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**An Instructional Manual for Idi 250 Didáctica Especial del Inglés I Course for  
Professorship of English from the Languages Section at Fahusac.**

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Facultad de Humanidades  
Departamento de Letras  
Sección de Idiomas**

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**This report was elaborated by the student as a requirement in the Professional Supervised Practice in Licenciatura en Lingüística del Idioma Inglés, after ending the corresponding pensum.**

**Guatemala, November 16, 2020**

## **Abbreviations**

- COMEVAL                      Comisión de Evaluación
- Dr.                              Doctor
- Etc.                              Etcétera
- FAHUSAC                      Facultad de Humanidades de la Universidad  
de San Carlos de Guatemala
- Licda.                          Licenciada
- PEM                              Profesorado de Enseñanza Media
- TTS                              Teacher Training Sessions
- USAC                            Universidad de San Carlos de Guatemala

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## **Abstract**

The purpose of this research is to sustain the elaboration of a Product Project for a specific course in Profesorado de Enseñanza Media en Idioma Inglés. Identifying the needs and lacks of Didáctica Especial del Inglés I Course, Idi 250, it is the first phase of the research, which involves an observation stage and the analysis of the evidences. Several instruments were used to collect the information and to establish a solution proposal. The information was classified in order to form the different chapters of the final report. The product itself and the evaluation of the complete work were formally presented in a final paper that concludes with the delivery of a Manual for Didáctica Especial del Inglés I Course, Idi 250, to contribute with Professors' development in Profesorado de Enseñanza Media en Idioma Inglés Career.

The Manual is a compilation of content, resources, activities, and instruments to facilitate the Professor in charge of teaching the course, the process of preparing for such a task. The tools offered within it might guide the planning process of the overall course, and every class session as well. It was dosed in units in order to organize content and material according to the length of the semester.

## **Abstracto**

El propósito de esta investigación es sostener la elaboración de un Proyecto de Producto para un curso específico en el personal docente del idioma inglés. Identificando las necesidades y carencias de la enseñanza especial del curso Dídáctica Especial del Inglés I, Idi 250 es la primera fase de la investigación, que implica una etapa de observación y el análisis de las evidencias. Se utilizaron varios instrumentos para recopilar la información y establecer una propuesta de solución. La información se clasificó para formar los diferentes capítulos del informe final. El producto en sí y la evaluación del trabajo completo se presentaron formalmente en un documento final que concluye con la entrega de un Manual para el Curso Didáctica Especial del Inglés I, Idi 250 para contribuir con el desarrollo de los Profesores en la Carrera del Personal de Enseñanza del Idioma Inglés

El Manual es una compilación de contenido, recursos, actividades e instrumentos para facilitar al Profesor a cargo de enseñar el curso, el proceso de preparación para tal tarea. Las herramientas que se ofrecen pueden guiar el proceso de planificación del curso general, y también cada sesión de clase. Se dosificó en unidades para organizar el contenido y el material de acuerdo con la duración del semestre.

## **Introducción**

El objetivo de este material es contribuir con los profesores encargados de la enseñanza de este curso, proporcionando un Manual Temático donde podrán encontrar desde los pasos para dar una clase simple con las referencias de la teoría y los conceptos, pasando por la organización de los estudiantes para desarrollar proyectos, hasta su presentación final; que consistirá en dar clases magistrales y presentación de productos tecnológicos educativos reales aplicables y evaluables.

La propuesta de un Manual Temático para el Curso de Didáctica Especial del Inglés, Idi 250 describe paso a paso cómo una clase magistral se puede dar con el fin de guiar a los estudiantes de Profesorado de Enseñanza Media en Idioma Inglés para enseñar el idioma adecuadamente y así alcanzar las competencias con sus propios estudiantes en un corto plazo. Este material podría también ser tomado como un recurso para otras instituciones educativas de alto nivel académico.

El proceso de este producto se basó en el análisis de una etapa de observación, las carencias o necesidades del curso, ya que es uno de los cursos con los que se conforma la base de la formación profesional del maestro de inglés. Las partes contextuales e institucionales, la priorización del problema y la información obtenida con aplicación de diferentes instrumentos conducen a la creación de un Manual para proporcionar la guía para los profesores que imparten el Curso de Didáctica Especial del Inglés I, Idi 250 en el Profesorado de Enseñanza Media en Idioma Inglés. Se da un procedimiento paso a paso en los diferentes capítulos de acuerdo con la clasificación de su material y la información investigada.

Asimismo, el Manual sugiere proyectos y evaluaciones que se aplicarán por los profesores y llevados por los estudiantes con el fin de lograr las competencias académicas previstas en el programa del curso.

La realización de este producto fue apoyada por las autoridades de Sección de Idiomas, del Departamento de Letras en la Facultad de Humanidades de la Universidad de San Carlos; con la esperanza de que pueda ser sometida a la

aprobación de Sección de Idiomas y la Comisión de Autoevaluación en la Facultad de Humanidades.

Esta propuesta se presenta en la versión en inglés, ya que será aplicado por los profesionales en idioma inglés. Contiene referencias académicas, recursos tecnológicos, normas de evaluación, técnicas innovadoras y base teórica de la didáctica especial para la enseñanza de una segunda lengua en cualquier tipo de institución educativa, pública o privada.

El producto final se evaluó utilizando listas de comprobación que toman como base el cronograma de actividades, los objetivos específicos y metas presentados sobre el perfil e instrumentos específicos del proyecto, que se aplicaron a los estudiantes a cargo de llevar a cabo el proyecto. Todas las etapas del desarrollo del producto se llevaron a cabo con éxito de acuerdo con el calendario establecido.

Además, los anexos que componen cada capítulo que incluyen la justificación, objetivos, actividades, recursos, cronograma y evaluación con el fin de lograr el cumplimiento de todas las partes del Informe del Proyecto, son seguidos por la evaluación. Esta última parte consiste en evaluar la aplicabilidad y la función del manual en el contexto real.

Las fotografías y documentos se adjuntan en los anexos como parte de las pruebas del proceso de la ejecución del proyecto desde su inicio hasta su finalización.

Conclusiones y recomendaciones fueron escritas basadas en los objetivos generales y específicos de acuerdo al perfil del proyecto con el fin de cumplir con la didáctica del curso.

Con la propuesta del Manual se espera contribuir con los profesores en la enseñanza del curso a los estudiantes, obteniendo los conocimientos y las instrucciones que sean idóneos para enseñar el idioma Inglés de manera efectiva, y a la vez, aumentar el nivel de la educación en la carrera de Profesorado de Enseñanza Media en Idioma Inglés en la Sección de Idiomas.

Este informe final corresponde al Proyecto de Producto asignado como Ejercicio Profesional Supervisado, que se desarrolló en la Sección de Idiomas, Facultad de

Humanidades de la Universidad de San Carlos de Guatemala. Uno de los problemas encontrados durante el análisis del curso Didáctica Especial del Inglés I, Idi 250, fue la falta de una fuente completa para ser aplicada en las clases. A partir de este punto, se tomó en consideración la necesidad de un Manual.

El análisis de esta propuesta de Manual se dividió en cinco capítulos:

Capítulo I: Plan de diagnóstico: Se detectaron fallas, problemas y necesidades a través del análisis de la información contextual e institucional.

Capítulo II: Marco teórico: En esta sección se reúnen datos de carácter histórico que conforman una reseña acerca de la institución beneficiada con la implementación del proyecto, así como su organización y parte de su funcionamiento.

Capítulo III: Perfil del proyecto: la tercera fase de este informe fue el nombre del proyecto, los objetivos generales y específicos, las metas, el tipo de proyecto y las fuentes de financiamiento, la planificación de la ejecución.

Capítulo IV: Procesos de Ejecución del Proyecto: para ello fue necesaria la creación de instrumentos que midieran la aplicabilidad y utilidad del mismo y que lanzaran resultados claros para trabajar en su mejora.

Capítulo V: Proceso de Evaluación: se segmentó la información de acuerdo a la naturaleza del proyecto para que pudiera evaluarse el proceso completo de inicio a fin y así brindar detalles y la veracidad de la información y de las acciones realizadas para la implementación de este.

Capítulo IV: Implementación del proyecto: Las actividades para llevar a cabo el proyecto se organizaron en cronogramas y se planificaron para establecer objetivos específicos y determinar el producto que se entregó.

Capítulo V: Evaluación del proyecto: Se crearon y aplicaron instrumentos específicos para evaluar cada etapa del proyecto y observar si los objetivos se lograron con éxito.

## CHAPTER I

### 1. Diagnosis

#### 1.1. Community context

*“Facultad de Humanidades began on 1944, with four sections: Philosophy, History, Letters and Pedagogy. At the beginning FAHUSAC was located in the Ciencias Jurídicas building at 9 Avenida y 14 Calle zona 1, today Bufete Popular. And at the end it was established at Campus of Ciudad Universitaria, zona 12, building S5. Today it is located at Building S4”. (Facultad de Humanidades, 2015). “Sección de Idiomas was created in 1947. Profesorado en Enseñanza Media en Idioma Inglés career was created on June 1968 according to the Punto Noveno del Consejo Superior Universitario, Acta No. 9’77.” (Comisión de Autoevaluación, Departamento de Letras, Sección de Idiomas, 2013, pág.10).*

Another section created by San Carlos University to provide students an opportunity to learn a new language is Centro de Aprendizaje de Lenguas de la Universidad de San Carlos (CALUSAC). But it was not enough since one of the urgent needs of Guatemalan society are Bilingual Teachers: “The growing demand for a career in order to prepare mid-level teachers, for teaching foreign languages, generated that Facultad de Humanidades created the Sección de Idiomas, through which they offered Profesorado de Enseñanza Media en Idioma Inglés, Francés, Italiano y Alemán. The careers of language teachers were offered in French, English, Italian and German. It worked from 1960 to 1970, date in which separated itself from Humanidades, becoming Centro de Aprendizaje de Lenguas de la Universidad de San Carlos –CALUSAC-, depending on Rectoría.

Facultad de Humanidades retained in Sección de Idiomas, Profesorado de Enseñanza Media en Inglés career and the courses in the same language for all the careers in other departments of the Faculty.” Seminar E304. November 2015.

Sección de Idiomas has been located since its creation at Facultad de Humanidades, Director's Hall, building S-4, Ciudad Universitaria, zona 12.

Sección de Idiomas organizes several events and once a year is Teaching Training Sessions "TTS" activity takes place. A lot of people not only teachers, can attend in order to participate in the different conferences. It also plans seminars and conferences, so students from different semesters can participate in them, and also other faculties and general public may attend.

Co-curricular Projects have been implemented in the development of the careers in order to contribute the society in different aspects. Last year, a new extension of the career of Profesorado de Enseñanza Media en Idioma Inglés was opened in Huehuetenango; this is only on Saturday's plan. And the amount of students that began the career was 20.

An interesting background to analyze is the economical one; in accordance with the research made by a group of Seminarists of Seminar E304 in November of 2015 *"Universidad de San Carlos receives no less than 5% of the State budget according to the article 84 of the Constitución Política de la República de Guatemala. According to Master, Benigna Ester Tezagüic López, of Sección de Idiomas of Facultad de Humanidades, Sección de Idiomas does not count on any benefit from private institutions"*.

The budget for Sección de Idiomas is not enough to cover wages, materials, supplies, repairs, general maintenance and utilizes such as electricity, water, telephone, among others; taking these into account that those depend of Facultad de Humanidades. Sección de Idiomas has the internal and external auditing and management of accounting books since it does not have available funds or account statements.

Since its creation, Sección de Idiomas has experienced different changes in the authorities, from being a project of IGA, until it became part of Departamento de Letras, with a Chief in charge of the section. According to report presented by Comisión de Autoevaluación de la Sección de Idiomas:

*In the year 1968 according to paragraph 9 of Act No. 977, of the meeting held by the Concejo Superior Universitario; the agreement between the Guatemalan-American Institute and the Facultad de Humanidades is made, in order to establish the career of Profesorado de Enseñanza Media en Idioma Inglés in which agreed the creation of the career under the direct sponsorship of IGA that provided in the beginning the specialized teachers in the training area, the necessary resources and facilities for the initiation of the career. (Comisión de Autoevaluación, Enero 2013, pág. 9)*

Up to date, Sección de Idiomas is still depending on Departamento de Letras, Facultad de Humanidades. As established by the normative a chief for the Sección is proposed by the Dean and confirmed by Junta Directiva.

### **1.2. Name of the beneficiary institution**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, Universidad de San Carlos de Guatemala.

### **1.3. Type of institution**

Autonomous Educational Institution which provides the careers of Profesorado de Enseñanza Media en Idioma Inglés and Licenciatura en Lingüística del Idioma Inglés.

### **1.4. Geographic location**

Sección de Idiomas is located in the Director's hall, building S4; its limits are: to North with Bienestar Estudiantil building; at South with the parking lot area, at East Facultad



de Ciencias Políticas building, and at West with Recursos Educativos building. (Chupina, 2013, pág. 63)

### **1.5. Vision**

Sección de Idiomas is in the process of obtaining the approval for its vision from Junta Directiva of Facultad de Humanidades; this process has produced a proposal in which Sección de Idiomas gives a visualization of its main purpose. The proposal is quoted as follows:

*“Provide specialized teachers in the field of English language, able to contribute to the academic, scientific, socio-cultural and economic development and values through the English language used in the international community”. (Pending Board of Directors’ approval) (Comisión de Autoevaluación, Departamento de Letras, Sección de Idiomas, 2013, p. 11)*

### **1.6. Mission**

The mission from Sección de Idiomas is also in the process of obtaining the corresponding approval.

*“We are a team of teachers specialized in English Language teaching, committed to train teachers with knowledge, abilities and skills in the areas of pedagogy, educational, scientific, cultural and values, enabling them to develop the teaching and learning processes in English Language in the middle level”*

*(Pending Board of Directors’ approval) (Comisión de Autoevaluación, Departamento de Letras, Sección de Idiomas, 2013, pág. 11)*

### **1.7. Policies**

Sección de Idiomas works on only one policy; to increase and improve the academic level of students and professors of Facultad de Humanidades, Sección de Idiomas as professional Guatemalan’s citizens for a better society.

## **1.8. Objectives**

Sección de Idiomas settles three main general objectives:

- *“Prepare teachers to teach English in different institutions of middle schools of the National Educative System according to their abilities, skills and knowledge”.*
- *“To cover the demand of English teachers in Public and Private Educational Institutions”.*
- *“Provide English teachers to Guatemala’s educative community and system.”*  
(Comisión de Autoevaluación, Departamento de Letras, Sección De Idiomas, 2013, pág. 11)

## **1.9. Goals**

- Continue forming professors, researchers and students with the highest scientific, technological, humanistic and ethical level.
- Keep the commitment to the scientific, social and humanistic development of students.
- Provide academic training in a framework of freedom, ideological pluralism, human values and citizenship principles.

## 1.10. Organizational structure

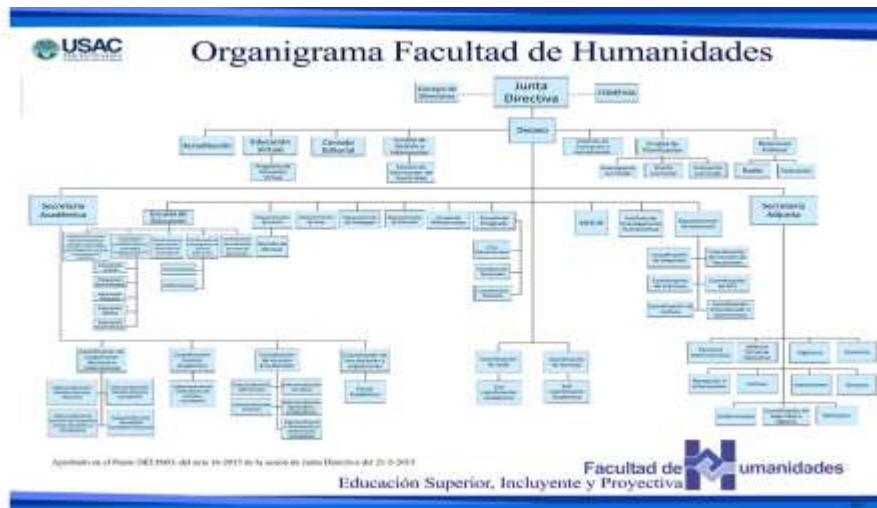


**Figure 1:** Organigrama Facultad de Humanidades.

<http://humanidades.usac.edu.gt/portal/>. Retrieved: 10-28-2016.

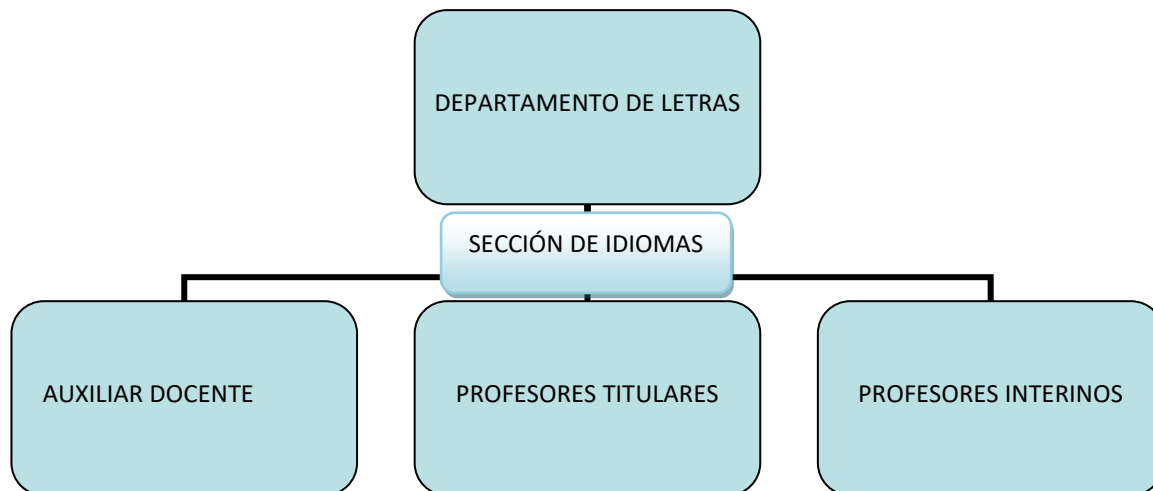


**Figure 2:** Informe de Autoevaluación de la Carrera de Profesorado en Enseñanza Media de Idioma Inglés (2013) p. 12.

“Sección de Idiomas is an instance that depends on the deanship of Facultad de Humanidades. This is leading by the direction of Departamento de Letras to a Chief (Titular professor form the II TO X) appointed by Junta Directiva, a proposal from the

Dean, for a period of four years extendable.” (Comisión de Autoevaluación, Departamento de Letras, Sección de Idiomas, 2013, pág. 11)

### **1.11. Resources**

#### **1.11.1. Human resources**

- Chief: It is the person who leads Sección de Idiomas. He is In charge of the organization of this part of Departamento de Letras.
- Secretary: This person assists with correspondence, records, general information, appointments and any other similar task related to the office requirements.
- Nine heading professors: Professionals in charge of teaching the different courses in Profesorado de Enseñanza Media en Idioma Inglés and Licenciatura en Lingüística del Inglés.
- Two resource professors: Professionals in charge to assist students when the person in charge of the course is not able to work with the group.

#### **1.11.2. Physical and Technological Resources**

- Classrooms: spaces assigned to teach the courses of Profesorado de Enseñanza Media en Idioma Inglés and Licenciatura en Lingüística del Idioma Inglés.
- Chief’s office: space assigned for the person who leads Sección de Idiomas. He is in charge of the organization of this part of Departamento de Letras.
- Secretary office: space assigned for the person who assists with correspondence, records, general information, appointments and any other similar task related to the office requirements.
- Computers: equipment for authorities and professors of Sección de Idiomas.

- Professor's office: rooms assigned for professionals in charge of teaching courses in Profesorado de Enseñanza Media en Idioma Inglés y Licenciatura en Lingüística del Inglés.

### **1.11.3. Financial Resources**

Sección de Idiomas as part of the Facultad de Humanidades has an established budget.

## **1.12. Techniques used for diagnosis**

### **1.12.1. Observation**

**Participant Observer:** In this type of observation the researcher lives as a member of the subjects of the study while observing and keeping notes of the attributes of the subject that is being researched so that he can directly experience, the phenomenon being studied. By this approach the researcher gets firsthand experience with informants.

### **1.12.2. Interviews**

**Structured interview:** This formal instrument sets questions known as interview questionnaire is posed to each interviewee visited and the responses are recorded on a standardized schedule. It is therefore characterized as being a closed interview situation. In structured interview, the interviewer follows a set pattern usually adhering as much as possible to the order of questions on the interview questionnaire while posing the questions in a formal manner. Interviewers must always ensure that the atmosphere of an interview is congenial to establish interviewer-interviewee connection.

### **1.12.3. Data Analysis**

This technique is applied in order to discover useful data through inspecting, cleaning and transforming information acquired through different resources such as digital and physical documents. Instruments can also be interpreted in order to get a realistic point of view of the subject matter. In this study, data was analyzed in the following way:

#### **a. Checklist**

This kind of instrument consists of a prepared list of items which are selected based on predetermined criteria. It is used to gather factual information about behaviors, attitudes, general information and preferences from the subject. It will help the researcher to collect information about facilities, and legal aspects related to the educational supervision.

#### **b. Digital Documents Analysis and Interpretation**

One of the main sources of information we have nowadays are online documents, academic links and PDF's. It was needed to read and interpret documents both in English and Spanish in order to gather information and analyze it.

#### **c. Physical Documents Analysis and Interpretation**

In order to enrich this research paper different documents were analyzed; Official ones, law agreements, manuals, books and dictionaries.

### **1.12.4. Translation Techniques**

Most of our official documents are written in Spanish since we are in a Native Spanish speaker country. Therefore, it is essential to apply different translation techniques in order to acquire information for this document's development.

- a. **Direct translation techniques:** loan translation and literal translation.
- b. **Oblique translation techniques:** transposition, modulation, reformulation or equivalence and adaptation.
- c. **Calque translation technique:** loan or borrowing of words or phrases from another language and translated literally word-for-word.

### 1.13. List of lacks

A prioritization matrix was necessary in order to evaluate each need and make a partial decision towards the problem that was going to be approached. Since Didactics is an essential part of the Pensum for Profesorado de Enseñanza Media en Idioma Inglés; it becomes mandatory to update content and look for innovative resources to prepare qualified professors.

- 1. Not updated content in the course program.
- 2. A few innovative technological resources to guide students in the Teaching of English Language.
- 3. Not relevant techniques and methods to evaluate students.
- 4. Lack of a guide to help Professors in charge of the course to teach it in order to reach the competencies expected.

## **Description of Eight Sectors**

### **According to the Contextual and Institutional Analysis Guide**

#### **I. Community sector**

##### **Geography**

Facultad de Humanidades currently functions at Universidad de San Carlos de Guatemala, which is located in zone 12 of Guatemala City. Taking the gateway in 11 Avenida of Periférico Capitalino and the 31 Calle of Avenida Petapa, zone 12. It consists of 996 kms of extension area; the temperature is around 9 and 21 degrees Celsius, characterized by a template climate. The avenue that runs through this area is Avenida Petapa, called *Calle Real de Petapa*, since it leads to Municipio de San Miguel Petapa.

Facultad de Humanidades is located at Building S4; its limits at North with Bienestar Estudiantil building; at South with the parking area, at East, Facultad de Ciencias Políticas Building, and at West, with Recursos Educativos Building. Another important avenue parallel to Avenida Petapa is Calzada Atanasio Tzul, which provides major fluency of transit.

S4 Building of Facultad de Humanidades occupies an area of 3,500 m.2, which is divided as follows: 45 m. for Administration area, 12 m. for the audiovisual aids and around 3,442 m for classrooms, courtyard and corridors.

Within Universidad de San Carlos de Guatemala, there are small parks and forests in the surrounding area as part of their natural resources (Chupina, 2013, pág. 63).



## **Historical background**

It is the biggest and oldest university of Guatemala; it is also the fourth founded in America. It was established in the Kingdom of Guatemala during the Spanish colony, and it was the most prestigious institution of higher education in Central America and the only one in Guatemala until 1954.

Universidad de San Carlos de Guatemala was founded by Real Cédula of Carlos II, on January 31<sup>st</sup>. 1676; and gets an international category when was declared Pontifical by the Bula Pope Inocencio XI and issued on June 18<sup>th</sup>, 1678. It experienced four significant transformations during centuries and it fought for the autonomy, that was lost at the end of the XVIII century, and it was accomplished on November 9<sup>th</sup>, 1944, decreed by Junta Revolucionaria de Gobierno. Since September 1945, Universidad de San Carlos de Guatemala is working as an autonomous entity with authorities that are elected according to the organic legal framework, which states that there is freedom to choose the authority staff without the State been involved.

