

Mladi za napredek Maribora 2017

34. srečanje

Teaching methods leading to successful knowledge of the 2. language

Družboslovno področje - tuji jeziki

Raziskovalna naloga

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Summary	6
Povzetek	7
ZAHVALA	8
Different methods/styles	9
Grammatical Approach	9
Aural Approach	9
English-Only Approach	10
Translative Approach	10
Immersive Approach	10
Ways to be a better teacher	11
How to get attention:	11
How to make teaching easier and more enjoyable	11
The VAK (What it even means)	12
English teaching certificates	13
TEFL (Teaching English as a Foreign Language)	13
TESOL (Teaching English to Speakers of Other Languages)	14
CELTA (Certificate in English Language Teaching to Adults)	15
PRACTICAL PART	16
Survey	16
Survey answers #1	17
Survey answers #2	18
Survey answers #3	19
Survey answers #4	20
Survey answers #5	21
Survey answers #6	22
Conclusions of the survey	23
1. Conclusion	23

2. Conclusion.....	23
3. Conclusion.....	25
DRUŽBENA ODGOVORNOST.....	26
BIBLIOGRAPHY	27
IMAGE BIBLIOGRAPHY.....	27

Image 1- Effective teaching (Vir:Splet)	11
Image 2- VAK (Vir:Splet)	12
Image 3- TEFL, TESOL, CELTA (Vir:Splet)	13
Image 4- Writing (Vir:Splet).....	14

Summary

The purpose of this research paper is to present the different teaching methods for readers around the world can use in the future. I will focus on finding the most efficient and different methods for anyone to find one that they prefer and would enjoy using. I will comment everything from the mind of the student and the view from which I see the methods and its efficiency.

In the theoretical part of the research paper I browse the material I have gathered, from other people and from other sources too, and present them in a way for anyone and everyone to understand the process and meaning behind using it. Peoples mind differ and more experienced teachers will probably think of this as waste to them but keep in mind that I am a student and I can't compare my experience to so some other teacher that has been doing his/her job for roughly 10 years or more. This is purely for the people that are unsure of their methods, would like to improve or are just interested in what a student thinks of the different methods of teaching. I also search for different ways to get a certificate as an English teacher for English-speaking countries or non-English speaking countries.

In the practical part of the research paper I ask English teachers form around the world about their experience with different methods for teaching and their approach. I am also interested in if any of the teachers would be ready to change their methods depending on their students success.

I also decided to make some hypotheses:

1. Most of the surveyed people will use modern technology in their methods (presentations, websites, mobile devices etc.)
2. Most of the surveyed people will think there are better methods then they are using.
3. Most of the surveyed people will be ready to change their teaching methods, if it meant the success of their students.

Povzetek

Namen te raziskovalne naloge je predstaviti različne metode učenja tujega jezika in kako le-te uporabiti. Osredotočil se bom na najdene najbolj učinkovite različne metode, ki bi ustrezale vsem zainteresiranim in popestrile izkušnjo učenja za vse. Subjektivno bom komentiral vsako metodo s perspektive dijaka in podal mnenje o tem.

V teoretičnem delu raziskovane naloge bom prebrskal literaturo, ki sem jo zbral iz različnih virov, interneta, podana mnenja in raziskave drugih ljudi. Trudil se bom predstaviti na način, da bo razumljivo, kaj je namen posamezne metode in tudi kako jih uporabljati.

Podana so različna mnenja glede učenja angleškega jezika in pričakujem, da se marsikdo ne bo strinjal z mojimi ugotovitvami in mišljenji, še posebej mogoče bolj izkušeni učitelji, zato prosim, da imate v mislih da sem dijak, ki nima pravih izkušenj na tem področju in le podajam svoje mnenje na podlagi prebranega in raziskanega, saj realno se ne morem primerjati z učitelji, ki imajo v praksi s poučevanjem že 10 let ali pa celo več let izkušenj. Te ugotovitve bom podal za lažje razumevanje metod poučevanja, za te, ki morda iščejo različne metode za izboljšanje učenja angleškega jezika.

V raziskovalni nalogi predstavim tudi različne certifikate za učenje angleščine v angleško govorečih državah ali pa tudi ne angleško govorečih državah.

