with students. No matter what level it is, teachers have to use English;

structures and vocabulary must be at or below the students' level. In beginning levels and elementary classrooms, teachers have to speak slowly. In advanced classrooms, teachers can speak simply with natural stress and intonation.

## CLASSROOM LANGUAGE

	BEGINNERS	INTERMEDIATE
Ts.	Good morning/ afternoon/evening students.	Good morning/ afternoon/evening students/pupils/guys.
Ss.	Good morning/afternoon/ evening teacher/Mr. Tovar, Mrs. Cueva	Good morning/afternoon/ evening teacher.
Ts.	I am very well. How are you?	How have you been?
Ss.	Very well.	Very well. Thank you, and you?
Ts.	Well, I am your new English teacher this year. Now I am going to introduce myself. I am... (Short description with simple grammar is better).	Fine, I am going to be your new English teacher this academic year. Now let me introduce myself. I am..... (Teachers can also talk about what they expect of the students.)

Ts.	Now, it's your turn (You can write on the board what information they can say: Ex. Name, address, telephone number, hobby and favorite music.)	Enough about me, now it is your turn. (Let students feel free to say whatever they want. If necessary, ask questions about the information they provide.)
Ts.	Very good! Nice to meet you everyone.	Interesting! It was nice to know more about you. Nice to meet you.
Ss.	Nice to meet you too.	It's a pleasure to meet you.
Ts.	Now, I want to present the plan for the whole year/semester.	I would like to review the syllabus with you.
Ts.	I'm going to check your names on the roll. Please, pay attention.	Let me check if your names are ok. Please, pay attention to the roll.
Ts.	Thank you very much. See you tomorrow.	Thank you so much. See you later/ see you soon.

Depending on each institution's policies, teachers may be required to present and explain the program or syllabus to students. Most students are interested in the evaluation process. It is important to use simple words and focus on the most important details such

as content, methodology, evaluation, rules, etc. After the introduction, teachers can do different activities such as: applying a diagnostic test or multiple intelligence test, making agreements, or simply an interview to know more information about their students.



## b) Greetings

This stage is the perfect moment to encourage students to use English. It is a teacher's responsibility to

make students accept English as a viable means of communication in the classroom.

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	a) Good morning/afternoon/evening students.	a) Good morning/ afternoon/evening students/girls/boys/guys.
Ss.	a) Good morning/afternoon/evening teacher. b) Hello teacher.	a) Good morning/afternoon/evening teacher. b) Hello teacher.
Ts.	a) How are you today? b) Are you okay?	a) How are you? b) How have you been?
Ss.	Very well, thank you, and you?	I'm fine. / I am very well thank you, and you?
Ts.	Very well, thank you.	Pretty well, thank you.
Ts.	Can you tell me an activity you did yesterday?	Yesterday/last Saturday/Sunday weekend, I ..... What about you?

Teachers must encourage students to talk by using question and visual aids such as: pictures, photos, charts, word cards, and posters. At the beginning of class, teachers can ask students to talk about their daily or past activities. They can also ask questions about fashion, movies, TV programs, sports, hobbies, likes and dislikes, etc. Intermediate students can create short stories

or comic strips using visual aids. Visual aids are useful didactic resources that improve fluency in any oral activity. If students make mistakes, teachers do not have to interrupt them. Feedback can be given at the end of the activity to help students figure out their own mistakes. By not interrupting, teachers encourage students to talk more.

### c) Checking Attendance

Even though the time for checking attendance is short, it is possible to use a variety of language with students. During this stage, teachers have to help students settle down and tune

in to English. Teachers have to use different phrases every day until students become familiar with them. When new phrases are introduced, it is essential to explain their meaning.



	BEGINNERS	INTERMEDIATE
Ts.	a) Quiet. Pay attention to the roll, please.  b) Please, listen to your names.  c) Is everybody here?  d) Who is absent?  e) Mayra? Where is she?  f) How many students are there in class?	a) Well, I'm going to check/call the roll.  b) I'll call out your names.  c) Everybody is here, right?  d) Is anybody absent?  e) I can't see Mayra. Does anybody know where Mayra is?  f) Can you help me checking how many students are in class?
Ss.	a) Present/here/this is me.  b) No, Mayra isn't here.  c) No, nobody is absent.  d) Yes, Mayra is absent.  e) I don't know. / She is...  I think he/she is...  f) Um...	a) Present/here/this is me.  b) No, Mayra isn't here.  c) No, nobody is absent.  d) I haven't seen Mayra.  e) Maybe she... I don't know.  I/he/she was ill/sick. I/he/she had a cough/a problem.  f) Let me see...

## AT THE BEGINNING

### a) Physical Condition of the Classroom

The physical atmosphere of the classroom should make students feel as comfortable as possible. Teachers usually have to adjust doors, windows, lights,

etc., according to the weather. These are opportunities for teachers to ask students for help by using polite requests and imperative forms.

#### Weather

	BEGINNERS	INTERMEDIATE
Ts.	It is hot/cold/ in here.	It's terribly/a bit/too/very hot/cold/dark in here.
Ss.	Yes it is.	That's true.
Ts.	Open/close the window/the door/, please.	Would/Could you open/close the window/the door/, please.
Ss.	Ok/I will/No problem.	Yes, of course/All right/I'll do it/I will.
Ts.	Thank you. Then we can keep cool/warm.	Thank you very/so much. Now we'll be able to keep cool/warm.



## Lighting in the classroom

	BEGINNERS	INTERMEDIATE
Ts.	It is very dark in here.	It is pretty dark in here.
Ss.	Yes, it is.	Yes, it is.
Ts.	Can you close/draw the curtains/shutters?	Would you mind drawing the curtains/shutters?
Ss.	Yes I can	Okay.
Ts.	Turn on the lights, please.	Would you mind if we had/switched the lights on?
Ss.	I will.	No, that's a good idea/that'd be fine.
Ts.	The sun shines a lot.	The sun shines a lot.
Ss.	Yes, it does.	Yes, it does.
Ts.	Can you shut the curtains/shutters?	Can you shut the curtains/shutters?
Ts.	I don't think we need to have the light/s on. Please, turn it/them off.	I don't think we need to have the lights on. Would you mind if we turned it/them off.
Ss.	Okay.	That's a good idea

## b) Getting Organized in the Classroom

Primary school, high school, and university classrooms are usually shared by different teachers. It is common to find messy classrooms and unclean boards; however, classes should not start in this condition. The seats and tables should be arranged in a way that teachers can walk around to each student. A well-organized classroom and a clean board allow teachers to create a comfortable environment that gives positive energy for the learning process.

One of my teachers from my undergraduate university instilled in me the importance of classroom neatness. She said that leaving the classroom tidy and the board clean at the end

of the class creates a positive reputation of responsibility and organization for teachers. I totally agree we this argument because of some situations that I have experienced. Many times as a teacher, I have found messy classrooms. It made me wonder: Did something happen here? Is it a classroom or...what? Was the teacher here? As a result, I found myself judging my colleagues.

I finish this section by emphasizing two things. First, teachers must get in the habit of leaving classrooms organized and the boards clean. This practice will help them make a good impression on their students and colleagues.



Second, when a teacher finds a messy classroom, it presents an opportunity to involve students in real conversation practice by asking them to erase the board or arrange the desks. Teachers can involve students

in conversation practice throughout the classroom organization process. When asking students to do something, all the instructions must be accompanied by mimics to enhance understanding.

## Garbage

	BEGINNERS	INTERMEDIATE
Ts.	There is some trash on the floor.	Don't you think the classroom is untidy?
Ts.	Pick it up and put it in the trash/can / bin, please.	Could you pick all this trash up please?
Ts.	Help me to organize the classroom, please.	Let's clean up this mess, please?
Ss.	Okay.	All right.
Ts.	Thank you.	Thank you very much.
Ts.	Can you tidy your desks/tables/chairs, please?	Could you all/both/three clean your desks/tables/chairs, please?
Ss.	Okay.	Okay. No problem.

## The Whiteboard

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	a) Can you clean the board, please?  b) Clean the board, please.	a) Will you clean the whiteboard?  b) Would someone mind cleaning the board, please?
Ss.	a) Yes, I can.  b) Okay.	a) Yes, I will.  b) No, I'll do it.
Ts.	Clean the top/bottom left-hand/right-hand corner, please?	Could you clean the top/bottom left-hand/right-hand corner, please?
Ss.	Okay/ Yes, of course.	Certainly/Do you mean here?
Ts.	Thanks.	Thank you. Leave that part, please.
Ss.	You're welcome.	Do not mention it.



## Tables and chairs

	BEGINNERS	INTERMEDIATE
Ts.	a) Okay, help me organize these chairs, please.	a) Would you mind straightening the chairs?
	b) Can you organize these chairs in 4 rows, please?	b) Can you move up a bit, please?
	c) Now, move your desk this way.	c) Would you mind moving back a bit, please?
	d) Put the tables and chairs in a circle please.	d) We are going to work in groups, so sit in groups of 4.
	e) Move your desk/chair/table back/along/forward, please.	e) Can you move your desk/table/chair back/along/forward?
	f) I want you to arrange your desks in groups of 3.	f) Could you possibly arrange yourselves to make groups of 3?
Ss.	a) Ok.	a) No!
	b) Yes.	b) Of course.
	c) It is ok.	c) Alright.
	d) In a minute.	d) Good!
	e) Sure.	e) Yeah!
	f) How many?	f) In a minute.

## Students' materials

	BEGINNERS	INTERMEDIATE
Ts.	Take out your books/workbooks/dictionary, please.	All right! You only need your book/ workbooks/dictionary out.
Ts.	Open your books /workbooks, please.	Could you take out your materials to work?
Ts.	Go to the page we were working on yesterday.	Can someone tell me which page we were working on yesterday?
Ts.	Please, lend me a blue/yellow/red pen.	I can't find my pen, can you lend me one?
Ts.	Put all your materials away, please.	Now, we are not going to need any materials, please put them away.
Ts.	It's English class, so put away any other book or notebook.	I wonder if you could put your other books and materials away.
Ts.	Whose is this (book, pen, pencil, eraser, sharpener, etc.)?	I have found this (pen, pencil, eraser, sharpener, etc.)
Ts.	Mary and Rosa, share this sheet, please.	I don't have another sheet. Martha, can you share with your neighbor?
Ts.	I have some worksheets to give out today.	Mary, can you hand these sheets out, please.
Ts.	We are going to work with additional sheets, so take one and pass the others.	Hand these papers around please.



Ts.	You will not keep these sheets, so please don't write on them.	I am afraid you can't keep these sheets. I want them back, okay?
	I want these back, please.	I want them back at the end of the lesson, okay?
	Write your name on it and give it to me.	Write down your name.

## Students' Common Language

	BEGINNERS	INTERMEDIATE
Ss.	Can you lend me your book/pen/pencil/ eraser/ dictionary?	Would you mind lending me your book/pen/pencil/eraser/ dictionary?
Ss.	Give me my book/ pen/pencil/eraser, dictionary, please.	I need my book /pen/pencil/ eraser/dictionary. Please give it back to me.
Ss.	I forgot my book pen/pencil/eraser/dictionary.	I can't find my book pen/ pencil/ eraser /dictionary. So sorry, I forgot it.
Ss.	Which page?	Sorry, which page did you say?
Ss.	Can I use my dictionary?	Is it possible to use a dictionary?

## Providing feedback

	BEGINNERS	INTERMEDIATE
Ts.	Do you remember what we did yesterday?	Can you tell me what we were doing yesterday?
Ts.	Which page were we working on yesterday?	Can someone tell me the page we were working on yesterday?
Ts.	Yesterday we were talking about our family, weren't we? So, Mary, please describe your father.	We described our last vacation the last class. I want you to talk in pairs and describe your last vacation.
Ts.	Let's talk a little bit about...	What can you tell me about.....?

## Introducing a New Topic

	BEGINNERS	INTERMEDIATE
Ts.	The topic for today is ...	Today we are going to learn how to...
Ts.	Okay. Pay attention to what I am going to say.	Okay, I want you to listen.
Ts.	Look at the board/picture.	Look again carefully.
Ts.	Read and analyze it.	Can you read carefully?

Teachers have to introduce new topics in interesting, easy, and fun ways.



## IN THE MIDDLE OF THE CLASS

### a) Dividing the Class Up: Pairs and Groups

In order to avoid monotony, teachers should arrange the classroom

in different ways: circles, squares, rows, individuals, pairs, etc.

#### Pairs

	BEGINNERS	INTERMEDIATE
Ts.	To do this I want you in pairs.	I'd like you to practice that dialogue in pairs.
Ts.	Come on, you two together, you two, and so on.	Mary, could you work with Justin?
Ts.	Did you find a partner?	You haven't anyone to work with?
Ts.	You can make a group of three. That's fine.	Why don't you make a group of three?
Ts.	No please, not three, just two.	Please, I said just two.
Ts.	Turn around and look at your neighbor.	Move forward and face the person next to you.

## Groups

	BEGINNERS	INTERMEDIATE
Ts.	I want you in groups, please. In groups of four please.	Would you like to work in groups? Four is fine.
Ts.	In your groups you are going to practice that dialogue.	In your groups I'd like you to write/read/answer/complete..... ..
Ts.	This group is going to... While the group on the left...	Students on the left/right/side, you have to ...
Ts.	Then, change over, so that you try/practice the other part.	When you've finished, change places so that you each get a turn.
Ts.	Okay, stop now!	That's enough. Well done!
Ts.	Let's hear this pair/group.	Silence! Let's hear what some of you have done.

Teachers will face some problems when dividing students into groups. For example, students will always prefer to work with their close friends. Teachers should be flexible and ask them sometimes to choose their own groups; however, at other times they should create new groups by using different

games (numbers, colors, fruits, etc.). A useful technique is to give students numbers from one through five, and then make groups with these numbers. Students who are number one are group 1; students who are number two are group 2, and so on.



## b) Interruptions

Interruptions must always be welcomed. Unless teachers are in a very complex activity, they have to make good use of interruptions for language practice.

When students arrive late, leave the classroom, or want to ask their classmates for materials, they should use English phrases to negotiate these situations.

### Late comers

	BEGINNERS	INTERMEDIATE
Ss.	Good morning/ afternoon/ evening teacher, May I come in?	Sorry, I am late, Can I come in?
Ts.	Good afternoon, nice to see you. Come in. What happened?	Of course, but can you tell me what happened? Why were you late?
Ts.	Did you miss the bus or was the bus late?	Did you leave late or were you delayed?
Ts.	Did you get up late?	Did you get stuck in traffic or forget the time?
Ss.	Thank you. Well, I missed the bus.	I'm late because ...
Ss.	Sorry, I overslept.	I met my math teacher/I had a medical appointment.
Ss.	There was a terrible traffic jam.	I just overslept.
Ts.	Come in. Please, don't let it happen again./ Don't arrive late tomorrow.	You shouldn't have come so late.

Ts.	Well, never mind, don't worry about it today.	You ought to have asked someone to tell me.
Ts.	It doesn't matter this time, but the next time try to be on time.	You'd better try not to forget the time/ to oversleep/be late again.
Ss.	Sure.	Yes, I would.
Ss.	Okay, sorry.	Thank you.
Ss.	Certainly.	Not again. I promise you.
Ts.	Sit down, please.	Would you sit down, then, please?
Ts.	Go and sit down, then.	Let's get back to the task/activity/lesson/ what we were doing.
Ts.	Right! Back to the activity/task.	Right, we'll go on with our work.

## Lost Items

	BEGINNERS	INTERMEDIATE
Ts.	Whose is this?	Look, whose pen/ pencil/book/ homework/ bag/ test/dictionary is this?
Ts.	Whose pen/ pencil/book/ homework/ bag/ test/dictionary is this?	Who does this /do these belong to?
Ss.	It's mine.	That's Susan's.
Ss.	It's hers.	I think that is Mary's.
Ss.	It's his.	I cannot see. Let me see.



Ss.	I don't know.	Which one/ones?
Ts	a. Here you are.	Can you pass it to Susan?
Ts.	Take care of your things.	Is it yours, Mary?
Ts.	Don't lose it/them again.	Once again, whose is it?
Ts.	I'll put it in here.	I'll leave it here.
Ss.	Has anyone found my book/pen/pencil/eraser/sharpener?	Have you seen my book/pen/pencil/eraser/sharpener?
Ss.	I lost my ...	I cannot find my pen...
Ts.	Here it is.	You should be more careful.

## Forgotten Things

	BEGINNERS	INTERMEDIATE
Ts.	Can I check your homework?	I want to collect your assignments.
Ss.	I don't have it.	I'm afraid I forgot it. Did you forget it or didn't do it?
Ts.	Have you forgotten your homework?	I did it, but I lost it.

Ss.	No, I have it.	Have you left your homework/pencil/eraser/book at home?
Ts.	Where is your homework/book/ pen/ pencil/eraser?	Sorry, I left it at home.
Ss.	I'm sorry I lost/forgot/ it.	Oh well, I'll borrow one.
Ts.	Never mind, you'll have to bring it next time.	Can you share with Luis?
Ts.	Well, share books please.	Don't do that again.
Ts.	Use mine.	I can lend you this time.

### c) Control and Discipline

Teachers always have problems with control and discipline, especially in high school classrooms. At that age, students are facing many problems regarding love, family, friends, personal appearance, etc. It is common for teachers to find students doing everything except paying attention or

working. Teachers do not necessarily have to spend a lot of time talking, but rather focus on making students work. When controlling the class, the tone of voice is more important than what is being said. Teachers can modify their tone of voice to make it polite or firm.



## Discipline

	BEGINNERS	INTERMEDIATE
Ts.	No more, please. /Stop please.	Could you stop chatting?
Ts.	Silence please.	Would you mind not making noise?
Ts.	Listen to your classmate, please.	You shouldn't be disturbing/interrupting the others.
Ts.	Settle down.	If you go on behaving like that, there will be trouble.
Ts.	Stop doing that.	That's enough.
Ts.	You mustn't do that.	Don't talk while I am talking.
Ts.	Will you stop whispering?	I'll report you to the principal.
Ts.	Do not copy. Do it on your own.	Stop dreaming! Wake up!
Ts.	Pay attention. Face me, please.	We have 20 minutes left.
Ts.	Concentrate on what we are doing.	If you don't concentrate, you will fail when doing the task/homework.