Since Universidad de San Carlos de Guatemala is a unique State University, some of its responsibilities are to address and organize the higher education of the State and the university professional education. The promotion of the investigation in all knowledge areas and cooperation to the study and solution of the national problems is part of its nature and purposes.

On November 9, 1944, the Revolutionary Government issued Decreto No. 12 by which autonomy was granted to the Universidad de San Carlos de Guatemala. The decree in question came into force on December 1 of that year, and indicated in Article 3 about the integration of the University in seven faculties, including Facultad de Humanidades.

The first Board of Facultad de Humanidades was composed as follows: Dean Lic. José Rolz Bennett, Vocal I Luis Cradoza y Aragón, Vocal II Ricardo Castañeda Pganini, Vocal III Antonio Goudbaud Carrera, Vocal IV Edelberto Torres, Vocal V Alberto Velásquez, Secretario Dr. Raúl Osegueda Palala and Mrs. Enrique Chaluleu Gálvez.

At the beginning, Facultad de Humanidades was located in the building of Facultad de Ciencias Jurídicas y Sociales in 9<sup>na</sup>. Avenida. Sur y 10 Calle, zona 1. Subsequently it was moved to 9 Avenida and 14 Calle, Zona 1, nowadays known as Bufete Popular. In the late 60s the Campus of the University moved to Zona 12, building S5. Today, it is located in S4 Building.

Later on in history, Dean Joseph Bennett Rolz completed his first period, from 1945 to 1950. During this time, important changes occurred. In recognition of his work he was elected again for a second period, from 1950 to 1954.

In 1947, the Central School of Journalism was created attached to Facultad de Humanidades. Later Art Section, Library, Languages, History and Psychology. In 1998, the Council authorized the separation of the School of Teacher Training High School EFPEM.

## **Policies**

The local Government of Facultad de Humanidades is driven by a Superior organ of optional policies. Final decisions are made by the Dean who presides, a secretary and five members, of which two are full professors, not a professional teacher and two students.

The functions of the Board include:

- To ensure compliance with laws and other provisions on vocational education.
- To provide opinion on the annual budget of the respective Faculty, for submission to the University Council, at the time that the effect Board members are pointed.

Two students' associations function as "AEH" (Asociación de estudiantes de Humanidades) "AEBA" (Asociación de estudiantes de Arte).

## **Social**

Professionals, students, technical people, and many more inhabitants are part of Facultad de Humanidades. For all of them, Philosophy, Art, Language and Literature areas are offered.

Facultad de Humanidades which is located near some educational agencies such as Instituto Experimental Dr. Carlos Martínez Duran, New Zealand School, Freda Paterson School, Adler School and IMB-PC school. Health and other agencies such as: Bienestar Estudiantil of Facultad de Odontología surrounds the Faculty.

The types of housing around the faculty are urban and rural, which counts with some recreation centers as El Estadio Revolución soccer field, swimming pool, basketball fields and clubs or social associations, where students can practice some exercises routines.

Other services and accommodations are found within the University, for instance; public telephones, Wi-Fi connection and Internet Cafés and cafeterias.

The student community is composed by different ethnical groups as Ladinos, Half-castle, Xincas, Native Indegenous People and several religious groups such as Catholics, Protestants and Mormons.

## **II. Institutional sector**

### **Geographical Location**

#### **Location**

Sección de Idiomas is located inside Director's hall at building S4, Facultad de Humanidades.

#### **Access routes**

Sección de Idiomas in Facultad de Humanidades adjoins on the north to Bienestar Estudiantil building, south to the parking lot and east to Banrural Bank. (Chupina, V, 2013, pág. 35)

#### **Administrative Location**

##### **Institution type**

Sección de Idiomas is an educational service institution, it trains English Language teachers in the middle level.

##### **Region**

Sección de Idiomas of Facultad de Humanidades of Universidad de San Carlos de Guatemala, corresponds to the metropolitan area in the central region.

##### **Institution's History**

Due to the increasing demand of professional teachers to be capable to teach a foreign language, Facultad de Humanidades created Sección de Idiomas, which offered teaching careers in French, English, Italian and German languages at the beginning.

This new part of the Faculty worked from 1960 to 1970, after these 10 years it was separated from itself to become in Language Learning Center from Universidad de San Carlos –CALUSAC-, depending now on Rectoría.

But the specific career of Profesorado de Enseñanza en Idioma Inglés stayed inside Sección de Idiomas, as well as the course in the same language for the careers of the rest of the departments of the Faculty.

Sección de Idiomas is part of Departamento de Letras and it is under the responsibility of a chief that exerts all the activities. (Unidad de Planificación de la Facultad de Humanidades, 2013, páginas 4 y 5).

### **Events or special times:**

Important efforts in relation to the reform, transformation and change in the academic units of Facultad de Humanidades have taken place. Some of them can be mentioned as follows:

- Estatuto de Estudios de la Facultad de Humanidades, approved for the Concejo Superior Universitario on January 24<sup>th</sup>. 1959.
- Programa de Reforma de la Facultad de Humanidades, by Licenciado en Letras Hugo Cerezo Dardón (1962-1966)
- Primer Congreso de Humanidades, (May 9 to 16, 1970), whose objectives were: to reflect about to be humanist and its mission and the reform of the adequacy to the new times.
- Congreso de Julio de 1972, during the deanship of Licenciado Guillermo Putzeys Alvarez (1970-1974).
- Congreso de Reforma of 1983.

(Comisión de Autoevaluación, Enero 2013, pág.6).

## **Building**

### **Building area:**

Sección de Idiomas is located in an office inside Facultad de Humanidades.

### **Outdoor area:**

The outdoor area is surrounded by 12.50 meters for office and audiovisual aids, 4,542 meters for classrooms, corridors and gardens.

## **Environments and equipment**

### **Specific meetings area:**

Sección de Idiomas shares the Aula Magna, a salon with stage and armchairs that results small for special events and activities. The Library is a comfortable area with modern design; it has an administrative office and the teaching staff cubicles.

Floor 1: Information offices, auditorium, library, 6 classrooms, cafeteria area and restrooms are located in this part, but there is not a kitchen room.

Floor 2: The deanship, administrative and academic offices, teaching staff cubicles, 13 classrooms, the warehouse and restrooms can be found in this part of the building.

(Chupina, V. 2013, pág 105).

## **III. Financial sector**

### **Financial Sources**

According to with the research made by a group of Seminarists of Seminar E304 in November 2015 *“Universidad de San Carlos receives no less than 5% of the State budget according to the article 84 of the Constitución Política de la República de Guatemala. According to Master, Benigna Ester Tezagüic López, Head of Sección de Idiomas of Facultad de Humanidades, Sección de Idiomas does not count on any benefit from private institutions”*.

The budget for Sección de Idiomas is not enough to cover wages, materials, supplies, repairs, general maintenance and utilizes such as electricity, water, telephone, among others; taking these into account that those depend of Facultad de Humanidades.

Sección de Idiomas has the internal and external auditing and management of accounting books since it does not have available funds or account statements.

**Costs:**

Sección de Idiomas, does not have the necessary budget to cover wages, materials, supplies, repairs, constructions, general maintenance and utilities such as electricity, water, telephone, among others; those expenses depend on Facultad de Humanidades.

**Finance Control:**

Sección de Idiomas does not have available funds or account statements, but has the internal and external auditing and management of accounting book.

**IV. Human resources sector**

**Operative**

**Professors**

9 professors in charge of teaching the different courses in Profesorado de Enseñanza Media en Idioma Inglés.

**Academic Level**

All professors have high academic level preparation such as: Doctors, Masters, and Degrees.

## **Administrative**

### **Employees**

Section's director and the secretary are part of the administrative area.

### **Users**

### **Students**

Profesorado de Enseñanza Media en Idioma Inglés Career has around 400 students. Who attend on daily and Saturday shifts.

### **Annual Percentage**

From 60% to 90% of students become part of the Section per year in daily schedule.

### **Service**

### **Employees**

One person is part of the service area in Sección de Idiomas.

## **University Professors Profile**

Quality in education is a merely institutions' responsibility. Recruitment and the permanent training of these human resources is important; *“Professors should be a model for their students by demonstrating attributes from the Educational Community profile. Professors should desire to learn daily about new things and be inspired to research and engage in inquiry”* (Sanchez Puentes, 1,993, pág. 3).

When it comes to a higher level education it is mandatory to have true leaders with specific characteristics; such as, updates in teaching-learning process, specialization in certain areas, and they must be facilitators in students' learning as well.



## **Didactic Profile**

*According to Sanchez, (1999); the professor should have the essential skills the teaching tasks demand such as planning; which is one of the main behaviors of teaching; this will help to conduct his module. The university professor as well has to be dedicated in syllabus planning, recognize and develop new curricular changes in his subject matter, increase collective skills and always in a positive willingness when imparting information, so he can build an environment of confidence among the student and himself. (Pág. 5)*

In addition to technical characteristics to be fulfilled by professors in charge of courses at a higher level education, it can be stated that inspiration, collaboration, innovation, initiative, personal and socio-cultural relationships are part of what it needs to be able to take this essential role.

### **V. Curriculum sector**

#### **Studies Plan**

Profesorado en Enseñanza Media en Idioma Inglés and Licenciatura en Lingüística del Idioma Inglés are the two careers offered by Sección de Idiomas.

#### **Institutional Schedule**

General attention to the public is from Monday to Friday, from 13:00 to 19:30 hrs.

Profesorado de Enseñanza Media en Idioma Inglés has a daily shift, scheduled from Monday to Friday from 17:15 to 20:00 hrs.

Due to the amount of students, a Saturday shift has been opened, from 7:30 to 17:00 hrs.

#### **Teaching materials**

Sources for teachers such as: photocopies, markers, whiteboards, pencils, projectors, computers, books, documents, erasers, etc. can be found in the center of

photocopies in Facultad de Humanidades, which reproduces teaching material, programs, tests, and other documents as well.

### **Methods, techniques and procedures**

Every teacher applies the most appropriate methodology according to the nature of the course itself. For this purpose, “Instituto de Formación y Actualización Docente” works with teaching training courses.

### **Evaluation**

Professors prepare evaluation instruments based on competencies. On the other hand, professor's performance is evaluated by means of specific tools that are given to the students at the end of the semester.

## **VI. Administrative sector**

### **Administrative Management**

It is an important matter to understand what Administration involves in any kind of institution in order to make it work properly. Henri Fayol and many other management theoreticians can lead directors, chiefs, managers and others by their theories created to provide clear steps and guides.

A fragment of the information about him in the website Mind Tools:

(<https://www.mindtools.com/pages/article/henri-fayol.htm>)

*“Henri Fayol was born in Istanbul in 1841. When he was 19, he began working as an engineer at a large mining company in France. He eventually became the director, at a time when the mining company employed more than 1,000 people.*

*Through the years, Fayol began to develop what he considered to be the 14 most important principles of management. Essentially, these explained how managers should organize and interact with staff.*

*In 1916, two years before he stepped down as director, he published his "14 Principles of Management" in the book "Administration Industrielle et Générale." Fayol also created a list of the six primary functions of management, which go hand in hand with the Principles.*

*Fayol's "14 Principles" was one of the earliest theories of management to be created, and remains one of the most comprehensive. He's considered to be among the most influential contributors to the modern concept of management, even though people don't refer to "The 14 Principles" often today.*

*The theory falls under the Administrative Management school of thought (as opposed to the Scientific Management school, led by Fredrick Taylor )*

## **Fayol's 14 Principles of Management**

Fayol's principles are listed below

**Division of Work** – When employees are specialized, output can increase because they become increasingly skilled and efficient.

- 1. Authority** – Managers must have the authority to give orders, but they must also keep in mind that with authority comes responsibility.
- 2. Discipline** – Discipline must be upheld in organizations, but methods for doing so can vary.
- 3. Unity of Command** – Employees should have only one direct supervisor.
- 4. Unity of Direction** – Teams with the same objective should be working under the direction of one manager, using one plan. This will ensure that action is properly coordinated.

5. **Subordination of Individual Interests to the General Interest** – The interests of one employee should not be allowed to become more important than those of the group. This includes managers.
6. **Remuneration** – Employee satisfaction depends on fair remuneration for everyone. This includes financial and non-financial compensation.
7. **Centralization** – This principle refers to how close employees are to the decision-making process. It is important to aim for an appropriate balance.
8. **Scalar Chain** – Employees should be aware of where they stand in the organization's hierarchy, or chain of command.
9. **Order** – The workplace facilities must be clean, tidy and safe for employees. Everything should have its place.
10. **Equity** – Managers should be fair to staff at all times, both maintaining discipline as necessary and acting with kindness where appropriate.
11. **Stability of Tenure of Personnel** – Managers should strive to minimize employee turnover. Personnel planning should be a priority.
12. **Initiative** – Employees should be given the necessary level of freedom to create and carry out plans.
13. **Esprit de Corps** – Organizations should strive to promote team spirit and unity.

Following the previous theory and fundamentals, Comisión de Autoevaluación of Sección de Idiomas, establishes the organization explained below:

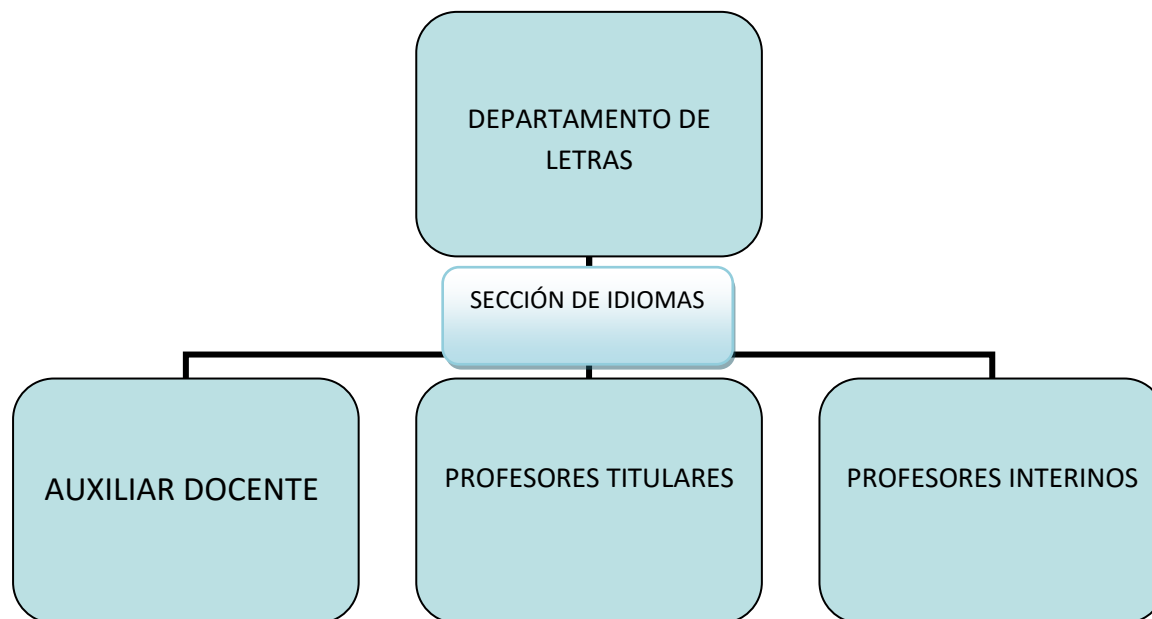
*“Sección de Idiomas is a body that depends on the Decanatura of Facultad de Humanidades of Universidad de San Carlos de Guatemala. It is under the direction of Departamento de Letras, in charge of a head (Titular Teacher) from II t X, appointed by Junta Directiva proposal by Decano, for a period of four renewable years.*

*From the Head become the Titular, the Interim Teachers and an Auxiliary Teacher for the Principal.*

*The principal derives the daily and weekend plans, which form the Titular and Interim Teachers of Profesorado de Enseñanza Media en Idioma Inglés career and the headquarters”: (Sección de Idiomas, 2013, pág. 11)*

*“Administrative, technical and service staffs depend directly of Facultad de Humanidades”:* (Sección de Idiomas, 2013, pág. 12)

### Sección de Idiomas Organizational Structure



*Source: Informe de Autoevaluación de la Carrera de Profesorado de Enseñanza Media en Idioma Inglés (2013) p. 12.*

### Coordination

The communication between the members of the section is through memorándums and e-mails from coordinators of daily and weekend plans, letters and appointments, re-scheduled meetings held twice per semester. Through internal management reports that are updated every six months, as well.

### Control

“Comisión de Evaluaciones” in advance COMEVAL (Ramos Barrera, 2015), provides the instruments for the corresponding evaluation, this assessment is carried out only for the Head of the Department, managers and shifts coordinators. Sección de Idiomas follows the suggestions given by Visita de Pares (Palala, 2015) for the International Accreditation of the careers.

## **Supervision**

Secretaria Adjunta is the one in charge of the performance of the administrative staff supervision in Sección de Idiomas of Departamento de Letras.

Assessements are applied by “Dirección General de Docencia” in advance DIGED, USAC “Universidad de San Carlos de Guatemala”, and “División de Desarrollo Académico” in advance DDA. (Palala, 2015).

## **VII. Relationships sector**

### **Institution**

Teacher Training Sessions (TTS) take place at Facultad de Humanidades. In this activity, teachers and students receive training, which motivates them to improve their knowledge.

There are many academic activities that take place during the school year, for instance; seminars, conferences, and graduations. Tutoring to support students is provided by their teachers, one hour per week during the semester. Scholarships to students and teachers are provided by Facultad de Humanidades.

### **Cultural, social and sports activities**

Facultad de Humanidades has organized the National Humanistic Games for the past 27 years now.

## **VIII. Philosophical, politic and legal sector**

### **Philosophy of the Institution**

#### **Vision**

Since Sección de Idiomas is still in the process of obtaining the approval for its vision from the Board of Directors, a proposal is quoted as follows:

*“Provide specialized teachers in the field of English Language, able to contribute to the academic, scientific, socio-cultural and economic development and values through the English Language used in the International community”* (Pending Board of Directors’ approval) (Informe de Autoevaluación de la Carrera de Profesorado de Enseñanza Media en Idioma Inglés, 2013, pág 11).

#### **Mission**

*“We are a team of teachers specialized in English Language teaching, committed to train professors with knowledge, abilities and skills in the areas of pedagogy, educational, scientific, cultural and values, enabling them to develop the processes of teaching and learning English in the middle level”.* (Pending Board of Directors’ approval) (Informe de Autoevaluación de la Carrera de Profesorado de Enseñanza Media en Idioma Inglés, 2013, pág 11).

### **Policies of the Institution**

#### **Objectives**

- “Prepare professors to teach English in different institutions of middle school of the National Educative System”.
- “Cover the demand of English Teachers in Public and Private Educative Institutions”.

- “Provide teachers to Guatemala’s educational community and system” (Pending Board of Directors’ approval) (Informe de Autoevaluación de la Carrera de Profesorado de Enseñanza Media en Idioma Inglés, 2013, pág 11).

## **Legal framework**

### **Legal Base**

“Acta No. 9-77 Noveno Punto del Consejo Superior Universitario, June 8, 1968, date of the creation of Profesorado de Enseñanza Media en Idioma Inglés Career”. (Informe de Autoevaluación de la Carrera de Profesorado en Enseñanza Media en Idioma Inglés, 2013, pág. 10)

It is really important for citizens to have access to know their rights and obligations as university students. Due to this commitment Constitución de la República de Guatemala sets up legal regulations in order to inform Guatemalans for this purpose.

ARTÍCULO 71.- Derecho a la educación. Se garantiza la libertad de enseñanza y de criterio docente. Es obligación del Estado proporcionar y facilitar educación a sus habitantes sin discriminación alguna. Se declara de utilidad y necesidad públicas la fundación y mantenimiento de centros educativos culturales y museos.

ARTÍCULO 72.- Fines de la educación. La educación tiene como fin primordial el desarrollo integral de la persona humana, el conocimiento de la realidad y cultura nacional y universal.

ARTÍCULO 76.- Sistema educativo y enseñanza bilingüe. La administración del sistema educativo deberá ser descentralizada y regionalizada.

ARTÍCULO 80. Promoción de la ciencia y la tecnología. El Estado reconoce y promueve la ciencia y la tecnología como bases fundamentales del desarrollo nacional. La ley normará lo pertinente.

ARTÍCULO 82.- Autonomía de la Universidad de San Carlos de Guatemala. La Universidad de San Carlos de Guatemala, es una institución autónoma con personalidad jurídica. En su carácter de única universidad estatal le corresponde con



exclusividad dirigir, organizar y desarrollar la educación superior del Estado y la educación profesional universitaria estatal, así como la difusión de la cultura en todas sus manifestaciones. Promoverá por todos los medios a su alcance la investigación en todas las esferas del saber humano y cooperará al estudio y solución de los problemas nacionales. (Asamblea Nacional Constituyente, 1985)

## **Functions**

- “Arrange English Teachers of Middle Education, who fills all the requirements for Public and Private Institutions in the whole country to be competent in their labor field”.
- “Apply the pensum in the different Degrees, taught by Facultad de Humanidades, teaching four English Courses from one to four by Licenciatura en Letras, six courses from one to six in Pedagogy Degree and three courses for the rest of the Degrees that the Facultad offers, as a requirement in the teaching process of a Foreign Language at the university”.
- “Organize and take the proficiency tests in English for students who already have the competencies required in English Language in the Degrees of the Faculty”.

(Informe de Autoevaluación de la Carrera de Profesorado de Enseñanza Media en Idioma Inglés, 2013, pág. 11).

#### 1.14. Table of analysis and Problems Prioritization

| Problems                                                                          | Factors                                                                                                                                       | Solutions                                                                                                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Out-of-date content.                                                           | Lack of time to research of new methodologies and techniques.                                                                                 | An analysis of the course program given by the last semesters in order to dismiss the irrelevant content.                                         |
| 2. Not enough resources to be included in the course program.                     | Content has been recently modified and there are just a few resources to support the information, plan the course and prepare class sessions. | To look for new book resources as well as digital material to be consulted by the professor of the course.                                        |
| 3. Irrelevant techniques and methods to assess students' knowledge in the course. | Old instruments are still applied in order to evaluate students' performance and knowledge during the semester.                               | A participant's observation in the class itself in order to analyze the resources, methodologies and evaluations applied with students.           |
| 4. Lack of an established process to teach the course.                            | Lack of time to elaborate an instrument for the course to be given.                                                                           | Creation of an instrument to guide professors during the semester to share with students the basic theory and new techniques in English Teaching. |

After analyzing all prioritizations, two main lacks were selected to be solved. Numbers 2 and 3 are the most significant points where the purpose of the course can be approached whether the adequate tools and resources are provided in a formal structured form.

### 1.15. Viability and feasibility analysis

Solution 1- An analysis of the course program given by the last semesters in order to dismiss the irrelevant content.

Solution 2- To look for new book resources as well as digital material to be consulted by the professor of the course.

Solution 3 – A participant's observation in the class itself in order to analyze the resources, methodologies and evaluations applied with students.

Solution 4 - Creation of an instrument to guide professors during the semester to share with students the basic theory and new techniques in English Teaching.

#### 1.15.1. Matrix of Prioritization

| <b>Solution</b>                                                                 | <b>1</b>   |           | <b>2</b>   |           |
|---------------------------------------------------------------------------------|------------|-----------|------------|-----------|
| <b>Indicators for analysis</b>                                                  | <b>Yes</b> | <b>No</b> | <b>Yes</b> | <b>No</b> |
| Financial                                                                       |            |           |            |           |
| 1. Does it have sufficient financial resources?                                 | X          |           | X          |           |
| 2. Does it have external financing?                                             |            | X         |            | X         |
| 3. Would the project be executed with resources of the institution?             |            | X         |            | X         |
| Technical                                                                       |            |           |            |           |
| 4. Does the beneficiary institution have the proper facilities for the project? | X          |           | X          |           |
| 5. Is there a quality control designed for the project?                         | X          |           | X          |           |

| Options                                                           | 1   |    | 2   |    |
|-------------------------------------------------------------------|-----|----|-----|----|
| Indicators for analysis                                           | Yes | No | Yes | No |
| 6. Is the programmed time enough to execute the project?          | X   |    | X   |    |
| 7. Have the goals being defined clearly?                          | X   |    | X   |    |
| 8. Do the activities correspond to the objectives of the project? | X   |    | X   |    |
| 9. Is there appropriate technology for the project?               | X   |    | X   |    |
| 10. Is there a planning for the execution of the project?         | X   |    | X   |    |
| <b>Economical</b>                                                 |     |    |     |    |
| 1. Is there a general list of expenses for the project?           | X   |    |     | X  |
| 2. Is there a detailed budget assigned?                           |     | X  |     | X  |
| 3. Is the project profitable in terms of utility?                 | X   |    | X   |    |
| <b>TOTAL</b>                                                      | 10  | 3  | 10  | 4  |

#### **1.16. Selected problem**

The evident and most significant problem is that there are not enough content, evaluation and didactic resources to be included in the Course Program of Didactics Course that meets the needs of this important Course in Professorship of English, it becomes mandatory to constantly update the planning with the ultimate theories, sources and techniques for students to be prepared to teach English as a Foreign Language correctly.