V praktičnem delu raziskovalne naloge zastavim kratko anketo učiteljem po vsem svetu o njihovih izkušnjah z različnimi metodami in pristopi k učenju angleškega jezika. Zanima me tudi, če bi bili pripravljeni spremeniti svoje metode učenja, če bi to pomenilo izboljšanje znanja njihovih učencev.

Zastavil sem si tudi hipotez:

1. Večina anketirancev uporablja moderno tehnologijo pri učenju angleškega jezika (prezentacije, spletne strani, mobilne naprave itd.)
2. Večina anketirancev bo menilo da obstajajo boljše metode učenja, kot pa te, ki jih uporabljajo..
3. Večina anketirancev bi bilo pripravljenih spremeniti svoje načine učenja za boljše znanje učencev.

ZAHVALA

Zahvalil se bi mentorici in staršem za pomoč pri raziskovalni nalogi, ter vsem anketirancem za izpolnitev anket.

Different methods/styles

Here I will be going through the methods of approaching the English language in different ways. Everyone has their own preference of learning or teaching but here are just some of the more popular examples:

Grammatical Approach

This is one of if not the most popular teaching methods in a traditional academic setting, probably because the fact that English is so focused on grammar rules and it makes things easier later if you know the rules beforehand rather than learning them later.

For this method to work the teacher needs to have a good understanding of the English language in general and know the grammar rules and exceptions there are. It is best for the teacher and the student to have the same first language because translation is key to this method. The grammar rules should be taught conceptually in the student's native language and be given simple English sentences translated to the student's native language. For the students to completely understand the rules they should be given tests or quizzes.

This method is a good way to start off teaching, because in most cases the grammar rules of the student's native language are really different from the ones English uses. But if starting off with this method the students should know how to read, write and talk about more advanced conversations so having a good understanding of English in general.

Aural Approach

One of the more starter friendly approaches. This method focuses on the students actually getting a feel for the language before they begin any learning.

With this method the students listen to random conversations about everyday things and try to repeat what they just heard. The teacher will be doing most of the talking and it is common for teachers to use objects, pictures or references to make students better understand what they just heard without actually translating it. Key to this method is to not rush the student to reading and writing as it can prove to be quite difficult and will take time. The goal of this should be to bring the students to be able to participate in everyday conversations about common everyday things (the weather, going out for a drink, talking about your day etc.).

It works with young students as it is most closely relating to the way they've been used to learning language. From the very beginning we learn to speak our first language from listening to our parents and relatives as we learn to speak our first language.

English-Only Approach

The English-only method is the most direct approach to the language. This way the teacher nor the student can use their native language and thus the communication between them at the lessons should all be done in English.

The method works best when both the teacher and the student are willing to stand by a rule to only use English as a mean of communication. For this to be effective both the student and the teacher need a large vocabulary. It should be tested with tests and quizzes (should also be done entirely in English). It is also smart to review the learning session at the end so all confusions can be cleared up to a better understanding overall.

This is a method that makes the student acquire the knowledge naturally. It is also good for the teacher to not even speak the students native language (Of course, this would make the optional question answer sessions an impossibility.)

Translative Approach

It works as the grammatical approach the only difference is that working on the vocabulary, grammar, syntax, speaking and reading is done in the students native language and should be translated for the students to get a good understanding of the lesson.

It is also common for students to divide their notebooks to two sides, one for English and one for translations. This serves as a helping tool for later studying as it will be easier for students to understand. The best thing to do as you master this method is to switch to English-only approach as it is a good upgrade for the students to keep advancing in their knowledge.

Immersive Approach

The immersive approach only works with students that are willing to go to a different country to learn the language. For example, if you wish to learn British English you go to the UK and if you wish to learn American English they go to the US.

For this to work the student don't need any academic program, they just travel and are surrounded by the language they wish to learn so it comes to them naturally.

A good way to check how far you've gotten you try to engage in a conversation with the people who are born in the country and the language is their first.