## Control

	BEGINNERS	INTERMEDIATE
Ts.	Remain quiet until I tell you it's your turn. Don't talk until I tell you to.	Wait your turn to talk, please.
Ts.	Wait a minute, not this exercise/page/book/picture.	Let me see. You are doing the wrong exercise/page/task.
Ts.	Please, read/do/check this/that book/exercise.	Could you read/ do/check the exercise I told you to?
Ts.	Do it how/the way I tell you.	Could you read/write/do the exercise I asked you to read/write/do?
Ts.	I am afraid you did something wrong.	You've done the wrong exercise/page.
Ts.	Be careful next time.	You have to read the instructions carefully.

## PRACTICE

This is the time to make students practice the language. Practice activities must focus on the four skills: listening, reading, writing, and speaking. Teachers merely facilitate

students becoming actively involved with the language. Students should speak more in class than the teachers (see Chapter 3 for more information).



## a) Listening

Teachers sometimes skip listening exercises for many reasons: it takes a lot of time, there aren't enough resources, or students struggle to understand. Teachers have to prioritize this skill as much as the others (reading, writing,

and speaking). Students need to start listening activities in the beginning level. Listening is the only way to improve their comprehension and pronunciation. Teachers' guidance can make listening activities easier and more meaningful.

	BEGINNERS	INTERMEDIATE
Ts.	Please read the instructions and the questions carefully.	Before listening, I want you to read the instructions and the exercises in order to know exactly what you are going to do.
Ts.	We will be listening to a conversation/ dialogue/section/part of a story/news/radio show/phone call.	We're going to listen to a conversation/ dialogue/ section/part of a story/ news/radio show/phone call.
Ts.	What could the passage/story/conversation/ dialogue be about?	Who can tell us what this conversation/ dialogue/section/part of a story/news/radio show/phone call is about?
Ts.	You have to listen and choose/ complete/ match/ number/order.	Can you please listen and choose/complete/ match/number/order?

Ts.	Please, try to find the main idea. Don't worry if you don't understand everything.	You don't need to understand every word/phrase/sentence, just get the main ideas.
Ts.	Concentrate on what you are doing.	Remember not to move or be absentminded.
Ts.	I will repeat it once/twice/three times.	You will hear it once/twice/three times.
Ts.	Are you ready to listen?	Do you have any questions?
Ts.	Here we go.	That's it. Let's start.
Ts.	Should I repeat it again?	Would you like to listen again?
Ts.	Okay, let's check it.	Now, we are going to check if your answers are correct.

## Reading

Reading, like listening, is a receptive skill (input). It helps students to increase their vocabulary and knowledge. This skill is necessary to produce the language. Apart from assigning reading activities as

homework, teachers can also work with them in the classroom students strategies to read and understand better. By using extra materials such as pictures and word cards, reading texts can be easier to comprehend.



	BEGINNERS	INTERMEDIATE
Ts.	Can you open your books to the reading called.../the page 10?	Could you open your books and find lesson 2 that corresponds to the reading activity?
Ts.	We'll use these pictures so look please.	I've got some flashcards. Have a look please.
Ts.	Read this/that title/ text/ paragraph/sentence silently/aloud.	I want you to read that/this title/text/ paragraph/sentence silently/ aloud.
Ts.	Can you read the instructions for this exercise?	What do you have to do for this exercise?
Ts.	What does it say at the bottom/top of the page?	How are these pictures related to the reading?
Ts.	Tell me what it says at the top/bottom of the page.	What about the title/heading/first sentence/paragraph? What could it be about?
Ts.	Well, you have to match/find/complete.	Now, read carefully and find the answers.
Ts.	This group is going to read the first paragraph and this/group the second one...	Work in groups in order to share and help each other.

## b) Writing

Students, starting from the very basic levels, need to practice writing. Experience will help them become good writers in the future. First, writing tasks must be done in class because students need assistance with problems: text structure, outlining, grammar, spelling, and punctuation. It is useful to teach certain differences between Spanish and English (structure, punctuation) because most of the students, at low levels, usually write their ideas in the same way they think in their mother tongue. For example, they usually omit subjects in English, since in Spanish they are not necessary. To translate, “Comí mariscos en ese restaurante,” students

would say “ate seafood in that restaurant.” Moreover, adjectives follow nouns in Spanish (casa bonita), but in English nouns follow adjectives (beautiful house). Students usually say and write “My friend has a house beautiful” (see chapter 8 for more examples). At the end of the exercise, teachers can give feedback individually or to the whole class to make students realize their own mistakes and correct themselves. Teachers can help students to improve their writing skill by making them read a lot. Reading skills help to write accurately.

In Ecuador, people are not used to reading; however, teachers



must motivate students to do it. They can point out the benefits of reading, like increasing knowledge, expanding vocabulary, improving memory, developing analytical thinking, and bettering writing skills. Teachers can also point out that countries with strong reading cultures tend to provide important contributions to science. In fact, most of the scientists are from countries which have a potential reading culture. When I traveled to Denmark in Northern Europe, I was amazed by how much people read. Lamps are one of the fundamental appliances in every house. They are at

the bedside, on the desks, next to a sofa or armchair. It is common to find people reading everywhere.

Undeniably, reading contributes to the personal and professional development. Therefore, teachers have to set a good example by reading. They can tell students about a special book they have read or are reading. They can suggest any special book or show their books and explain briefly what they have learned from them. They can also tell stories of how they find time to read: in the bus, in the taxi, while waiting an appointment, etc.

## Writing Activities

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	Now, write your opinion on a piece of paper.	We are going to write a letter.....
Ts.	It's time to write. Read the instructions in the book and write.	Write it following the/this plan/outline.
Ts.	Use this grammar pattern, please.	Use structures and vocabulary we have learned so far.
Ts.	Separate this sentence in two.	Write each idea separately.
Ts.	I think you need an auxiliary, check.	Be careful to use auxiliaries in negative sentences.

## c) Speaking

The classroom is the best place to make students practice the target language orally. Teachers have to plan a variety of oral activities to ensure students talk to each other. The

amount of student talk time (STT) must always be higher than the teachers talk time (TTT) because students need to practice the language (See chapter 3).



	BEGINNERS	INTERMEDIATE
Ts.	You are going to practice this orally.	We are going to make up a dialogue.
Ts.	Mary can be student A and Jeff can be student B.	One can be student A and the other B.
Ts.	He will be A and you will be B.	You take A's part and you B's.
Ts.	I want you to ask questions each other.	In pairs/groups of 3 create a role play.
Ts.	What happened? Are you practicing the language?	It's not the best time to do this. You better practice this dialogue.
Ts.	Someone, ask Alex about his vacation.	Ask each other about...
Ts.	Describe these pictures.	Can you describe these pictures?
Ts.	Wait, ...?	Excuse me/just a minute...
Ts.	Was that correct?	Think about what was wrong. Was it the structure, the vocabulary...?
Ts.	Can you repeat?	Think a little bit about what you said.

Teachers have to find the right moment to correct mistakes. It is better not to correct a student in front of the class. Feedback

regarding common mistakes can be provided in a general way without mentioning whose mistake it was.

## d) Checking Comprehension

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	Do you all know what to do?	Do you know how to do it?
Ts.	Any question/ problem?	Does anyone have a question?
Ts.	Shall I repeat? Do you want me to repeat it?	Shall I go over it again?
Ts.	Before writing /listening /speaking/reading anything, tell me if you understand.	Before you begin to write/listen/speak/read, let's see if you can tell me what you are going to write/listen/speak/ read.
Ts.	Read this first.	I want you to do it orally first.
Ts.	Take out words you don't understand.	Is there any word you don't understand?
Ts.	This is a new exercise. Carefully read the complete instructions.	Let's analyze what to do in this exercise.

## e) Checking Answers

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	Put your hands up if she/he is right.	Everyone/All of you, raise your hands if you have the same answer.
Ts.	Finished? Compare your answers with your classmates.	Have you finished? Check and compare answers with your classmates.



Ts.	Okay. Let's see what your answers are.	Difficult? Never mind. See if you can guess.
Ts.	Do you have the same answer?	Does anyone have another answer?
Ts.	Yes, that's right.	You got it. Your answer is correct.
Ts.	I'm afraid that's the wrong answer.	Try again. It could be but it isn't because...
Ts.	Who can tell me this answer?	Who has the answer for the question 2?

## f) Providing Feedback

	BEGINNERS	INTERMEDIATE
Ts.	Let's check the pronunciation of these words.	How do you pronounce these words?
Ts.	We have to identify the correct verb tense.	If you are talking about the present, you have to use ...
Ts.	Do not forget to mention the doer of the action.	Remember the correct positions. Adjectives always come before nouns.

### g) Student's Common Questions

BEGINNERS – INTERMEDIATE	
Ss.	<p>a. What is the meaning of this word?</p> <p>b. How do you say bienvenido in English?</p> <p>c. How do you spell ....?</p> <p>d. What does ..... mean?</p> <p>e. How do you pronounce...../ this word?</p> <p>f. Does .... mean the same as....?</p> <p>g. What is the difference in meaning/pronunciation/spelling between ... and ...?</p> <p>h. Can you repeat that please?</p> <p>i. Can you repeat that one more time please?</p> <p>j. Sorry, but I can't read/hear/understand.</p> <p>k. We don't understand how to do it.</p> <p>l. Sorry, can you repeat that, please?</p> <p>m. We got it.</p> <p>n. Explain one more time, please.</p> <p>o. Would you mind repeating that, please?</p> <p>p. May I say something?</p>



## IN THE END

Teachers have to finish the lesson a few minutes before the end of class in order to talk about homework,

assignments, agreements, and other important topics. Instructions must be simple and clear.

### a) Ending the Stage or Lesson

	BEGINNERS	INTERMEDIATE
Ts.	That's all for now/today.	Time is over.
Ts.	That's it.	Well done! We've finished our class.
Ts.	Just finish this task, and then you can leave.	Can you finish the line/dialogue/sentence/ you're practicing/ writing/reading/doing? Then we'll stop.
Ts.	Right, stop there.	We'll stop doing this now.
Ts.	We'll take a short break.	It's time you finished that now.
Ts.	Excellent/good/very good.	You've done this/that/ this task quite well/very nicely.
Ts.	Put your papers/books/ up.	Put your books away, please.

## b) Assigning Homework

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	Okay. Please, complete this exercise for tomorrow.	Can you write ...../read...?
Ts.	You have to go to this web site .... and look up information about ...	I want you to find information about .....
Ts.	At home, do/learn/ practice/ read/write/ revise ....	Before our next lesson/Tonight, do/learn/ practice/read/write/revise ...
Ts.	Today we learned/practiced/read about...	So, today we've learned about/how to....
	Next lesson we'll go on to...	Read this page for the next class.

## c) Student's Common Expressions

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	Repeat, please.	Can you repeat that, please?
Ts.	When are we going to have our test/exam/quiz?	When are we taking our test/exam/quiz?
Ts.	When do we have to present the assignment?	So, the assignment is for next Monday, right/isn't it?
Ts.	I've finished.	I've done this/these.
Ts.	Is this/are these all right/right/correct?	Have I done it all right?



#### d) Collecting Things

	BEGINNERS	INTERMEDIATE
Ts.	Mary, collect/the papers/work/word cards/work/flashcards?	Mary, can you please collect the papers/work/word cards/flash cards?
Ts.	I want to collect your work/homework.	I'd like to collect/pick up....
Ts.	Don't forget to write your names.	Make sure your name is on your paper.
Ts.	Hand it in now, please.	Pass your work up now please.
Ts.	Time is over.	There is no more time left.

#### e) Cleaning Up

	BEGINNERS	INTERMEDIATE
Ts.	Put everything back in its right place, please.	Before you leave, could/will you make sure the desks/chairs/tables are straight/are in the right place?
Ts.	Can you erase the board, please?	Isn't it your turn to clean the board?
Ts.	Tidy the classroom before you leave.	Make sure it's all tidy for the next class.

## f) Announcement

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	Remember .....	Will you please remember to ....?
Ts.	Don't forget...	I have something to tell you.
Ts.	Pay attention and listen please.	Could you listen, please?
Ts.	Listen to some announcements.	I have some announcements to make before you go.

## g) Farewells

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	See you soon/tomorrow/next week.	Have a nice day/afternoon/weekend.
Ts.	Bye - bye. Once again I enjoyed class.	See you tomorrow.
Ts.	Good bye.	So long.
Ts.	You may go.	Go when you want.
Ts	Thank you.	Thank you everyone.



## TECHNOLOGY IN THE CLASSROOM

Teachers can ask their students for aid with technology.

### a) Technological Resources

	BEGINNERS	INTERMEDIATE
Ts.	I am going to turn on/switch on the CD player/TV/DVD/data show.	Would you mind turning on/ switching on the CD player/TV/DVD/data show?
Ts.	Is the volume okay?	Do you want me to turn down/up the volume?
Ts.	Switch off the lights so you can see the image better.	Turn the lights off so you can see what is on the screen.
Ts.	Help me switch the CD player, TV/DVD/data show off.	Can you help me switch the CD player, TV/DVD/data show off?
Ts.	Please plug in the CD player/DVD/loudspeakers/data projector /computer.	Could you possibly plug in the CD player / DVD / loudspeakers/data show/computer?
Ts.	Oh, it doesn't work.	What's wrong with it?
Ts.	It still doesn't work.	It doesn't seem to work.
Ts.	All right, it is ready now.	I think it's ready.
Ts.	Put your headphones on.	Could you put your headphones on?

## Working with the Internet

	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>
Ts.	Turn on the computers.	Can you switch the computers on?
Ts.	Type the address for this website...	Could you find this website?
Ts.	Click on ....	Click on ...
Ts.	Surf the internet and find information about...	Try to find a website where we can practice ...
Ts.	Monitors off while I explain this.	Could you switch the monitors off? I want you to pay attention to what I am going to explain.
Ts.	Close all the windows.	Will you close all the windows?
Ts.	Turn the computer off, please.	Could you turn the computer off?
Ts.	Scroll up/ Scroll down.	Can you scroll up/scroll down?

## CONCLUSION

Making students use classroom language during the teaching-learning process is the teachers' responsibility. They have to

find time to make students practice communicating in all classroom situations. Handouts with common phrases can be



distributed to students so they can have a model to follow. (See some examples in Annex 1, 2, 3, 4 and 5 or [www.usingenglish.com](http://www.usingenglish.com)).

Even though this language use can help with the learning process, teachers do not have to make corrections when students

are using the language to communicate in the classroom. They need to feel confident and believe in themselves. However, during the practice time, there can be some correction and feedback, pointing out the most common errors in structure, pronunciation, intonation, stress, etc.

# THE DEVELOPMENT OF TEACHING METHODS IN EFL

## INTRODUCTION

It is common for new teachers to adopt their old high school or university teacher's methodology without extra thought. Later, they tend to follow what their trainers or more experienced colleagues suggest, but they still ignore the principles and characteristics of each method. It is beneficial for teachers to take into account what method they are applying, and why and how students benefit from it. This chapter will present a general description of methods that have been used in the teaching of English since the 19th century. Ignorance of teaching methods begins with the confusion of terms such as: methodology, approach, method, technique and strategy. Therefore I will present Brown's definitions of each term (2007, P. 14):

## CHAPTER 4



**Methodology:** Pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in “how to teach” are methodological.

**Approach:** Theoretical, well-informed positions and beliefs about the nature of language, and the applicability of both to pedagogical settings.

**Method:** A generalized set of classroom specifications for accomplishing linguistic objectives.

**Technique:** Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

According to Brown’s definition,

methodology is the general pedagogical principle, while approach is a belief of the nature of the language and how to learn and teach it. In other words, it represents the language teaching philosophies that have to be interpreted and applied in the classroom. Method is the way to teach. Technique is the activity developed in the classroom during the teaching learning process. Brown includes other terms to refer to **technique**, for example: **task**, **procedure**, **activity** and **exercise**. However, he does not mention the word **strategy**. At first, I thought that technique and strategy were synonyms, but they are not; while a technique refers to specific tools for practical implementations, a strategy involves a plan for how to solve

a problem and outlines goals. For example: a mini-debate is a technique. In order to develop this technique, teachers have to apply different strategies such us: previewing a reading material, analyzing the features of a text, reading between the lines (inferring the meaning), making notes, discussion, etc.

After understanding the evolution of methods in the teaching-learning process, teachers will see that various methods have risen and fallen, and each old one has been replaced with a new one (see Brown, 2007, Chapter 2). The failure of most teaching methods occurs because of the accelerated changes of society in aspects such as: culture, communication, education, lifestyle, economics,

politics, entertainment, etc. The development of each method is associated with the development of society, especially with regards to the advance of science and technology.

### TRADITIONAL TEACHING METHODS

In the 15th century, Latin was the most widely studied foreign language in Europe because of its importance as a primary means of communication in the world. This language was taught by using the Classical Method, which focused on the analysis of grammatical rules, the memorization of vocabulary, and the translation of texts. When the study of foreign languages such as: English,



French and Italian began, there was no theoretical foundation about language acquisition describing how human beings acquire a second language.

Gass and Selinker (2008) write that "...it is probably fair to say that the study of SLA has expanded and developed significantly in the past 40–45 years." (P.1)

Moreover, those who learned a foreign language in the 15th century learned Latin or Greek. Therefore the Classical Method was adopted for teaching these languages. In the 19th century, this method became known as the Grammar Translation Method. (Brown, 2007, p. 18)

Authors such as Brown (2007), Nurhayati, Supriyanti, and

Toriastuti (2008) and many others who have written about English methodology explain each method as it is described below:

### **b. Grammar Translation**

#### **Method:**

Grammar Translation Method gets its name because the learning activities consist mainly of grammar explanation, vocabulary memorization, and translation of texts. Teachers explained grammar rules and translated texts to be understood by learners. Since then, several different methods have emerged; each one has contributed to the development and improvement of teaching English.

## Characteristics

1. Teachers explain concepts using the mother tongue.
2. Teachers give a list of vocabulary for students to memorize.
3. Teachers spend a lot of time explaining grammatical rules.
4. Teachers explain grammar and students have to order words to create sentences.
5. Students read classic English texts, and then translate them.
6. Teachers do not focus on pronunciation.
7. The context of a text was not important because it was used only for grammar analysis.

## REFLECTION

Nowadays, the teaching of grammar and the use of language 1 (mother tongue) in the teaching-learning process has become a controversial topic. While some teachers think that students need to learn grammar to be able to speak, others criticize grammar-based teaching. In several training courses that I have attended, speakers have proudly presented new teaching trends and motivated participants to leave behind the traditional methods, which have students doing grammar exercises with little, if any, oral interaction in the classroom. On the other hand, teachers who have tried not to use mother tongue and avoided grammar explanations



in the class have faced a cruel reality: it is almost impossible to teach without using the mother tongue and grammar explanations, because of few opportunities to immerse students in English. But doing some grammar explanation, or using the mother tongue for very short periods of time—when it is really necessary—does not mean that teachers are applying Grammar Translation. In a true Grammar Translation setting, teachers conduct long grammar explanations, and students translate long texts. Therefore, limiting the use of Grammar Translation strategies is acceptable.