#### **1.17. Viable and feasible solution**

The viable and feasible solution is that this updating process can be done by creating a Manual for professors in charge of teaching this important course, but this guide needs to be proven right in real life so an Auxiliary Stage is part of the implementation of this new material. The usage of this product is explained for those who will ever need this resource and to evaluate different Teaching-Learning activities.

## **CHAPTER II**

### **2. Theoretical Framework**

#### **2.1. Definitions**

##### **2.1.1. Manual**

Since the project for the selected beneficiary institution is a product consisted of a Manual with the content and resources for Didactics course, it is mandatory to understand what this instrument is and its functions in a daily basis.

According to Businessdictionary.com, a manual can be described as: *“A comprehensive and step-by-step guide to a particular topic for both beginners and practitioners that also serves as a reference book. A manual details what is given and what is required, explains how to put the presented information into practice, and instructs how to solve problems as they occur. This term is commonly used exchanged with handbook”*. (Web Finance, 2015)

##### **2.1.1.1. Importance of a manual**

A manual can clearly describe the internal organizational structure, functions and lines of responsibility and coordination of the institution. At the same time, it facilitates the standardization, evaluation and control of activities and determines the balance of functions and guides persons through settled processes in order to achieve the established objectives.

##### **2.1.1.2. Advantages of manuals**

They are considered as resources of information about general practices and ensure that all persons involved in processes have a correct understanding of a general plan and their own roles within it.

### 2.1.1.3. Structure of a manual

The most important steps to create a manual are: Preparation, Position specification, Summary statement, Mayor Function and task, Qualification and competencies, relationships and Review and submission.

## 2.1.2. Didactics

### 2.1.2.1. Definition of Didactics

Another important term to be understood is “*Didactics*”, which is a comprehensive yet quite unclear key concept in Swedish education and teacher training and it is therefore difficult to conclude what we mean by didactics and how this area of knowledge will affect Swedish schools. Yet the word didactics has a long history and many believe it comes from the Czech John Amos Comenius. He wrote his famous work *Didactica Magna* (1628–1632) on the art of teaching. The concept of didactics can be described as the theory and practice of teaching and learning (Gundem, 2008). According to Lundgren (in Bengtsson, 1997), didactic research tries to understand and explain teaching and how it affects the individual’s thinking and memory and the relationship between teaching and learning. The purpose of introducing the concept of didactics into Swedish schools was, among other things, to provide teachers with tools to help them reflect on their teaching (Andersson, 2001). Schüllerqvist (2001) compares researchers’ different ways of describing didactics and didactic reflection. Imsen (1999) points to three levels of reflection.

Theories of the first, second and third order according to Imsen:

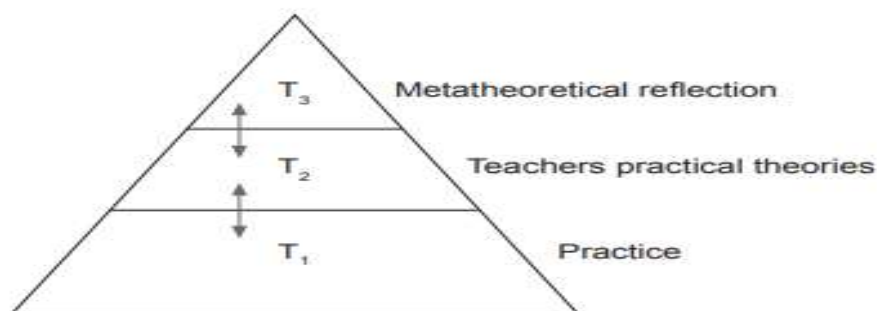


Figure 1: Theories of the first, second and third order according to Imsen (1999:49)

In order to understand this organization we find out that the first is in the practice. But even here, there is a theory, even if it is a tacit theory. On the second level the teacher has a more explicit theory based on experience. The third contains, for example, learning theories and is called meta-theoretical reflection by Imsen. Metatheoretical reflection Teachers practical theories Practice T3 T2 T1 5 Subject Didactics in Practice – Hidden in the Process Figure 2. Didactical thinking and its levels and different characteristics according to Uljens (2009: 10) In his model, classroom practice is at level one. At level two, the teacher creates subjective theories about his or her own teaching. But those theories can be challenged in meetings with others, which can be a colleague's way of understanding teaching or scientific theories. Uljens' second level lies between Imsen's everyday level and her meta-theoretical reflection and could be regarded as a tool for didactic analysis to understand what happens in the classroom. Now we have two stages of Didactics that can be explained as follows: *"General didactics deals with important questions about teaching and learning while Subject didactics goes deeper into school subjects. The relationship between subject didactics and didactics Klafki (1994) in Kansanen & Meri (1999) summarizes this relationship in five statements":*<sup>1</sup> 1. The relation between general didactics and subject didactics is not hierarchical by nature. Their relation is, rather, reciprocal. It is not therefore possible to deduce subject didactics from general didactics. (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012).

To continue with this analysis we find out that they both deal with the same problems and although naturally a certain subject has its typical characteristics their difference lays predominantly in the possibility of generalizing their solutions and decisions. Reduction of subject didactics to general didactics is not possible and general didactics has no immediate consequences in subject didactics. In his description of didactics, Uljens (2009) also has three levels: practice, theory and epistemology. (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

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<sup>1</sup> (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)



The relation of General Didactics and Subject Didactics is based on equality and constructive co-operation. Their approach may, despite that, be divergent and here you have more points to compare the two of them:

- General didactics and subject didactics are necessary to each other.
- The role of subject didactics between the discipline and education is not only mediatory, it must be seen also as independent with its own contributions to the common area of education and the subject.
- General didactics aim at as comprehensive a model as possible but that does not mean that those models could include the entire instructional process.

According to Gundem, general didactics is the most abstract. It is not bound to a concrete and specific teaching situation, but is focused on teaching and learning situations in general. Special didactics has a higher specification. Here didactics are designed and applied in certain types of schools or educational institutions. Didactics vary according to the level of learning, Preschool Education, for instance, will have different didactics than adult education and special education. Finally, subject didactics is connected to a specific subject or subject area. Here we find the didactic theory at the highest level of specification used to illuminate problems concerning the selection of content and implementation of teaching a specific subject. (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

The tension between General Didactics, Special Didactics and Subject Didactics according to Gundem:

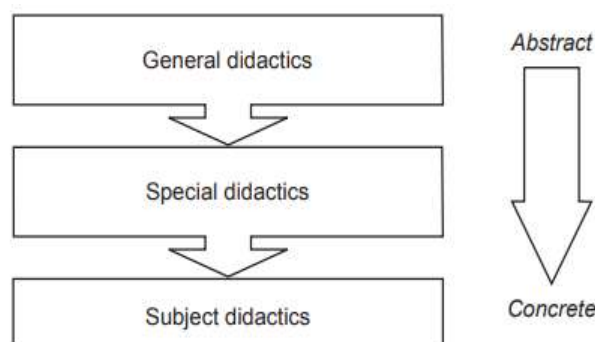


**Figure 2: The tension between General Didactics, Special Didactics and Subject Didactics according to Gundem (2008: 9)**

How does it become a school subject? How is the substance legitimized and justified? How can it defend its place in schools? What is the specific nature of the school subject, the discipline? What is the key conceptual content? What are the key processes? What kinds of values, norms, and ideals are implicit in the subject? How can the subject matter be structured and added so that learning can take place? (p. 28) According to Sjøberg (2000), these questions can be used by teachers when reflecting on teaching and learning by themselves or together with their colleagues and students. Björkqvist, Hertzberg & Sumfleth (2006) define subject didactics in the following way. [A]ll those reflections which can be connected to a subject and to the teaching of that subject and which provide and enhanced understanding of the character of the subject, of its rationale, and of how the subject can be learnt, taught and developed (p. 8). (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

Why is it important to understand this relation among different types of Didactics? As we find out Kansanen & Meri (1999) believe the core of subject didactics lies in the teachers' relation to the relation between the student and the content. Which is a valid and logic point. We are aware that didactics and subject didactics have been thoroughly discussed in the research literature and that there are many different definitions (Hamilton, 1999). (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

For explaining briefly and clearly to students you may find a PowerPoint Presentation on the subject at the Google Drive resource, look for it as "Didáctica vs. Didactics").

To provide a wider definition of English Didactics we include George August's statement that it is *"the science of teaching and learning of the English language, literature, and culture. The research of foreign language didactics has two aims: it provides practice guiding theoretical concepts and at the same time applies itself to*

*the empiric research of contexts concerning teaching and learning language. Being an important link between the scientific education at the university and the occupational field school, it is therefore a component of the Bachelor with Teaching Option and the Master of Education.*<sup>2</sup> (August, 2014)

### **2.1.3. The didactics of foreign languages**

The didactics of foreign languages is the teaching of foreign languages. It explores the processes of teaching and learning foreign languages in institutional contexts situated inside and outside of school. It deals with the aims of language teaching (communicative, intercultural, methodic, and aesthetic learning and personal development) and consequently with material, methods and media suited for achieving these aims. Describing the teaching and learning of foreign languages constitutes its major task, as well as the developing of suggestions for improving processes of teaching/learning foreign languages through content, method and lesson organization. Whereas the didactics of foreign languages was formerly understood as a sort of recipe for teaching, mostly derived from own experience, it has been undergoing a profound change since the 1970s. Firstly, empirical research is becoming increasingly important and secondly, the didactics of foreign languages refers much more to research on the teaching and learning of languages today as well as to other academic disciplines such as linguistic, literature and cultural studies, psychology and pedagogics.

The didactics of foreign languages can be divided into the didactics of language, literature and culture. All branches are geared towards the aims of foreign language classes; however, they pursue them with different priorities. The introduction that students attend in the course of their Bachelor's degree gives an overview on the aims and contents of the didactics of foreign languages. During their Master's degree, students can select advanced courses from the three different branches, which are often taught in combination, e.g. in courses on task-based learning. Additionally, workshops on how to produce films, how to stage theatre plays

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<sup>2</sup> (August, 2014)

as well as how to produce audio plays in foreign language classes are offered to foster the productive use of new media. (August, 2014)

#### **2.1.4. Language didactics**

Language didactics deals with the teaching and learning of foreign languages in an institutional setting. On one hand, this concerns the development of foreign language skills (listening, comprehending audio-visual texts, reading, writing and speaking as well as the ability of language meditation); on the other hand, language didactics is about ways of learning and teaching grammar (morphology, syntax) and knowledge of vocabulary (orthography, pronunciation, register, meaning/connotations). Courses in language didactics focus on linguistic phenomena, mechanism of language learning, character traits of speakers, desired linguistic competences and the conditions and methods of language classes.

Now with the focus of language didactics and how it is influenced by developments in the domain of language research: linguistics, applied linguistics, second language acquisition research, language teaching research and language psychology; we will start knowing important elements in the Teaching Learning Process also informed by current didactic approaches within the branch of foreign language teaching (eg. Competence-orientation, action-orientation, learner-orientation).

Language didactics is mostly concerned with issues of institutional foreign language acquisition – a topic in which the other branches of the didactics of foreign languages (literature and culture didactics) also take an interest.

*“This overlap occurs for two reasons: on the one hand, language acquisition cannot take place without the consideration of cultural aspects and on the other hand, literary texts in the foreign language are used in the foreign language classroom to enable learners to get in touch with authentic language. In the last semesters, the approach of content and language integrated learning (CIL) has thus become increasingly important within the department of English didactics in Göttingen. Wishing to highlight the importance of linguistic language research for the*

*teaching of languages, we also offer cooperation with linguistics, e.g. in joint course projects or when it comes to topics for Master's theses."*<sup>3</sup> (August, 2014)

### **2.1.5. Pedagogy**

What first comes to our mind when we listen to or read *Pedagogy is Science*, but how can we explain the term?. Here you have a simple and brief definition: *"A common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching. As we will see, viewing pedagogy in this way both fails to honor the historical experience, and to connect crucial areas of theory and practice. Here we suggest that a good way of exploring pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life".*<sup>4</sup> (Smith, 2015)

### **2.1.6. Professor**

According to the Merriam-Webster dictionary a professor attends different roles as we may read in the following definition taken literary from the page:

- a) faculty member of the highest academic rank at an institution of higher education
- b) a teacher at a university, college, or sometimes secondary school
- c) one that teaches or professes special knowledge of an art, sport, or occupation requiring skill

An interesting article taken from the University of Leeds website states the following definition or interpretation of the word:

Bruce Macfarlane, the author of *Intellectual Leadership in Higher Education*, describes 'professor' as 'a slippery term'. That's because in the UK it means something quite different from what it denotes in North America. In North America 'professor' and 'professorship' are generic labels applied to *all* academics employed to research and teach in universities. In the UK, much of Europe (and, for the most part, in Australasia and South Africa), 'professorship' denotes distinction: a professor

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<sup>3</sup> (August, 2014)

<sup>4</sup> (Smith, 2015)

is someone who has been promoted to the highest academic grade – usually on the basis of her or his scholarly achievements. It's the equivalent to what, in North America, is known as *full* professorship.

### **2.1.7. Professors Profile**

Quality in education is a merely institutions' responsibility. Recruitment and the permanent training of these human resources is important; *“Professors should be a model for their students by demonstrating attributes from the Educational Community profile. Professors should desire to learn daily about new things and be inspired to research and engage in inquiry”* (Sanchez Puentes, 1,993, pág. 3).

When it comes to a higher level education it is mandatory to have true leaders with specific characteristics; such as, updates in teaching-learning process, specialization in certain areas, and they must be facilitators in students' learning as well.

#### **2.1.7.1. Manual for specialists**

This tool gathers together standards, guidelines and application instructions; specifically certain type of activities or tasks and its main objective is the preparation of the individual to execute an specific responsibility or attribution in the institution or company.

## **2.2. Approaches**

The approach of the project was to create a useful product to provide material and resources for the Didáctica Especial del Inglés I Course, Idi 250. This material will, at the same time, guide not only professors in charge of the course, but students and researchers as well, who are searching for theory regarding Didactics and Pedagogy related to English Language Teaching-Learning process.

## 2.3. Principles

### 2.3.1. Administrative Management

It is an important matter to understand what Administration involves in any kind of institution in order to make it work properly. Henri Fayol and many other management theoreticians can lead directors, chiefs, managers and others by their theories created to provide clear steps and guides.

A fragment of the information about him in the website Mind Tools: (<https://www.mindtools.com/pages/article/henri-fayol.htm>)

*"Henri Fayol was born in Istanbul in 1841. When he was 19, he began working as an engineer at a large mining company in France. He eventually became the director, at a time when the mining company employed more than 1,000 people.*

*Through the years, Fayol began to develop what he considered to be the 14 most important principles of management. Essentially, these explained how managers should organize and interact with staff.*

*In 1916, two years before he stepped down as director, he published his "14 Principles of Management" in the book "Administration Industrielle et Générale." Fayol also created a list of the six primary functions of management, which go hand in hand with the Principles.*

*Fayol's "14 Principles" was one of the earliest theories of management to be created, and remains one of the most comprehensive. He's considered to be among the most influential contributors to the modern concept of management, even though people don't refer to "The 14 Principles" often today.*

*The theory falls under the Administrative Management school of thought (as opposed to the Scientific Management school, led by **Fredrick Taylor** ).*

## Fayol's 14 Principles of Management

Fayol's principles are listed below in accordance with Mind Tools website (Team, 2016):

1. **Division of Work** – When employees are specialized, output can increase because they become increasingly skilled and efficient.
2. **Authority** – Managers must have the authority to give orders, but they must also keep in mind that with authority comes responsibility.
3. **Discipline** – Discipline must be upheld in organizations, but methods for doing so can vary.
4. **Unity of Command** – Employees should have only one direct supervisor.
5. **Unity of Direction** – Teams with the same objective should be working under the direction of one manager, using one plan. This will ensure that action is properly coordinated.
6. **Subordination of Individual Interests to the General Interest** – The interests of one employee should not be allowed to become more important than those of the group. This includes managers.
7. **Remuneration** – Employee satisfaction depends on fair remuneration for everyone. This includes financial and non-financial compensation.
8. **Centralization** – This principle refers to how close employees are to the decision-making process. It is important to aim for an appropriate balance.
9. **Scalar Chain** – Employees should be aware of where they stand in the organization's hierarchy, or chain of command.
10. **Order** – The workplace facilities must be clean, tidy and safe for employees. Everything should have its place.
11. **Equity** – Managers should be fair to staff at all times, both maintaining discipline as necessary and acting with kindness where appropriate.
12. **Stability of Tenure of Personnel** – Managers should strive to minimize employee turnover. Personnel planning should be a priority.
13. **Initiative** – Employees should be given the necessary level of freedom to create and carry out plans.
14. **Esprit de Corps** – Organizations should strive to promote team spirit and unity.



## 2.4. Methods

Different methods were selected to be applied in order to analyze the collected information, they are divided into Qualitative, Quantitative and Mixed Methods:

- Quantitative methods (e.g. surveys) are best for measuring, ranking, categorizing, identifying patterns and making generalizations
- Qualitative methods (e.g. interviews) are best for describing, interpreting, contextualizing, and gaining in-depth insight into specific concepts or phenomena
- Mixed methods allow for a combination of numerical measurement and in-depth exploration.

Quantitative and Qualitative Methods were found to be the more suitable according to the approach of the project. Surveys, Existing Data, Interviews or focus groups, and Participant Observation; they are explained as follows below.

## 2.5. Techniques

### Surveys:

They can be face-to-face or digital instruments or tools used to gather information from a sample of people, traditionally with the intention of generalizing the results to a larger population. Surveys provide a critical source of data and insights for nearly everyone engaged in the information.

The instruments created include multiple choice, rating scale, and open-ended questions. They were applied to some students group from Profesorado de Enseñanza Media en Idioma Inglés career during their class sessions. Most of results were accurate and useful for the analysis.

Questionnaires fall into the following categories: paper-based, online and auditorium questionnaires. The latter involve respondents being gathered in a single room and completing their questionnaires, following which the completed questionnaires are pooled. Three types of questions can be asked in questionnaires: open-ended, semi-open-ended and closed-ended questions.

### Existing Data:

Explain how you gathered and selected material (such as publications or archival data) for inclusion in your analysis. These documents can be made available by public libraries, websites, **data** obtained from already filled in surveys etc.

Seminars published by students in the Faculty, articles and investigations conducted by seminarians and epeistas were analyzed and classified according to language, topic, and approach.

### **Interviews or focus groups**

They involve asking individuals or small groups questions about a topic.

Interviews or focus groups: Interviews and focus groups are common techniques for collecting qualitative data, particularly about people's experiences, opinions, attitudes and motivations.

Authorities and staff were approached with specific questions related to Sección de Idiomas administration and the curricular plan. Some of the interviews were recorded and others were written.

**Focus groups** are a specific form of group interview, where interaction between participants is encouraged. The person conducting a focus group plays the role of a facilitator encouraging the discussion, rather than an interviewer asking questions

### **Participant observation**

It is a qualitative research method in which the researcher studies a group not only by **observing** the group, but also by participating in the activities of the group.

Students from Profesorado de Enseñanza Media en Idioma Inglés from Sección de Idiomas in their early courses were observed, specifically from Didactic courses in both shifts. The report of this stage was collected through pictures, videos, rubrics, and evaluations applied in a Volunteering Stage as the first step of the PSP research.

## **CHAPTER III**

### **3. Project Profile**

#### **3.1. General aspects of the project**

##### **3.1.1. Name of the Project**

*Manual for Didáctica Especial del Inglés I Course, Idi 250*

##### **3.1.2. Problem**

The absence of updated contents for the Didactics course, not specific techniques and educative sources for Teaching English as a Foreign Language in public and private schools.

##### **3.1.3. Location**

Facultad de Humanidades is located in the Director's hall, building S4; its limits are: to North with Bienestar Estudiantil building; at South with the parking lot area, at East Facultad de Ciencias Políticas building, and at West with Recursos Educativos building. (Chupina, 2013, p. 63).

##### **3.1.4. Executing Unit**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, Universidad de San Carlos de Guatemala.

##### **3.1.5. Type of Project**

Product project.

##### **Product**

- Manual for supporting the teaching of Didáctica Especial del Inglés I Course, Idi 250 in Profesorado de Enseñanza Media en Idioma Inglés.

### **3.2. Project description**

The main purpose of the manual is to help Professors find innovative and significant topics and resources to work with during the course of Didactics. The Teaching-Learning process of a language requires special methodologies and specific techniques, in order to prepare future teachers in charge of the subject reach the competencies previously planned.

It becomes a necessity to have a guide in order to describe each component of Didactics and instruct professors for teaching this course in a structural form

The Instructional Manual is divided into chapters containing their corresponding introduction, besides class plans (complete lesson planning for every class session during the semester), course mappings, programs, syllabus, evaluation instruments (exams and rubrics), and projects to execute the theory and activities proposed for Didactics Course. All contents can be verified with their book or digital resources references.

### **3.3. Project justification**

The purpose of making a manual for Didactics Course is to provide an aid for Professors and future English Teachers with updated content and resources for teaching such an important subject.

According to the observations made during the semester when this course was given to Profesorado de Enseñanza Media en Idioma Inglés students, a lack of updated and innovative material was evident. Professors included content and techniques taken from resources and references previously used years ago.

Due to actualization and educative reformation subjects experienced in Guatemala's Educative System, it becomes mandatory to change and update how teachers approach students in class and methodologies to be applied during the Teaching-Learning process. The specialization in

Language Teaching becomes part of the professional profile for teachers and professors in charge of this duty, the resources and instruments they may include in their classes must be accurate and real context based and blended with technological systems as well.

Higher level education institutions are the responsible ones for preparing future professors for this important task, it is essential for them to possess the corresponding material and guidance in order to teach a subject where competencies and objectives will be measured and reached. Text books, platforms, methodologies, techniques, planning formats, and innovative techniques are part of the basis for this matter. A well-organized course and recent methods must be part of the program for Profesorado de Enseñanza Media en Idioma Inglés courses, the correct structure for them has to do with the material Professors include or base their classes on, it is necessary to provide a guide or manual where they can easily find the steps and current references to teach this vital course.

### **3.4. Project objectives**

#### **3.4.1. General Objectives**

- To provide Professors a useful tool, which includes current theoretical references as well as technological and didactic material to be applied in a daily basis.
- To update methodologies and programs for Didactics course currently given to students in Profesorado de Enseñanza Media en Idioma Inglés.

#### **3.4.2. Specific objective**

- To design of a step-by-step Manual for Professors or any other person in charge of teaching Didactics course in Profesorado de Enseñanza Media en Idioma Inglés career; where theories, techniques; didactic and technological references are provided in order to prepare Professional English Language Professors for Guatemalan society.

### **3.5. Goals**

To provide Profesorado de Enseñanza Media en Idioma Inglés career a long-term useful tool to be applied for Professors in charge of teaching Didactics Course according to the current methodologies, techniques and technological trends.

### **3.6. Beneficiaries**

#### **3.6.1. Indirect**

Sección de Idiomas, Facultad de Humanidades, Universidad de San Carlos de Guatemala.

#### **3.6.2. Direct**

Students taking and the Professors in charge of teaching the course every semester in each headquarter of Facultad de Humanidades in Universidad de San Carlos de Guatemala.

### **3.7. Financial and budget sources**

All expenses needed for the elaboration of the manual as well as the collection of additional material to present the final version of the product were defrayed by the PSP student.