Ways to be a better teacher

I researched the internet and found some interesting ways teachers around the world make their classes more interesting and more motivating for their students. Students don't tend to listen very often without any motivation or a goal to achieve. In the articles people talk about their own experiences. But what I didn't see was the thought of the methods used being confirmed by the actual students they thought.

Now here are a few things students look for in a learning session:



Image 1- Effective teaching (Vir:Splet)

How to get attention:

I have been thought by many different teachers or had experience with them. But only a few were able to get the attention of the class when everyone was yelling, laughing or talking out loud, basically made the class a zoo.

The thing most teacher so is bang on the table or try to out yell them to quiet down the class, now don't get me wrong, that is a viable option and will shut down a yelling class but most of the time the student will continue the same behavior the next or the same class session.

To get the attention of your students or at least most of them (because to be honest it is almost impossible to get the whole classes attention or be interesting to everyone) you try to at least listen to their desires of what they would like to do or how they would like to take on a session. Some may want to read a story, some would rather listen and repeat an audio tape or a group project, whatever works.

How to make teaching easier and more enjoyable

And for the teaching lessons about non interesting things, for example grammar rules or spelling. Because to be honest not a lot of people enjoy studying all the rules and the exceptions there are in many cases. The thing that seems to work (at least in our school), and

this is a teaching method our professor uses so all credits go to her, is using a learning website or a “game”, what I mean with a game is, there are many examples of websites that offer free and interactive exercises for different sessions, it can be done at home or in school as a group thing, it makes the learning experience more enjoyable and easier. And it’s not just me that thinks so, the schoolmates I asked about this topic all say the same, it is easier and more enjoyable.

A common thing seen even in workbooks is also relate to certain topics that may indirectly lead you to learn something. For example, if you want to teach a past tense, you can read a story or a fiction set in the past and then maybe even make the students write a short story by themselves,

This will lead to an indirect path to learn a past tense, and after they have done it you can teach the tense normal with all the non-interesting lectures

The VAK (What it even means)

V.A.K. aka. Visual, Audio and Kinesthetic. Which type are your students? Well that is hard to know so lessons should be done around your students and what works for them. Now what that means? That means that seeing, hearing and feeling the material. Meaning that the ideal learning environment is what the student sees, hears and feels the material themselves.

This also leads to the point of why animations came to be so popular, students pay attention to them, they see and hear what is going on what is it about. Now where the feel comes in is for

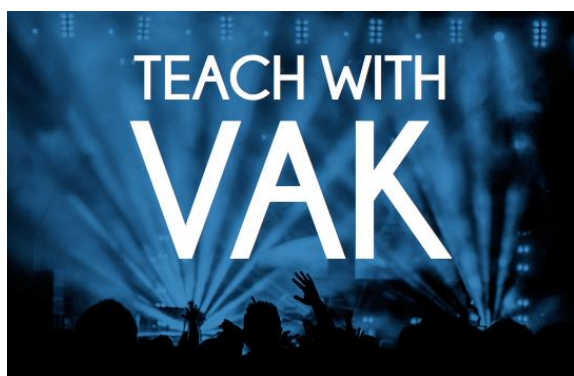


Image 2- VAK (Vir:Splet)

students to make things like they see themselves. Animations require work and are a bad example for students to do because they are hard to do, so let’s focus on things like presentations. For example, PowerPoint presentations, it is a popular thing to do in school nowadays. The idea of letting students

do a presentation of their own liking. Then they can present it to the rest of the class as maybe

someone else gets inspired and it also takes some of the stress away from all the exams that you need to study for, with this, it’s your own work, it is what you have done and you present it.

English teaching certificates

There are three known courses you can take to achieve a certain certificate. These are known as

- TEFL (Teaching English as a Foreign Language)
- TESOL (Teaching English to Speakers of Other Languages)
- CELTA (Certificate in English Language Teaching to Adults and was known as



Image 3- TEFL, TESOL, CELTA (Vir:Splet)

Certificate in Teach English to Speakers of Other Languages)

TEFL (Teaching English as a Foreign Language)

TEFL refers more to an industry, not a specific type of certificate. You need a course provider such as i-to-i that trains people to become TEFL teachers. TEFL qualifications are most commonly held qualifications by teachers living and teaching overseas (It is cheaper and faster that way).