### **b. Direct Method**

This method is based on Gouin's Approach of the late 1800s. It was established

in Germany and France in 1900s. This method frowned upon the use of the mother tongue and emphasized the use of the target language in teaching. It was believed that students who wanted to learn a new language should learn it in the same way children learn their first language. A century later, applied linguistics demonstrated the credibility of this approach, and the method was put into practice once again at the beginning of the twentieth century. However, Brown (2007) writes, "By the end of the first quarter of the twentieth century, the use of the Direct Method had declined both in Europe and in the US. Most language curricula returned to the grammar translation method or 'reading approach' that emphasized reading skills

in foreign languages." (P. 22)

food, eating at a restaurant) rather than by explaining rules.

## Characteristics

1. Oral interaction is organized through question and answer activities that develop communicative skills.
2. Teachers use the target language to communicate in the classroom without translating.
3. Only everyday vocabulary and sentences are taught. Vocabulary is presented through real objects and pictures. Abstract vocabulary is taught in context.
4. Grammar is taught inductively by giving examples of real situations (shopping, buying something, ordering

5. Speaking and listening are taught because students need it to be involved in conversations and dialogues.

6. Teachers correct pronunciation and grammar.

7. Students have to learn to use the language spontaneously.

## REFLECTION

One of the advantages of applying this method is that students are involved in real-life situations; however, this requires a lot of resources to make the situations more life-like. Another advantage is that teachers speak in the



target language during the whole class, so students can be involved with the language as much as possible. Situations where the mother tongue is necessary can arise, however. Even though this method is from the twentieth century, it can be useful today for teaching students how to interact in situations such as: shopping, eating at a restaurant, asking directions, making reservations, etc.

At that time, the U.S. military provided intensive language courses to train their soldiers in oral skills. Because it was used for teaching soldiers, it was called The Army Method. In 1950, this method was later called the Audio-Lingual Method, which is based on the Oral Approach. Students must listen to (input) and then they have to speak (output). This was the beginning of the use of audiovisual materials in English classes.

### c. The Audio-Lingual Method:

The Audio-Lingual Method started to develop during World War II. The United States needed soldiers to be orally proficient in other languages to communicate during the war.

#### Characteristics

1. Classes are developed using a conversation or dialogue model.
2. Students read, listen, and act out the dialogues or conversations.

3. Students memorize some words and phrases from the dialogues or conversations.
4. Structural patterns are taught using repetitive drills.
5. Grammar is learned in context, with little or no grammar explanation.
6. Teachers use the mother tongue very little.
7. Students manipulate the conversation model to create new conversations.
8. During practice, students focus on correct pronunciation.

## REFLECTION

Nowadays, English textbooks have conversations and

dialogues with an audio CD. Therefore, it is common for students to listen to the CD and repeat. It is important for students to listen to the Cd because they can hear the exact pronunciation, stress, and intonation. Students studying an international language must be familiar with the right sounds. In my experience as a teacher, listening to the CD really helps students improve their pronunciation and comprehension. Students who are familiar with native speakers' pronunciation complete listening exercises successfully. I always encourage my students to listen to the CD at home and then I ask them to read in class. If they listen, they read with more correct pronunciation.



#### d. Cognitive Code Learning:

Cognitive Code Learning is not a method, but rather an approach that emphasizes the knowledge of grammar rules and their application in the use of the target language. It emerged as an opposition to the Audio-lingual Method, returning to some of the practices of Grammar Translation Method. The students' mother tongue was used for cognitive analysis of the language rules. It was assumed that the knowledge of rules helped to produce the language. Chomsky highlights the rule-governed nature of language and language acquisition. He argued that children subconsciously acquire a system of rules and that the knowledge of these rules helps to acquire the language (Brown, 2007, P. 24).

#### REFLECTION

For many years we have been trying to teach students by only explaining grammar rules without good results. This manifests in the very low level of English of Ecuadorian public school students. In 2011, the average grade of the diagnostic evaluation given to 10th grade and 3rd year high school students was 13.13/20 marks. (Base de postulación de becas para docentes de Inglés, 2012, P. 2). A deep analysis of grammar rules can make students learn how language is formed, but it does not develop communicative skills. On the contrary, students will have more chance to acquire the language if they practice a lot of reading, writing, listening and speaking.

## METHODS OF THE SPIRITED 1970s

In the 1970s, research on second language learning and teaching grew significantly and became a discipline in itself.<sup>5</sup> 5 revolutionary methods were developed. I call “revolutionary” methods because they started a new perspective on teaching a second language, based largely on communication. Richards (2006) classified these methods as Classic Communicative Language Teaching. In contrast to the traditional methods which focused on grammar analysis, this group of methods began to focus on the development of communicative competence. (P. 7)

### a. *Community Language Learning:*

Students in the classroom were considered as a group in need of certain therapy and counseling.

#### **Characteristics**

1. Students establish interpersonal relationships among their classmates. Using their mother tongue, they create an atmosphere of trust.
2. Students sit in a circle with the teacher on the outside of the circle.
3. Students converse in this way:
  - a) When a student wants to say something, he/she says it in



his/her mother tongue.

- b) Teachers translate the sentence into English.
- c) Students repeat the sentence.
- d) Another student says the answer in his/her mother tongue.
- e) The teacher translates the sentence into English.
- f) The student repeats the sentence into English.

The conversation continues this way.

- 4.** The conversation usually is taped to listen to and analyze later if possible.

## REFLECTION

The principal function of teachers in this method is translating whatever students want to say. There is an

attempt to involve students in a conversation but there is no real production on the students' part, because they just repeat utterances (vocal expression). Before engaging in an oral interaction task, students need enough input to complete the task. Therefore, teachers must give students plenty of opportunities to be in contact with the language throughout CDs, videos, songs, games, reading, chatting, online forums, articles, etc. They can also encourage student to work independently through the Internet, where they can find a variety of resources to develop their four skills: listening, reading, speaking, and writing. The Internet is a good source of input for students who study English as a foreign language.

### b. Suggestopedia:

This method is based on Georgi Lozanov's theory of suggestology: "Human brains can process a great quantity of material if given the right condition for learning." Baroque music, a style of Western art music composed between 1600 and 1750, and comfortable seats were considered central elements to generate relaxation and concentration in the classroom. Readings, role-plays, drama, and presentations of vocabulary are some of the activities. During the drama and role-play activities, students pretend they are native speakers and take new names.

### Characteristics

1. A recording of Baroque music is played to help students concentrate.
2. Teachers read or recite the new text.
3. Students read the text and translate it into their mother tongue.
4. Teachers read the text again.
5. Students close their books and listen to the text.
6. They leave the classroom and they have to read it at home.

In my opinion, three positive aspects from this method can be used in today's classrooms:



music, role-plays, and drama activities. They can contribute significantly to students' motivation. Classical music can be used when they work independently on a reading or writing task. Since students tend to like music, presenting a song is a good way to start classes. Role play and drama activities also motivate students because they have the chance to use the language in specific situations.

### c. The Silent Way:

In all methods described above the teachers is the center of the teaching learning process. Students learn what their teachers want them to learn. However, in the Silent Method, students are the center of the process because they learn

what they discover. This is a problem-solving approach based on cognitive learning, "...the process by which one acquires knowledge or skill in cognitive processes. Cognitive processes include reasoning, abstract thinking, decision making, problem solving etc." [www.dictionary.com](http://www.dictionary.com).

### Characteristics

- Students work in a group, cooperating to solve a complex task.
- Teachers assume a new role: Guides. They help the group when in the group face difficult situations to solve the task. For example: when they have different opinions and cannot come to the conclusion, or when they do not know how to do the task.

- The classrooms have a lot of didactic resources such as: big and colorful wall charts with key vocabulary students may need.

## REFLECTION

This method promotes **Discovery learning**, which is considered a constructivist approach. Students construct their own learning by discovering it. It is a good perspective in today's education system for three reasons. First, the task requires students to be critical and analytical to solve a task-based problem. Second, group interaction is meaningful not only because it makes the task easier, but also because group members learn from one another. Finally, the silent role of the teachers

is also an advantage, since it allows more space for students' oral participation. Even though, students can struggle to keep talking in the target language when they work in groups, teachers must motivate them to keep trying. Some things teachers can do are: teach them useful classroom language, teach them how to use mimics and body language, and create a good environment and self-confidence. Meaning is more important than accuracy.

### d. Total Physical Response (TPR):

This method was inspired by the principles of a child's first language acquisition "which has been developed and promoted by Professor James



Asher of San José State University in California" (Mühren, 2003, P.1). Asher noticed that children learning their first language appear to do a lot of listening before they speak. Then, it was suggested that students to do a lot of listening to acquire the language.

### **Characteristics:**

- Teachers ask students to do something by using commands in English.
- Students follow teachers' instructions. They act out commands.
- Students are not required to speak but listen to and respond physically.
- The physical response is the way to show understanding.
- Teachers do not have to use students' mother tongue.

### **REFLECTION**

This method is very popular for teaching children because the main learning activities are based on games and physical movements. However, it can also be useful for teaching classroom language in all levels because all classes involve instructions. Useful classroom language must be taught in order to encourage students to communicate in the classroom by using English. In order to enhance comprehension, teachers must use body language and mimics.

#### **e. The Natural Approach:**

The Natural Approach focuses on personal communication skills and the students' contact with the language

throughout comprehensible input. Grammar analysis is not used. Rather, it advocates the use of Total Physical Response activities as input for language learning. The language taught is related to everyday language situations, like conversations, shopping, listening to the radio, etc. Krashen and Terrell (1983) define three stages which learners move through: (a) Comprehension stage, (b) Early production stage and (c) Emergent language stage. In the first stage, students only listen in order to recognize meaning of words in context. In the second stage, students start to produce the language. This stage is marked with errors because this is the first attempt to produce the language. In the last stage, students are able to participate into longer

conversations activities such as: open-ended dialogues, free conversations, discussions, role plays, etc.

### **Characteristics:**

- Teachers provide comprehensible input through commands, lectures, games, skits and small group work.
- Teachers must communicate with their students in the target language.
- Teachers must use language that is beyond the students' level.
- When students start producing the language, they will make many errors.
- Teachers have to be very sparse in their correction of errors unless errors greatly interfere with comprehension.



## REFLECTION

The stages of this approach describe the whole process of the second language acquisition. In order for a person to learn a new language, he/she needs to get enough input throughout listening or reading. Then, he/she uses the acquired information to start producing the language, with errors in vocabulary, pronunciation and grammar. In the last stage, this person is more confident and is able to communicate fluently and accurately. Furthermore, each lesson contains the three stages of the teaching-learning process. Most of the suggested lesson plans identify three main stages: Presentation, Practice, and Production. In the Presentation stage, students are involved in input tasks, such

as reading and listening. Then, using this new information, they are involved in speaking and writing tasks (Practice). Finally, they produce the new information (Production). Understanding this process will allow teachers to include in their lessons plans appropriate activities for each stage in sequence.

### **f. The Eclectic Approach:**

The traditional methods and the spirited methods mentioned above have advantages and disadvantages. Their application depends on different circumstances such as: learning goals, available resources, number of students, students' level, etc. Therefore teachers have to create an Eclectic method; this means

mixing methods together. Teachers, as creative guides in the teaching-learning process can use the mix of several methods with different learning strategies, techniques and activities.

### COMMUNICATIVE LANGUAGE TEACHING APPROACH (CLT)

According to Richards (2006) the development of Language methodology can be seen in three different phases:

**Phase 1:** Traditional Methods  
(up to the late 1960s)

**Phase 2:** Classical Communicative Language Teaching of the spirited (1970s to 1980s)

**Phase 3:** Current Communicative Language teaching (late 1990s to the present) (P. 7)

While the first group of methods are based on the teaching of structures throughout a deductive approach (Students are taught grammar rules and then asked to practice using them), the second ones are developed under the notion of communicative competence with few or any authentic situations.

In contrast to the Classic Communicative Language Teaching, the current Communicative language teaching (CLT) is characterized by authenticity, real-world situations, and meaningful tasks. Mohammad (2012) claims the



"Communicative approach (to language teaching) aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and linguistic means to perform the different kinds of functions." (P. 211)

Nowadays, learning a language is more than learning a list of vocabulary, completing grammar exercises, or memorizing dialogues. The main goal of studying a new language is to use it for real communication. The classroom activities involve students in everyday situations to prepare them to go out in the real world with the language. Rather than offering a definition, several authors describe its characteristics:

- Contextual meaning is very important.
- Student interaction is based on everyday situations. The environment ideally should permit students to use the language in real situations.
- Memorization is not required, but long-term retention is necessary.
- Effective communication is necessary and is encouraged, starting in the beginning levels.
- The use of mother tongue should be used judiciously—only if students cannot understand after exhausting many avenues of communication.
- The primary goal in the classroom is to develop communicative competence.
- Fluency and acceptable grammar is the most important; accuracy is valued in context.
- Students do not need to

use specific structures to fulfill a task.

- Students are treated as unique individuals; learning styles are recognized.
- Teachers are guides and facilitators, not as all-knowing distributors of knowledge.

### ***Principles of CLT***

- a) Learner-centered Instruction
- b) Cooperative and Collaborative Learning
- c) Interactive Learning
- d) Whole Language Education
- e) Content-Based Instruction
- f) Task-Based Instruction

#### ***a) Learner Center Instruction:***

This is the opposite of traditional teaching, which is teacher-centered, moving towards

learner-centered teaching. The most important point is not what teachers want to teach, but what learners want or need to learn. Therefore planning must include learning activities based on students' interests and styles without presupposing objectives in advance. If the group of students is about 14-16 years, teacher must select carefully topics they would like, or ask them.

#### ***b) Cooperative and Collaborative Learning:***

A collaborative group (no more than 5) interacts dynamically and cooperates in order to accomplish a particular objective or task. Every member has to accomplish a role: leader, secretary, timer or exponent, etc. The group



shares ideas using the target language and simultaneously acquires new knowledge. Learning outcomes are better with collaborative groups rather than with independent work. Ingram and Hathord (2004) claim, "While working together, students build new understanding by challenging others' ideas and defending their own. When successful, this creates a product that is different from what any individual could produce alone" (Kozar, 2010, P.17)

### c) Interactive Learning:

Communicative Language Teaching emphasizes interaction as the ideal way to develop communicative skills. Pair and group work are necessary. These groups

should interact after significant language input containing significant content that allows students to go out there with the language. Oral communication must focus on spontaneity rather than memorization. Writing activities must be to and for real audiences. For example: writing a letter to a friend, a teacher, a relative or a family member.

### d) Whole Language Education:

The word "whole" refers to the integration of all aspects of the language in everyday classes. For example, integrating the four skills through, authentic, social, and natural language, holistic assessment, cooperative work, and so on. It permits learners to build meaningful connections between everyday learning

and school learning. What students learn should be relevant for students' lives.

#### e) Content-Based Instruction:

By teaching social content rather than language structures, the target language becomes the medium to convey information of interest and relevance to the learners. Then, language-learning becomes worthwhile to the students. Students have the opportunity to learn science, math, social science and other content through English. It is a good way for acquiring new academic and cultural knowledge.

#### f) Task-Based Instruction:

Task-Based Instruction can be defined as an activity that

needs to produce a tangible result (outcome). Pica (2008) claims "Task-based instruction is characterized by activities that engage language learners in meaningful, goal-orientated communication to solve problems, complete projects and reach decisions" (n.p.). The task should be accomplished with cooperative work in which students have to work together. They have to communicate and collaborate effectively, because the assessment will be focused on the final outcome. Students learn a language because they are involved in an environment of communication and the result (outcome) of the task is presented by using the language (oral or written).

In foreign language classrooms, teachers struggle when



applying this method because students communicate within their groups in their mother tongue, instead of the target language. After setting up a task, it is important for teachers to monitor and help them complete it successfully. They have to provide the necessary vocabulary, give suggestions, revise, and give feedback on presentations and written material.

## REFLECTION

Communicative Language Learning is the latest approach in the teaching of new languages. The word communicative highlights the main objective of learning a second language: to communicate. Therefore all learning activities must make students interact with each other.

This interaction will develop their communicative competence. Methods, strategies, and techniques must correspond in this approach in order to meet present-day demands of fluent communication in a second language. Moreover, group work is increasingly preferred in today's educational curriculum. Students must work together to learn from one another.

## COMMUNICATIVE LANGUAGE TEACHING IN EFL CLASSROOMS

From reading about the Communicative Language Teaching, it is easy to imagine how challenging it can be to apply in the foreign language classroom. This approach asks students to work on specific tasks, interacting in the target

language because learners need to engage in meaningful communication to attain communicative fluency and accuracy. CLT has been implemented worldwide in EFL classrooms, but it is more difficult than in ESL classrooms. The main challenge is that students do not have enough linguistic dexterity to actively be involved in CLT activities. Another problem is that teachers are not trained to manage this type of classrooms. Zekariya Ozsevik (2010) in her research on CLT in EFL classrooms showed that Turkish EFL teachers, whilst aware of the achievements, observe many difficulties in implementing CLT in their classrooms. These difficulties stem from the teacher, the students, the educational system, and CLT itself. Moreover she states that

although the current English teaching curriculum imposed by the Ministry of National Education in Turkey is clearly based on the CLT methodology, traditional methods such as the Grammar-translation method still dominate the EFL classroom. One of the difficulties identified was that many Turkish EFL teachers are deficient in spoken English. Even though they know CLT principles, they are incompetent with respect to the appropriate use of language in context, due to their lack of sociolinguistic and strategic competence in English. Time, large classes, and students' low English proficiency are other problems. This generally makes it hard for teachers to communicate with the students. Students resist participating in communicative



classroom activities, and they lack the motivation to develop communicative competence. There is little support from administrators and colleagues, as well as insufficient funding from the ministry. Finally, the main culprit – grammar-based examinations – draws more attention to English grammar for all the involved parties, namely students, teachers, parents, and school administrators.