### 3.8. Timetable of Project Implementation

| Activities |                                                                                                       | August |   |   |   | September |   |   |   |
|------------|-------------------------------------------------------------------------------------------------------|--------|---|---|---|-----------|---|---|---|
|            |                                                                                                       | 1      | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
| 1          | First revision of the PSP report<br>(Diagnosis and Theoretical Framework outline)                     |        |   |   |   |           |   |   |   |
| 2          | Second Draft of the Manual revision                                                                   |        |   |   |   |           |   |   |   |
| 3          | Second Revision of the PSP report<br>(Project Profile, Project Implementation and Project Evaluation) |        |   |   |   |           |   |   |   |
| 4          | Corrections of the document                                                                           |        |   |   |   |           |   |   |   |
| 5          | Third Draft of the Manual revision                                                                    |        |   |   |   |           |   |   |   |
| 6          | Corrections of the document                                                                           |        |   |   |   |           |   |   |   |
| 7          | Final revision of the product and final approval from the advisor                                     |        |   |   |   |           |   |   |   |
| 8          | Schedule meeting with authorities of Sección de Idiomas                                               |        |   |   |   |           |   |   |   |

|   |                                                   | September |   |   |   | October |
|---|---------------------------------------------------|-----------|---|---|---|---------|
|   |                                                   | 1         | 2 | 3 | 4 | 4       |
| 1 | Socialization of the product with the authorities |           |   |   |   |         |
| 2 | Digitalization of the document                    |           |   |   |   |         |
| 3 | Delivering of the final version of the report     |           |   |   |   |         |
| 4 | Delivering the final product to authorities       |           |   |   |   |         |

### 3.9. Resources

#### 3.9.1. Human resources

- Professor in charge of the course
- PSP student assigned for the project
- Head of Sección de Idiomas

#### 3.9.2. Material Resources

- Documents created by other students and professors to support courses in Profesorado de Enseñanza Media en Idioma Inglés.
- Seminars and Reports created by students from Profesorado de Enseñanza Media en Idioma Inglés and Licenciatura en Lingüística en Idioma Inglés.
- Course Programs and Syllabus

#### 3.9.3. Financial Resources

- All expenses needed for instruments and product project elaboration were defrayed by PSP student.



## CHAPTER IV

### 4. Process of Execution of the project

#### 4.1. Activities and Results

Activities are previously planned in order to study the current resources and material used in Didactics courses in Profesorado de Enseñanza Media en Idioma Inglés and to consolidate the project profile; and the results are the desirable, beneficial consequences or effects that are reached from the activities. A table of each of them is included as follows:

| No. | Activity                                                                                            | Results                                                                                                                                                                                               |
|-----|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Observation class                                                                                   | Classes were observed in order to analyze the needs and possible changes in the content of Didactics course.                                                                                          |
| 2.  | Team teaching class                                                                                 | As a part of the observation, it was necessary to be involved in class activities and participate in them to share new ideas and determine the lacks in the contents so it could be updated later on. |
| 3.  | Interview with Coordinator of PSP at Sección de Idiomas                                             | An interview was conducted to Coordinator of PSP to determine the product to be provided. She agreed with it.                                                                                         |
| 4.  | Creation of a format to fill in the information of the beneficiary institution (Sección de Idiomas) | Interview formats and checklists were created to be asked authorities, professors and students about organizational and pedagogical matters.                                                          |
| 5.  | Fill in the formats with the information gathered                                                   | Formats were filled in with the information requested to the corresponding people involved in Sección de Idiomas.                                                                                     |

|     |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6.  | Creation of the manual and the tutorial for the database systems                                                                                          | A printed manual was created to guide Professors in charge of teaching Didactics I course to take advantage of the content and resources included in its program and syllabus.                                                                                                                                          |
| 7.  | Delivering the product to Sección de Idiomas authorities                                                                                                  | The product was delivered on September 10, 2018. The presentation and collocation of the product was done by the student. Professor in charge of teaching Didáctica Especial del Inglés I Course, Idi 250 received the final version of the product and provided the corresponding documents to support its validation. |
| 8.  | Delivering the Continuity Plan to Sección de Idiomas authorities. A file of PowerPoint Presentations to support class sessions.                           | The Continuity Plan was delivered to the headman of Sección de Idiomas. The material will be available for Professors in charge of Didáctica Especial del Inglés I Course, Idi 250, to support their class sessions.                                                                                                    |
| 9.  | Presentation and Application of the Manual in <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> Sessions.                   | The Manual was presented to professors enrolled in <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> , offered by Departamento de Pedagogía, together with Sección de Idiomas.                                                                                                            |
| 10. | Evaluation by professors in Diplomado to assess the purpose of material and the sessions to explain its utility.                                          | Professors assistant to training sessions answered an evaluation instrument to assess the material shared by PSP student.                                                                                                                                                                                               |
| 11. | Evaluations were analyzed to determine if participants in Diplomado sessions understood the importance of including innovative material in their lessons. | Professors who attended Diplomado sessions expressed their opinion about the material presented (Manual) and evaluated the activity, whose results are presented in this report through a graph analysis.                                                                                                               |

## **4.2. Product**

A Manual was created in order to organize updated content related to English Language Didactics so Professors in charge could be able to instruct future Professional teachers to teach this course in any educative institution.

This product is dosed in units, which go from the basis in theory of Didactics, through effective techniques, methodologies and class plans to innovative technological resources to be applied in English classes. This material is a guide for Professors in charge of teaching students in Profesorado de Enseñanza Media en Idioma Inglés career the appropriate and specific form to teach others the language.

## **4.3. Achievements**

The product provided to Sección de Idiomas has as a purpose to guide Professors in charge of developing the Didactics I course in the preparation of future Professional English Teachers through the instruction of Teaching the Language in any kind of educative institution.

The product has been implemented not only in Didáctica Especial del Inglés I Course, Idi 250 in Profesorado de Enseñanza Media en Idioma Inglés; but as part of a Diplomado en Actualización Profesional en la Enseñanza del Idioma Inglés offered in Facultad de Humanidades; which was divided into three sessions. The objective of these workshops was to empower professors in charge of teaching Idi courses in the different careers in the faculty with tools, techniques and updated content for the teaching process.

The product was adapted to the needs of every course and introduced to professors in a brief version so they could choose the most appropriate activities, techniques or methodology for their assignments on a daily basis.

| No. | Product                                                                                                                                                                                                                                              | Achievements                                                                                                                                                                                                                                                                            |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | A guide presented as a Manual                                                                                                                                                                                                                        | A manual for Professors in charge of teaching Didactics course I so they can have a guide to be followed in order to instruct students being prepared to be Professional English Teachers.                                                                                              |
| 2.  | Digital presentation of the manual                                                                                                                                                                                                                   | A cd with the Manual was provided so Professors can print the material needed according to their class or either to send information to students by e-mail or educative platforms.                                                                                                      |
| 3.  | Digital presentation of Continuity Plan                                                                                                                                                                                                              | Power Point presentations containing main content from Manual were prepared to help professors in charge of Didactics of English Idi 250 Course, in regular sessions or class periods.                                                                                                  |
| 1.  | Planning and preparation of sessions for <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> , to present the material to professors in charge of English Courses in Facultad de Humanidades and to explain its purpose. | The Manual was presented to professors enrolled in <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> , offered by Departamento de Pedagogía, together with Sección de Idiomas. It was evaluated and applied as well by assistants in different workshops. |

#### 4.4. Sustainability and Continuity

Currently, professors in charge of teaching *Didáctica Especial del Inglés I Course, Idi 250* adapt the new material to the resources and techniques they previously applied with their students and shares evidence of its implementation with different documents where it is explained how the Manual has worked.

In order to ensure the implementation of the project and besides presenting evidence such as letters and checklists to confirm this execution, a Continuity plan was created to support teaching sessions on a daily basis. It consists of a file containing PowerPoint presentations and videos that can be downloaded and shared through an e-mail account access to Google Drive files. This material could be found accessing with *didactics2.english.pem@gmail.com* account and entering *Teachingmatters* password.

## **CHAPTER V**

### **5. Evaluation Process**

#### **5.1. Diagnostic Evaluation**

The information needed for this first stage of the project and report was easily obtained; human and material resources were available for collecting significant data. Beginning with the Head of Sección de Idiomas, whose participation in the diagnosis process was a relevant role to correctly direct the report to achieve objectives in the required dates.

The instruments presented in the Appendix section of this report to evaluate the Diagnostic part show the process of information

#### **5.2. Theoretical Framework Evaluation**

The Theoretical framework process will be evaluated with a checklist in which will be described the indicators and criteria that will be implemented by the PSP student of Licenciatura en Lingüística del Inglés and the advisor M.A. Luisa Fernanda Ramos Barrera.

#### **5.3. Profile Evaluation**

According to the answers collected through the Checklist instrument created to evaluate the Profile, the following results were accomplished:

- The general aspects of the project such as name, problem, location and type were determined and carefully analyzed.
- The description of the project was brief, clear and concise, to facilitate understanding.
- The purpose of the project was clearly explained.
- The general and specific objectives of the plan were well defined and intended to implement the project.
- The goals were stated in a measurable and quantitative way.
- The direct and indirect beneficiaries were clearly specified.

- There was a specific budget provided and a clear description of who was supporting the project.
- The timetable of the project implementation specified each activity with a scheduled due date.
- The resources were divided into human, material, financial and physical resources.
- The eight sectors were carefully researched, analyzed and determined. Which consist of: community, institutional, financial, human, curriculum, administrative, relationship, philosophical, politics and legal ones.

## **5.4. Execution Evaluation**

### **5.4.1. Presentation of the Product**

The Manual can be obtained in a printed version and digitally, store in Sección de Idiomas by Licenciada Ana Lucía Domínguez Estrada (Professor in charge of Didáctica Especial del Inglés I Course, Idi 250).

### **5.4.2. Application of Product**

The procedure for applying the Manual is described as follows and can be found in every chapter of the material attached in the Annex of this report.

1. Recognition of parts of the Manual mentioned in the Index.
2. Reading of presentation of each chapter of the Manual.
3. Selection of content, activities, resources and evaluation instruments; according to the class session.
4. Selection of format to plan a class session according to students' and course's needs.
5. The material chosen can be downloaded from the digital version of the Manual, (USB), or photocopied from the physical presentation.
6. The application of the material selected from the Manual might be supported with Power Point presentations shared in Drive at: [didactics1.english.pem@gmail.com](mailto:didactics1.english.pem@gmail.com)

7. The application of the Manual relies on the person in charge of teaching Didactics Course 1 Course in Profesorado de Enseñanza Media en Idioma Inglés at Facultad de Humanidades, Universidad de San Carlos de Guatemala, and English Courses in any career offered by the Faculty.

### **5.5. Final Evaluation**

- For this important stage of the project, an instrument was also created in order to obtain conclusions that could help to improve the results in the implementation and continuity plan. The analyzed aspects are listed as follows:
- The Project results were presented and informed
- The development evaluation was included as part of the evaluation
- The evaluation was selected and prepared according to the project design
- All the data was collected so the final evaluation could be done
- The objectives and criteria from the evaluation were known by all the participants from the beginning
- All people involved in the project analyzed the evaluation results
- The information gathered was useful for the project development

Other elements such as the general presentation and delivery of the manual final version were evaluated to confirm its correct implementation and usefulness and performance of the product.

Innovation and efficiency during the data collection process to execute the project and responsibility and interest on the fulfilment of the commitments undertaken with Sección de Idiomas were analyzed as well through a formal and exhaustive research of information and data collection.

The final product and service provided help to solve problems effectively and they are applicable to Sección de Idiomas needs.

## **Conclusions**

1. Design a useful tool which includes current theoretical references as well as technological and didactic material to be applied on a daily basis in Didáctica Especial del Inglés I, Idi 250 Course.
2. The update of methodologies and programs for Didactics course currently given to students in Profesorado de Enseñanza Media en Idioma Inglés. Contents from the Didáctica Especial del Inglés I, Idi 250 Course.
3. Design an Instructional Manual for Professors in charge of Didáctica Especial del Inglés I, Idi 250 Course whose contents, theories, techniques, didactic and technological references and resources are provided related and can be modified and adapted by the person teaching the course according to the current needs in education.



## **Recommendations**

It is recommended:

1. To Apply the designed useful tool which includes current theoretical references as well as technological and didactic material to implement on a daily basis in Didáctica Especial del Inglés I, Idi 250 Course.
2. That Professors in charge of Didáctica Especial del Inglés I, Idi 250 Course from Professorship use the Instructional Manual as a resource, but also they may make any updates and updates in the contents according to their needs.
3. That Professors modify digital material to be worked with students according to what has been covered from the Course Program to make it applicable to the educational needs of future students.

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# APPENDIX

**UNIVERSIDAD DE SAN CARLOS DE  
GUATEMALA FACULTAD DE  
HUMANIDADES  
SECCIÓN DE IDIOMAS  
LICENCIATURA EN LINGÜÍSTICA DEL  
IDIOMA INGLÉS PROFESSIONAL  
SUPERVISED PRACTICE  
ADVISOR: LUISA FERNANDA RAMOS BARRERA**

**Plan I  
Diagnosis**

**1. Identification**

**1.1. Sponsored Institution**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, Universidad de San Carlos de Guatemala.

**1.2 Location**

**Universidad de San Carlos de Guatemala**

Universidad de San Carlos de Guatemala is located in Zone 12 of Guatemala City. Taking the gateway in 11 Avenida of Periférico Capitalino and the 31 Calle of Avenida Petapa, zone 12, Building S4.

**1.3 Location**

**Sección de Idiomas:**

Sección de Idiomas is located inside Building S4 from Facultad de Humanidades of Universidad de San Carlos de Guatemala; its limits at North with Bienestar Estudiantil building; at South with the parking area, at East, Facultad de Ciencias Políticas Building, and at West, with Recursos Educativos Building.

## 2. Objective

### 2.1 General Objective

To identify the needs and the current problems to obtain an overview of the Section and the pensum career of Profesorado de Enseñanza Media en Idioma Inglés by applying the corresponding techniques and instruments.

### 2.2 Specific Objective:

- a. To contextualize instruments according to the techniques that are going to apply.
- b. To visit the educational institution frequently to observe class sessions, to interview authorities, professors, and students and fill out the instruments from the different techniques.
- c. To prioritize the problem to solve.
- d. To analyze the information obtained from the data.

## 3. Justification

The diagnosis is a preliminary study of the Course Program of **Idi 250, Didáctica Especial del Inglés I Course** and to evaluate whether the content is related and relevant to the current needs of professors and students involved.

Through the diagnosis the techniques and instruments should be used to perform the diagnosis to get data which will be evidence on how the institution is educating.

The diagnosis is the base to perform the following actions and it is the process how one can reach the next step. It is the benchmark of the information which will be found at Sección de Idiomas in Facultad de Humanidades to develop actions according to the conclusions of the diagnosis.

#### **4. Activities**

**4.1** To write a plan for the diagnosis

**4.2** To do the different instruments according to the techniques that are going to be applied.

**4.3** Meeting for advising to review the instruments for the gathering of the information.

**4.4** To visit Sección de Idiomas to approach authorities to schedule interviews.

**4.5** To analyze the data obtained through the results and prioritize the possibilities to develop a project.

#### **5. Resources**

##### **5.1 Human resources**

**a.** PSP Student: Karla María Hernández Ramos

**b.** Adviser: Luisa Fernanda Ramos Barrera

**c.** Head of the Section: Dr. José Francisco Puac Tumax

**d.** PSP Coordinator: M.A. Ester Tezaguic

**e.** Professors of the Languages Section

##### **5.2 Economical Resources**

Expenses for the diagnosis are sponsored by the student of Licenciatura en Lingüística del Idioma Inglés, Karla María Hernández Ramos.

### **5.3 Material Resources**

Books, computer, internet, printer, sheets of paper, copies, pens.

### **5.4 Institutional resources**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades,  
Universidad de San Carlos de Guatemala.

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## **6. Techniques**

**6.1 *Observations*:** To develop this technique a checklist will be used to gather information about the lacks and necessities of the Course.

**6.2 *Documentary Analysis*:** This technique consists on doing a deep study in any document that makes possible the data acquisition related with the institution.

**6.3 *Testimony*:** This technique will be performed by a voice recorded interview to collect some information through the experience of the Principal, teachers and students.



## 7. Timetable

### Activities for the Diagnosis

| Activities/Time                                                                                              | March 2017 |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--------------------------------------------------------------------------------------------------------------|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
|                                                                                                              | 13         | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 27 | 28 | 29 | 30 |
| Write the diagnosis plan.                                                                                    |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Meeting for advising                                                                                         |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Contextualize the instruments                                                                                |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Revision of instruments by the adviser                                                                       |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Make corrections of the instruments.                                                                         |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Validate the instruments.                                                                                    |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Set a meeting with the Head of the Section and PSP Coordinator to establish a date to apply the instruments. |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Apply the instruments in the Section to the authorities, professors, and students                            |            |    |    |    |    |    |    |    |    |    |    |    |    |    |

| Activities/Time                            | March 2017 |    |    |    |    |    |    |    |    |    |    |    |    |    |
|--------------------------------------------|------------|----|----|----|----|----|----|----|----|----|----|----|----|----|
|                                            | 01         | 04 | 05 | 06 | 07 | 08 | 11 | 12 | 13 | 14 | 15 | 18 | 19 | 20 |
| Interview to neighbors around the school.  |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Visits for observation and collecting data |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Work session for getting SWOT analysis.    |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Analyzing data                             |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Drafting and writing Chapter 1             |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Evaluation of chapter 1                    |            |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Presentation Chapter 1                     |            |    |    |    |    |    |    |    |    |    |    |    |    |    |

### 8. Budget

| Items        | Quantity  | Unit Cost    | Total  |
|--------------|-----------|--------------|--------|
| Photocopies  | 30 copies | Q0.25 cents. | Q 7.50 |
| Printing     | 5 printed | Q1.00 cents. | Q 5.00 |
| <b>Total</b> |           |              | Q12.50 |

### 9. Evaluation

A checklist will be used to verify if the objectives were accomplished.

**UNIVERSIDAD DE SAN CARLOS DE GUATEMALA**  
**FACULTAD DE HUMANIDADES**  
**SECCIÓN DE IDIOMAS**  
**LICENCIATURA EN LINGÜÍSTICA DEL IDIOMA INGLÉS**  
**PROFESSIONAL SUPERVISED PRACTICE**  
**ADVISOR: LUISA FERNANDA RAMOS BARRERA**

**Plan II**  
**Theoretical Framework**

**1. Identification**

**1.1 Sponsored Institution**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, Universidad de San Carlos de Guatemala.

**1.2 Institution Location's**

Zone 12 of Guatemala City. Taking the gateway in 11 Avenida of Periférico Capitalino and the 31 Calle of Avenida Petapa, zone 12.

**2. Objectives**

**2.1 General Objective**

To analyze each of the study variables to provide a theoretical support for the project that will be implemented by the PSP student.

## **2.2 Specific Objectives**

- To identify the study variables in the action research.
- To collect information related with all the study variables.
- To analyze information of different sources in order to establish a definition for each of the concepts.
- To elaborate a theoretical framework that will contain definitions, theories and explanations related with the project.

## **3. Justification**

Theoretical framework is a very important stage in the process of developing and analyzing all the information that is necessary for a project, because through the analysis of the different study variables the project will have the necessary support to be implemented. The development of an action research requires a theoretical framework that will allow to the executing unit the creation of an innovative project in which theory and practice will be included.

## **4. Activities**

1. Brainstorm to create an outline for the theoretical framework.
2. Select the sources to research about the subject.
3. Organize and analyze data collection.
4. Create the draft of the theoretical Framework.
5. Revision of the draft of the theoretical framework.
6. Correction of the theoretical framework.

## 5. Resources

### 5.1 Human Resources

- PSP student of Licenciatura en Lingüística del Idioma Inglés

### 5.2 Material Resources

- Books
- Computer
- Online books
- Online sources

### 5.3 Institutional Resources

- Universidad de San Carlos' Library

## 6. Techniques

- **Brainstorming:** This technique will be used by the seminarians to order different ideas or concepts by the level of importance and priority.
- **Documentary Analysis:** This technique will be implemented by the students of the 10th cycle, in which they will develop a fundamental research and then analyze all the information collected.

## 7. Timetable

| DATE                                                             | June 2017 |   |   |   |   |   |   |   |    |    |    |    |    |    |
|------------------------------------------------------------------|-----------|---|---|---|---|---|---|---|----|----|----|----|----|----|
| ACTIVITY                                                         | 1         | 2 | 3 | 4 | 5 | 6 | 8 | 9 | 10 | 11 | 12 | 15 | 16 | 17 |
| • Brainstorm to create an outline for the theoretical framework. |           |   |   |   |   |   |   |   |    |    |    |    |    |    |
| • Selection of the sources to research about the subject.        |           |   |   |   |   |   |   |   |    |    |    |    |    |    |
| • Organize and analyze data collection.                          |           |   |   |   |   |   |   |   |    |    |    |    |    |    |
| • Create the draft of the theoretical Framework.                 |           |   |   |   |   |   |   |   |    |    |    |    |    |    |
| • Revision of the draft of the theoretical framework.            |           |   |   |   |   |   |   |   |    |    |    |    |    |    |
| • Development of the Theoretical Framework.                      |           |   |   |   |   |   |   |   |    |    |    |    |    |    |
| • Evaluation of the theoretical framework                        |           |   |   |   |   |   |   |   |    |    |    |    |    |    |

## 8. Evaluation

The Theoretical framework process will be evaluated with a checklist in which will be described the indicators and criteria that will be implemented by the PSP student of Licenciatura en Lingüística del Inglés and the advisor M.A. Luisa Fernanda Ramos Barrera.

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SUPERVISED PRACTICE  
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**Plan III  
Project Profile**

**1. General aspects of the Project**

**1.1 Name of the Project**

“An Instructional Manual Manual for the Idi 250 Didáctica Especial del Inglés Course I for the Professorship of English from the Languages Section at Fahusac.”

**1.2 Problem Statement**

The course program of Idi 250 Didáctica Especial del Inglés I Course English Course for Profesorado de Enseñanza Media en Idioma Inglés from Sección de Idiomas, Departamento de Letras in Facultad de Humanidades from Universidad de San Carlos de Guatemala is outdated because of its lack of current and relevant content, assessment methods, book references and technological resources as part of the didactic material needed to teach topics.

It affects very significantly that students acquire the adequate knowledge to teach English Language in Public and Private institutions of Guatemala's Educative System.

**1.3 Location**

Sección de Idiomas is located inside Building S4 from Facultad de Humanidades of Universidad de San Carlos de Guatemala; its limits at North with Bienestar Estudiantil building; at South with the parking area, at East, Facultad de Ciencias Políticas Building, and at West, with Recursos Educativos Building.



Universidad de San Carlos de Guatemala is located in Zone 12 of Guatemala City. Taking the gateway in 11 Avenida of Periférico Capitalino and the 31 Calle of Avenida Petapa, zone 12, Building S4.

#### **1.4 Executing Unit**

This project will be executed by the Professors in charge of Idi 250 Didáctica Especial del Inglés I Course in Profesorado de Enseñanza Media en Idioma Inglés from Sección de Idiomas in Facultad de Humanidades from Universidad de San Carlos de Guatemala.

#### **1.5 Project Type**

*“An Instructional Manual Manual for the Idi 250 Didáctica Especial del Inglés Course I for the Professorship of English from the Languages Section at Fahusac.”* is a Product Project designed to guide the Idi 250 Didáctica Especial del Inglés I Course Professors who are teaching the course to students from Profesorado de Enseñanza Media en Idioma Inglés at Sección de Idiomas.

### **2. Project Description**

The main purpose of the manual is to help Professors find innovative and significant topics and resources to work with during the course of Didactics. The Teaching-Learning process of a language requires special methodologies and specific techniques, in order to prepare future teachers in charge of the subject reach the competencies previously planned.

It becomes a necessity to have a guide in order to describe each component of Didactics and instruct professors for teaching this course in a structural form

The Instructional Manual is divided into chapters containing their corresponding introduction, besides class plans (complete lesson planning for every class session during the semester), course mappings, programs, syllabus, evaluation instruments (exams and rubrics), and projects to execute the theory and activities proposed for Didactics Course. All contents can be verified with their book or digital resources references.

### **3. Project Justification**

The purpose of making a manual for Didactics Course is to provide an aid for Professors and future English Teachers with updated content and resources for teaching such an important subject.

According to the observations made during the semester when this course was given to Profesorado de Enseñanza Media en Idioma Inglés students, a lack of updated and innovative material was evident. Professors included content and techniques taken from resources and references previously used years ago.

Due to actualization and educative reformation subjects experienced in Guatemala's Educative System, it becomes mandatory to change and update how teachers approach students in class and methodologies to be applied during the Teaching-Learning process. The specialization in Language Teaching becomes part of the professional profile for teachers and professors in charge of this duty, the resources and instruments they may include in their classes must be accurate and real context based and blended with technological systems as well.

Higher level education institutions are the responsible ones for preparing future professors for this important task, it is essential for them to possess the corresponding material and guidance in order to teach a subject where competencies and objectives will be measured and reached. Text books, platforms, methodologies, techniques, planning formats, and innovative techniques are part of the basis for this matter. A well-organized course and recent methods must be part of the program for Profesorado de Enseñanza Media en Idioma Inglés courses, the correct structure for them has to do with the material Professors include or base their classes on, it is necessary to provide a guide or manual where they can easily find the steps and current references to teach this vital course.