“There are lots of options, ranging from short intensive weekend courses to a courses including as much as 300 hours of study. An intensive weekend TEFL course will give you around 20 hours of instruction. Online courses vary in length, but a typical 120-hour course is the minimum requirement for overseas employment.” (<http://www.i-to-i.com/tefl-faq/what-is-the-difference-between-tefl-tesol-and-celta.html>, 02.02.2017)

This course is relatively fast to complete, it takes about 4-6 months to complete. With different ways to approach the studying, be it signing up for an onsite TEFL course or making an appointment for online courses. The problem shows up with the waiting times. Usually it will require you to sign up 90 days in advance for a course but it can take up to 3-6 months.

Most TEFL graduates begin their teaching soon after the completion of the course, approximately two weeks after graduation.

TESOL (Teaching English to Speakers of Other Languages)

This is not much different from the TEFL. The main difference is that it is more popular in North America, Canada and Australia. This certificate allows you to teach native English speaking students, as the TEFL allows you only to teach English in a foreign country (a non-English speaking country).

Qualifications for the TESOL are the same as the TEFL.

Recommended that you sign up sooner because the waiting lines are no exception.



Image 4- Writing (Vir:Splet)

CELTA (Certificate in English Language Teaching to Adults)

CELTA is a specific type of TEFL certificate. It is an intense and hard course to take and it takes four to five weeks of full-time learning and courses. Its cost is no exception as well, it costs up to a thousand dollars.

It also has a requirement that the person taking the course needs to be at least 20 years old and have a formal education qualification, compared to TEFL qualifications where the minimum age is 16 and the native-level ability to speak English.

It is also an ideal idea for people who plan to have a lifelong career of teaching abroad.

PRACTICAL PART

Survey

1. How long have you been teaching?
2. What kind of teaching methods do you use?
3. Do you think there are better methods? If yes: Why?
4. Would you be ready to change your teaching methods if you knew that it would improve the overall student success?

Survey answers #1

1. How long have you been teaching?

I've been teaching for two years, and **** has been teaching for 3.

2. What kind of teaching methods do you use?

Currently our emphasis is on conversational English and language production. We don't focus on grammar or do test preparation. With speaking we use a lot of everyday situations and role plays. Basically, an interactive method which engages students. We lecture, demonstrate and collaborate.

3. Do you think there are better methods? If yes: Why?

For teaching conversational English, I think this is one of the best methods out there. When it comes to grammar and testing, I think it really depends on a teacher's teaching style and the students. Everyone learns differently.

4. Would you be ready to change your teaching methods if you knew that it would improve the overall student success?

Yes, I would adapt my teaching methods as much as possible to ensure classroom success.

(Just to explain “****”, this is censored for a name I did not want to show due to a promise I made to all the surveyed people that I will not use any names if posting their answers)

Survey answers #2

1. How long have you been teaching?

I've been teaching for approximately 12 years.

2. What kind of teaching methods do you use?

I use different kinds of methods, depending on children's age, abilities, needs... In my teaching I try and use methods that learners can relate to.

3. Do you think there are better methods? If yes: Why?

I think there isn't a perfect method. One should adopt as many different as needed to get near to his/her learners.

4. Would you be ready to change your teaching methods if you knew that it would improve the overall student success?

Yes

Survey answers #3

1. How long have you been teaching?

I have been teaching since 2014 (perhaps since 2012 if you include my journalism mentorship/management experience)

2. What kind of teaching methods do you use?

Currently our emphasis is on conversational English and language production. We don't focus on grammar or do test preparation. With speaking we use a lot of everyday situations and role plays. Basically, an interactive method which engages students. We lecture, demonstrate and collaborate.

3. Do you think there are better methods? If yes: Why?

For teaching conversational English, I think this is one of the best methods out there. When it comes to grammar and testing, I think it really depends on a teacher's teaching style and the students. Everyone learns differently.

4. Would you be ready to change your teaching methods if you knew that it would improve the overall student success?

Yes, I would adapt my teaching methods as much as possible to ensure classroom success.