It is true that CLT methods are easier to apply in ESL classrooms because students have a great exposure to the language outside the classroom, and therefore they are better able to participate in oral activities. However, undeniably, CLT is beneficial for both EFL and ESL students. Lius' (2001) research demonstrates that EFL learners

are willing to participate in pair or group discussion, and that the student-centered classroom encourages more participation (Lius, 2001, N/P). Two positive aspects of CLT are that it is learner-centered (mandatory in today's education) and that it encourages oral interaction. Oral interaction is the only way to develop communicative competence. CLT involves a variety of oral activities. For example: giving or asking for more information, making comparisons, agreeing or disagreeing, summarizing, answering questions, following instructions, role-plays, interviews, and so on. Teachers will identify the best ones for their classes. EFL teachers do not have to see CLT as an impossible approach. It is demanding and challenging,

but it will produce great results. In order to combat the lack of contact with the language outside the classroom, teachers must encourage students to use the Internet (see chapter 7) to get input. Here, they can find different websites with interesting activities to practice listening, reading, speaking and writing. Finally, it is important that teachers have a sufficient level of English. According to international standards, teachers in Ecuador should have a level of at least B2 in correspondence with the common European framework. (Bases de postulación para becas de inglés SENACYT (2012, P.2). Teachers must be certified teachers to apply this approach, so teachers should aim for an international certification, such as: GESE(Graded examination

in Spoken English), TOEFL (Test of English as a Foreign Language) or FCE (First Certificate in English), and others. Mastering English will help to manage CLT activities effectively.

### TEACHING BASED ON MULTIPLE INTELLIGENCES

Traditionally, English teaching was based on logical and verbal intelligences. All students were supposed to analyze structures and produce the language orally (repeatedly) because it was thought that they all learned in the same way. However, thanks to Howard Gardner's Theory of Multiple Intelligences, teachers are more willing to recognize student's differences. "The theory states that all nine intelligences are needed to



productively function in society. Teachers, therefore, should think of all intelligences as equally important. "This is in great contrast to traditional education systems which typically place a strong emphasis on the development and use of verbal and mathematical intelligences" (Khalaf, 2013, p. 294).

According to Gardner's theory, all individuals learn differently, and some can even develop one skill better than others. For example, the best-selling classical singer Pavarotti's intelligence was musical. Einstein, who developed the theory of relativity, was logical and mathematical. On the other hand, the soccer player Lionel Messi is better at sports. No one is less intelligent, but each one is better in a specific field.

According to Gardner (1983-1999) there are 9 basic intelligences teachers must know:

- 1. Linguistic and verbal intelligence:** Students who have this intelligence like to speak. They have metalinguistic skills that allow them to understand rules used to govern language.
- 2. Logical intelligence:** These students learn by doing grammar analysis. They are good at writing paragraphs and essays.
- 3. Spatial intelligence:** These students remember the language by using visual clues and associate pictures with words.

**4. Kinesthetic intelligence:**  
Students who have this ability use their body to express ideas. They combine physical actions with linguistic responses and are adept at playing roles.

**5. Musical intelligence:**  
These students learn better in a musical environment with rhythm and harmony. Teachers have to consider that music plays a very important role with these students. Including music in classes is not a waste of time.

**6. Interpersonal intelligence:**  
These students like to work in groups and are very social. They develop English speaking skills through reacting to others. However, not all learners have excellent interpersonal skills. For this reason individual and group work should be included interchangeably.

**7. Intrapersonal intelligence:**  
These students prefer to work on their own. They enjoy analyzing concepts, ideas, and their personal strengths, which is essential for long-term English learning.

**8. Naturalist intelligence:**  
These students understand the natural world. Similar to visual and spatial learners, they learn a language by using it in the real world.

**9. Existentialist:** these types of students have great sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here.



## STRATEGIES BASED ON THE MULTIPLE INTELLIGENCES

VERBAL-LINGUISTIC	LOGICAL-MATHEMATICAL	VISUAL-SPATIAL	BODILY-KINESTHETIC
choral speaking	problem solving	graphing	Hands-on experiments
declaring	measuring	photography	activities
storytelling	coding	making visual metaphors	changing room arrangement
retelling	sequencing	making visual analogies	creative movement
speaking	critical thinking	mapping stories	going on field trips
debating	predicting	making 3D projects	physical education activities
presenting	playing logic games	painting	crafts
reading aloud	collecting data	illustrating	dramatizing
dramatizing	experimenting	using charts	using cooperative groups
book making	solving puzzles	using organizers	dancing
nonfiction reading	classifying	visualizing	
researching	using manipulative objects	sketching	
listening	learning the scientific model	patterning	
process writing	using money	visual puzzles	
writing journals	using geometry		

MUSICAL	INTERPERSONAL	INTRAPERSONAL	NATURALIST
humming	classroom parties	personal response	reading outside
rapping	peer editing	individual study	cloud watching
playing background music	cooperative learning	personal goal setting	identifying insects
patterns	sharing	individual projects	developing habitats
form	group work	journal log keeping	identifying plants
playing instruments	forming clubs	personal choice in projects	using a microscope
tapping out poetic rhythms	peer teaching	independent reading	dissecting
rhyming	social awareness		going on a nature walk
singing	conflict mediation		building a garden
	discussing		studying the stars
	cross-age tutoring		bird watching
	study group		collecting rocks
	brainstorming		making bird feeders
			going to the zoo

SOURCE: <http://www.teachervision.fen.com/>

Find more strategies in Dr. Khalaf's work entitled "Implications of Multiple Intelligences Theory in ELT Field" (2013)



## HOW TO IMPLEMENT MULTIPLE INTELLIGENCE THEORY IN EFL CLASSROOMS

- Identify students' intelligences by applying a multiple intelligence test. (See Annex 6 and 7)
- Identify the activities frequently used in the class and categorize them to each particular type of intelligence. (Christison 1996)

- Make a plan that integrates activities for most of the intelligences identified in a particular class.
- Expand classroom activities for the neglected intelligences by way of examining and analyzing the

checklists for a period of time. (Khamis 2004).

- Help students to identify the intelligences they have in order to make them responsible for their own learning.
- Use ELT Multiple Intelligences weekly/monthly checklists to keep track of different activities and tasks conducted in the class. (Christison 1996).

### REFLECTION

English teachers would agree that a class is always made of students with different intelligences. Some students are better in logical exercises and learn using grammar charts, conjugation tables, etc. Linguistic learners learn focusing

on word parts, such as prefixes, suffixes, and word formation rules. Others, who are visual learners, understand faster throughout visual materials. Those who are musical will feel more motivated to learn English with songs.

Taking into account the Multiple Intelligence Theory helps teachers to understand learning differences and the necessity of not generalizing, but personalizing teaching. A method or strategy is not effective for all students because they are all different and will learn in different ways. As Gardner (1999) says, there are many autonomous intelligence capacities that result in many different ways of knowing, understanding, and learning about our world

(Khalaf: 2013: P. 292).

Therefore, a class should always be provided with plenty of opportunities to practice and learn the language catering to each of the intelligences. This will contribute to the application of the student-centered approach in today's education, which attempts to teach students through what they like to do.

### TRADITIONAL VS. COMMUNICATIVE CLASSROOMS

As more and more people become interested in learning language for communication, most language program curricula have turned to the communicative approach and student-centered approach. However, in practice, there are



still two types of classrooms. In the first type, students learn a set of linguistic rules usually framed by traditional grammar-based approaches. This type of classroom focuses more on linguistic form than on meaning and communicative competence, and it remains teacher-centered. In the second type, students attempt to participate using the language as members of group who needs to communicate. In this type of classroom, developing the learner's communicative competence is usually the central objective and it is student-centered.

In addition, "In the traditional classroom [first type], the teacher only sits or stands behind a desk, and spends a large amount of time giving

lectures and directions whereas students' role are sitting, listening and taking notes passively" (Luu and Nguyen: 2010: 30). In this type of classroom, there is little or no interaction because learning is based on the analysis of grammar structures. Teachers dominate the classes and they are the center of the class while students are totally passive and have few opportunities to participate. In the second type, teachers understand that society requires people with communicative competence to interact socially.

## CONCLUSION

English Teaching methods have evolved according to societal demands, and all of them have provided a foundation for the evolution of new methods.

Moreover, it is worthwhile to mention that all methods have been useful at certain times. For instance, in the nineteenth century, communication was written rather than oral. Society required people to be able to understand and translate texts from one language to another language. Therefore the Grammar Translation Method was better suited for that purpose. The audio-lingual method emerged as an alternative to accomplish the lack of trained soldiers to be able to understand messages and communicate during the war.

Teachers have to understand the dynamic of society's current needs, and recognize that our contemporary society requires people who can

communicate. Therefore, they should select methods that make students develop their communicative competence through participation. Most teachers, including me, strongly believed that it is necessary to integrate grammar in EFL classrooms. In fact, Yin and Barrea-Marlys (2012: P. 63, 64) cited much research indicating that teachers believe that it is necessary to integrate grammar exercises even in the application of Communicative language methodology. Moreover Farrell and Lim (2005) who carried out a study about English teachers' beliefs regarding grammar teaching in an elementary school found that the teachers believe that grammar instruction and grammar exercises are necessary for students.



In addition, Wang (2009) reported in her study that the teachers agreed that grammar drills are important in language teaching and learning. But they also believe that students need communicative activities to enhance their speaking ability. Similarly, Richards, Gallo, and Renandya (2001) reported that the teachers in their study believe that explicit grammar instruction is essential

in L2 learning, although they claimed that they adopted CLT in their teaching. Personally, I also believe that short grammar instruction and sometimes practice can be necessary in Communicative Language Teaching activities. However, this grammar practice must not be out of context, and it should not be the primary activity or the ultimate learning goal.

# ASSESSMENT IN THE LEARNING PROCESS

Before talking about assessment, it is important to differentiate it from evaluation. Assessment is the part of the teaching-learning process that focuses on learning outcomes. It is the process that allows teachers to gather information about students' performance through the application of strategies such as: test, presentations, dialogues, portfolios, role-plays and others. Through this process, teachers can also identify common problems in order to adapt their methodology, content, and didactic resources. In addition, evaluation determines the level of quality of a performance or outcome and enables decision-making. This decision-making process culminates in the assignation of grades. Evaluation is an inevitable process in our education system. Teachers are legally obligated to assign grades to students at any institution. Grades

## CHAPTER 5



determine if a student is able to move on to the next level, year, semester, etc. Unfortunately, teachers, parents, and students pay more attention to grades rather than to learning.

However, teachers are aware that assessing learning is more than assigning grades. In a world without evaluation, students could learn better and teachers could teach more effectively.

Although most teachers try to be fair when evaluating students' work, they frequently fail because evaluation is a subjective process. Certainly, a simple grade does not reflect how much students know or are able to do. Sentiments and other factors can easily bias a teacher while grading students' work. If a teacher is not in a good mood, he/she can take it

out on his/her students by giving them low grades. Moreover, a student will not be able to do the best on a task or on a test if he/she has personal problems. Last but not least, students' discipline can also influence grades. Teachers irritated by students' misbehavior can consider this aspect when grading them. Students with disciplinary problems may not have good grades.

In addition, most teachers assess using their own subjective preferences. For instance, in a writing task some teachers pay more attention to grammar and spelling, while to others the content, neatness, and form are more important. In the same way, when assessing speaking, some teachers think that accuracy is less important than

fluency, but others probably care more about student's pronunciation, and so on.

## TRADITIONAL ASSESSMENT AND AUTHENTIC ASSESSMENT

I know from my own experience that most beginning teachers as well as some experienced ones usually try to imitate the way they were taught and evaluated when they were students. So, Traditional Assessment is still present in classrooms. Traditional Assessment (TA) and Authentic Assessment (AA) are two different approaches of learning assessment.

Mueller (2012) defines traditional assessment:

By "traditional assessment" (TA) I refer to the forced-choice measures of multiple-choice

tests, fill-in-the-blank, true-false, matching, and the like that are so common in education. Students typically select an answer or recall information to complete the assessment. These tests may be standardized or teacher-created. They may be administered locally or statewide, or internationally" (p. 1)

On the other hand, Elsworth (2014) define Authentic Assessment tasks:

Authentic classroom assessment tasks include creating posters or other artwork, keeping learning logs or journals, conducting experiments, working individually or in groups to complete projects, giving performances or presentations, building a portfolio, writing



letters to authorities to address an issue, or organizing a solution to a community-based problem.

<http://everydaylife.globalpost.com/definition-authentic-assessment-useful-students-special-needs-6725.html>

(02/01/13)

In other words Authentic Assessment requires students to demonstrate that they have developed specific skills and competencies by performing or producing an authentic task  
“An authentic task is one which requires the student to use knowledge or skills to produce a product or complete a performance.”

[\(http://www.learner.org/workshops/socialstudies/pdf/session7/7.PerformanceAssessment.pdf\)](http://www.learner.org/workshops/socialstudies/pdf/session7/7.PerformanceAssessment.pdf)

(30/12/13)

TA uses mostly multiple choice tests, filling in the blank, true/false, and short-answer questions. Most of these tests require students to memorize concepts, definitions and rules to select the right answers. The results of this type of assessment show the amount of knowledge that students have learned. On the other hand, AA asks students to accomplish a task, which means they have to apply their knowledge to a real performance task. Traditional assessment asks students to choose a correct verb, a noun, an article, or an auxiliary to complete a structure while Authentic Assessment asks students to talk or write about something using different structures. If a teacher is teaching the **to be verb**, he/she has two ways to assess.

First he/she can give a test in which students have to choose the appropriate verb to see if students understand how the to be verb works. Another option is asking students to describe, in writing or orally, their family (physical appearance, personality, character, and occupation). This is what we call a real performance task, because students are involved in a situation related to their own lives. However, “On traditional assessments, students are typically given several choices (a, b,c, or d; true or false; matching) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task usually representative of

more meaningful application.” (Muller, 2011p. 3)

TA occurs after the teaching process, but AA takes place during the teaching process. In TA, students have to learn and recognize definitions; but in AA, they have to construct and apply them. In addition, TA and AA have different contexts. While TA takes place in a contrived situation, AA is ideally situated in a real context—a situation that is closely related to their lives—so students can enter real-life situations with the target language. In TA, students are expected to demonstrate what teachers think they should know; in AA, students define the parameters for the final product. Finally, multiple choice tests—even those that



require critical thinking—do not show clearly if the students will be able to demonstrate what they know in practice.

All teachers must comply with the policies of our institutions. For that reason, we are obliged to use multiple choice tests, which require more memorization than critical thinking. Moreover, we must prepare students for the standardized tests required for international language certifications. However, it is possible to use some of the TA instruments to apply AA. “It is likely that some mix of the two will best meet your needs” (Muller: 2011: p. 2). For instance, before putting students in action, we need to be sure they have specific knowledge to accomplish a task; otherwise they would not be able to

perform well. The idea is not to focus too much on tests but promote students interaction with real language use.

To summarize, Authentic Assessment is more real and useful for learning because it provides evidence that students are able to apply what they learn. AA usually includes a task for students to perform, and a rubric by which their performance on the task will be evaluated. Instead of assessing students' static knowledge, we evaluate their ability to apply it in a real task. This perspective helps us to accomplish one of the primary objectives of teaching a language: communication. In this way, we train students to be productive rather than receptive. Knowledge about grammar and vocabulary

does not necessarily mean students can speak. Authentic assessment transforms evaluation from a test to a task, and from memorization to performance.

## STRATEGIES FOR APPLYING AA

**Oral Interviews:** Teachers or other students ask questions about a certain topic. The questionnaire can be designed by teachers or by the students, depending on the level.

**Story or text retelling:** Students select main ideas from a story or text experienced through listening or reading.

**Writing samples:** Students follow samples from the textbook or other material to write letters, narratives, and persuasive texts.

**Projects:** Students can work individually, in pairs, or in groups to do an academic project based on certain content. Topics should be selected taking into account students' interests.

**Exhibitions:** Students give oral presentations on the topic of their choice in class or outside.

**Experiments/Demonstrations:** A classroom can become an open house. Students have to explain experiments and demonstrate the use of materials. It can be oral or written.

**Constructed-Response Items:** Students respond to open questions in writing. There is not a correct or incorrect answer. It is an exercise to improve students' critical thinking.



**Teacher Observations:** Teachers observe students' overall in-class performance—working in groups, individual participation, etc.—and assess them with a rubric.

**Portfolio:** Teachers can ask students to keep all their work organized in a folder. The folder must include rubrics for the assessment of each work. Rubrics for self-assessment, peer assessment, checklists, and self-assessment can also be included. They are useful for checking students' progress.

**Role-Plays:** Students act out a specific situation in the target language (a shopping day, giving directions, in a restaurant, etc.). It will help students improve their communicative skills.

In order to assess students' performance in each activity more objectively, teachers must use rubrics.

## RUBRICS

Rubrics are very useful instruments for Authentic Assessment. Rubrics are ideal for anything and everything teachers want to assess: writing, speaking, listening, reading, projects, essays, oral presentations, role plays, group work, participation, etc. At the beginning of the level or school year, teachers and students can make agreements about the evaluation process. If teachers give rubrics to students, they will know exactly how they are going to be evaluated, and they will work to reach the standards their teachers establish. Teachers can create rubrics to

be used only by them, or they can give them to students to keep in their portfolios. Teachers can create rubrics in Microsoft Word, Excel, or find free rubrics available on the Internet. The online program Rubistar is an easy way to create rubrics.

## HOW TO USE RUBISTAR

On the home page ([www.rubistar.4teachers.org](http://www.rubistar.4teachers.org)), certain links explain the web site. For example: the options **More** and **What a Rubric Is** give a general description about the utility of rubrics in the assessment process. The “Tutorial” option links to a video about how to create rubrics. To become a member, click “Register” on the right side. It is necessary to be a member to create rubrics. After registering, members can log in and benefit from this wonderful tool. (See picture 1)



## Picture 1: Rubistar homepage

The screenshot shows the Rubistar homepage. At the top right, there is a link to "RubiStar en Español". Below it are links for "Home", "Find Rubric", "Create Rubric", "Login", "Sign Up", and "Tutorial". The main content area has three tabs: "Welcome" (selected), "Featured Projects", and "Make Your Rubrics Interactive". The "Welcome" tab displays a screenshot of a rubric on a laptop screen with the heading "Welcome to RubiStar!". It says: "Want to make exemplary rubrics in a short amount of time? Try RubiStar out! Registered users can save and edit rubrics online. You can access them from home, school, or on the road. Registration and use of this tool is free, so click the Register link in the login area to the right to get started now." Below this is a "Register" button. To the right, there is a "Log In" form with fields for First Initial, Last Name, Modifier, Zip Code, Password, and a "Login" button. Below the login form is a "Go To a Saved Rubric" section with a "View", "Edit", and "Analyze" button.