### **4. Project Objectives**

#### **4.1 General Objectives**

- To provide Professors a useful tool, which includes current theoretical references as well as technological and didactic material to be applied in a daily basis.

- To update methodologies and programs for Didactics course currently given to students in Profesorado de Enseñanza Media en Idioma Inglés.

## **4.2 Specific Objectives**

- To design of a step-by-step Manual for Professors or any other person in charge of teaching Didactics course in Profesorado de Enseñanza Media en Idioma Inglés career; where theories, techniques; didactic and technological references are provided in order to prepare Professional English Language Professors for Guatemalan society.

## **5. Goals**

To provide Profesorado de Enseñanza Media en Idioma Inglés career a long-term useful tool to be applied for Professors in charge of teaching Didactics Course according to the current methodologies, techniques and technological trends.

## **6. Beneficiaries**

### **6.1 Direct**

Students taking and the Professors in charge of teaching the course every semester in each headquarter of Facultad de Humanidades in Universidad de San Carlos de Guatemala.

### **6.2 Indirect**

Sección de Idiomas, Facultad de Humanidades, Universidad de San Carlos de Guatemala.

## **7. Sources of funding and budget**

The funds for the budget during the research and design of the project will be provided by the student of the PSP from the Licenciatura en Lingüística del Idioma Inglés.

## 8. Timetable of Project Implementation

| Activities |                                                                                                       | August |   |   |   | September |   |   |   |
|------------|-------------------------------------------------------------------------------------------------------|--------|---|---|---|-----------|---|---|---|
|            |                                                                                                       | 1      | 2 | 3 | 4 | 1         | 2 | 3 | 4 |
| 1          | First revision of the PSP report<br>(Diagnosis and Theoretical Framework outline)                     |        |   |   |   |           |   |   |   |
| 2          | Second Draft of the Manual revision                                                                   |        |   |   |   |           |   |   |   |
| 3          | Second Revision of the PSP report<br>(Project Profile, Project Implementation and Project Evaluation) |        |   |   |   |           |   |   |   |
| 4          | Corrections of the document                                                                           |        |   |   |   |           |   |   |   |
| 5          | Third Draft of the Manual revision                                                                    |        |   |   |   |           |   |   |   |
| 6          | Corrections of the document                                                                           |        |   |   |   |           |   |   |   |
| 7          | Final revision of the product and final approval from the advisor                                     |        |   |   |   |           |   |   |   |
| 8          | Schedule meeting with authorities of Sección de Idiomas                                               |        |   |   |   |           |   |   |   |

|   |                                                   | September |   |   |   | October |
|---|---------------------------------------------------|-----------|---|---|---|---------|
|   |                                                   | 1         | 2 | 3 | 4 | 4       |
| 1 | Socialization of the product with the authorities |           |   |   |   |         |
| 2 | Digitalization of the document                    |           |   |   |   |         |
| 3 | Delivering of the final version of the report     |           |   |   |   |         |
| 4 | Delivering the final product to authorities       |           |   |   |   |         |

## 9. Resources

### 9.1 Human Resources

- PSP student
- PSP Advisor M. A. Luisa Fernanda Ramos Barrera
- Head of the Section
- PSP Coordinator
- Professors from the Section
- Students from Profesorado de Enseñanza Media en Idioma Inglés

### 9.2 Material Resources

- computers
- interview instruments
- pencils and pens
- cellphones
- camera
- printers
- voice recorders
- ink

### **9.3 Financial Resources**

The Project is sponsored by the PSP student of Licenciatura en Lingüística del Idioma Inglés.

### **9.4 Physical Resources**

- Universidad de San Carlos de Guatemala
- Facultad de Humanidades
- Sección de Idiomas, Departamento de Letras

**UNIVERSIDAD DE SAN CARLOS DE  
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IDIOMA INGLÉS PROFESSIONAL  
SUPERVISED PRACTICE  
ADVISOR: LUISA FERNANDA RAMOS BARRERA**

**Plan IV  
Project Implementation**

**1. Identification**

**1.1 Sponsored Institution**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades,  
Universidad de San Carlos de Guatemala.

**1.2 Institution's location**

Zone 12 of Guatemala City. Taking the gateway in 11 Avenida of  
Periférico Capitalino and the 31 Calle of Avenida Petapa, zone 12.

**2. Objectives**

**2.1 General Objective**

To prepare the project implementation in Sección de Idiomas,  
Departamento de Letras of Facultad de Humanidades from  
Universidad de San Carlos de Guatemala.

## **2.2 Specific Objectives**

- To analyze the activities performed in the project implementation
- To provide useful ideas for the Professors in charge of Idi 250 Didáctica Especial del Inglés Course through the Manual product

### **3. Justification**

The project implementation is important because it describes the activities, contents, methodologies, and projects in Idi 250 Didáctica Especial del Inglés Course and also it shows the final product of the Instructional Manual project.

### **4. Activities**

1. To design a manual that contains updated course content, program, and activities for Idi 250 Didáctica Especial del Inglés Course.
2. To plan workshops to explain the updated content of the Didactics of English course Professors in charge and the Head of the Languages Section.
3. To print and deliver the Manual
4. Execution of the Project

### **5. Resources**

#### **5.1 Human Resources**

- PSP student
- PSP Advisor M. A. Luisa Fernanda Ramos Barrera
- Head of the Section
- PSP Coordinator
- Professors from the Section
- Students from Profesorado de Enseñanza Media en Idioma Inglés

#### **5.2 Material Resources**

- Computer



- Paper
- Printers

### 5.3 Institutional Resources

- Universidad de San Carlos de Guatemala
- Facultad de Humanidades
- Sección de Idiomas, Departamento de Letras

## 6. Timetable

|    |                                                                                                                                                                                                                                                      | September |   |   |   | October | November |   |   |   |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|---|---|---------|----------|---|---|---|
|    |                                                                                                                                                                                                                                                      | 1         | 2 | 3 | 4 | 4       | 1        | 2 | 3 | 4 |
| 5  | Planning and preparation of sessions for <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> , to present the material to professors in charge of English Courses in Facultad de Humanidades and to explain its purpose. |           |   |   |   |         |          |   |   |   |
| 6  | First Session of <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> .                                                                                                                                                   |           |   |   |   |         |          |   |   |   |
| 7  | Second Session of <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> .                                                                                                                                                  |           |   |   |   |         |          |   |   |   |
| 8  | Evaluation of previous sessions with the coordinators and trainers of the activity                                                                                                                                                                   |           |   |   |   |         |          |   |   |   |
| 9  | Third Session of <i>Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés</i> .                                                                                                                                                   |           |   |   |   |         |          |   |   |   |
| 10 | Final evaluation of Diplomado sessions                                                                                                                                                                                                               |           |   |   |   |         |          |   |   |   |

## **7. Evaluation**

The Project implementation process will be developed with a checklist in which will be described the items, that are followed through this analysis. This will be implemented by the PSP student of Licenciatura en Lingüística del Idioma Inglés and the advisor M.A. Luisa Fernanda Ramos Barrera.

**UNIVERSIDAD DE SAN CARLOS DE  
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HUMANIDADES  
SECCIÓN DE IDIOMAS  
LICENCIATURA EN LINGÜÍSTICA DEL  
IDIOMA INGLÉS PROFESSIONAL  
SUPERVISED PRACTICE  
ADVISOR: LUISA FERNANDA RAMOS BARRERA**

## **Continuity Plan**

### **1. Identification**

#### **1.1 Sponsored Institution**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades,  
Universidad de San Carlos de Guatemala.

#### **1.2 Institution's location**

Zone 12 of Guatemala City. Taking the gateway in 11 Avenida of Periférico  
Capitalino and the 31 Calle of Avenida Petapa, zone 12.

#### **1.3 Project**

"An Instructional Manual Manual for the Idi 250 Didáctica Especial del Inglés Course I for the Professorship of English from the Languages Section at Fahusac is based on the course necessities and to find out a product which can support the teaching of Didactics of English Course for students of Proffesorship in English Language that will be in charge of teaching English Subject in Public and Private institutions of Guatemala's Educative System.

## **2. Contribution of the Project**

- “An Instructional Manual Manual for the Idi 250 Didáctica Especial del Inglés Course I for the Professorship of English from the Languages Section at Fahusac.” was a Product Project because it was a tool designed to help to the Professors of Idi 250 Didáctica Especial del Inglés course.
- A revision of the content of Idi 250 Didáctica Especial del Inglés Course was implemented to select the adequate contents, activities, evaluations, assessments and projects for the manual.
- It's important in the 21st century that people are able to speak a foreign language, and most importantly for the students who are being trained to become professional English Teachers.

## **3. Project Implementation**

### **3.1 Methodology and Techniques**

Different methods and techniques were implemented during the design of “An Instructional Manual Manual for the Idi 250 Didáctica Especial del Inglés Course I for the Professorship of English from the Languages Section at Fahusac.” Which are important to implement during each class session and will be helpful to achieve easily the students goals during each class.

- Direct Method:
- Total Physical Response (TPR)
- Cooperative Learning Approach
- Communicative language learning

### **3.2 Activities and results**

In order to provide continuity to the project “An Instructional Manual Manual for the Idi 250 Didáctica Especial del Inglés Course I for the Professorship of English from the Languages Section at Fahusac.” is important that professors in charge use different innovative resources and perform dynamic activities to ensure that the manual will be implemented successfully during the next semesters and years.

- Material to support Didactics Course I Sessions: digital resources in the Drive file of the course email address: *didactics2.english.pem@gmail.com* account and entering *Teachingmatters* password.
- Apply different activities based on the teacher criteria and class needs which are included in the class plan sessions for every chapter of the manual
- Apply and use the rubric and evaluation instruments included in the instructional manual.
- Regular classes to apply the material of the institutional manual.

Performing all the previous actions with students of Professorship of English from Didactics of English Course will ensure the improvement and objectives achievement of the professional English teachers in Public and Private institutions of Guatemala's Educative System.

### **3.3 Innovation**

The project will update one of the most important courses in the Professorship of English of Languages Section that will benefit professors and students with recent knowledge and information to apply during class on a daily basis.

The Didactics of English professors will be provided with material that is going to help them to teach, motivate, assess and evaluate during and after the teaching - learning process of this important course in Professorship of English pensum.

### **3.4 Success and Lessons learned**

During the process of the project implementation, there were some achievements and problems that had to be overcome, in order to accomplish the goals that were established at the beginning of it.

Some of the goals achieved were: the final version of the instructional manual, approval the project by the Head of Languages Section and Professors in charge of Didactics of English Course and willingness to continue implementing the product. Also, some of the troubles that were overcome were: the time to develop the delivery of the project, the changes of professor in charge of teaching the course and the end of the semester. All this made necessary to implement the project with professors teaching English Language in other careers of Facultad de Humanidades.

## **4. Justification**

The purpose of making a manual for Didactics Course is to provide an aid for Professors and future English Teachers with updated content and resources for teaching such an important subject.

According to the observations made during the semester when this course was given to Profesorado de Enseñanza Media en Idioma Inglés students, a lack of updated and innovative material was evident. Professors included content and techniques taken from resources and references previously used years ago.

Due to actualization and educative reformation subjects experienced in Guatemala's Educative System, it becomes mandatory to change and update how teachers approach students in class and methodologies to be applied during the Teaching-Learning process. The specialization in Language Teaching becomes part of the professional profile for teachers and professors in charge of this duty, the resources and instruments they may include in their classes must be accurate and real context based and blended with technological systems as well.

Higher level education institutions are the responsible ones for preparing future professors for this important task, it is essential for them to possess the corresponding material and guidance in order to teach a subject where competencies and objectives will be measured and reached. Text books, platforms, methodologies, techniques, planning formats, and innovative techniques are part of the basis for this matter. A well-organized course and recent methods must be part of the program for Profesorado de Enseñanza Media en Idioma Inglés courses, the correct structure for them has to do with the material Professors include or base their classes on, it is necessary to provide a guide or manual where they can easily find the steps and current references to teach this vital course.

## **5. Objectives**

### **5.1. General Objective**

- To implement the updated instructional manual in Idi 250 Didáctica Especial del Inglés I Course for the next 5 years or more.

### **5.2. Specific Objectives**

- To access to an adequate and update resource and source of information for teaching Didactics of English course in Professorship of English.
- To enable sustained curriculum within the classroom.
- To support professors inquiry to change the current teaching and learning process and contents in Didactics of English course.

## **6. Goals**

- To develop an assertive process of teaching in each class during the semester.
- To support professors with a sustained resource to train and assess students in each class session.
- To create an environment that supports and motivates the teaching-learning during the semester.

## 7. Suggested Activities

- The Head of the Languages Section should share with professors in charge of teaching Didactics of English course the physical and digital version of the instructional manual as well as the Drive access with supporting material for all class sessions during the semester.
- Professors teaching Didactics of English course must previously revise the activities, contents, projects, and evaluations proposed in the instructional manual.
- Professors should include the digital material shared in the Drive file to support their class sessions to make the teaching-learning process more significant for students in Professorship of English.

## 8. Timetable

| DATE                                                       | OCTOBER |    |    |    |    |    |    |    |
|------------------------------------------------------------|---------|----|----|----|----|----|----|----|
| ACTIVITY                                                   | 23      | 24 | 25 | 26 | 28 | 29 | 30 | 31 |
| • Decide how is going to be the continuity of the project. |         |    |    |    |    |    |    |    |
| • Create the draft of the Continuity plan.                 |         |    |    |    |    |    |    |    |
| • Revision of the draft of the Continuity Plan.            |         |    |    |    |    |    |    |    |
| • Make changes in the Continuity Plan.                     |         |    |    |    |    |    |    |    |
| • Last revision of the draft of the Continuity Plan.       |         |    |    |    |    |    |    |    |
| • Print the Continuity Plan                                |         |    |    |    |    |    |    |    |
| • Delivery of the Continuity Plan                          |         |    |    |    |    |    |    |    |



## 9. Resources

### 9.1 Human Resources

- PSP student
- PSP Advisor M. A. Luisa Fernanda Ramos Barrera
- Head of the Section
- PSP Coordinator
- Professors from the Section
- Students from Profesorado de Enseñanza Media en Idioma Inglés

### 9.2 Material Resources

- computers
- sheets of paper
- printers
- ink

### 9.3 Institutional Resources

- Universidad de San Carlos de Guatemala
- Facultad de Humanidades, Sección de Idiomas, Departamento de Letras

## 10. Techniques

- **Documentary Analysis:** This technique consists on doing a deep study in any document that makes possible the data acquisition related with the institution. in which they will develop a qualitative research and then analyze all the information collected.
- **Brainstorming:** This technique will be used by the seminarians to order different ideas or concepts by the level of importance and priority.

## 11. Budget

| Description | Price per unit Q. | Quantity | Cost Q. |
|-------------|-------------------|----------|---------|
|-------------|-------------------|----------|---------|

|                 |              |     |        |
|-----------------|--------------|-----|--------|
| Sheets of paper | 33.00 (ream) | 1   | 33.00  |
| Printer ink     | 80.00        | 2   | 120.00 |
| Photocopies     | 0.25         | 800 | 100.00 |
| Printing        | 0.50         | 400 | 200.00 |

## 12. Evaluation

This essential part will be executed by the Head of Languages Section evaluate whether all the recommendations and process on the project have been applied by the professor in charge of the course. The Head of the Section will evaluate if the implementation of the project is reflected on the students' learning process and achievements during their future Supervised Practice.

## 13. Long - Term indicators

- In six months time, students will have acquired the updated content presented in the instructional manual for Didactics of English Course.
- In five years time, professors will have to modify and adapt content to the current needs for English Language teaching.

#### **14. Observation**

It is necessary to have a constant evaluation and revision of all courses content specifically of Didactics of English course in order implement the new instructional manual modify it and adapt it to the students' and professors' needs.

The content of the instructional manual contents are based on the current Guatemala's Educative System that needs professional and correctly trained teachers for English subject in Public and Private institutions.

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PROFESSIONAL SUPERVISED PRACTICE  
ADVISOR: LUISA FERNANDA RAMOS BARRERA**

## **Plan V Evaluation**

### **1. Identification**

#### **1.2 Sponsored Institution**

Sección de Idiomas, Departamento de Letras, Facultad de Humanidades, Universidad de San Carlos de Guatemala.

#### **1.3 Institution Location's**

Zone 12 of Guatemala City. Taking the gateway in 11 Avenida of Periférico Capitalino and the 31 Calle of Avenida Petapa, zone 12.

### **2. Objectives**

#### **2.1 General Objective**

- To evaluate the obtained results from the different processes in the different chapters from 1 to 4 based on the main stages from the project.

## **2.2 Specific Objectives**

- To review the different checklists to determine the results from each chapter.
- To confirm the items has been followed through each analysis.
- To determine the goals have been accomplished at the end of each chapter.

## **3. Justification**

Evaluation is a very important stage in the process of developing and analyzing all the results that were performed during the different processes from the project since confirm that all steps were made accordingly during the implementation of the project for Idi 250 Didáctica Especial del Inglés I Course for Profesorado de Enseñanza Media en Idioma Inglés.

## **4. Activities**

- Review the results of each checklists.
- Organize and analyze data collection.
- Create the draft of the evaluation results.
- Revision of the draft of the evaluation results.
- Correction of the evaluation results.

## **5. Resources**

### **5.1. Human Resources**

- PSP student of Licenciatura en Lingüística en Idioma Inglés

### **5.2. Material Resources**

- Checklists
- Computer
- Printers

- Ink

### 5.3. Institutional Resources

- Universidad de San Carlos de Guatemala
- Facultad de Humanidades
- Sección de Idiomas, Departamento de Letras

## 6. Techniques

- **Checklist:** This technique will be implemented by the students of the 10th cycle, in which they will develop a qualitative review and then analyze all the information collected.

## 7. Timetable

| DATE                                               | October |    |    |    |    |    |    |    |    |    |    |   |   |   |
|----------------------------------------------------|---------|----|----|----|----|----|----|----|----|----|----|---|---|---|
| ACTIVITY                                           | 15      | 15 | 17 | 21 | 22 | 23 | 25 | 26 | 29 | 30 | 31 | 1 | 2 | 5 |
| • Review the results of each checklists.           |         |    |    |    |    |    |    |    |    |    |    |   |   |   |
| • Organize and analyze data collection.            |         |    |    |    |    |    |    |    |    |    |    |   |   |   |
| • Organize and analyze data collection.            |         |    |    |    |    |    |    |    |    |    |    |   |   |   |
| • Create the draft of the evaluation results.      |         |    |    |    |    |    |    |    |    |    |    |   |   |   |
| • Revision of the draft of the evaluation results. |         |    |    |    |    |    |    |    |    |    |    |   |   |   |
| • Development of the evaluation results.           |         |    |    |    |    |    |    |    |    |    |    |   |   |   |

## **Evaluation**

The evaluation process will be develop with a checklist in which will be described the items, that are followed through this analysis. This will be implemented by the PSP student of Licenciatura en Lingüística del Idioma Inglés M.A. Luisa Fernanda Ramos Barrera.

### INTERVIEW #1

**Name:**

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**Position:** \_\_\_\_\_ **Degree:** \_\_\_\_\_

1. How many people work at Sección de Idiomas during daily shift?

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2. What type of areas does the Sección de Idiomas have?

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3. What is the academic degree Professors in Sección de Idiomas should have?

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4. Do you have an attendance record for each professor?

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5. How many students are admitted annually at Sección de Idiomas in the Daily and Saturday shift?

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**Universidad de San Carlos de Guatemala**  
**Facultad de Humanidades**  
**Sección de Idiomas**  
**Licenciatura en Lingüística del Inglés**  
**EJERCICIO PROFESIONAL PÚBLICO (EPS)**

### INTERVIEW #2

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_ **Degree:** \_\_\_\_\_

1. What percentage of the State's funds does the Faculty get?

\_\_\_\_\_

2. Are there any extra contributions from some private institutions for financing Sección de Idiomas projects?

\_\_\_\_\_

3. What kind of institutions are willing to provide this help?

\_\_\_\_\_

\_\_\_\_\_

4. Does Sección de Idiomas have the necessary budget to cover wages, materials and supplies, repair and construction, maintenance and general services such as water, electricity, telephone, etc?

\_\_\_\_\_

5. Does Sección de Idiomas have account statements and availability of funds?

\_\_\_\_\_

\_\_\_\_\_

**General information**

Genre: Male ☐ Female ☐

Age: 18-20 ☐ 20-25 ☐ 26-30 ☐ 31-35 ☐ +35 ☐

Cycle: 1<sup>st</sup>. ☐ 3<sup>rd</sup>. ☐ 5<sup>th</sup>. ☐ 7<sup>th</sup>. ☐

**Directions:** Read the following questions and answer them by marking the option of your opinion with an "X".

1. At the moment, are you working as an English Teacher?

Yes ☐ No ☐

2. If your answer from question 1 was yes, how long have you been teaching?

1-2 years ☐ 3-4 years ☐ 5-6 years ☐ 7-10 years ☐ +10 ☐

3. Where do you usually research for information about English Language Teaching? You can mark more than one.

Webpages ☐ Books ☐ YouTube videos ☐ Others \_\_\_\_\_

4. Do you think that USAC's library has enough information about techniques and methods of English Language Teaching?

Yes ☐ No ☐ I do not know ☐

Why \_\_\_\_\_

5. Do you think that Humanities Faculty's library has enough information about techniques and methods of English Language Teaching?

Yes ☐ No ☐ I do not know ☐

Why \_\_\_\_\_

6. Would you like to have an online and physical manual with techniques, methods and more aspects about the appropriate English Language Teaching?

Yes ☐ No ☐

7. On a scale from 1 to 5 being 1 the least and 5 the most, How important do you consider the implementation of a preparation session before the course of Supervised Practice?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

8. If you had the chance to implement something to the Didactics course, what would it be?

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9. The contents of Didactics course curricula are updated according to current demands in Education

Yes ☐ No ☐

10. Professors include Technological resources to transmit knowledge

Yes ☐ No ☐

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**Licenciatura en Lingüística del Inglés**  
**EJERCICIO PROFESIONAL PÚBLICO (EPS)**

### **CHECKLIST #1**

#### **Student's perspective**

**Instructions: Mark with an X the corresponding answer about each of the aspects listed below.**

| <b>CRITERIA</b>                                                | <b>YES</b> | <b>NO</b> | <b>NO EVIDENCE</b> |
|----------------------------------------------------------------|------------|-----------|--------------------|
| There is a website or social network of Sección de Idiomas     |            |           |                    |
| Activities are promoted through websites                       |            |           |                    |
| Cultural and social activities are organized by the Section    |            |           |                    |
| Co-curricular activities are planned by Sección de Idiomas     |            |           |                    |
| Sección de Idiomas offers training sessions for general public |            |           |                    |
| The Section offers Academic Tutoring for students              |            |           |                    |

**CHECKLIST #2**

**Student's perspective**

**Instructions: Mark with an X the corresponding answer about each of the aspects listed below.**

| CRITERIA                                                  | YES | NO | NO EVIDENCE |
|-----------------------------------------------------------|-----|----|-------------|
| Sección de Idiomas is based on Philosophical Principles   |     |    |             |
| There is a Mission and Vision established for the Section |     |    |             |
| The institutional policies have congruency                |     |    |             |
| The objectives and goals have congruency                  |     |    |             |
| Sección de Idiomas has Basis on a Legal Framework         |     |    |             |
| There are Internal Regulations and Functions              |     |    |             |

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**Sección de Idiomas**  
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**EJERCICIO PROFESIONAL PÚBLICO (EPS)**

**CHECKLIST #3**

**Student's perspective**

**Instructions: Mark with an X the corresponding answer about each of the aspects listed below.**

| CRITERIA                                                                            | YES | NO | NO EVIDENCE |
|-------------------------------------------------------------------------------------|-----|----|-------------|
| There is a teacher's profile for the PEM en Inglés career                           |     |    |             |
| There are tools to evaluate teachers                                                |     |    |             |
| Teachers evaluations are based on competences                                       |     |    |             |
| Syllabus content has congruency with the competencies                               |     |    |             |
| Professors are constantly trained for the specific subject they teach each semester |     |    |             |
| Syllabus are constantly updated according to recent information and students' needs |     |    |             |

**CHECKLIST #4**

**Student's perspective**

**Instructions: Mark with an X the corresponding answer about each of the aspects listed below.**

| CRITERIA                                                                                          | YES | NO | NO EVIDENCE |
|---------------------------------------------------------------------------------------------------|-----|----|-------------|
| The contents of Didactics course curricula are updated according to nowadays demands in Education |     |    |             |
| Professors include Technological resources to transmit knowledge                                  |     |    |             |
| Activities have congruency with contents of the course program                                    |     |    |             |
| Professors are specialized in Didactics subject                                                   |     |    |             |
| Course content includes technology application in teaching English as a foreign language          |     |    |             |

## Diagnosis' evaluation

### Checklist

**Objective:** Evaluate the diagnostic process, success and difficulties faced in its preparation.

**Instructions:** Check yes or no in the blanks.

| Criteria                                                                     | Yes | No |
|------------------------------------------------------------------------------|-----|----|
| 1. The information was easy to get                                           |     |    |
| 2. The objective was achieved / reached                                      |     |    |
| 3. The documents which were required for the sectors were available          |     |    |
| 4. All the sectors were satisfactorily completed                             |     |    |
| 5. The instruments designed were appropriated for the data gathering process |     |    |
| 6. The diagnosis has the essential data to identify the main problem         |     |    |
| 7. The authorities of the Faculty were available to give the data.           |     |    |
| 8. The diagnosis was delivered in the required date                          |     |    |
| 9. All the activities planned in the timetable were accomplished             |     |    |



## Questionnaire

**Objective:** Evaluate the diagnostic process, success and difficulties faced in its stage.

**Instructions:** Answer the following questions, check yes or no and give a brief explanation about it.

1. Was the information easily got?

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

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2. Do you know what instruments were used to gather information?