Survey answers #4

1. How long have you been teaching?

20 years

2. What kind of teaching methods do you use?

Person-centered

3. Do you think there are better methods? If yes: Why?

No

4. Would you be ready to change your teaching methods if you knew that it would improve the overall student success?

Yes

Survey answers #5

1. How long have you been teaching?

25 years

2. What kind of teaching methods do you use?

- brainstorming - teacher opens a theme for discussion
- team work
- project work

using: books (student's book, teacher's books/resource packs, smart board, on-line exercises, explanations/instructions, games, own worksheets, CDs.

3. Do you think there are better methods? If yes: Why?

The methods "student oriented" where students focus on the research work and self-learning. It is more effective and creative because they have to come to solutions by themselves and with a reason. It motivates students. These methods are:

- problem solving
- project work
- flipped learning (inverting the class)
- online (gamification, social media)
- case method (design thinking)

4. Would you be ready to change your teaching methods if you knew that it would improve the overall student success?

Yes, but it depends on many factors, like:

- no possibility to use IT devices or lack of it. Because it is financially not supported by the government and the schools have not enough money for it.
- we cannot demand from students to use devices because not all can afford it and it would cause inequality among the students
- teacher's professional development

Survey answers #6

1. How long have you been teaching?

More or less 10 years

2. What kind of teaching methods do you use?

That is too wide! I teach using the Synthetic Phonics method.

3. Do you think there are better methods? If yes: Why?

I'm interested in the Future Classroom (<http://fcl.eun.org/>) and any method you could use in it (Flipped classroom, cooperative learning, project based learning...)

4. Would you be ready to change your teaching methods if you knew that it would improve the overall student success?

Yes

Conclusions of the survey

I only showed some of the answers I got from different teachers. Overall I got 17 answers in total and on those answers I came to these conclusions. It would be ideal to have more answers to make a really accurate conclusion but even the ones I got were extremely hard to come by and required a lot of waiting for responses from people, it would not have been so hard if I just focused on Slovenia but I tried to come by teachers from all around the world, even American teachers.

1. Conclusion

With the second question “*What kind of teaching methods do you use?*” I wanted to find out what are the different teaching methods and what are the more popular ones, due to my open answer survey I had quite a hard time connecting all the answers but I came to the conclusion that most teachers (experienced and less experienced) have a liking to group working and collaborating with their students group projects, presentations, demonstrations etc.

Thus my first hypothesis “*Most of the surveyed people will use modern technology in their methods (presentations, websites, mobile devices etc.)*” is confirmed. Most of the teachers use modern technology in their methods. In middle school most of our classes are based on modern technology. It came to my mind that it might be with most school because it is a very effective way of teaching.

2. Conclusion

The third question “*Do you think there are better methods? If yes: Why?*”, was to see if the teachers think there are better methods than the ones they are using. And why they think so. This lead me to the conclusion that more of the more experienced teachers thought that there are better methods, but would still use their preferred ones all for different reasons.

Thus my third hypothesis “*Most of the surveyed people will think there are better methods than they are using.*” Was confirmed true. Most teachers think there are better methods but have different reasons why they don't use them or why they still prefer their own methods. In my experience most teachers have their preferred methods of teaching but it is hard to approach different classes in the same way.

3. Conclusion

The forth question “*Would you be ready to change your teaching methods if you knew that it would improve the overall student success?*” to see if the teachers would be ready to change their methods to the better of the students. The answers where mostly one sided leaning to the yes answer. Most teachers would be ready to change to see the success of their students

Thus my third and final hypothesis “Most of the surveyed people will be ready to change their teaching methods, if it meant the success of their students.” Was also confirmed. I speculated this due to my experience with different teachers over the years I have gone to school. All the teachers I had adjusted their methods to the students so I expected most of the answers to be yes.

DRUŽBENA ODGOVORNOST

Cilj moje raziskovalne naloge je, da pomagam bralcem do spoznanja metod učenja in kako pristopiti do dela. S tem ne mislim, da so samo te metode učinkovite ampak samo predstavim bolj moderne načine poučevanja in po svetu najbolj potrjeno učinkovite metode učenja. Ta raziskovalna naloga cilja na bralce, ki so zainteresirani za učenje angleškega jezika.

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