Then, a window with types of rubric will be found  
(See picture 2)

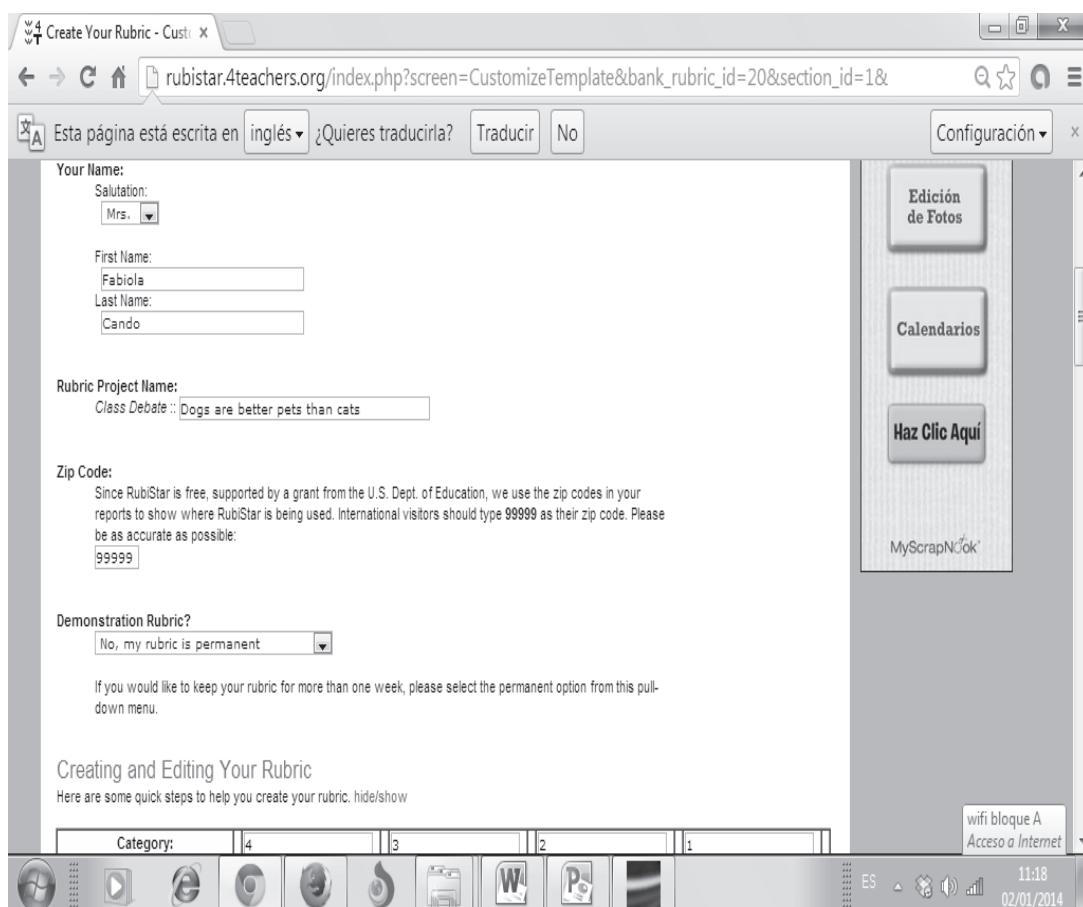
## Picture 2:

CHOOSE A CUSTOMIZABLE RUBRIC BELOW		
Oral porjects	Products	Multimedia
Class debate	Making a brochure	Digital Storytelling
Historical role Play	Making a game	Hyper Studio/powerpoint appearance
Interview	Making a map	And content
Newscast - Presentation and Plannig	Making a poster	Multimedia Project
Oral Presentation Rubric	Newspaper	Scott county Digital Storytelling
Puppet show	Public awareness campaign	Storyboard - Multimedia
Story telling	Timeline	Video - Preproduction

After selecting any type of rubric, information for the headline should be completed. Below the title Creating and

editing your rubric, there are some quick steps to create rubrics. (Click in hide/show) (See picture 3)

**Picture 3:** Rubrics' headline



Under the option Creating and Editing Your Rubric, there are different categories to be chosen from depending on

the task to be evaluated. It is not necessary to include all categories presented. (See picture 4)



#### Picture 4: Columns and lines of the rubric

##### Creating and Editing Your Rubric

Here are some quick steps to help you create your rubric. hide/show

Category:	4	3	2	1
<p>Information ▾</p> <p>If you don't like the text in the box above, you can use the text box below to rename a category or type in a new category name.</p> <p>You may add or modify content in the rubric text boxes to the right:</p>	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.

Teachers can edit the criteria according to what they want to assess. It can be qualitative (excellent, very good, good, etc.) or quantitative (scores). Click Submit to complete the rubric.

Below the rubric, there are three options (See picture 4): the rubric

can be printed, downloaded, or made available online. The option Download allows it to be saved to the web browser or in an Excel format. It is recommended to save rubrics in Excel because later they can be edited. (See an example of a rubric in Annex 8)

#### Picture 5: How to print or save a rubric

Finished with Your Rubric?



Choose this option if you simply wish to create paper copies of your rubric, or if you wish to save your rubric onto your computer (download). The saved rubric will be in a



If you choose this option, we will save your rubric data in our online database. Rubrics that are saved online may be modified at a later date and will be viewable online. You

## HOW TO DESIGN RUBRICS IN MICROSOFT EXCEL OR WORD

- a)** Insert a table with the number of columns and lines you want. In the columns, you have to include the categories and the criteria.
  
- b)** Include the information you want in the headline.
  
- c)** In the first line define what kind of rubric it is: writing, speaking, role play, oral participation, etc.
  
- d)** In the second line, set the criteria: qualitative, quantitative, or both at the same time. Decide the number of criteria to be included.
  
- e)** In the first column, identify the category and what aspects

you are going to take into consideration. In the example I include three categories, but you can use as many as you want.

- f)** In the next columns, write the standards related to the criteria.
  
- g)** In the final line include the grade totals.

See examples in Annex 8, 9 and 10.

## RESEARCH ON ASSESSMENT

Mertler (2000) conducted a study that describes and examines the differences in assessment practices of teachers with regards to gender, school level, school setting, and years of experience.



The results of this study reflect that elementary teachers use alternative assessment more frequently than do high school teachers.

In addition, suburban teachers reported using the alternative assessment techniques more frequently than rural teachers. The results also showed that teachers with fewer years of experience tend to use alternative assessment more frequently than teachers with 30 or more years.

In another study, Tan (2012) points out that students are subjected to power structures when they work with traditional assessment forms (evaluator against who are evaluated). Tan (2012) also claims that teachers with a progressive knowledge

of alternative assessment encourage reflexivity in their students, motivating them to achieve not only good grades but comprehensive learning and understanding.

Furthermore, the study **Authentic Assessment and Pedagogical Strategies in Higher Education** (whose goal was to examine the implementation of authentic assessment in higher education in Malaysia) showed students' positive attitudes toward the application of innovative assessment. The study also showed instructors' lack of knowledge in new strategies procedures such as: design valid and reliable tasks. (Yuan & Kaur, 2010)

Finally, Zhang's (2009) empirical study, titled: **Has Portfolio**

## **Assessment Become Common Practice in EFL Classrooms?**

determined that more than 50% of teachers have not heard the use of portfolios for assessment.

The research discussed above offers two general conclusions. First, teachers' lack of knowledge about authentic assessment is one of the main reasons that traditional assessment dominates classrooms. Second, students respond positively to authentic assessment. Third, teachers aware of authentic assessment focus more on learning rather than on grades.

Fourth, traditional assessment can be seen as an exertion of power; this type of perception is a characteristic of traditional classrooms in which teachers have authority over students, and teachers are considered

to be owners of knowledge (teacher-centered approach).

Therefore, teachers need to seek training in authentic assessment practices in order to improve students' learning. Authentic Assessment must be fully implemented in all areas of the educational system. If teachers understand the role of assessment in the learning process, as well as the benefits of Authentic Assessment, they would be more likely to use these strategies that improve students' learning.

## **CONCLUSION**

The ultimate goal of any assessment practice in EFL is to guide students to improve their ability to use a new language. Teachers must understand



Assessment as a strategy within the learning process. Assessment strategies must allow students to practice the language in order to develop communicative skills. In other words, authentic assessment techniques must be applied in EFL classrooms because it asks students to perform in challenging and real tasks using the target language.

However, the need for Traditional Assessment must not

be overlooked. Unfortunately, international examinations such as: TOEFL, FCE, KET, PET and others use standardized tests. For this reason, students need to learn strategies and develop their ability to do well in those tests. TOEFL and FCE certifications are essential requirements for grants, scholarships, or applications to study or work abroad. Traditional tests can be used occasionally for short periods of classtime.

# INTERNET AND EFL LEARNING

Social, educational, economic, and cultural changes have given rise to today's "Information Society." People access all kinds of information through the Internet, which can serve many purposes: communication, business, work, entertainment, and research, as well as education. Nowadays, more and more educational institutions invest in more interactive, technological learning spaces.

In the teaching and learning process, an Internet connection grants access to the broadest sources of material for developing listening, reading, writing and speaking. Moreover, learners can make meaningful international relationships through e-mail, chats, blogs and social web sites. Now, traveling to another country is not the only way to improve communicative skills.

## INTERNET AS SOURCE OF INPUT

Internet can be an important source of

# CHAPTER 6



input for learners, especially for students who study English as a foreign language. They can engage with the language in situations that cannot be found in their real world. Although students cannot be involved in an English speaking environment directly, the Internet can open a new world that connects students with more lively situations: movies, videos, comics, music, authentic reading material in all subjects, and online lectures where students can actively participate.

## STUDENTS' PERCEPTIONS ABOUT INTERNET

Aydin's 2007 research about the attitudes of foreign language learners towards the Internet claims that "Related literature

indicates that the Internet has an important role and great potential in foreign language learning. It is also obvious that attitudes of learners affect learning process significantly" (P. 1). The research shows that EFL learners have positive attitudes towards the Internet, excepting some areas such as addiction, socialization, and shopping. Positive attitudes contribute to foreign language learning via the Internet after overcoming potential problems and disadvantages. Usun's 2003 study investigated students' attitudes towards educational uses of the Internet. 207 EFL undergraduate students were the sample group. The participants mostly had positive attitudes towards Internet use. In another study (Ministry of Education and Science of

Ukraine, 2003), 71% of the ESL learners had positive attitudes towards the Internet.

## ADVANTAGES OF INTERNET IN EFL LEARNING

Nowadays, the Internet has an important role in foreign language learning and teaching. Yang and Chen (2007) discuss the advantages of Internet use in EFL learning:

*"The Internet enables English learners to access useful language resources and communicate directly with native English speakers. ... Learners can practice applying information and overcome the decontextualized predicament of English learning. Students can learn listening, speaking, reading and writing*

*English integratively via real-world situations."*

Moreover, Genc Ilter (2009) in a research about advantages of technology in EFL classrooms cite different authors who mention some advantages of using internet: Ellinger et all (2001) believe that internet is an important tool that encourages students, increases autonomous learning potential and brings enthusiasm into the classroom. In the same way Chapple and Curtis (2000) point out that the use of authentic films in the classrooms motivates the learners because films make learners use both of their hemispheres which are very important for language learning. Kung (2003) explains that web using enriches and supports good motivation



in the development of speaking skill. Deeler and Grey (2000:75) indicate that the real motivating factor in using the internet for speaking skill can be videoconferencing and cross-curricular projects. Isman et all (2004) implies that students always have positive and optimistic ideas for using computer in the classrooms and it gives opportunity students to create new ideas and develops their problem solving skills. Finally, Harmer (2007) points out that students can become active and dynamic learners by means of online education and also mentions the importance of computer-based technological classrooms because they provide learners with unreachable and fascinating activities which attract and motivate them.

Teachers who have experienced working with internet would generally agree that it is an effective way of teaching and learning a new language. Teachers should select appropriate material taking into consideration student's interests, their level. In the same way, teachers can find different materials created by other teachers around the world: flashcards, handouts, games, lesson plans, assessment check lists, reading material, writing materials, teaching ideas, rubrics, etc. Integrating these useful materials into the classroom avoids monotony.

## SUGGESTED WEBSITES

1. <http://www.theteacherscorner.net/>: Material for teaching and grammar exercises.

2. <http://www.usingenglish.com/>: Handouts, lesson plans.
3. <http://mural.uv.es/diezan/recursos.htm>: Educational resources in English.
4. <http://youtube.com>: Videos of any topic you want to know.
5. <http://atozteacherstuff.com>: Printable classroom materials.
6. <http://www.funbrain.com>: Educational games to practice English.
7. <http://www.eslcafe.com>: A website to network with other English teachers.
8. <http://www.english-to-go.com>: Reading comprehension activities.
9. <http://www.kn.pacbell.com>: Lessons, activities, and projects classified in subject matters.
10. <http://www.bbc.co.uk/cbeebies/index.shtml>: A channel for children.
11. <http://www.mansioningles.com>: Free courses and other educative resources.
12. <http://www.mdlsoft.co.uk>: Interactive exercises and games.
13. <http://www.saberingles.com.ar>: Movies, TV programs, songs, and vocabulary



- 14.** [www.englisch-hilfen.de:](http://www.englisch-hilfen.de/)  
Grammar explanations and exercises, games, vocabulary, materials, and so on.
- 15.** <http://www.theenglishvocabulary.com/>:  
Vocabulary divided into categories.
- 16.** <http://www.manuales-gratis.com/manuales/variros.html>: Courses and free manuals.
- 17.** <http://www.multimedia-english.com>: Videos, songs, cartoons, vocabulary, games and more.
- 18.** <http://endrino.cnice.mecd.es/~jgol0025/>: Basic vocabulary.
- 19.** <http://abcingles.net/>:  
Tests and grammar exercises.
- 20.** <http://observatorio.cnice.mec.es/>: Programs and educative resources.
- 21.** <http://www.esl-lab.com>: Exercises for practicing listening and other materials for teachers and students.
- 22.** <http://www.multingles.net/software1.htm>: Directory of educative programs.
- 23.** <http://www.easyenglish.com>: Lessons with explanations, exercises, and tests.
- 24.** [http://www.englisch-hilfen.de/en/exercises\\_list/alle\\_grammar.htm](http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm): Grammar explanations and exercises,

basic and complex tests, writing exercises and examples, English lessons, games, downloadable worksheets, etc.

**25.** [http://www.efltheatreclub.co.uk/index.php?p=1\\_19](http://www.efltheatreclub.co.uk/index.php?p=1_19): Ideas for bringing theater into classroom.

**26.** <http://azargrammar.com>: A website with materials created by teachers for teachers that include ideas for teaching English.

**27.** <http://www.lyrics.com>: A variety of songs for learning English.

**28.** <http://www.qualitytime-esl.com/spip.php?article173>: Songs with subtitled lyrics in English (1) with exercises.

**29.** <http://www.learnenglish.de/pronunciationpage.html>: Exercises for practicing pronunciation, enunciation, and elocution.

**30.** <http://www.idiomsite.com/>: Idioms in alphabetical order.

**31.** <http://www.facebook.com>: A social website where you can create a group with your class in order to share writing descriptions, ask questions, publish videos recorded by students, share educative videos and links to practice exercises, etc.

**32.** <https://delicious.com/>: A free web site where you can save and organize interesting links.



**33.** <https://es.verbling.com/>:

A website where you can take online classes

**34.** <http://dictionary.reference.com/>: A bilingual dictionary

**35.** <http://www.englishvoices.org/>: On this website you can find online oral comments and share yours.

You can also find different materials or exercises in many other websites just by typing in the Google searchbar.

## CONCLUSION

Teachers have to work with the Internet in class and teach students how to use it to practice independently. This will help them to be more responsible for

their own learning. Most students like working with the Internet. If you are unsure, you can give a survey asking them what their feelings are about the Internet. Perhaps not all students have an Internet connection at home, but they frequent inexpensive Internet cafés. Assignments should encourage students to use Internet. They will have fun while learning through one of the best ways to practice English outside the classroom. Teachers should develop ways to assess the language they learn from these types of activities, something that shows clearly that students have worked and learned enough to complete a real task. For example: if students were asked to listen to an English song, they can demonstrate that they did the task by singing in class.

# HELPING STUDENTS OVERCOME LEARNING PROBLEMS

Apart from using innovative teaching methods, clear classroom language, authentic assessment techniques, the Internet, interesting didactic materials, teachers need to know how to help students face and overcome learning problems. All teachers would agree that students commonly face:

- Problems with language interference
- Problems with vocabulary
- Problems when using dictionaries

## PROBLEMS WITH LANGUAGE INTERFERENCE

Language interference is the influence of the students' first language on second language acquisition. In this context, Spanish influences English learning. In the EFL context, most learners start at zero when they begin to learn a second language. Hence, they experience language interference at some point. They tend to

## CHAPTER 7



apply structures and ideas from their native language when writing or speaking English. The problem is exacerbated if their knowledge of their first language is incomplete or inaccurate. Partly as a result of Ecuador's lack of reading culture, some students do not use Spanish correctly either. It is common to hear students saying: más mejor, hacer de comer, haba estado, entre para dentro, ni uno (ninguno), albitro (arbitro), etc. Once, one of my students was upset because he could not find in the dictionary the word (albitro). He would have never found it since its spelling is incorrect.

Language interference occurs mostly in pronunciation, structure, and vocabulary. Many English sounds are different from Spanish and students struggle

to produce them. These sounds are entirely strange to them, and some require new and different tongue movements. For example: the sound / **th** / in **three** does not exist in their first language, so people tend to say / **tri** / as in tree rather than / **θri** / (with the tongue between the teeth). In Spanish, there is the sound / **ll** /, as in llave and therefore students tend to use this sound when they pronounce words such as challenge /'tʃælɪndʒ/

The most common cases of language interference in structure are: negative and question structures, word order, and the omission of subjects. Questions in Spanish have the same structure as declarative statements, and intonation indicates whether they are sentences or questions.

However, questions in English use auxiliaries. Word order differs in certain cases in both languages. When speaking or writing in English, students often use adjectives after nouns as in Spanish: casa bonita becomes house beautiful. Finally, in a Spanish sentence it is not necessary to mention the subject. The conjugation of the verbs shows who/what the subject is, but in English it is necessary to repeat the subject in almost every sentence. Students usually start a sentence with the verb: **Comí una manzana** becomes **eat an apple.**

#### WHAT TEACHERS CAN DO

When I started studying English, I thought that learning a language merely consisted of saying (translating) Spanish

words into English in the same order. I was unaware that each language has its own linguistic principles and therefore they are distinct in many ways. Of course, I was taught the classical structure (subject + verb + complement) but it did not make any sense. I think information about structural and linguistic differences could have been productive for my learning. In fact, this has been useful for my students. For example, I point out to students that an idea cannot be understood if they do not mention who does something. I have also made them reflect on how important is to have one single idea in a sentence. When we write in Spanish, we usually made some special decorations (details) and at the end we mention the main idea. Now, my students know that in



English they have to mention the main idea directly.