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

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3. Were the instruments useful to gather the required information?

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

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4. Was the data collection easily got?

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

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5. Were the objectives of the diagnosis accomplished?

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

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6. Which were the obstacles of getting information about Sección de Idiomas?

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7. Were the established goals appropriate for the process?

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

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8. Was the data collected useful to determine the needs and lacks of the Course?

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

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## 5.2. Profile's Evaluation

### Checklist

**Objective:** The purpose of this instrument is to evaluate the different aspects included in the project profile.

**Instructions:** Check the option that best suits your opinion.

| No. | DESCRIPTION                                                                                                                                                                                                           | YES | NO | NOT<br>OBSERVED |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----------------|
| 1.  | The general aspects of the project such as name, problem, location and type were determined and carefully analyzed.                                                                                                   | ✓   |    |                 |
| 2.  | The description of the project is brief, clear and concise, to facilitate understanding.                                                                                                                              | ✓   |    |                 |
| 3.  | The purpose of the project is clearly explained.                                                                                                                                                                      | ✓   |    |                 |
| 4.  | The general and specific objectives of the plan are well defined and intended to implement the project.                                                                                                               | ✓   |    |                 |
| 5.  | The goals are stated in a measurable and quantitative way.                                                                                                                                                            | ✓   |    |                 |
| 6.  | The direct and indirect beneficiaries are clearly specified.                                                                                                                                                          | ✓   |    |                 |
| 7.  | There is a budget provided and a clear description of who is supporting the project.                                                                                                                                  | ✓   |    |                 |
| 8.  | The timetable of the project implementation specifies each activity with a scheduled due date.                                                                                                                        | ✓   |    |                 |
| 9.  | The resources are divided into human, material, financial and physical resources.                                                                                                                                     | ✓   |    |                 |
| 10. | The eight sectors were carefully researched, analyzed and determined. Which consist of: community, institutional, financial, human, curriculum, administrative, relationship, philosophical, politics and legal ones. | ✓   |    |                 |

### 5.3. Assessment of the Implementation

#### 5.3.1. Checklist for Project Implementations.

**Objective:** The purpose of this instrument is to evaluate the different aspects developed in the project implementations.

**Instructions:** Check the option that best suits your opinion.

| INDICATORS                                                                                             | DONE | PENDING | NOT DONE |
|--------------------------------------------------------------------------------------------------------|------|---------|----------|
| The Project results were presented and informed                                                        |      |         |          |
| The development evaluation was included as part of the evaluation                                      |      |         |          |
| The evaluation was selected and prepared according to the project design                               |      |         |          |
| All the data was collected so the final evaluation could be done                                       |      |         |          |
| The objectives and criteria from the evaluation were known for all the participants from the beginning |      |         |          |
| All people involved in the project analyzed the evaluation results                                     |      |         |          |
| The information gathered was useful to the project development                                         |      |         |          |

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**Sección de Idiomas**  
**“Licenciatura en Lingüística del Idioma Inglés” - Professional Supervised Practice**

**PRODUCT EVALUATION**

**Checklist**

**Objective:** Evaluate the validity, reliability and practicality of topics of the Content Manual for English Didactics I Course, – Idi 250– at Facultad de Humanidades.

**Instructions:** On a scale of 0 to 3 with 3 as the highest, use the items listed to evaluate the components of the teacher’s guide and the didactic material provided.

| <b>EVALUATION CRITERIA</b><br><b>1. COURSE PLANNING</b>                                                                                 | <b>3</b><br>Fully evident | <b>2</b><br>Mostly evident | <b>1</b><br>Partially evident | <b>0</b><br>Little or no evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|-------------------------------|-----------------------------------|
| Format is visually appealing and interesting.                                                                                           |                           |                            |                               |                                   |
| Size and format of print is appropriate.                                                                                                |                           |                            |                               |                                   |
| General and specific objectives are clearly stated.                                                                                     |                           |                            |                               |                                   |
| introduction and instructions for the teacher are clear and comprehensive.                                                              |                           |                            |                               |                                   |
| Teacher’s guide and student’s material provide a useful table of contents.                                                              |                           |                            |                               |                                   |
| The material offers the teacher practical teaching ideas and time saving when preparing the class.                                      |                           |                            |                               |                                   |
| Course Program meets the requirements of the format standards.                                                                          |                           |                            |                               |                                   |
| Modules of study fit with length of the semester.                                                                                       |                           |                            |                               |                                   |
| Course competencies integrate essential language skills.                                                                                |                           |                            |                               |                                   |
| CEFR level of language acquisition is clearly stated.                                                                                   |                           |                            |                               |                                   |
| Scope and Sequence content includes a detailed overview of the functions, structures and vocabulary that will be taught in each module. |                           |                            |                               |                                   |
| Content Map supports less experienced teachers plan every class period.                                                                 |                           |                            |                               |                                   |

| <b>EVALUATION CRITERIA</b><br><b>2. COURSE EXECUTION</b>                                                         | <b>3</b><br>Fully evident | <b>2</b><br>Mostly evident | <b>1</b><br>Partially evident | <b>0</b><br>Little or no evidence |
|------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|-------------------------------|-----------------------------------|
| Worksheets design is appropriate and effectively organized.                                                      |                           |                            |                               |                                   |
| Illustrations are clear enough to add meaning to the text.                                                       |                           |                            |                               |                                   |
| PPT presentations support the development of content in an effective and creative way.                           |                           |                            |                               |                                   |
| Audio material supports effectively the listening activities in the PPT presentations and worksheets.            |                           |                            |                               |                                   |
| Worksheets meet the course competencies.                                                                         |                           |                            |                               |                                   |
| Worksheets provide balanced training in reading, writing, listening and speaking.                                |                           |                            |                               |                                   |
| Instructions in worksheets are clearly written and explained.                                                    |                           |                            |                               |                                   |
| The progression of grammar points and vocabulary items is appropriate and in increasing order of difficulty.     |                           |                            |                               |                                   |
| The new vocabulary is repeated in subsequent lessons to reinforce their meaning and use.                         |                           |                            |                               |                                   |
| The subject and content of the worksheets are interesting, challenging and motivating to students.               |                           |                            |                               |                                   |
| There are interactive and task-based activities that encourage sufficient communicative and meaningful practice. |                           |                            |                               |                                   |
| Activities incorporate individual, pair and group work.                                                          |                           |                            |                               |                                   |
| Worksheets provide a basis for homework.                                                                         |                           |                            |                               |                                   |
| Worksheets' activities can be modified or supplemented easily.                                                   |                           |                            |                               |                                   |
| Worksheets provide students self-learning and a sense of progress.                                               |                           |                            |                               |                                   |
| The published work of others included in the worksheets has been clearly attributed.                             |                           |                            |                               |                                   |
| Compilation of worksheets contains references, bibliography and resources.                                       |                           |                            |                               |                                   |
| The material is appropriate for the language-learning aims of the Faculty.                                       |                           |                            |                               |                                   |

| <b>EVALUATION CRITERIA</b><br><b>3. COURSE EVALUATION</b>                                                              | <b>3</b><br>Fully evident | <b>2</b><br>Mostly evident | <b>1</b><br>Partially evident | <b>0</b><br>Little or no evidence |
|------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------|-------------------------------|-----------------------------------|
| The material provides formative and summative activities.                                                              |                           |                            |                               |                                   |
| The assessment and evaluation activities suggested in the syllabus are appropriate to Beginners – A1 level.            |                           |                            |                               |                                   |
| The activities in the worksheets provide the necessary assessment to revise the teaching and learning process.         |                           |                            |                               |                                   |
| The design of different testing exercises measure students' learning and competence of the four basic language skills. |                           |                            |                               |                                   |
| A PPT presentation summarizes the content to be evaluated to solve students' doubts before the exam.                   |                           |                            |                               |                                   |
| Mid-term and Final Exams format is visually attractive.                                                                |                           |                            |                               |                                   |
| Two forms for each mid- term exam and the final exam avoid cheating.                                                   |                           |                            |                               |                                   |
| Answer keys for each exam provide accuracy in the checking process.                                                    |                           |                            |                               |                                   |
| The mid-term and final exams are in editable file format for the teacher convenience.                                  |                           |                            |                               |                                   |

Observations or comments:

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Evaluator's signature: \_\_\_\_\_

Name: M.A. Ana Lucía Estrada  
Course Professor

**Universidad de San Carlos de Guatemala**  
**Facultad de Humanidades**  
**Sección de Idiomas**  
**“Licenciatura en Lingüística del Idioma Inglés” - Professional Supervised Practice**

## Diplomado Session Evaluation Form

**Objective:** The purpose of this instrument is to evaluate the different aspects developed in the project presentation and application

**Instructions:** Check the option that best suits your opinion.

Title of the Session \_\_\_\_\_

Name of Speaker \_\_\_\_\_

Date \_\_\_\_\_

| Use the scale to answer the following questions below and make comments<br>1-Strongly Disagree, 2-Disagree, 3-Somewhat Agree, 4-Agree, 5-Strongly Agree |                                                                                            |   |   |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---|---|---|---|---|
| Speaker:                                                                                                                                                |                                                                                            |   |   |   |   |   |
| <b>A.</b>                                                                                                                                               | The speaker is prepared for the conference.                                                | 1 | 2 | 3 | 4 | 5 |
| <b>B.</b>                                                                                                                                               | The speaker demonstrates knowledge of the subject matter.                                  | 1 | 2 | 3 | 4 | 5 |
| <b>C.</b>                                                                                                                                               | The speaker shows confidence and enthusiasm in offering the conference.                    | 1 | 2 | 3 | 4 | 5 |
| <b>D.</b>                                                                                                                                               | The speaker provides useful material apart from the slides.<br>(PowerPoint presentations). | 1 | 2 | 3 | 4 | 5 |
| <b>E.</b>                                                                                                                                               | The speaker answers questions and clarifies doubts effectively.                            | 1 | 2 | 3 | 4 | 5 |
| <b>F.</b>                                                                                                                                               | The speaker communicates the subject matter effectively.                                   | 1 | 2 | 3 | 4 | 5 |
| <b>G.</b>                                                                                                                                               | The speaker shows respect towards participants and encourages class participation.         | 1 | 2 | 3 | 4 | 5 |
| <b>H.</b>                                                                                                                                               | The speaker maintains an environment that is conducive to learning.                        | 1 | 2 | 3 | 4 | 5 |
| <b>I.</b>                                                                                                                                               | The speaker manages time effectively.                                                      | 1 | 2 | 3 | 4 | 5 |
| <b>J.</b>                                                                                                                                               | The speaker provides meaningful feedback to participants.                                  | 1 | 2 | 3 | 4 | 5 |



| Supporting team (staff):   |                                                                                                   |   |   |   |   |   |
|----------------------------|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| <b>K.</b>                  | The members of the staff were willing to solve questions and provide solutions to inconveniences. | 1 | 2 | 3 | 4 | 5 |
| <b>L.</b>                  | The members of the staff provided helpful guidance.                                               | 1 | 2 | 3 | 4 | 5 |
| <b>M.</b>                  | The members of the staff accompanied the group all the time.                                      | 1 | 2 | 3 | 4 | 5 |
| Organization of the event: |                                                                                                   |   |   |   |   |   |
| <b>N.</b>                  | Information and instructions were clear from the beginning till the end of the session.           | 1 | 2 | 3 | 4 | 5 |
| <b>O.</b>                  | Places and locations for the conference and workshop were adequate.                               | 1 | 2 | 3 | 4 | 5 |
| <b>P.</b>                  | Material provided was enough to cover needs according to the objectives of the session,           | 1 | 2 | 3 | 4 | 5 |
| <b>Q.</b>                  | The topic and activities were related to effective teaching of English Language.                  | 1 | 2 | 3 | 4 | 5 |
| <b>R.</b>                  | The purpose of the session were clearly stated.                                                   | 1 | 2 | 3 | 4 | 5 |

## Comments

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## Manual Implementation

### Product Evaluation Rubric for Professors in charge of Didáctica Especial del Inglés I Course, Idi 250.

**Objective:** Evaluate the application of the Content Manual for English Didactics Course I, Idi 250; of Profesorado de Enseñanza Media en Idioma Inglés Career at Facultad de Humanidades.

**Instructions:** On a scale of 0 to 3 with 3 as the highest, use the items listed to evaluate the Implementation of the Manual for Didactics I Course, IDI 250 provided.

| EVALUATION CRITERIA                                                                                                                                                                                             | 3<br>Fully<br>evident | 2<br>Mostly<br>Evident | 1<br>Partially<br>evident | 0<br>Little or<br>no evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|---------------------------|-------------------------------|
| <b>1. CONTENTS OF THE MANUAL</b>                                                                                                                                                                                |                       |                        |                           |                               |
| Contents are related and linked among each other and well organized.                                                                                                                                            |                       |                        |                           |                               |
| Illustrations, charts and graphics are clear enough to add meaning to the information of each topic.                                                                                                            |                       |                        |                           |                               |
| Digital resources suggested in the manual are easy to apply in a daily basis and meaningful for students.                                                                                                       |                       |                        |                           |                               |
| Methods, techniques, descriptions, examples, instructions, evaluation instruments and all elements related to Didactics are included in the Manual.                                                             |                       |                        |                           |                               |
| Instructions in tests, assignments or projects are clear and easy to follow.                                                                                                                                    |                       |                        |                           |                               |
| The dosage of the contents helps the Professor in charge of the course to reach objectives/competencies stated in the program.                                                                                  |                       |                        |                           |                               |
| The Manual is functional according to the needs of the course.                                                                                                                                                  |                       |                        |                           |                               |
| There are interactive and task-based topics and activities that motivate future teachers of Profesorado de Enseñanza Media en Idioma Inglés to apply them with their students to promote a meaningful learning. |                       |                        |                           |                               |
| Activities incorporate individual, pair and group work, and are practical to apply with students.                                                                                                               |                       |                        |                           |                               |
| Interesting and interactive projects are suggested to be applied in class and as extracurricular assignments.                                                                                                   |                       |                        |                           |                               |
| Instructions of each chapter are coherent and clear enough for the Professor to work through them.                                                                                                              |                       |                        |                           |                               |
| Tests and projects can be modified or supplemented easily by the Professor.                                                                                                                                     |                       |                        |                           |                               |
| The published work of others included in the chapters has been clearly attributed.                                                                                                                              |                       |                        |                           |                               |
| The Manual offers the Professor practical teaching ideas and time saving when preparing the class.                                                                                                              |                       |                        |                           |                               |
| Content is dosed in units, fitting the class sessions during the semester.                                                                                                                                      |                       |                        |                           |                               |

### 5.3. Final evaluation

#### Questionnaire

**Objective:** To evaluate whether the final product meets the purposes established in the project plan, which are to facilitate the teaching process of *Didáctica Especial del Inglés, Idioma 250 Course I*.

**Instructions:** Write an X under the letter that best describe your opinion related to each aspect of the project.

| LETTER |                |
|--------|----------------|
| E      | EXCELLENT      |
| G      | GOOD           |
| R      | REGULAR        |
| DNA    | DOES NOT APPLY |

| ASPECT                                                                                                                         | E | G | R | DNA |
|--------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----|
| General presentation and delivery of the manual final version.                                                                 |   |   |   |     |
| Usefulness and performance of the product.                                                                                     |   |   |   |     |
| Innovation and efficiency during the data collection process to execute the project.                                           |   |   |   |     |
| Responsibility and interest on the fulfilment of the commitments undertaken with Sección de Idiomas.                           |   |   |   |     |
| Formal and exhaustive research of information and data collection.                                                             |   |   |   |     |
| The final product and service provided help to solve problems efficiently and they are applicable to Sección de Idiomas needs. |   |   |   |     |

**SECTION II:** Answer the following questions regarding the product provided, which consists on a manual for the Teaching process of Didáctica Especial del Inglés, Idi 250 Course I in Profesorado de Enseñanza Media en Idioma Inglés, offered by Sección de Idiomas, Facultad de Humanidades.

1. Do you consider a useful instrument and resource the appliance of a Manual for teaching *Didactic Course I*?

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

2. Was it necessary to update content and sources of consulting for teaching Didáctica Especial del Inglés, Idi 250 Course I.?

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

3. Does the manual recently provided guarantee a better Teaching Process for Didáctica Especial del Inglés, Idi 250 Course I.?

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

**SECTION III:** Write an X on the option that best describe the service provided by the EPESISTA. (Manual for teaching Didáctica Especial del Inglés I Course, Idi 250)

| ASPECTS                                                                                                                                      | YES | NO |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| The Manual implementation meets the objectives of the course for students in Profesorado de Enseñanza Media en Idioma Inglés.                |     |    |
| The Manual was formally presented and delivered by the EPESISTA                                                                              |     |    |
| The Manual was explained in a formal environment and Professors were instructed by the EPESISTA for the correct implementation in the course |     |    |

**SECTION IV:** Give some comments, suggestions, or additional observations that may help to the improvement of the Project implementation. .

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*Licenciada Ester Tezaguic*

*PSP Coordinator*

# ANNEX

## Evidences of Project Implementation Delivery



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).

## Validations for Manual Product



Universidad de San Carlos de Guatemala  
Facultad de Humanidades  
Sección de Idiomas



"Licenciatura en Lingüística del Idioma Inglés" - Professional Supervised Practice

### PRODUCT EVALUATION

#### Checklist

**Objective:** Evaluate the validity, reliability and practicality of topics of the Content Manual for Didactics of English I Course, – Idi 250– at Facultad de Humanidades.

**Instructions:** On a scale of 0 to 3 with 3 as the highest, use the items listed to evaluate the components of the teacher's guide and the didactic material provided.

| EVALUATION CRITERIA                                                                                                                     | 3<br>Fully<br>evident | 2<br>Mostly<br>evident | 1<br>Partially<br>evident | 0<br>Little or<br>no evidence |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|---------------------------|-------------------------------|
| <b>1. COURSE PLANNING</b>                                                                                                               |                       |                        |                           |                               |
| Format is visually appealing and interesting.                                                                                           | ✓                     |                        |                           |                               |
| Size and format of print is appropriate.                                                                                                | ✓                     |                        |                           |                               |
| General and specific objectives are clearly stated.                                                                                     | ✓                     |                        |                           |                               |
| Introduction and instructions for the teacher are clear and comprehensive.                                                              | ✓                     |                        |                           |                               |
| Teacher's guide and student's material provide a useful table of contents.                                                              | ✓                     |                        |                           |                               |
| The material offers the teacher practical teaching ideas and time saving when preparing the class.                                      | ✓                     |                        |                           |                               |
| Course Program meets the requirements of the format standards.                                                                          | ✓                     |                        |                           |                               |
| Modules of study fit with length of the semester.                                                                                       | ✓                     |                        |                           |                               |
| Course competencies integrate essential language skills.                                                                                | ✓                     |                        |                           |                               |
| CEFR level of language acquisition is clearly stated.                                                                                   | ✓                     |                        |                           |                               |
| Scope and Sequence content includes a detailed overview of the functions, structures and vocabulary that will be taught in each module. | ✓                     |                        |                           |                               |
| Content Map supports less experienced teachers plan every class period.                                                                 | ✓                     |                        |                           |                               |



| EVALUATION CRITERIA                                                                                              | 3<br>Fully<br>evident | 2<br>Mostly<br>evident | 1<br>Partially<br>evident | 0<br>Little or<br>no evidence |
|------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|---------------------------|-------------------------------|
| <b>2. COURSE EXECUTION</b>                                                                                       |                       |                        |                           |                               |
| Worksheets design is appropriate and effectively organized.                                                      | ✓                     |                        |                           |                               |
| Illustrations are clear enough to add meaning to the text.                                                       | ✓                     |                        |                           |                               |
| PPT presentations support the development of content in an effective and creative way.                           | ✓                     |                        |                           |                               |
| Audio material supports effectively the listening activities in the PPT presentations and worksheets.            | ✓                     |                        |                           |                               |
| Worksheets meet the course competencies.                                                                         | ✓                     |                        |                           |                               |
| Worksheets provide balanced training in reading, writing, listening and speaking.                                | ✓                     |                        |                           |                               |
| Instructions in worksheets are clearly written and explained.                                                    | ✓                     |                        |                           |                               |
| The progression of grammar points and vocabulary items is appropriate and in increasing order of difficulty.     | ✓                     |                        |                           |                               |
| The new vocabulary is repeated in subsequent lessons to reinforce their meaning and use.                         | ✓                     |                        |                           |                               |
| The subject and content of the worksheets are interesting, challenging and motivating to students.               | ✓                     |                        |                           |                               |
| There are interactive and task-based activities that encourage sufficient communicative and meaningful practice. | ✓                     |                        |                           |                               |
| Activities incorporate individual, pair and group work.                                                          | ✓                     |                        |                           |                               |
| Worksheets provide a basis for homework.                                                                         | ✓                     |                        |                           |                               |
| Worksheets' activities can be modified or supplemented easily.                                                   | ✓                     |                        |                           |                               |
| Worksheets provide students self-learning and a sense of progress.                                               | ✓                     |                        |                           |                               |
| The published work of others included in the worksheets has been clearly attributed.                             | ✓                     |                        |                           |                               |
| Compilation of worksheets contains references, bibliography and resources.                                       | ✓                     |                        |                           |                               |
| The material is appropriate for the language-learning aims of the Faculty.                                       | ✓                     |                        |                           |                               |

| EVALUATION CRITERIA                                                                                                    | 3<br>Fully<br>evident | 2<br>Mostly<br>evident | 1<br>Partially<br>evident | 0<br>Little or<br>no evidence |
|------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|---------------------------|-------------------------------|
| <b>3. COURSE EVALUATION</b>                                                                                            |                       |                        |                           |                               |
| The material provides formative and summative activities.                                                              | ✓                     |                        |                           |                               |
| The assessment and evaluation activities suggested in the syllabus are appropriate to Beginners – A1 level.            | ✓                     |                        |                           |                               |
| The activities in the worksheets provide the necessary assessment to revise the teaching and learning process.         | ✓                     |                        |                           |                               |
| The design of different testing exercises measure students' learning and competence of the four basic language skills. | ✓                     |                        |                           |                               |
| A PPT presentation summarizes the content to be evaluated to solve students' doubts before the exam.                   | ✓                     |                        |                           |                               |
| Mid-term and Final Exams format is visually attractive.                                                                | ✓                     |                        |                           |                               |
| Two forms for each mid- term exam and the final exam avoid cheating.                                                   | ✓                     |                        |                           |                               |
| Answer keys for each exam provide accuracy in the checking process.                                                    | ✓                     |                        |                           |                               |
| The mid-term and final exams are in editable file format for the teacher convenience.                                  | ✓                     |                        |                           |                               |

Observations or comments:

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Evaluator's signature:

Name:

  
M.A. Ana Lucia Estrada Domínguez  
Didactics of English I Course Professor

Guatemala, noviembre de 2020

M.A. Luisa Fernanda Ramos Barrera  
Asesor Ejercicio Profesional Supervisado  
Facultad de Humanidades  
Universidad de San Carlos de Guatemala  
Presente

Estimada M.A. Ramos:

Por este medio le informo que la estudiante **Karla María Hernández Ramos** de la carrera de *Licenciatura en Lingüística en Idioma Inglés* hizo entrega a la Sección de Idiomas del Departamento de Letras de la Facultad de Humanidades de su producto de EPS titulado: **"An Instructional Manual for the Idi50 Didáctica Especial del Inglés Course I for the Professorship of English from the Languages Section at Fahusac"**, con el cual colabora y aporta a la actualización del curso de Didáctica Especial del Inglés I, Idi 250 en el Profesorado de Enseñanza Media en Idioma Inglés.