Nevertheless, explanation is not the final solution. After a deep explanation, students will continue making mistakes.

Then, teachers have to put themselves in students' shoes and remember how they overcame these problems and remember "practice makes perfect." Students will avoid language interference in word order and structure by doing lots of reading and writing. If students read, they can more readily understand how language works (input) and they will be able to write accurately. In the same way, students will overcome pronunciation difficulties through listening activities (songs, recorded reading, conversations, videos,

movies, etc.) and speaking practice. Little by little, language interference will be part of their past.

### PROBLEMS WITH VOCABULARY

Vocabulary is one of the most important elements in producing any language. It is involved in all language skills: listening, speaking, reading, and writing. The first problem students have is the lack of vocabulary. Students have difficulties understanding reading and listening materials because they encounter strange, incomprehensible words. Likewise, they cannot express their ideas because they do not know the right words.

Teachers usually complain about student's lack of vocabulary, and the poor teaching strategies they have applied to help students to acquire vocabulary. Popular strategies include games, word searches, puzzles, riddles, jokes, proverbs, etc. During these activities, new words are presented to students, but they do not learn them. Therefore, they have felt it necessary to ask students to memorize words with their meanings and then administer vocabulary tests. Although students do well on these tests, it does not help their long-term retention. In order to help students retain (acquire) these words, they must practice using them in specific context. Otherwise they will forget most of the words.

When I started studying English in high school, I was required to memorize a list of words with their meaning in an isolated way, too. Certainly I thought it was the only method to learn vocabulary, and therefore the language. I was never good at memorizing, so I looked for tricks to acquire more vocabulary without memorization. One day, I found on the Internet information about word formation (prefixes, suffixes and compounding) and I realized that this is a good way to increase vocabulary.

### HOW TO HELP STUDENTS INCREASE THEIR VOCABULARY

The first thing I recommend to teachers is to provide students with a basic knowledge of



word formation. Words can best be retained and recognized by breaking them into its components. If they know the meaning of prefixes and suffixes, they can associate it with the root and infer the meaning in a specific context.

In the same way, students have a better chance to increase their vocabulary if they know about compounding. Many students are confused by simple compound words such as: roommates, childhood, on-campus, etc. They might know the meaning of the two separated words but they are not able to infer the meaning of the compound word.

Students need to have a basic knowledge of how words are constructed to improve reading

comprehension. By learning the common roots, prefixes and suffixes, and the compounding process, they can discern the meaning of new words more quickly. Instead of wasting time looking up words in a dictionary, students can analyze their components.

### LIST OF PREFIXES AND SUFFIXES

**Prefixes:** Prefixes are morphemes attached to the beginning of a word. They rarely change the syntactic category. That means that they do not change the word category, but rather alters the meaning. The most common prefixes are:

**Table 1: Prefixes**

PREFIX	MEANING	EXAMPLE
Re-	precedes a verb and means the verb's action is repeated.	replace.
Over-	follows a verb and means to exacerbate the action.	overwork.
Inter-	means between.	international.
Mid-	is used with nouns and means middle or between.	midnight
Mis-	precedes a verb and means "do something incorrectly."	misspell.
Non-	means "not" with nouns	swimmer.
Pre-	means "before" with nouns	pre-reading
Semi-	means "half" and follows a noun.	semicircle.
Sub-	means "under" and is used with nouns.	subway
Super	means "above"	superhero
Trans-	means "across"	trans- border
Un-, in-, im-, il-, ir-, de-, dis- and anti-	makes opposites of some adjectives	unhappy antipathy discouraged irregular
En- and em-	mean "cause to"	encamp or embank.
Fore-	means "before" and precedes nouns	forehead foreground forward fortune



**Suffixes:** A suffix is a simple ending added to a base word to form a new word. Some suffixes change the meaning and/or the word category (adjectives into verbs).

**Table 2: Suffixes**

SUFFIX	MEANING	EXAMPLE
-al and -ial	give a characteristic of a noun or adjective	economic = economical
-er	attached to a verb; shows the agent of the action	make = maker
-en	with some nouns means “made of”	wooden
-ful	means “full of”	beauty= beautiful
-ic	attached to a noun means having characteristic of	economic
-ion, -tion, -ation, -ition, -ship, and -ment	are attached to a verb to show act or process	attraction, friendship management
-ity, -ty and -ness	mean state of	infinity
-less	is added to adjectives to make them opposites or “without”	careless
-ous, -eous, and -ious	show that something or someone possesses qualities	generous
-ly	added to an adjective to transform into an adverb	sadly

**Compounding:** Another important aspect related to word formation is compounding. This process forms new words by combining two or more smaller words. Teaching compounding is also a good way to learn new vocabulary because students can create new words based on the words they already know.

Learning about word formation should be complemented with practice. Vocabulary acquisition is a process that takes time. For this reason, the second thing I recommend is similar to combating language interference: do a lot of reading, writing, listening, and speaking practice in context. Teachers must encourage students to read. The more students read, the more vocabulary they acquire. Certainly, it can be

a challenging task because students are not to reading, but teachers must persevere. They must provide relevant reading articles in correspondence to the students' level. Taking into account their level is quite necessary; otherwise, students will get frustrated by complex contents, structures, or vocabulary.

### PROBLEMS WHEN USING A DICTIONARY

In English, words have more than one meaning and function (noun, verb, adjective, adverb, preposition, etc.) A word can be a verb or noun, adjective or adverb, depending on the context. Example: fish (verb), fish (singular noun) fish (plural noun), fish market (modifier/adjective). It can be a noun



as a single word, but if it is placed before another noun it transforms into a qualifier or modifier (adjective). For example: English alone is a noun, but in the noun phrase English teacher, English is now an adjective. Words have to be understood with regards to their position in a sentence. The word "book" as a noun means libro, but as a verb it means reservar. "I usually book flights before making plans." In this example the word "book" is a verb because it is after the subject.

For this particular aspect, students commonly have problems when they find words in a dictionary. They usually take the first meaning of any word without analyzing the function of the word in the sentence

(noun, verb, adjective, adverb, proposition, etc.). When they give the wrong word, they cannot understand the idea of the sentence.

Another problem students have when using dictionaries is that it takes them too much time to find a word. It means that they are not skillful enough to find words quickly enough. In addition, some students cannot use the dictionary components: word usages in different contexts, pronunciation, word function, synonyms, antonyms or collocations (fixed phrases). When they want to find how to say any word in English, they usually use the first meaning they find. For instance, most beginners use the word duty instead of homework.

## HOW TO HELP STUDENTS USE DICTIONARIES BETTER

The dictionary is a critical tool for anyone who wants to improve his/her native language, or learn a new language. With a good and skillful dictionary use, a learner can find the meaning of a new English word, check the spelling of a word, look up the collocations of a word, find examples of word use in natural language, and many other things. Despite the fact that dictionaries are indispensable tools, little or no advice is given to students on how to use them effectively.

If teachers do not provide students training, no one will. It is necessary that teachers spend some time in doing it:

- Teachers can suggest to students appropriate dictionaries for their English level (bilingual or monolingual dictionaries). A monolingual dictionary can be suggested to intermediate and advanced students while bilingual dictionaries can be perfect for beginning and elementary students. Chicago, Cambridge, Michigan and Oxford dictionaries are good choices. Do not forget to suggest online dictionaries: [www.dictionary.com](http://www.dictionary.com), [www.lingvozone.com](http://www.lingvozone.com), and others. Alternatively, students can type a word into Google to get lots of useful definitions and contexts.

- Teachers should make students practice finding words as soon as possible. They should pay attention to



the word's alphabetical order, and the guide words at the top of the dictionary page. It helps not only for finding words in the target language but also in their native language. (Unfortunately, many students do not know how to use Spanish dictionaries.)

- Students should be advised that a word might have more than one meaning. If they are not sure which one is correct, they should check through all the meanings and find the one that makes the most sense in context.
- In order for students not to spend too much time using the dictionary while reading, they should finish the sentence. Better yet, they should finish the paragraph and if the word is important, they should use the dictionary.

- Teachers should advise students not to look up words while teachers are talking. When they hear a new word or the teacher writes it on the board and they do not know its meaning, they should jot it down and look it up later.

- Students don't have to depend on dictionaries all the time. Sometimes students waste a lot of time looking up a word instead of trying to guess the meaning in context.

## CONCLUSION

Students need to learn how to find the appropriate meaning of a word according to its context. They must know that the meaning of a word depends on its position in a sentence, and its function as a noun, an adjective, an adverb, a verb and so on.

# USING THE COMMON EUROPEAN FRAMEWORK (CEF)

CEF can be understood as a route from one level of a language to another. “In many ways the CEF is similar to a road map. A road map shows you how to get from point A to point B. It presents possible routes but does not specify which one you should follow, nor does it determine the length of your journey. Similarly, CEF is a path to follow for learning a language...” (Teachers’ Guide To The Common European Framework, P. 7). This guideline was proposed in an International Congress in Switzerland in November 1991. It was passed by the Council of Europe and published in 2002. Because of this guideline’s broad impact on the teaching and learning of foreign languages around the world, it has been translated into many languages. By following this guide, teachers help their students to reach an internationally qualified language level. The specific skills described in each level (A1, A2, B1, B2, C1, and C2) make teachers focus more on students’ language development rather than on good or bad grades.

## CHAPTER 8





CEF is used in many countries around the world. It helps create transparency in national and international language courses and programs.

It allows the establishment of international cooperation in teaching and learning new languages. International standards and certificates allow students to move among cooperating national and international institutions.

- Skills and knowledge related to language learning and competencies.

- Situations (people, place, time, organization, etc.) and contexts (study, work, social, tourism, etc.) in which communication takes place."

(Teachers' Guide To The Common European Framework, P. 4).

## GLOBAL SCALE

CEF describes what a learner can do at six specific levels: Basic User (A1, A2), Independent User (B1, B2), and Proficient User (C1, C2). These levels are often referred to as the global scale, which describes:

- "Competencies necessary for effective communication.

The global scale (See annex 11) is based on a set of statements describing what learners can do. It is a useful guide to check students' progress at any specific level. Even though the CEF does not describe what methodology, content, or didactic resources should be used, it gives a general overview of what should be done in the classrooms.



LEVEL	DESCRIPTION
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express himself/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

**Source:** Common European Framework of Reference for Languages: Learning, teaching, assessment, by Council of Europe, 2001.



The global scale can be used by the teachers as a reference to set teaching goals, select methodology for teaching and assessment, and select materials. Today, textbook authors use CEF as a reference for integrating contents and activities that push students towards international language standards. For example: If Linda studies English in Ecuador, and Ronnie studies English in Portugal in B1 level, both should have the same language skills. The descriptors in the global scale are based on what students can do in each level. Beyond assigning a grade, teachers have to analyze if students are able to do what each level requires. Moreover, teachers have to teach students how to use the self-assessment grid (See Annex 12) in order to make them reflect on their learning. Students need to know their level and set goals for what level they

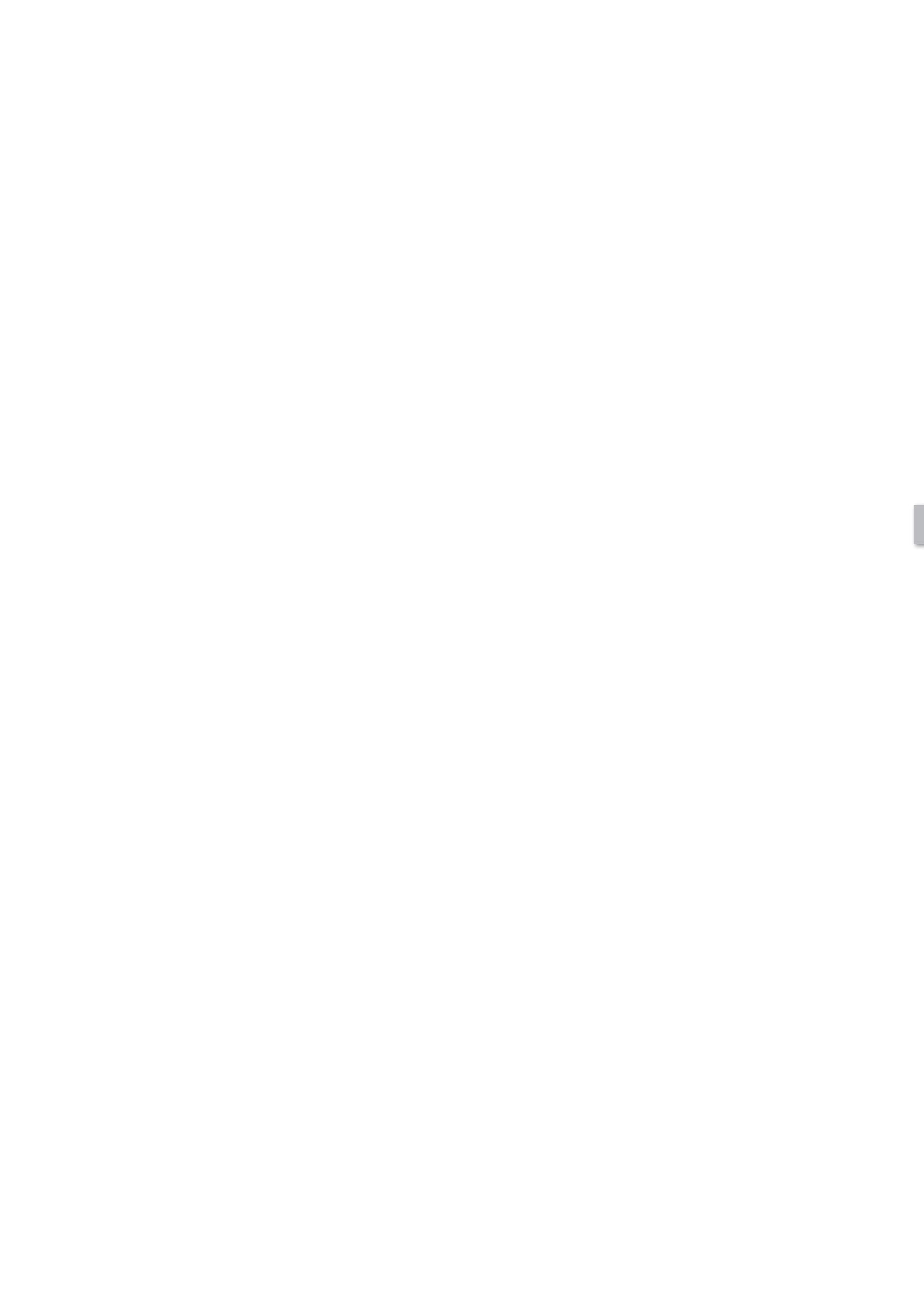
want to reach. Self-assessment checklists are described by "can-do statements." These can be included in students' portfolio in order to make them feel responsible for their own learning.

It is important for teachers to know about CEF because it is a meaningful reference point that is understood globally. In this chapter, CEF is described in a general way. Teachers can get further information in the complete documents: Common European Framework of Reference for Language Learning Teaching Assessment, The Teachers' Guide to the Common European Framework, or Exams Common European Framework. All these documents are available on the Internet and they are in the annexes 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23 and 24.

## CONCLUSION

Nowadays, in most Ecuadorian institutional settings, language programs are designed taking into account Common European Framework (CEF). It is necessary to teach students a language accepted and understood worldwide. English is an international language used

for communicating with people from different countries. Using global scales helps to guide students' learning, hence, it is a good idea to let students know which level they have (basic, elementary, intermediate or advanced). They need to know that they are the only one responsible for maintaining or improving their level.





# ANNEXES



# ANNEX 1



## Useful classroom language for Elementary students

### Classroom objects it is useful to know the words for

#### Stationery

Board pens (= board markers)	Tippex
Rubber (= eraser)	Ruler
Automatic pencil	Scissors
Lever arch file	Ring binder
Sellotape	Hole punch
Rubber band	Staple
Stapler	Blu Tack
Notebook	Post Its
Drawing pin (= thumb tack)	Paper clip

#### Furniture and fittings

Cupboard	Whiteboard
(Coat) hooks	Carpet
Wall	Floor
Ceiling	Blinds
Notice board	Window
Door	(Fluorescent) light
(Framed) poster	Light switch
Fire alarm	Sprinkler
Door handle	

#### Electronic items

Electronic dictionaries	Projector
Remote control	DVD (player)
Video player (= video recorder = VCR)	

#### Types and parts of books

Textbook	
Workbook	
Workbook CD/ Workbook CD ROM	
Contents (page)/ tapescripts/ phonemic chart/ vocabulary lists/ grammar reference section/ answer key (= parts of your textbook or workbook)	
Graded reader (= easy reader)	
Self-study book	
Monolingual dictionaries (= learner dictionaries = English English dictionaries)	
Bilingual dictionaries	

#### Miscellaneous (= others)

Worksheet	
Backpack/ rucksack	
Briefcase	
Handbag	

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### Useful vocabulary for learning pronunciation

Voice box/ vocal chords  
Voiced sound- Unvoiced sound  
Teeth  
Tongue  
Stretch your mouth/ lips  
Vowel- Consonant  
Diphthong (= vowel sound made of two sounds)  
Long vowel- Short vowel  
Syllable (= beat)  
Stressed syllable (= syllable spoken louder and longer) - unstressed syllable  
Stressed word – unstressed word  
Rhyming words

### Useful language for talking about skills

#### Types of writing text and activity

Informal letter- Formal letter  
Email  
Form  
Postcard  
Report

#### Types of listening text and activity

Dictation  
Dialogue

#### Types of speaking activity

Pairwork  
Picture difference  
Roleplay

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## ANNEX 3



### Grammatical words you will need to know

#### Parts of speech (= kinds of words)

(Countable/ uncountable) noun (= n)  
 (Regular- irregular) verb (= v)  
 Adjective (= adj)  
 Comparative (adjective)  
 Superlative (adjective)  
 Adverb (= adv)  
 Adverb of frequency  
 Preposition (of time/ of position/ of movement = prep)  
 Article  
 Pronouns (= words used in place of nouns)

### Tenses

#### Present tenses

Present Simple tense  
 Present Continuous (= Present "rogressive" tense)

#### Past tenses (= narrative tenses)

Past Simple tense  
 Past Continuous tense  
 Past Perfect tense

#### Meanings of tenses

Plan/ ambition/ goal  
 Prediction  
 Arrangement/ appointment  
 Experiences  
 Routines/ habits  
 In progress

#### Other useful grammatical words

Possessive s  
 Subject + verb + object (= SVO)  
 - ing (form of the verb)  
 Regular- irregular  
 Past participle (= the third form = PP)  
 Collocations (= words that often go together)  
 Third person -s

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### Things you might want to say to your teacher

#### Questions to ask your teacher

- “How do you spell...?”
- “What does... mean?”
- “How do you pronounce.../ this word?”
- “Is this a noun or a verb/ an adjective or an adverb?”/ “What kind of word is this?”
- “Does ... mean the same as ...?”
- “What’s the difference (in meaning/ pronunciation/ spelling) between ... and ...?”
- “Can you repeat that please?”/ “Can you say that one more time please?”
- “Can you play the CD one more time?”
- “What does \_\_\_\_\_ stand for?”
- “Which syllable/ word is stressed?”
- “How many syllables does it have?”
- “Sorry I missed the last class (Can you tell me what I missed/ what the homework was/ what I can do to catch up?)>
- “Sorry I’m late. (I got stuck in traffic/ There were problems on the underground)”
- “I’m going to miss the next class (because... Can you tell me what the homework will be/ what pages of the book we are going to cover/ what extra work I can do?)>
- “How can I improve my speaking/ listening/ fluency/ vocabulary?”
- “My priority is to... How can I work on that outside class?>

#### Telling your teacher about classroom problems

- “(Sorry but/ I’m afraid) I can’t see the board/ read that word/ hear the CD/ understand the last part”
- “I can’t understand that grammar (explanation)/ the difference between those two (words/ sentences/ examples/ tenses)/ that person’s accent/ that joke”
- “We don’t understand how to play the game”
- “What do we do (in the game) if...?”

#### Actions your teacher might ask you to do

- “Work in pairs/ threes/ groups”
- “Change groups”/ “Work with someone different”/ “(Stand up and) work with someone you haven’t worked with (today)”
- “Turn around”/ “Turn your chair around”
- “Open your books (to page... )”
- “Close your books”
- “Cover the top/ the bottom/ the right hand side/ the left hand side of the page”
- “Turn to the next page”
- “Student A, turn to page 23. Student B, turn to page 75”
- “Deal the cards”
- “Shuffle the cards”
- “Spread the cards across the table (face up- face down)”
- “Revise this before the next lesson”

#### Other things your teacher might say to you

- “See you on Friday/ the day after tomorrow”

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## ANNEX 5



### Things to say to your partner

#### When playing games

“Who wants to go first?”/ “After you”/ “Ladies first”  
“It’s your turn”/ “You’re next”  
“Who’s next?”/ “Whose turn is it?”  
“Can you pass me the dice/ pack of cards/ worksheet please?”  
“Do you understand what we have to do?”  
“Can you explain the grammar/ game/ vocabulary for me?”

#### To continue conversations

“Really?/ That’s interesting. Tell me more”  
“Why do you think that?”  
“(You could) ask me a question”/ “Ask me about my weekend/ about my family/ about my hobbies”

#### Checking answers with your partner

“What do you think number three is?”/ “What did you get for number three?”  
“Really? I thought it was...”  
“Really? Why did you put that/ think it was that?”



## ANNEX 6

### Multiple Intelligences Test - based on Howard Gardner's MI Model (manual version - see [businessballs.com](http://businessballs.com) for self-calculating version)

more info at  
[businessballs.com](http://businessballs.com)

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree

Alternatively for speed, and if easier for young people - tick the box if the statement is more true for you than not.

Adults over 16 complete all questions. Young people between 8-16 answer red questions only. This is page 1 of 4.

A short version featuring the young people's questions only is available free from the businessballs website.

Score or tick the statements in the white-out boxes only	Score
I like to learn more about myself	1
I can play a musical instrument	2
I find it easiest to solve problems when I am doing something physical	3
I often have a song or piece of music in my head	4
I find budgeting and managing my money easy	5
I find it easy to make up stories	6
I have always been physically well co-ordinated	7
When talking to someone, I tend to listen to the words they use not just what they mean	8
I enjoy crosswords, word searches or other word puzzles	9
I don't like ambiguity, I like things to be clear	10
I enjoy logic puzzles such as 'sudoku'	11
I like to meditate	12
Music is very important to me	13
I am a convincing liar (if I want to be)	14
I play a sport or dance	15
I am very interested in psychometrics (personality testing) and IQ tests	16
People behaving irrationally annoy me	17
I find that the music that appeals to me is often based on how I feel emotionally	18
I am a very social person and like being with other people	19
I like to be systematic and thorough	20
I find graphs and charts easy to understand	21
I can throw things well - darts, skimming pebbles, frisbees, etc	22
I find it easy to remember quotes or phrases	23
I can always recognise places that I have been before, even when I was very young	24
I enjoy a wide variety of musical styles	25
When I am concentrating I tend to doodle	26
I could manipulate people if I choose to	27
I can predict my feelings and behaviours in certain situations fairly accurately	28
I find mental arithmetic easy	29
I can identify most sounds without seeing what causes them	30
At school one of my favourite subjects is / was English	31
I like to think through a problem carefully, considering all the consequences	32
I enjoy debates and discussions	33
I love adrenaline sports and scary rides	34
I enjoy individual sports best	35
I care about how those around me feel	36
My house is full of pictures and photographs	37
I enjoy and am good at making things - I'm good with my hands	38
I like having music on in the background	39
I find it easy to remember telephone numbers	40

## ANNEX 6

I set myself goals and plans for the future									41
I am a very tactile person									42
I can tell easily whether someone likes me or dislikes me									43
I can easily imagine how an object would look from another perspective									44
I never use instructions for flat-pack furniture									45
I find it easy to talk to new people									46
To learn something new, I need to just get on and try it									47
I often see clear images when I close my eyes									48
I don't use my fingers when I count									49
I often talk to myself – out loud or in my head									50
At school I loved / love music lessons									51
When I am abroad, I find it easy to pick up the basics of another language									52
I find ball games easy and enjoyable									53
My favourite subject at school is / was maths									54
I always know how I am feeling									55
I am realistic about my strengths and weaknesses									56
I keep a diary									57
I am very aware of other people's body language									58
My favourite subject at school was / is art									59
I find pleasure in reading									60
I can read a map easily									61
It upsets me to see someone cry and not be able to help									62
I am good at solving disputes between others									63
I have always dreamed of being a musician or singer									64
I prefer team sports									65
Singing makes me feel happy									66
I never get lost when I am on my own in a new place									67
If I am learning how to do something, I like to see drawings and diagrams of how it works									68
I am happy spending time alone									69
My friends always come to me for emotional support and advice									70

<p>Add the scores or ticks in each column and write the total for each column in the boxes on the right.</p> <p>Your highest scores indicate your natural strengths and potential - your natural intelligences.</p> <p>There are no right or wrong answers.</p> <p>My strongest intelligences are (write them here):</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 25%;">Intelligence type</th><th colspan="5" style="text-align: center; width: 75%;">your totals</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">Linguistic</td><td style="width: 20%; text-align: center;"> </td><td style="width: 20%; text-align: center;"> </td></tr> <tr> <td style="text-align: center;">Logical-Mathematical</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td></tr> <tr> <td style="text-align: center;">Musical</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td></tr> <tr> <td style="text-align: center;">Bodily-Kinesthetic</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td></tr> <tr> <td style="text-align: center;">Spatial-Visual</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td></tr> <tr> <td style="text-align: center;">Interpersonal</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td></tr> <tr> <td style="text-align: center;">Intrapersonal</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td></tr> </tbody> </table>	Intelligence type	your totals					Linguistic						Logical-Mathematical						Musical						Bodily-Kinesthetic						Spatial-Visual						Interpersonal						Intrapersonal					
Intelligence type	your totals																																																
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Spatial-Visual																																																	
Interpersonal																																																	
Intrapersonal																																																	

You are **happiest** and **most successful** when you **learn, develop, and work** in ways that make **best use** of your **natural intelligences** (your strengths and style and brain-type).

This indicator can help you to focus on the sort of learning and work that will be most fulfilling and rewarding for you.

The multiple intelligences definitions are available in sheet 2 of the MSEExcel file containing this test. The file and more information about multiple intelligences are available from the website [www.businessballs.com](http://www.businessballs.com).

### Howard Gardner Multiple Intelligence - Test

Read each statement quickly and put a "y" in the non-coloured column if that statement DEFINITELY applies to you, and put an "n" in the column if you disagree with the statement or if the statement isn't totally true for you. See the example for how to complete. Remember, the test will only be accurate if you're honest with yourself - so complete the test based on what you actually think and feel, not on how you think you should or want to feel.

Statement	Do you agree with this statement?						
			N	Y			N
<b>Example:</b> I think best when doing something physical like jogging I have always dreamed of being a musician or singer I am deeply saddened by the state of climate change and animal extinction/ cruelty I prefer to see drawings and diagrams of how things work			N	Y			N
<b>Start your HGMI Test Here...</b> I think best when doing something physical like jogging I have always dreamed of being a musician or singer I am deeply saddened by the state of climate change and animal extinction/ cruelty I prefer to see drawings and diagrams of how things work My pet is also one of my best friends - I couldn't bare to be without them. I like taking photos I remember facts, figures and formulas easily I learn best by practicing skills, rather than reading about them or having someone show me. I sing in the shower and often sing to myself I always ask "Why" rather than "what" or "how" I enjoy scary movies and thrilling rides - I'm a bit of a dare-devil I prefer to read the newspaper or listen to the radio rather than watch TV. I enjoy reading, debates and discussions People often come to me for a chat I would prefer to go to the opera or concert I would rather go to a party or social gathering than sit at home by myself I can work out mechanical things and how to fix them I like forming rational explanations of events I have hobbies or play sports that involve only me I can visualise how things would look from a different angle At school I really enjoyed biology and natural sciences like geography I am sensitive to colour and aesthetics At school, I found English and social studies like history easier than maths and science I fidget and can't still for long I'm good at throwing and catching I always read the instructions first I am good at debates and resolving disputes I find that music affects my mood - I'm happy when I sing, sad songs make me sad, etc. I am fascinated by philosophical questions like "what is the meaning of life?" I'm good at using my hands and enjoy hobbies like timberwork, craft, etc. I listen to grammar and choice of words when talking to someone I'm a diligent recycler and strive to reduce energy and water use where I can I enjoy art and seem to be able to arrange artwork just right I often reflect on events and question what they mean I like to learn about myself and my feelings I get a buzz out of writing a good piece, or being recognised for good writing I see counselling and mediation as beneficial ways of self-reflection I have an impressive collection of music that I couldn't bare to part with I get upset when other people are upset I like watching science/nature documentaries I enjoy jigsaw puzzles and other visual puzzles I have a library of books that I couldn't bare to part with I enjoy challenging experiences and activities I like to spend my spare time outdoors doing something My friends think I have a computer-brain I am a natural leader and can get people to come around to my train of thought I play a musical instrument I have lots of pictures and photographs in my house At school I really enjoyed sciences like astronomy and creation/ evolution. I like spending time alone I can do maths in my head I am realistic about my abilities and limitations I can read and interpret maps easily - I never get lost I am a very social person							

# ANNEX 7

## Howard Gardner Multiple Intelligence - Test

Read each statement quickly and put a "y" in the non-coloured column if that statement DEFINITELY applies to you, and put an "n" in the column if you disagree with the statement or if the statement isn't totally true for you. See the example for how to complete. Remember, the test will only be accurate if you're honest with yourself - so complete the test based on what you actually think and feel, not on how you think you should or want to feel.

Statement	Do you agree with this statement?							
I find it easy to remember quotes and phrases and weave them into conversations								
I can easily pick up on people's feelings and body language								
I can sing in tune and tell when a note is off-key								
My friends think I'm a bit of a green thumb								
As a kid I used to hold 'concerts' for my family								
My friends think I think too much								
I love sport and physical activity								
I am good at cross words, scrabble and other word puzzles and games								
It is easy for me to make up stories								
I am in touch with my feelings and know how I would react in different situations								
I can manage a budget easily								
I really appreciate a beautiful landscape, view or well designed garden								
I value close friendships								
I often see images when I dream or close my eyes								
I find it easy to see how science is part of everyday life								
I would rather work alone than as part of a team								
I enjoy a wide range of music and can appreciate the different styles/ musicians.								
I like watching documentaries on the great philosophers and philosophical debates								
I am a bit of a loner								
I'm good at puzzles that require logic such as chess, checkers and Sudoku								
At school I was good at maths and physics (and I enjoyed it)								
I think a lot about life and my future								
I often use maths and logic to solve problems, eg is it cheaper to buy a certain product in bulk?								
As a kid I used to really enjoy catching butterflies, frogs and watching insects								
I enjoy personality profiling tests and other ways of finding out about myself								
I can't understand people who can't think rationally or logically. Logic is so logical.								
I prefer team sports to individual ones								
At school I enjoyed geometry and art subjects								
I regularly write in a personal diary or journal								
I like to know how things work								
People think that I crave attention - I seem to like the lime-light								
I usually play background music								
I often have a song, jingle or other piece of music in my head								
I find it easy to identify different types of plants and animals								
I tend to doodle								
I systematically work through problems								
I can pick up foreign languages easily								
I would rather work as part of a team than on my own								
At school my favourite subject was music								
I have always dreamed of being a vet, botanist, geologist, archaeologist, etc.								
I understand graphs and charts								
I would rather be outdoors, and preferably out of the city.								
I never read instructions								
I have always dreamed of being a writer/ editor.								
I love being with other people								
I am very coordinated and am good at sports								
I talk to myself								
I would rather go somewhere quiet than go to a party or noisy pub								



## ANNEX 7

JaiperJAM



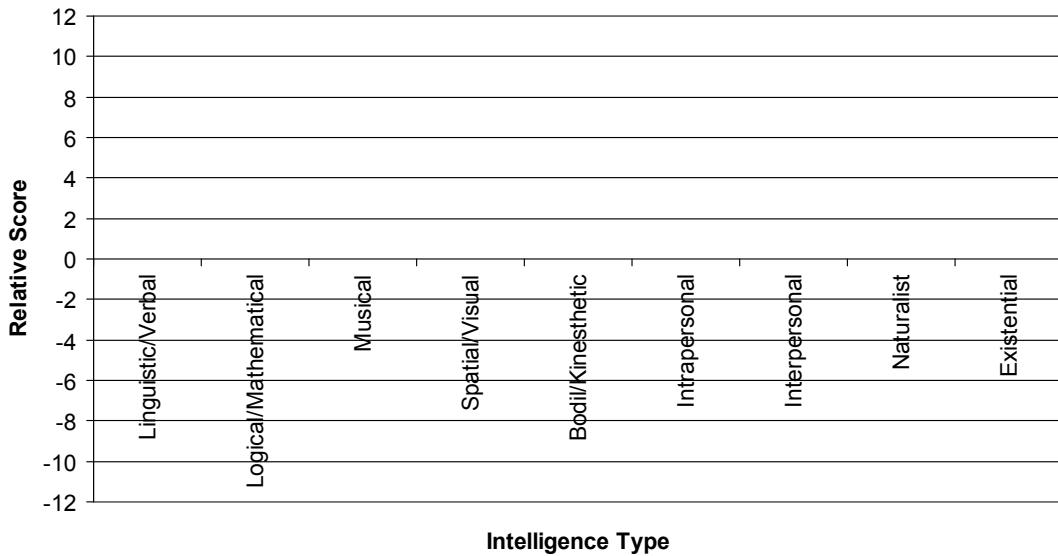
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### Howard Gardner Multiple Intelligence - Test

Read each statement quickly and put a "y" in the non-coloured column if that statement DEFINITELY applies to you, and put an "n" in the column if you disagree with the statement or if the statement isn't totally true for you. See the example for how to complete. Remember, the test will only be accurate if you're honest with yourself - so complete the test based on what you actually think and feel, not on how you think you should or want to feel.

Statement	Do you agree with this statement?								
Now, add the total number of "y" in each column: Now add the total number of "n" in each column:	No. of "Y"								
Now take the No. of "N" from the No. of "Y":	No. of "N"								
	" minus "N"								
Now plot these results on the graph below. (See the example below/ on the next printed page)	Linguistic/Verbal	Logical/Mathematical	Musical	Spatial/Visual	Bodily/Kinesthetic	Intrapersonal	Interpersonal	Naturalist	Existential

### Howard Gardner MI Test Results



#### Interpretation:

What intelligences are above the line?  
What intelligences are below the line?  
Are any intelligences above the line more dominant than others?  
Are they all much the same?

Intelligences above the line indicate preferred intelligences, whereas intelligences below the line are the ones that you don't show any preference towards and would be considered 'uncharacteristic for you'.

It's not unusual to have 3 (or sometimes 4-5) intelligences with a similar strength. In this case, it just shows that you are 'well balanced' from an intelligence point of view and exhibit characteristics of several intelligence types.

Read the descriptions for all intelligence types - do you agree?

## ANNEX 7

### Howard Gardner Multiple Intelligence - Test

Read each statement quickly and put a "y" in the non-coloured column if that statement DEFINITELY applies to you, and put an "n" in the column if you disagree with the statement or if the statement isn't totally true for you. See the example for how to complete. Remember, the test will only be accurate if you're honest with yourself - so complete the test based on what you actually think and feel, not on how you think you should or want to feel.