El material será aplicado y aprovechado al máximo por los profesores a cargo de impartir el curso y cada sesión de clase será complementada con el material digital creado y compartido en la carpeta Drive **"Material to support Didactics Course I Class Sessions"** al cual se podrá acceder con la dirección de correo electrónico y contraseña brindados en la carta correspondiente a la entrega de este del Plan de Continuidad, confirmando así su utilidad e implementación efectiva en la Sección de Idiomas, Facultad de Humanidades de la Universidad de San Carlos de Guatemala.

Agradezco el aporte para agilizar la labor docente de los profesores que tienen y tendrán a su cargo el impartir conocimiento en las aulas tanto de nuestra Universidad, como de otros centros educativos a Nivel Medio y Superior.

Atentamente,

  
The image shows a circular official stamp of the Universidad de San Carlos de Guatemala, Facultad de Humanidades, Sección de Idiomas. Overlaid on the stamp is a handwritten signature in blue ink, which appears to be 'Francisco Puac'.

Doctor Francisco Puac

Director Sección de Idiomas

Guatemala, 22 de enero de 2019

M.A. Luisa Fernanda Ramos Barrera  
Asesor Ejercicio Profesional Supervisado  
Facultad de Humanidades  
Universidad de San Carlos de Guatemala  
Presente

Estimada M.A. Ramos:

Por este medio le informo que la estudiante **Karla Maria Hernández Ramos** colaboró en las sesiones impartidas en el Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés, ofrecido por el Departamento de Pedagogía, con el apoyo de la Sección de Idiomas.

En dicha actividad académica se compartió parte del material creado como parte de su proyecto de EPS, así como del Plan de Continuidad, confirmando así su utilidad y aplicación efectiva en la Facultad de Humanidades.

Agradezco el aporte para mejorar la labor docente de los profesiones que tienen y tendrán a su cargo el impartir conocimiento en las aulas tanto de nuestra Universidad, como de otros centros educativos a Nivel medio y Superior.

Atentamente,



Doctor Francisco Puac  
Director Sección de Idiomas

Guatemala, 10 de septiembre de 2018

M.A. Luisa Fernanda Ramos Barrera  
Asesora de Ejercicio Profesional Supervisado  
Universidad de San Carlos de Guatemala  
Presente

Estimado M.A. Luisa Fernanda Ramos Barrera:

Por este medio le informo que en esta fecha la alumna, Karla María Hernández Ramos, realizó la entrega a la Sección de Idiomas, perteneciente al Departamento de Letras de esta Facultad, del producto de su Ejercicio de Profesional Supervisado consistente en un **"Manual de Contenidos para el Curso de Didáctica Especial del Inglés I, Idi 250"**.

Agradezco el aporte para mejorar y estandarizar los temas impartidos en la carrera de Profesorado en Enseñanza Media en Idioma Inglés y de esta forma, contribuir a la formación de estos futuros profesionales.

Atentamente,

  
M.A. Ana Lucía Estrada Domínguez  
Catedrática Curso Didáctica Especial del Inglés I



*Universidad de San Carlos de Guatemala*  
*Facultad de Humanidades*

Guatemala, 11 de septiembre de 2018

M.A. Luisa Fernanda Ramos Barrera  
Asesor Ejercicio Profesional Supervisado  
Facultad de Humanidades  
Universidad de San Carlos de Guatemala  
Presente

Estimada M.A. Ramos:

Por este medio le informo que en la presente fecha la alumna, Karla María Hernández Ramos, realizó la entrega a la Jefatura de la Sección de Idiomas, perteneciente al Departamento de Letras de esta Facultad, el Plan de Continuidad llamado "**Material to support Didactics of English I Course, Idi 250 Sessions**"; correspondiente al producto de su Ejercicio Profesional Supervisado, que consiste en una cuenta de correo electrónico que contiene una carpeta en Drive con Presentaciones en PowerPoint y videos para apoyar las sesiones en las que cada tema del manual se trabajará con los estudiantes.

Se recibe el mismo tomando el compromiso de hacer el mejor uso posible de dicho recurso y actualizarlo, o bien, modificarlo según las necesidades de los estudiantes y el profesor a cargo de impartir el curso de **Didáctica Especial del Inglés I**

Agradezco el aporte para mejorar y estandarizar los temas impartidos en la carrera de Profesorado en Enseñanza Media en Idioma Inglés y de esta forma, contribuir a la formación de estos futuros profesionales.

Atentamente,

PHD. FRANCISCO PUAC  
Director Sección de Idiomas



*Educación Superior, Incluyente y Proyectiva*

Edificio S-4, ciudad universitaria zona 12  
Teléfonos: 2418 8601 24188602 24188620  
2418 8000 ext. 85301-85302 Fax: 85320





## Evidences of Project Implementation: Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés.



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala)



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).





Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).



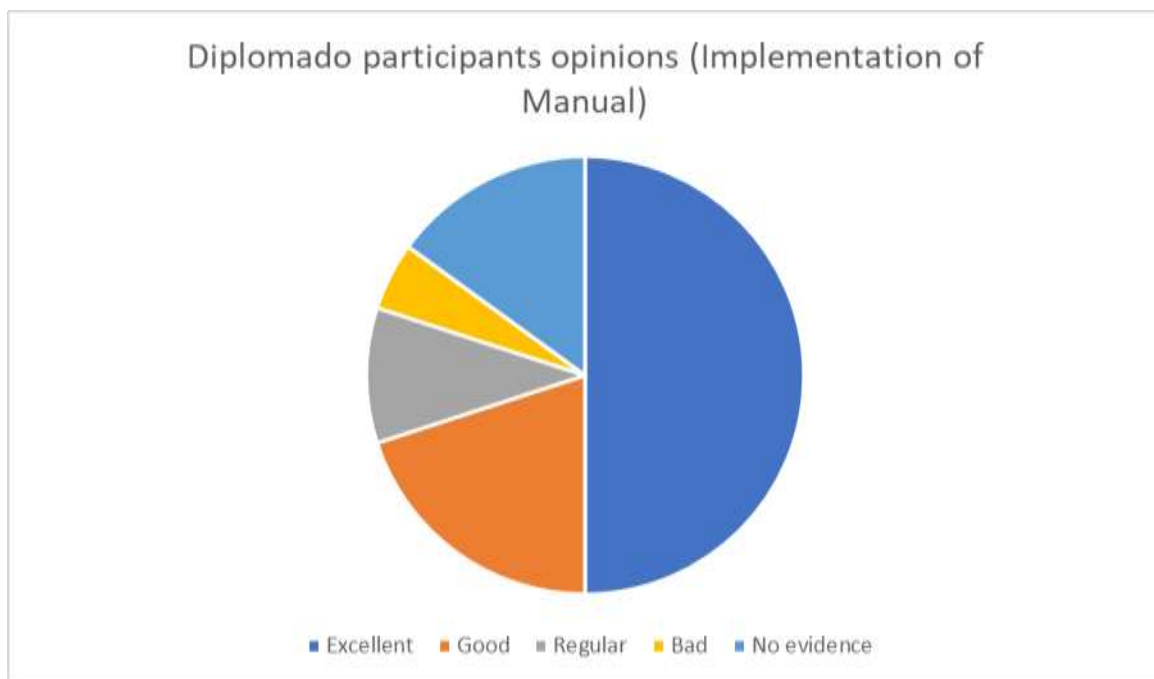
Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).



Fotographs by Karla Hernández. (Universidad de San Carlos de Guatemala, 2018, Ciudad de Guatemala).

### 5.8.1. Analysis of Statics of Manual Implementation: Diplomado de Actualización Profesional en la Enseñanza del Idioma Inglés.

The event was created to train Professors in charge of teaching English Course in the different careers in Facultad de Humanidades. Sessions were planned to present the material (Content Manual) and to facilitate participants with tools, ideas and resources to apply a section of the Manual. The overall activity was assessed and opinions were analyzed as follows.



## Accreditations for Manual Product





**USAC**  
TRICENTENARIA  
Universidad de San Carlos de Guatemala

*Instituto de Formación y Actualización Docente  
Sección de Idiomas*

*Otorga constancia a:*

**Profa. Karla Hernández**

*Por su participapción en la inducción del tema  
"Elementos de la Planificacion" para el area del  
Idioma Inglés, con una duración de 4 horas.*

*Guatemala, 08 de noviembre de 2018.*

  
**M.A. Brenda Marroquín**  
Directora Instituto de Formación  
y Actualización Docente



  
**Dr. José Francisco Puac T.**  
Jefe Sección de Idiomas

Facultad de  Humanidades

# **VOLUNTEERING REPORT**

UNIVERSIDAD DE SAN CARLOS DE GUATEMALA  
FACULTAD DE HUMANIDADES  
SECCIÓN DE IDIOMAS  
LICENCIATURA EN LINGÜÍSTICA DEL INGLÉS  
PROFESSIONAL SUPERVISED PRACTICE

**VOLUNTEERING REPORT**

**Course: Didáctica Especial del Inglés I, Idi 250.**

STUDENT:

KARLA MARÍA HERNÁNDEZ RAMOS

ID 200514546

## INDEX

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## INTRODUCTION

The importance of specific courses in any high level education career is one of the reasons why their constant updating and innovation is important. But this action is not as easy as it seems, research and analysis are part of the process when taking decisions about the curriculum and programs. And to start with the procedure, Observation is the first stage of it.

The Auxiliary by students closing *pensum* in any career are part of Universidad de San Carlos de Guatemala requirements for being able to get a bachelor's degree. This stage was an essential part for developing a Product Project assigned by Sección de Idiomas authorities in order to contribute with one of Profesorado de Enseñanza Media en Idioma Inglés' courses, Didáctica Especial del Inglés I, Idi 250.

This stage was structured with a Timetable containing different activities and resources to be applied with students and Professors, to later on, get to conclusions to determine the lacks and necessities for the course itself.

Physical material is included in order to evidence the development of the student's performance during the first weeks of the semester. The instruments and resources were provided to all participants directly and then, assessed to conclude and make a decision about what the final project would be.



### TIMETABLE OF VOLUNTEERING:

| Activities |                                                       | March |   |   |   | April |   |   |   |   | May |   |   |   |
|------------|-------------------------------------------------------|-------|---|---|---|-------|---|---|---|---|-----|---|---|---|
|            |                                                       | 1     | 2 | 3 | 4 | 1     | 2 | 3 | 4 | 5 | 1   | 2 | 3 | 4 |
| 1          | Observation stage                                     |       |   |   |   |       |   |   |   |   |     |   |   |   |
| 2          | Class auxiliary                                       |       |   |   |   |       |   |   |   |   |     |   |   |   |
| 3          | Group presentations evaluation about Teaching Methods |       |   |   |   |       |   |   |   |   |     |   |   |   |
| 4          | Workshop: Basic Teaching Techniques                   |       |   |   |   |       |   |   |   |   |     |   |   |   |
| 5          | Class auxiliary                                       |       |   |   |   |       |   |   |   |   |     |   |   |   |
| 6          | Workshop: Class planning and a Model Class            |       |   |   |   |       |   |   |   |   |     |   |   |   |
| 7          | Final exam                                            |       |   |   |   |       |   |   |   |   |     |   |   |   |

## DESCRIPTION OF ACTIVITIES OF VOLUNTEERING

### 1. OBSERVATION STAGE:

Getting to know the students and Professor was the first step to establish a plan to help and contribute in the development of Didáctica Especial del Inglés I Course, Idi 250.

One of the main actions was to take notes about what they do, the way topics and themes were discussed and how students were assessed during each session (class). Projects, evaluation instruments, presentations, assignments and debates during class were interesting since the interaction Professor-students was the core of the course.

### 2. CLASS AUXILIARY (PART I):

Professor Palala discussed with students the different Methods giving a brief idea about them and assigned each group a specific research to present a more clear theory for the rest of the class. I helped Professor by giving students the resources where they could find useful information to support their presentations.



Fotograph by Karla Hernández. Universidad de San Carlos de Guatemala, 2016, Guatemala City.



Fotograph by Karla Hernández. Universidad de San Carlos de Guatemala, 2016, Guatemala City.

### 3. GROUP PRESENTATIONS EVALUATION ABOUT TEACHING METHODS:

Students presented their research about each Teaching Method and I evaluated some of the groups by applying the following rubric and writing down some of observations in order to give them a feedback later on.

#### Didáctica Especial del Inglés Course I, Idi 250.

#### METHODS PRESENTATIONS

#### RUBRIC:

##### TPR METHOD

| No.          | ASPECT                                | 1 | 2 | 3 | TOTAL |
|--------------|---------------------------------------|---|---|---|-------|
| 1.           | Creativity ( activities and material) |   | X |   |       |
| 2.           | Information (Relevant)                |   |   | X |       |
| 3.           | Performance                           |   | X |   |       |
| 4.           | Time                                  |   |   | X |       |
|              |                                       |   |   |   |       |
| Final grade: |                                       |   |   |   |       |

##### Observations:

- Ink color, size of posters and pictures
- Provide each student material
- Combine texts with pictures
- Don't paste posters on the board, use the walls or the metal part of the board.
- Spelling
- Nice examples
- Make sure to evaluate students about the presentation

## RUBRIC

### COMMUNICATIVE LANGUAGE TEACHING

| No.          | ASPECT                                | 1 | 2 | 3 | TOTAL |
|--------------|---------------------------------------|---|---|---|-------|
| 1.           | Creativity ( activities and material) |   |   | X |       |
| 2.           | Information (Relevant)                |   |   | X |       |
| 3.           | Performance                           |   |   |   |       |
| 4.           | Time                                  |   | X |   |       |
|              |                                       |   |   |   |       |
| Final grade: |                                       |   |   |   |       |

#### Observations:

- Check out Grammar and Spelling mistakes before your class or presentation
- Nice material (big size and colorful!)
- Useful examples
- Remember to select the practices according to the student's level.
- \*What is it?\* CHECK OUT YOUR GRAMMAR!
- Nice warm up (Remember to connect the warm up activity with your theme or topic for the planned class)

Connect students' mistakes to the task

## RUBRIC:

### TASK BASED LEARNING

| No.          | ASPECT                                | 1 | 2 | 3 | TOTAL |
|--------------|---------------------------------------|---|---|---|-------|
| 1.           | Creativity ( activities and material) |   |   | X |       |
| 2.           | Information (Relevant)                |   |   | X |       |
| 3.           | Performance                           |   |   | X |       |
| 4.           | Time                                  |   |   |   |       |
|              |                                       |   |   | X |       |
| Final grade: |                                       |   |   |   |       |

#### Observations:

- Including technology, nice one!!!
- Repeat instructions at least twice
- Nice examples
- You guys really structured your presentation
- Prepare a plan B in case technology doesn't work out
- Spelling
- Nice examples

**CLASS SESSIONS ASSISTED**  
**(Didáctica Especial del Inglés I Course, Idi 250)**



Fotograph by Karla Hernández. Universidad de San Carlos de Guatemala, 2016, Guatemala City.



Fotograph by Karla Hernández. Universidad de San Carlos de Guatemala, 2016, Guatemala City.



Fotograph by Karla Hernández. Universidad de San Carlos de Guatemala, 2016, Guatemala City.

## 1. WORKSHOP I: BASIC TEACHING TECHNIQUES

I shared with students some teaching techniques so they could apply them in class and take those tips so they could improve their ways of teaching grammar subjects as well as prepare professional presentations to be given through their career and in class with their pupils.

The Powerpoint presentation is attached as follows:



#### **4.CLASS AUXILIARY (PART II):**

Professor Palala started discussing with students the differences between Objectives and Competencies as an introduction for planning classes since they are about to present a Model Class applying the Theory and Practices acquired during the Didáctica Especial del Inglés I Course, Idi 250.



Fotograph by Karla Hernández. Universidad de San Carlos de Guatemala, 2016, Guatemala City.



## **5. WORKSHOP II: CLASS PLANING AND A MODEL CLASS**

Professor Palala gave the theory and explained the writing of competencies, as well as the organization of activities for an English class.

After this discussion, we gave a model class so students could understand by participating in the development of a topic and could analyze both parts of the Teaching-Learning process. They gave their opinion about the plan format suggested and took notes regarding what they observed.

The planning and worksheets are attached as follows:



Proficiency level: Beginners

Teacher: Karla Hernández

Date: May 14<sup>th</sup>, 2016

Subject: Grammar

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <p><b>Content:</b> Present continuous to talk about sports and exercises</p> <p><b>Competences:</b> Recognizes the different types of sports and exercises, applying Present Continuous to express the practice of them right at the moment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Time</b></p> <p>45 minutes</p> |
| <p><b>Warm up (Presentation)</b></p> <p>Head and shoulders song (video)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>5 mins</p>                        |
| <p style="text-align: center;"><b>ACTIVITIES</b></p> <p><b>Controlled practice:</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows a video about different kinds of sports</li> <li>2. Students practice the vocabulary words with the video</li> <li>3. Teacher explains what sport or exercise each person is practicing</li> <li>4. Teacher explains the <i>Present Continuous to talk about sports and exercises</i></li> </ol> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin-top: 10px;"> <p>The grammatical structure for the Present continuous: <u>Subject + Verb to be + Verb + ing + Complement</u></p> </div> | <p>10 mins</p>                       |
| <p><b>Semi-controlled practice:</b></p> <ol style="list-style-type: none"> <li>1. WORKSHEET #1: Teacher asks students about what sport or exercise each person is practicing and they choose the correct answer.</li> <li>2. WORKSHEET #2: Students look at the picture and answer the question WHAT SPORTS ARE THEY PLAYING.</li> <li>3. Teacher and students check the worksheet together.</li> </ol>                                                                                                                                                                                                                                                                 | <p>10 mins</p>                       |
| <p><b>Free practice:</b></p> <p>Students choose a character (Sesame Street) from the masks, then, write sentences about the sports from the flashcards they are practicing at the moment:</p> <p><i>Eg: I am Elmo and I am playing volleyball</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>10 mins</p>                       |
| <p><b>Evaluation:</b> Students present their flashcard and sentences in class.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>5 mins</p>                        |
| <p><b>Homework:</b> None</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |
| <p><b>Material:</b> computer, speakers, videos, flashcards, board, masking tape, masks, markers, worksheet, notebooks, projector</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                      |
| <p><b>Wrap up:</b> Students will answer the questions about their classmate's characters</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>5 mins</p>                        |



Universidad de San Carlos de Guatemala

Facultad de Humanidades

Facultad de  Humanidades

Student's name:

Date:

INSTRUCTIONS: Circle the correct answer.

© www.kids-pages.com

### Sports - Multiple Choice

Choose the right answer for each image:

|                                                                                                                                             |                                                                                                                                               |                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>a. golf<br/>b. cycling<br/>c. skiing</p>               |  <p>a. tennis<br/>b. baseball<br/>c. soccer</p>             |  <p>a. running<br/>b. gymnastics<br/>c. tennis</p>             |
|  <p>a. golf<br/>b. soccer<br/>c. skating</p>             |  <p>a. skateboarding<br/>b. soccer<br/>c. running</p>      |  <p>a. scuba diving<br/>b. basketball<br/>c. wind surfing</p> |
|  <p>a. swimming<br/>b. equestrian<br/>c. volleyball</p>  |  <p>a. skiing<br/>b. swimming<br/>c. scuba diving</p>      |  <p>a. gymnastics<br/>b. running<br/>c. ice skating</p>       |
|  <p>a. badminton<br/>b. tennis<br/>c. table tennis</p>   |  <p>a. table tennis<br/>b. badminton<br/>c. volleyball</p> |  <p>a. volleyball<br/>b. soccer<br/>c. basketball</p>         |
|  <p>a. ice skating<br/>b. gymnastics<br/>c. baseball</p> |  <p>a. cycling<br/>b. scuba diving<br/>c. swimming</p>     |  <p>a. baseball<br/>b. volleyball<br/>c. golf</p>             |



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

INSTRUCTIONS: Make a sentence with each sport (Subject + Verb to be + Verb + ing + Complement)

## What Sports Are They Playing?



## **6. FINAL EVALUATION:**

Students had their final evaluation and I cooperated with the Professor by gathering together the workzone process to get the final grades.

Students presented missing assignments and completed the planned work in the Course Syllabus.

## **CONCLUSIONS:**

Besides the course program, another clear reference of source where content and ideas for projects are taken by Professor in charge of teaching Didáctica Especial del Inglés I Course, Idi 250 is needed.

1. Recent methodologies and inclusion of technology on a daily basis, it is necessary in order to help English language learners achieve academic competencies.
2. Lack of instruments to evaluate students' progress and performance in different assignments, rubrics, checklists, exams.
3. A guide for Professors where they could find everything they need in order to optimize time and assess students quickly and effectively.
4. Digital material should be included in the final product to benefit Professors in charge of the course to modify it according to the course and students contexts and needs.

**UNIVERSIDAD DE SAN CARLOS DE GUATEMALA**

**FACULTAD DE HUMANIDADES**

**SECCIÓN DE IDIOMAS**



**An Instructional Manual for the Idi 250 Didáctica Especial  
del Inglés Course I for the Professorship of English from the  
languages Section at fahusac.**



By Karla María Hernández Ramos.

ID 200514546

An Instructional Manual for the Idi50  
Didáctica Especial del Inglés Course I  
for the Professorship of English from  
the Languages Section at Fahusac

November, 2020





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## Abbreviations

|          |                                                    |
|----------|----------------------------------------------------|
| • CLL    | Community Language Learning                        |
| • CLT    | Communicative Language Teaching                    |
| • Dr.    | Doctor                                             |
| • Etc.   | Etcétera                                           |
| • EFL    | English as a Foreign Language                      |
| • ESL    | English as a Second Language                       |
| • PEM    | Profesorado de Enseñanza Media                     |
| • S      | Student                                            |
| • SS     | Students                                           |
| • T      | Teacher                                            |
| • TBLT   | Task-based Language Teaching                       |
| • TEASOL | Teaching English to Speakers of other<br>Languages |
| • TPR    | Total Physical Response                            |
| • TTS    | Teacher Training Sessions                          |
| • USAC   | Universidad de San Carlos de Guatemala             |
| • VARK   | Visual, Aural, Verbal and Kinesthetic              |

Dear professor,



Welcome to the first semester of Profesorado de Enseñanza Media en Idioma Inglés, I am glad to provide the following material in which you could choose a Warm-up, ice breaker or template to active previous knowledge from any of these websites to start your class session:

**Busy Teacher:** [http://busyteacher.org/teaching\\_ideas\\_and\\_techniques/warmers/](http://busyteacher.org/teaching_ideas_and_techniques/warmers/)

**Eslgames.com:** <https://eslgames.com/no-prep-warm-up-activities/>

**Mentimeter:** [www.mentimeter.com](http://www.mentimeter.com)

In order to engage students' attention in order to get them ready to start discussing different concepts and definitions. To later on assign projects and presentation about each topic you will be working with through the four chapters of this manual.

The purpose of this Manual is to help Professors to optimize their time, this is the reason why a plan for every class session is also included at the beginning of each chapter. Another useful suggestion is to create a group in any educative platform to share material with students and provide them with the code access from the very first class and start communicating with them effectively.

Those presentations could be evaluated by using the rubrics suggested after the directions for explaining each one, to work on different assignments; among which you could work planning formats, formal classes, didactic material, technological resources and class presentations on specific themes.

At the end of every chapter, it is suggested to apply an evaluation so assess what your students achieved; the instruments are attached in the Appendix section of this manual. A schedule is also provided to guide you in the organization and planning of your course; other professors' contributions is also included to help you out delivering this essential course.

Hope you enjoy every class session with your students and also encourage them to be creative and innovative by giving them examples of what to do with any topic, structure or vocabulary they will deliver to future students.