Statement	Do you agree with this statement?									
Don't agree with the outcome? Make sure you were completely honest and only said "y" to the statements that DEFINITELY describe how you feel/ think. If any were 'doubtful', change these to "n" and recalculate.										
<b>Example:</b> Now, add the total number of "y" in each column: Now add the total number of "n" in each column:  Now take the No. of "N" from the No. of "Y":	No. of "Y"	4	6	7	10	2	5	8	8	3
	No. of "N"	8	6	5	2	10	7	4	4	9
	" minus "N"	-4	0	2	8	-8	-2	4	4	-6
Now plot these results on the graph below.	Linguistic/Verbal	Logical/Mathematical	Musical	Spatial/Visual	Bodil/Kinesthetic	Intrapersonal	Interpersonal	Naturalist	Existential	

**Howard Gardner MI Test Results**

Intelligence Type	Relative Score
Linguistic/Verbal	-4
Logical/Mathematical	0
Musical	2
Spatial/Visual	8
Bodil/Kinesthetic	-8
Intrapersonal	-2
Interpersonal	4
Naturalist	4
Existential	-6



## ANNEX 8

		TECHNICAL UNIVERSITY OF COTOPAXI						
		LANGUAGE CULTURAL CENTER						
	Teacher Name: <b>Mg. Fabiola Cando</b>	Class:						
	Student Name:							
<b>RUBRIC FOR WRITING</b>								
CATEGORY	0,25	0,2	0,15	0,1	Writing 1	Writing 2		
Grammar & spelling (conventions )	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.				
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.				
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.				
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.				
				TOTAL				
Date Created: Dec. 10, 2012 08:14 pm (UTC)								

# ANNEX 9

**Cotopaxi Technical University**  
**Language Cultural Center**  
**RUBRIC FOR WRITTEN PROJECT**

Academic Period:

Teacher Name: **Mrs. CANDO**

Class:

Student Name: \_\_\_\_\_

CATEGORY	0,3	0,2	0,1	0,5	TOTAL
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.	
Grammar Spelling and punctuation	Adequate grammar, spelling and punctuation, especially which is in the book	Some grammar, spelling and punctuation mistakes especially which is in the book	Presents grammar mistakes and does not use grammar and vocabulary learnt	Grammar and punctuation mistakes. Does not incorporate grammar and vocabulary learnt	
TOTAL					

Date Created: **Sep 05, 2012 09:36 pm (UTC)**



## ANNEX 10

COTOPAXI TECHNICAL UNIVERSITY

### Oral Presentation Rubric

Teacher Name: Mg. Fabiola Cando  
Class: \_\_\_\_\_  
Academic Period: \_\_\_\_\_  
Student Name: \_\_\_\_\_

CATEGORY	0,4	0,3	0,2	0,1	Total
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.	
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.	
FINAL GRADE					

# ANNEX 11



## Common European Framework Global Scale

### Common Reference Levels: Global Scale

Proficient User	C2	<ul style="list-style-type: none"> <li>• Certificate of Proficiency in English</li> </ul>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	<ul style="list-style-type: none"> <li>• Certificate of Advanced English</li> <li>• BEC Higher</li> </ul>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	<ul style="list-style-type: none"> <li>• FCE – First Certificate in English</li> <li>• BEC Vantage</li> </ul>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	<ul style="list-style-type: none"> <li>• PET – Preliminary English Test</li> <li>• BEC Preliminary</li> </ul>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	<ul style="list-style-type: none"> <li>• KET - Key English Test</li> </ul>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, and employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1		Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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## Language Portfolio Language Passport Self-Assessment Grid



## ANNEX 12

	A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	<b>Listening</b>  I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand standard phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main speech points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when provided. I have some time to get familiar with the accent.
N D N G	<b>Reading</b>  I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including the abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K E R	<b>Spoken Interaction</b>  I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversations on topics that are familiar or of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and formal purposes, even formulaic ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
K I N G	<b>Spoken Production</b>  I can use simple phrases and sentences to describe where I live and people I know.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain my viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can present a clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	<b>Writing</b>  I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smooth-flowing text, expressing points of view at some length. I can write about complex subjects in an effective logical structure which helps the recipient to notice and remember summaries and reviews of professional or literary works.

# ANNEX 13



## Language Biography Language Portfolio Self-assessment Checklist

Level **A1**

Language:

Use this checklist to record what you think you can do in **column 1**, and in **column 2** record what you cannot do yet but feel are important for you. Look at this checklist at regular intervals to update what you can do and what your priorities are. Write the date of when you use the checklist in **column 3**.

If you have over 80% of the points ticked in **column 1**, you have probably reached **Level A1**.

Use the blank spaces to add any other things you can do, or things that are important for your language learning at this level.

	I can do this	My objectives	Date
<b>Listening</b>	1	2	3
I can understand when someone speaks very slowly to me and articulates carefully, with long pauses for me to assimilate meaning.			
I can understand simple directions how to get from X to Y, by foot or public transport.			
I can understand questions and instructions addressed carefully and slowly to me and follow short, simple directions.			
I can understand numbers, prices and times.			
<b>Reading</b>	1	2	3
I can understand information about people (place of residence, age, etc.) in newspapers.			
I can locate a concert or a film on calendars of public events or posters and identify where it takes place and at what time it starts.			
I can understand a questionnaire (entry permit form, hotel registration form) well enough to give the most important information about myself (name, surname, date of birth, nationality).			
I can understand words and phrases on signs encountered in everyday life (for instance "station", "car park", "no parking", "no smoking", "keep left")			
I can understand the most important orders in a computer programme such as "PRINT", "SAVE", "COPY", etc.			
I can follow short simple written directions (e.g. how to go from X to Y)			
I can understand short simple messages on postcards, for example holiday greetings.			
In everyday situations I can understand simple messages written by friends or colleagues, for example "back at 4 o'clock".			
<b>Spoken Interaction</b>	1	2	3
I can introduce somebody and use basic greeting and leave-taking expressions.			
I can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.			
I can make myself understood in a simple way but I am dependent on my partner being prepared to repeat more slowly and rephrase what I say and to help me to say what I want.			
I can make simple purchases where pointing or other gestures can support what I say.			
I can handle numbers, quantities, cost and time.			
I can ask people for things and give people things.			
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.			
I can indicate time by such phrases as "next week", "last Friday", "in November", "three o'clock".			

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## ANNEX 13

### Level A1



#### Spoken Production

1 2 3

I can give personal information (address, telephone number, nationality, age, family and hobbies)

I can describe where I live.

#### Strategies

I can say when I don't understand

I can very simply ask somebody to repeat what they said

I can very simply ask somebody to speak more slowly



#### Writing

1 2 3

I can fill in a questionnaire with my personal details (job, age, address, hobbies).

I can write a greeting card, for instance a birthday card.

I can write a simple postcard (for example with holiday greetings).

I can write a note to tell somebody where I am or where we are to meet.

I can write sentences and simple phrases about myself, for example where I live and what I do.

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# ANNEX 14



## Language Biography Language Portfolio Self-assessment Checklist

Level **A2**

Language:

Use this checklist to record what you think you can do in **column 1**, and in **column 2** record what you cannot do yet but feel are important for you. Look at this checklist at regular intervals to update what you can do and what your priorities are. Write the date of when you use the checklist in **column 3**.

If you have over 80% of the points ticked in **column 1**, you have probably reached **Level A2**.

Use the blank spaces to add any other things you can do, or things that are important for your language learning at this level.

	I can do this	My objectives	Date
 Listening	1 2 3		
I can understand what is said clearly, slowly and directly to me in simple everyday conversation; it is possible to make me understand, if the speaker can take the trouble.			
I can generally identify the topic of discussion around me when people speak slowly and clearly.			
I can recognise phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment).			
I can catch the main point in short, clear, simple messages and announcements.			
I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly			
I can identify the main point of TV news items reporting events, accidents, etc, when the visual supports the commentary.			
 Reading	1 2 3		
I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.			
I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.			
I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.			
I can find the most important information on leisure time activities, exhibitions, etc., in information leaflets.			
I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (price and size of apartments, cars, computers).			
I can understand simple user's instructions for equipment (for example, a public telephone).			
I can understand feedback messages or simple help indications in computer programmes.			
I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.			
 Spoken Interaction	1 2 3		
I can make simple transactions in shops, post offices or banks.			
I can use public transport: buses, trains, and taxis, ask for basic information and buy tickets.			
I can get simple information about travel.			
I can order something to eat or drink.			
I can make simple purchases by stating what I want and asking the price.			
I can ask for and give directions referring to a map or plan.			
I can ask how people are and react to news.			
I can make and respond to invitations.			

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## Level A2

I can make and accept apologies.			
I can say what I like and dislike.			
I can discuss with other people what to do, where to go and make arrangements to meet.			
I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.			
<b>Spoken Production</b>	1	2	3
I can describe myself, my family and other people.			
I can describe where I live.			
I can give short, basic descriptions of events.			
I can describe my educational background, my present or most recent job.			
I can describe my hobbies and interests in a simple way.			
I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).			
<b>Strategies</b>	1	2	3
I can ask for attention.			
I can indicate when I am following.			
When I don't understand something, I can very simply ask the speaker to repeat what they said.			
<b>Language Quality</b>	1	2	3
I can make myself understood using memorised phrases and single expressions.			
I can link groups of words with simple connectors like "and", "but" and "because".			
I can use some simple structures correctly.			
I have a sufficient vocabulary for coping with simple everyday situations.			
<b>Writing</b>	1	2	3
I can write short, simple notes and messages.			
I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).			
I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).			
I can fill in a questionnaire giving an account of my educational background, my job, my interests and my specific skills.			
I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).			
I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.			
I can write simple sentences, connecting them with words such as "and", "but", "because".			
I can use the most important connecting words to indicate the chronological order of events (first, then, after, later).			

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# ANNEX 15



## Language Biography Language Portfolio Self-assessment Checklist

Level **B1**

Language: \_\_\_\_\_

Use this checklist to record what you think you can do in **column 1**, and in **column 2** record what you cannot do yet but feel are important for you. Look at this checklist at regular intervals to update what you can do and what your priorities are. Write the date of when you use the checklist in **column 3**.

If you have over 80% of the points ticked in **column 1**, you have probably reached **Level B1**.

Use the blank spaces to add any other things you can do, or things that are important for your language learning at this level.

	I can do this	My objectives	Date
 Listening	1 2 3		
I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.			
I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.			
I can listen to a short narrative and form hypotheses about what will happen next.			
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.			
I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.			
I can understand simple technical information, such as operating instructions for everyday equipment.			
 Reading	1 2 3		
I can understand the main points in short newspaper articles about current and familiar topics.			
I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.			
I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.			
I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).			
I can understand the most important information in short simple everyday information brochures.			
I can understand simple messages and standard letters (for example from businesses, clubs or authorities).			
In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.			
I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them.			
 Spoken Interaction	1 2 3		
I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.			
I can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what I would like to.			
I can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling.			
I can ask for and follow detailed directions.			
I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.			
I can give or seek personal views and opinions in an informal discussion with friends.			

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## ANNEX 15

### Level B1

I can agree and disagree politely.			
<b>Spoken Production</b>	1	2	3
I can narrate a story.			
I can give detailed accounts of experiences, describing feelings and reactions.			
I can describe dreams, hopes and ambitions.			
I can explain and give reasons for my plans, intentions and actions.			
I can relate the plot of a book or film and describe my reactions.			
I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			
<b>Strategies</b>	1	2	3
I can repeat back part of what someone has said to confirm that we understand each other.			
I can ask someone to clarify or elaborate what they have just said.			
When I can't think of the word I want, I can use a simple word meaning something similar and invite "correction".			
<b>Language Quality</b>	1	2	3
I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.			
I can convey simple information of immediate relevance, getting across which point I feel is most important.			
I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.			
I can express myself reasonably accurately in familiar, predictable situations.			
<b>Writing</b>	1	2	3
I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.			
I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.			
I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.			
I can describe in a personal letter the plot of a film or a book or give an account of a concert.			
In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.			
I can reply in written form to advertisements and ask for more complete or more specific information about products (for example a car or an academic course).			
I can convey – via fax, e-mail or a circular – short simple factual information to friends or colleagues or ask for information in such a way.			
I can write my CV in summary form.			

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# ANNEX 16



## Language Biography Language Portfolio Self-assessment Checklist

Level **B2**

Language:

Use this checklist to record what you think you can do in **column 1**, and in **column 2** record what you cannot do yet but feel are important for you. Look at this checklist at regular intervals to update what you can do and what your priorities are. Write the date of when you use the checklist in **column 3**.

If you have over 80% of the points ticked in **column 1**, you have probably reached **Level B2**.

Use the blank spaces to add any other things you can do, or things that are important for your language learning at this level.

	I can do this	My objectives	Date
<b>Listening</b>	1	2	3
I can understand in detail what is said to me in standard spoken language even in a noisy environment.			
I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.			
I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc.			
I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.			
I can understand the main ideas complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.			
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.			
<b>Reading</b>	1	2	3
I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.			
I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.			
I can understand in detail texts within my field of interest or the area of my academic or professional speciality.			
I can understand specialised articles outside my own field if I can occasionally check with a dictionary.			
I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.			
I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.			
I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.			
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.			
<b>Spoken Interaction</b>	1	2	3
I can initiate, maintain and end discourse naturally with effective turn-taking.			
I can exchange considerable quantities of detailed factual information on matters within my fields of interest.			
I can convey degrees of emotion and highlight the personal significance of events and experiences.			
I can engage in extended conversation in a clearly participatory fashion on most general topics.			
I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.			
I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.			

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## ANNEX 16

### Level B2

I can carry out a prepared interview, checking and confirming information, following up interesting replies.			
<b>Spoken Production</b>	1	2	3
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			
I can understand and summarise orally the plot and sequence of events in an extract from a film or play.			
I can construct a chain of reasoned argument, linking my ideas logically.			
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
I can speculate about causes, consequences, hypothetical situations.			
<b>Strategies</b>	1	2	3
I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.			
I can make a note of "favourite mistakes" and consciously monitor speech for them.			
I can generally correct slips and errors if I become conscious of them or if they have led to misunderstandings.			
<b>Language Quality</b>	1	2	3
I can produce stretches of language with a fairly even tempo ; although I can be hesitant as I search for patterns and expressions, there are few noticeably long pauses.			
I can pass on detailed information reliably.			
I have sufficient vocabulary to express myself on matters concerned to my field and on most general topics.			
I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.			
<b>Writing</b>	1	2	3
I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.			
I can write summaries of articles on topics of general interest.			
I can summarise information from different sources and media.			
I can discuss a topic in a composition or "letter to the editor", giving reasons for or against a specific point of view.			
I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.			
I can write about events and real or fictional experiences in a detailed and easily readable way.			
I can write a short review of a film or a book.			
I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.			

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# ANNEX 17



## Language Biography Language Portfolio Self-assessment Checklist

Level **C1**

Language:

Use this checklist to record what you think you can do in **column 1**, and in **column 2** record what you cannot do yet but feel are important for you. Look at this checklist at regular intervals to update what you can do and what your priorities are. Write the date of when you use the checklist in **column 3**.

If you have over 80% of the points ticked in **column 1**, you have probably reached **Level C1**.

Use the blank spaces to add any other things you can do, or things that are important for your language learning at this level.

	I can do this	My objectives	Date
<b>Listening</b>	1	2	3
I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.			
I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.			
I can extract specific information from even poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc.			
I can understand complex technical information, such as operating instructions, specifications for familiar products and services.			
I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.			
I can without too much effort understand films employing a considerable degree of slang and idiomatic usage.			
<b>Reading</b>	1	2	3
I can understand fairly long demanding texts and summarise them orally.			
I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.			
I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.			
I can understand long complex instructions, for example for the use of a new piece of equipment, even if these are not related to my job or field of interest, provided I have enough time to reread them.			
I can read any correspondence with occasional use of a dictionary.			
I can read contemporary literary texts with ease.			
I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.			
I can recognise the social, political or historical background of a literary work.			
<b>Spoken Interaction</b>	1	2	3
I can keep up with an animated conversation between native speakers.			
I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.			
I can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.			
I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.			

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## ANNEX 17

### Level C1

Spoken Production	1	2	3
I can give clear, detailed descriptions of complex subjects.			
I can orally summarise long, demanding texts.			
I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.			
I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.			
Strategies	1	2	3
I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.			
I can relate own contribution skilfully to those of other speakers.			
I can substitute an equivalent term for a word I can't recall without distracting the listener.			
Language Quality	1	2	3
I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.			
I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.			
I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions ; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.			
I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.			
Writing	1	2	3
I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.			
I can present a complex topic in a clear and well structured way, highlighting the most important points, for example in a composition or a report.			
I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.			
I can put together information from different sources and relate it in a coherent summary.			
I can give a detailed description of experiences, feelings and events in a personal letter.			
I can write formally correct letters, for example to complain or to take a stand in favour of or against something.			
I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.			
I can select a style appropriate to the reader in mind.			

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# ANNEX 18



## Language Biography Language Portfolio Self-assessment Checklist

Level **C2**

Language:

Use this checklist to record what you think you can do in **column 1**, and in **column 2** record what you cannot do yet but feel are important for you. Look at this checklist at regular intervals to update what you can do and what your priorities are. Write the date of when you use the checklist in **column 3**.

If you have over 80% of the points ticked in **column 1**, you have probably reached **Level C2**.

Use the blank spaces to add any other things you can do, or things that are important for your language learning at this level.

	I can do this	My objectives	Date
<b>Listening</b>	1	2	3
I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.			
<b>Reading</b>	1	2	3
I can recognise plays on words and appreciate texts whose real meaning is not explicit (for example irony, satire).			
I can understand texts written in a very colloquial style and containing many idiomatic expressions or slang.			
I can grasp fine stylistic differences and implicit meanings in articles and books.			
I can understand manuals, regulations and contracts even within unfamiliar fields.			
I can understand contemporary and classical literary texts of different genres (poetry, prose, drama).			
I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements.			
I can recognise different stylistic means (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
<b>Spoken Interaction</b>	1	2	3
I can take part effortlessly in all conversations and discussions with native speakers.			
<b>Spoken Production</b>	1	2	3
I can summarise orally information from different sources, reconstructing arguments and accounts in a coherent presentation.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate and to eliminate ambiguity.			

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## ANNEX 18

### Level C2

Strategies	1	2	3
I can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.			
Language Quality	1	2	3
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.			
I can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case.			
I have a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association.			
I can consistently maintain grammatical control of complex language even when my attention is otherwise engaged.			
Writing	1	2	3
I can write well structured and easily readable reports and articles on complex topics.			
In a report or an essay I can give a complete account of a topic based on research I have carried out, make a summary of the opinions of others, and give and evaluate detailed information and facts.			
I can write a well structured review of a paper or a project giving reasons for my opinion.			
I can write a critical review of cultural events (film, music, theatre, literature, radio, TV).			
I can write summaries of factual texts and literary works.			
I can write narratives about experiences in a clear, fluent style appropriate to the genre.			
I can write clear, well structured complex letters in an appropriate style, for example an application or request, an offer to authorities, superiors or commercial clients.			
In a letter I can express myself in a consciously ironical, ambiguous and humorous way.			

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Orientate their teaching to the development of students' oral production because they are aware that speaking is the main objective of learning any language. Great English teachers have the ability to manage the classroom effectively in order to make it an interesting place for learning. Put simply, great teachers inspire.



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