# CLASS SESSION PLANS

**Universidad de San Carlos de Guatemala**  
**Facultad de Humanidades**  
**Course:** Didáctica Especial del Inglés I, Idi 250  
**Professor**

### CLASS SESSION No.1

| General information:                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Topic:</b> CHAPTER I: Observation Stage, CHAPTER II: DIDACTICS BASIS: History of Language Teaching, Education, The Nature of Education. <b>Time:</b> 90 minutes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |
| COMPETENCY                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TIME    |
| WARM UP<br>OR PRESENTATION                                                                                                                                         | <p>Understand the basic concepts in Didactics theory in order to analyze theory from the very beginning and then, prepare to the practice stages in the course.</p> <p>Professor introduces him/herself and previously chose one of the activities from the following webpages to motivate students for the session:</p> <ul style="list-style-type: none"> <li>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a></li> <li>❖ <b>Busy Teacher:</b><br/><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a></li> </ul> <p><b>Example:</b></p> <p><b>FIND SOMEONE WHO</b></p> <p>Cut the handout out on the next page to use it as a warmer or one of activities on topic of movies/film genres, etc. Each student gets a card and starts asking other students questions to find a person who does something from the list. Let students mingle until they have written at least one name next to the fact on their papers. SS may create a chart as well to collect the information.</p> <div style="display: flex; justify-content: space-around;"> <div> <p>Find someone who...</p> <ul style="list-style-type: none"> <li>• prefers comedy</li> <li>• has a favourite horror movie</li> <li>• has never seen Titanic</li> </ul> </div> <div> <p>Find someone who...</p> <ul style="list-style-type: none"> <li>• Wants to be an actor</li> <li>• Doesn't like comedy movies</li> <li>• Wanted to be a film director</li> </ul> </div> </div> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                | <p>- Professor explains Observation Stage (Chapter I), for SS to start working on this important assignment. Provides SS with material needed and sends guidelines by e-mail or any platform planned to use in the course. *Photocopies of official formats are shared as an overview for students. (Edmodo, Google Classroom, etc)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 mins |



|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| SEMI-FREE PRACTICE             | <ul style="list-style-type: none"> <li>- Professor provides SS with photocopies from the Manual for them to read the theory in pairs.</li> <li>- SS and Professor discuss the theory from the copies and PowerPoint presentation . (Material available in the file attached in the digital version of this product.)</li> </ul>                                                                                                                                                                                                                  | 20 mins |
| FREE PRACTICE (and evaluation) | <ul style="list-style-type: none"> <li>- Professor shares a video to conclude the fundamental part of the course, which is the HISTORY OF ENGLISH LANGUAGE. (<i>Manual page 44</i>) (Material available in the file attached in the digital version of this product.)</li> <li>- SS takes notes and Professor selects some of them to share the highlights of the material.</li> <li>- SS talk in pairs about the importance of understanding the Nature of Education and read the definitions from the manual (photocopied material)</li> </ul> | 20 mins |
| WRAP-UP (Summary)              | <ul style="list-style-type: none"> <li>- Professor and SS create a <i>Word Cloud</i> using the webpage: <a href="http://www.mentimeter.com">www.mentimeter.com</a> to summarize the theory of the day related to Language and Education.</li> <li>- SS must use their cellphones to access the page and participate by introducing the code shown on screen.</li> </ul>                                                                                      | 15 mins |
| *ASSIGNMENT                    | Professor provides SS with a set of photocopies to reproduce and share with classmates to be read during the next few days and then, discuss them in the next class session.                                                                                                                                                                                                                                                                                                                                                                     | 5 mins  |
| MATERIALS/ RESOURCES           | Photocopies (page 36 to 41: Observation Stage) (page 44 to 52), PowerPoint Presentation, Computer, Projector.                                                                                                                                                                                                                                                                                                                                                                                                                                    |         |



# Find Someone Who

Put the name of the classmate on the lines.



|                                                         |                                                     |                                                       |
|---------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| Who is new here this year?<br>_____                     | Who doesn't like pizza?<br>_____                    | Who has a pet at home?<br>_____                       |
| Who has never been on an airplane?<br>_____             | Who has traveled the farthest this summer?<br>_____ | Who has the most letters in their last name?<br>_____ |
| Who has the same eye color as you do?<br>_____          | Who likes math a lot?<br>_____                      | Who has a relative at this school?<br>_____           |
| Who has lived in a different state or country?<br>_____ | Who went camping this summer?<br>_____              | Who has seen the new Harry Potter movie?<br>_____     |

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**Professor:**

**CLASS SESSION No.2**

| <b>General information:</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Topic:</b> CHAPTER II: DIDACTICS BASIS: Methods for Teaching English Language Pedagogy, Definition of Didactics, The Didactics of foreign languages, Language Didactics, Methodology, Theory and Method), Theories, Methods for Teaching English Language. <b>Time:</b> 90 minutes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| COMPETENCY                                                                                                                                                                                                                                                                            | Analyze and understand basic concepts and discuss different methods in order to teach English language depending on the approach.                                                                                                                                                                                                                                                                                                                                 | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                                                                                                                  | Choose one of the activities from the following webpages to motivate students for the session: <ul style="list-style-type: none"> <li>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a></li> <li>❖ <b>Busy Teacher:</b> <a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a></li> </ul> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                                                                                                                   | Professor and SS discuss the definition in the PowerPoint presentation about <i>Education, Pedagogy, Definition of Didactics, The Didactics of foreign languages and Language Didactics, Methodology, Theory and Method</i><br><br>Professors expands the concepts with a brief explanation of the information from the Manual.                                                                                                                                   | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                                                                                                                    | Professor must provide SS with photocopies of each Method chart to be discussed and filled in in pairs or groups according to the group size.                                                                                                                                                                                                                                                                                                                     | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                                                                                                                        | Professor give SS material to create a brief presentation to explain each method to the rest of the class.                                                                                                                                                                                                                                                                                                                                                        | 15 mins |
| WRAP-UP (Summary)                                                                                                                                                                                                                                                                     | SS share their presentations about each Teaching method                                                                                                                                                                                                                                                                                                                                                                                                           | 15 mins |
| *ASSIGNMENT                                                                                                                                                                                                                                                                           | SS must do a quick research on these concepts: Objective, Competency and Goal in Education and create a graphic organizer to explain it (personal notebook) Read the material about Methods and Approaches and prepare the corresponding presentation                                                                                                                                                                                                             | 5 mins  |
| MATERIALS/ RESOURCES                                                                                                                                                                                                                                                                  | Computer, projector, photocopies (pages 52 to 100 / page 101 organization of presentations *for Professor in charge*, page 102 *rubric to evaluate presentations), board paper                                                                                                                                                                                                                                                                                    |         |

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**Facultad de Humanidades**

**Course:** Didáctica Especial del Inglés I, Idi 250

**Professor:**

### CLASS SESSION No.3

| <b>General information:</b>                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Topic:</b> CHAPTER II: DIDACTICS BASIS: Differences and similarities among Objectives, Competencies and Goals; Learning Objectives, Approaches, Teaching by principles <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| COMPETENCY                                                                                                                                                                                               | Analyze and understand basic concepts and discuss different methods in order to teach English language depending on the approach.                                                                                                                                                                                                                                                                                                                                 | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                                     | Choose one of the activities from the following webpages to motivate students for the session: <ul style="list-style-type: none"> <li>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a></li> <li>❖ <b>Busy Teacher:</b> <a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a></li> </ul> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                                      | Professor discusses a brief explanation about Approaches (information in the Manual)<br>Professor shares a video about <i>Differences and similarities among Objectives, Competencies and Goals; Learning Objectives</i> . (File in Continuity Plan folder)<br>Professors expands the concepts with a brief explanation of the information from the Manual.                                                                                                       | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                                       | Professor gives SS guidelines to prepare their first class presentation about methods and approaches. (Instructions and rubric evaluation in the manual)                                                                                                                                                                                                                                                                                                          | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                                           | SS start organizing presentations according to guidelines provided by the professor                                                                                                                                                                                                                                                                                                                                                                               | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                                        | Professor and SS confirm the assigned topic and due date.                                                                                                                                                                                                                                                                                                                                                                                                         | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                                              | Read the material about Methods and Approaches and prepare the corresponding presentation                                                                                                                                                                                                                                                                                                                                                                         |         |
| MATERIALS/ RESOURCES                                                                                                                                                                                     | Computer, projector, photocopies (pages 103 to 128) , cards with topics to be assigned.                                                                                                                                                                                                                                                                                                                                                                           |         |

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**Professor:**

#### CLASS SESSION No. 4

| General information:                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Topic:</b> CHAPTER II: DIDACTICS BASIS: Learners (Types of students), Teachers, Process of Teaching / Learning, VARK <b>Time:</b> 90 minutes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| COMPETENCY                                                                                                                                      | Analyze and understand the importance of each role in the English Teaching / Learning Process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TIME    |
| WARM UP/PRESENTATION                                                                                                                            | Choose one of the activities from the following webpages to motivate students for the session: <ul style="list-style-type: none"> <li>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a></li> <li>❖ <b>Busy Teacher:</b> <a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a></li> </ul>                                                                                                                                                                                                                                                                                        | 5 mins  |
| CONTROLLED PRACTICE                                                                                                                             | <ol style="list-style-type: none"> <li>1. Professor and SS go through the theory from the manual about <b>Teaching by Principles (12 principles)</b></li> <li>2. Professor and SS go through the theory from the manual about <b>Learners (Types of students), Teachers, Process of Teaching/Learning, and VARK.</b></li> <li>3. Professor and SS start <b>Chapter III: Class Management</b> by sharing PowerPoint presentations about: Roles for Students and Teachers' role and sharing some theory from the Manual as well. (Material available in the file attached in the digital version of this product. *PP CONTINUITY PLAN folder.)</li> <li>4. Professor shares some theory about <b>Teaching-Learning Process</b> from the Manual.</li> </ol> | 40 mins |
| SEMI-FREE PRACTICE                                                                                                                              | <ol style="list-style-type: none"> <li>1. P organizes groups according to the class size and SS will create graphic organizers to explain the principles previously assigned</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                  | SS share <b>Principles</b> presentations according to guidelines provided by Professor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20 mins |
| WRAP-UP (Summary)                                                                                                                               | Professor shares with SS a video explaining what VARK is and SS must brainstorm on the board activities to work with the different students' skills (Material available in the file attached in the digital version of this product. *PP CONTINUITY PLAN folder.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10 mins |
| *ASSIGNMENT                                                                                                                                     | Prepare methods and approaches presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| MATERIALS/ RESOURCES                                                                                                                            | <ul style="list-style-type: none"> <li>• Professor must prepare photocopies about the theory from the Manual section: <b>Teaching by Principles (12 principles)</b></li> <li>• Computer, projector, photocopies (pages 132 to 154), bond paper.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |         |

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**Professor:**

### CLASS SESSION No. 5

| <b>General information:</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Topic:</b> CHAPTER III: CLASS MANAGEMENT: Managing the Classroom, Learning Strategy training: Cooperative Learning and Multiple Intelligences. <b>Time:</b> 90 minutes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
| COMPETENCY                                                                                                                                                                | Define the corresponding method and techniques according to students' skills, proficiency level, size and environment.                                                                                                                                                                                                                                                                                                                                            | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                      | Choose one of the activities from the following webpages to motivate students for the session: <ul style="list-style-type: none"> <li>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a></li> <li>❖ <b>Busy Teacher:</b> <a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a></li> </ul> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                       | 1. Professor introduces the topic by asking SS to participate in a brainstorm created at <a href="http://www.mentimeter.com">www.mentimeter.com</a> using their cellphones and they should enter the generated code to provide actions or suggestions to manage a class group.<br>2. Professor shares theory from the manual about <b>Managing the Classroom, Learning Strategy training: Cooperative Learning and Multiple Intelligences.</b>                    | 25 mins |
| SEMI-FREE PRACTICE                                                                                                                                                        | 1. Professor and SS discuss about Multiple Intelligences and Motivation in the classroom, as they go through the PowerPoint presentations                                                                                                                                                                                                                                                                                                                         | 20 mins |
| FREE PRACTICE                                                                                                                                                             | None                                                                                                                                                                                                                                                                                                                                                                                                                                                              | -----   |
| WRAP-UP (Evaluation)                                                                                                                                                      | <u>1<sup>st</sup>. Midterm</u>                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 mins |
| *ASSIGNMENT                                                                                                                                                               | Prepare Presentations of Effective Class Management (See guidelines on page 201 and rubric on page 202.)                                                                                                                                                                                                                                                                                                                                                          | 10 mins |
| MATERIALS/ RESOURCES                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (pages 155 to 169), cards with topics to be assigned, bond paper.</li> <li>• Photocopies of 1<sup>st</sup>. Midterm: Form A: pages 299 to 302 (Answer Key on pages 303 to 306)<br/>Form B: pages 307 to 310 (Answer Key on pages 311 to 314)</li> </ul>                                                                                                                                 |         |

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**Professor:**

### CLASS SESSION No. 6

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| <b>General information:</b><br><b>Topic:</b> CHAPTER III: CLASS MANAGEMENT: Managing resource, Effective Teaching Material, Activities to work with SS according to their academic levels. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| COMPETENCY                                                                                                                                                                                                                | Identify students' skills and level in English language to apply the corresponding learning activities and use the correct didactic material.                                                                                                                                                                                                                                                                           | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                                                      | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                                                       | 1. Professor and SS talk about theory from the manual related to<br><b><i>Managing resource, Effective Teaching Material, Activities to work with SS according to their academic levels</i></b>                                                                                                                                                                                                                         | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                                                        | SS work individually to create a case to apply one of the activities from the chart <b><i>Activities to work with SS according to their academic levels</i></b> . (SS must explain how the activity must be implemented).                                                                                                                                                                                               | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                                                            | <u><i>Presentations of Methods and Approaches</i></u>                                                                                                                                                                                                                                                                                                                                                                   | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                                                         | Feedback of Methods and Approaches Presentations                                                                                                                                                                                                                                                                                                                                                                        | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                                                               | Next presenters should continue preparing and keeping in mind all the recommendations from the previous feedback.                                                                                                                                                                                                                                                                                                       |         |
| MATERIALS/ RESOURCES                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (from page169 to 174) (according to the group size.), bond paper.</li> </ul>                                                                                                                                                                                                                                                                  |         |

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**Professor:**

**CLASS SESSION No. 7**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b>                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
| <b>Topic:</b> CHAPTER III: CLASS MANAGEMENT: Teaching Techniques: Icebreakers, The warm up, Brainstorming, Whiteboard layout, Posters and charts and Step by step directions. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |         |
| COMPETENCY                                                                                                                                                                                                   | Work with the correct teaching technique to motivate students with didactic material according to their English level.                                                                                                                                                                                                                                                                                                                                                     | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                                         | Choose one of the activities from the following webpages to motivate students for the session: <ul style="list-style-type: none"> <li>❖ <b>Eslgames.com:</b>      <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a></li> <li>❖ <b>Busy Teacher:</b><br/><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a></li> </ul> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                                          | Professor and SS talk about theory from the manual related to <b>Teaching Techniques: Icebreakers, The warm up, Brainstorming, Whiteboard layout, Posters and charts and Step by step directions</b>                                                                                                                                                                                                                                                                       | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                                           | Professor assigns one warm up activity from the manual to be shared in groups for the next classes. ( <i>Organization according to the size of the group. Recommendation: select from 5 to 7 warm ups</i> ).<br>*Provide SS copies of the explanation for each warm up activity.                                                                                                                                                                                           | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                                               | <u><i>Presentations of Methods and Approaches</i></u>                                                                                                                                                                                                                                                                                                                                                                                                                      | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                                            | Feedback of Methods and Approaches Presentations                                                                                                                                                                                                                                                                                                                                                                                                                           | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                                                  | Prepare material and presentation of warm ups                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
| MATERIALS/ RESOURCES                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (from page 175 to 188), bond paper.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |         |



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**Professor:**

### CLASS SESSION No. 8

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b>                                                                                                                                                           |                                                                                                                                                                                                                                            |         |
| <b>Topic:</b> CHAPTER III: CLASS MANAGEMENT: Teaching Techniques: Vocabulary without translating, Oral drills, Class interaction, Dictation technique. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                            |         |
| COMPETENCY                                                                                                                                                                            | Select the correct learning activity and technique according to the group's characteristics and the purpose of the teaching lesson.                                                                                                        | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                  | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>SS present one of the warm ups explained during Chapter III: Class Management</b>                                               | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                   | Professor and SS talk about theory from the manual related to <b>Teaching Techniques: Vocabulary without translating, Oral drills, Class interaction, Dictation technique</b>                                                              | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                    | SS watch the video introducing one of the Teaching Techniques: Drilling.<br><a href="https://www.youtube.com/watch?v=I9x1KrKJUsU">https://www.youtube.com/watch?v=I9x1KrKJUsU</a><br>Then, they may make comments about what they learned. | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                        | SS work in pairs and think of a set of 5 words from a simple vocabulary to explain the pair without translating. *They should apply the theory from the photocopies.                                                                       | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                     | Professor selects some pairs to share with the class how they managed to explain vocabulary without translating.                                                                                                                           | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                           | Professor reminds SS about their presentations about <u>Effective Class Management</u>                                                                                                                                                     |         |
| MATERIALS/ RESOURCES                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (from page 188 to 191) , bond paper.</li> </ul>                                                                                                                  |         |

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**Professor:**

### CLASS SESSION No. 9

|                                                                                                                                                                                       |                                                                                                                                                                                                                                              |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> CHAPTER III: CLASS MANAGEMENT: Teaching techniques: Pair work, Group work, Peer-grading, Students presentations. <b>Time:</b> 90 minutes |                                                                                                                                                                                                                                              |         |
| COMPETENCY                                                                                                                                                                            | Select the correct learning activity and technique according to the group's characteristics and the purpose of the teaching lesson.                                                                                                          | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                  | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>SS present one of the warm ups explained during Chapter III: Class Management</b>                                                 | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                   | Professor and SS talk about theory from the manual related to <b>Teaching techniques: Pair work, Group work, Peer-grading, Students presentations.</b>                                                                                       | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                    | SS get together in groups according to the number of people in the room and read the information to create and conduct collaborative activities. They can share techniques they have used to organize group assignments with their students. | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                        | <u>Effective Class Management Presentations</u><br><i>*Use the rubric on page 202 to evaluate SS performance.</i>                                                                                                                            | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                     | Feedback of Effective Class Management Presentations                                                                                                                                                                                         | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                           | Professor organizes SS for their Research Project. See instructions on page 241.                                                                                                                                                             |         |
| MATERIALS/ RESOURCES                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Computer, projector, photocopies (from page 192 to 195), bond paper.</li> </ul>                                                                                                                       |         |

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**Professor:**
**CLASS SESSION No. 10**

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> <u>CHAPTER III: CLASS MANAGEMENT:</u> English Language Proficiency Levels Common European Framework, The 4 skills and domains. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                |         |
| COMPETENCY                                                                                                                                                                                                 | Distinguish the difference of each Proficiency Level from the Common European Framework and the 4 skills domains in the English Language to select the correct teaching activities and plan class lessons effectively.                                                                                         | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                                       | Choose one of the activities from the following webpages to motivate students for the session:<br><br><b>SS present one of the warm ups explained during Chapter III: Class Management</b>                                                                                                                     | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                                        | Professor and SS talk about theory from the manual related to <b>English Language Proficiency Levels Common European Framework, The 4 skills and domains.</b>                                                                                                                                                  | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                                         | Professor shares a video explaining what CEFR is in order to understand the classification of English levels:<br><a href="https://www.youtube.com/watch?v=UAehOcVfr3Y">https://www.youtube.com/watch?v=UAehOcVfr3Y</a><br><br>SS may make comments about the video information.                                | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                                             | <u>Effective Class Management Presentations</u><br><i>*Use the rubric on page 202 to evaluate SS performance.</i>                                                                                                                                                                                              | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                                          | Feedback of Effective Class Management Presentations                                                                                                                                                                                                                                                           | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                                                | Professor provides SS with photocopies explaining theory about <u>CHAPTER IV: ENGLISH LANGUAGE TEACHING MODULES:</u> English Language Skills through modules: GRAMMAR; SS must analyze it and bring to class one example of an activity to develop the Grammar Skill with English Learners. (Pages 205 to 210) |         |
| MATERIALS/ RESOURCES                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (from page 196 to 200), bond paper.</li> </ul>                                                                                                                                                                                       |         |

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**Professor:**

### CLASS SESSION No. 11

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> <u>CHAPTER IV: ENGLISH LANGUAGE TEACHING MODULES:</u> English Language Skills through modules: GRAMMAR. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                               |         |
| COMPETENCY                                                                                                                                                                          | Categorize teaching activities into modules to develop the different language skills effectively.                                                                                                                                                                                                                                             | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>SS present one of the warm ups explained during Chapter III: Class Management</b>                                                                                                                                                  | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                 | Professor and SS talk about theory from the manual related to <b>English Language Skills through modules: GRAMMAR</b>                                                                                                                                                                                                                         | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                  | Professor and SS talk about the theory previously read by SS.                                                                                                                                                                                                                                                                                 | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                      | Professor selects some SS to share the activities they prepared to practice with the Language skill (Grammar).                                                                                                                                                                                                                                | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                   | Professor shares a brief feedback about the activities shared by some SS.                                                                                                                                                                                                                                                                     | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                         | Professor provides SS with photocopies explaining theory about <u>CHAPTER IV: ENGLISH LANGUAGE TEACHING MODULES:</u> English Language Skills through modules: SPEAKING AND LISTENING; SS must analyze it and bring to class one example of an activity to develop the Speaking and Listening Skills with English Learners. (Pages 211 to 225) |         |
| MATERIALS/ RESOURCES                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (Page 205 to 210), bond paper.</li> </ul>                                                                                                                                                                                                                           |         |

**Universidad de San Carlos de Guatemala**

**Facultad de Humanidades**

**Course:** Didáctica Especial del Inglés I, Idi 250

**Professor:**

**CLASS SESSION No. 12**

|                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> <u>CHAPTER IV: ENGLISH LANGUAGE TEACHING MODULES: SPEAKING, LISTENING.</u> <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| COMPETENCY                                                                                                                                             | Categorize teaching activities into modules to develop the different language skills effectively..                                                                                                                                                                                                                                                                                                                                                                                               | TIME    |
| WARM UP/PRESENTATION                                                                                                                                   | Choose one of the activities from the following webpages to motivate students for the session:<br><br><b>❖ SS present one of the warm ups explained during Chapter III: Class Management</b>                                                                                                                                                                                                                                                                                                     | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                    | Professor and SS talk about theory from the manual related to <b>English Language Skills through modules: SPEAKING, LISTENING.</b>                                                                                                                                                                                                                                                                                                                                                               | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                     | Professor and SS talk about the theory previously read by SS.                                                                                                                                                                                                                                                                                                                                                                                                                                    | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                         | Professor selects some SS to share the activities they prepared to practice with the Language skills (Speaking and Listening).                                                                                                                                                                                                                                                                                                                                                                   | 20 mins |
| WRAP-UP (Summary)                                                                                                                                      | Professor shares a brief feedback about the activities shared by some SS.                                                                                                                                                                                                                                                                                                                                                                                                                        | 5 mins  |
| *ASSIGNMENT                                                                                                                                            | Professor provides SS with photocopies explaining theory about <u>CHAPTER IV: ENGLISH LANGUAGE TEACHING MODULES:</u> English Language Skills through modules: READING AND WRITING; SS must analyze it and prepare a short set of 2 suggestions (2 for Reading and 2 for Writing) to develop the skills with students. They will not be explained in class. (Pages 226 to 234)<br><br>➤ SS must prepare the set of photocopies for the whole group according to the number of people in the room. |         |
| MATERIALS/ RESOURCES                                                                                                                                   | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (pages 211 to 225), bond paper.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |         |

**Universidad de San Carlos de Guatemala**  
**Facultad de Humanidades**

**Course:** Didáctica Especial del Inglés I, Idi 250

**Professor:**

### CLASS SESSION No. 13

|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b>                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| <b>Topic:</b> CHAPTER IV: ENGLISH LANGUAGE TEACHING MODULES: READING, WRITING. <b>Time:</b> 90 minutes |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| COMPETENCY                                                                                             | Categorize teaching activities into modules to develop the different language skills effectively.                                                                                                                                                                                                                                                                                                                       | TIME    |
| WARM UP/PRESENTATION                                                                                   | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins |
| CONTROLLED PRACTICE                                                                                    | Professor and SS talk about theory from the manual related to <b>English Language Skills through modules: READING, WRITING.</b>                                                                                                                                                                                                                                                                                         | 20 mins |
| SEMI-FREE PRACTICE                                                                                     | Professor and SS talk about the theory previously read by SS.                                                                                                                                                                                                                                                                                                                                                           | 20 mins |
| FREE PRACTICE (and evaluation)                                                                         | <u>Research Project</u><br>*Use the rubric instrument on page 242 to evaluate SS performance.                                                                                                                                                                                                                                                                                                                           | 20 mins |
| WRAP-UP (Summary)                                                                                      | Feedback and observations about SS performance.                                                                                                                                                                                                                                                                                                                                                                         | 5 mins  |
| *ASSIGNMENT                                                                                            | Professor reminds SS about the 2 <sup>nd</sup> . Midterm evaluation for next class.                                                                                                                                                                                                                                                                                                                                     |         |
| MATERIALS/ RESOURCES                                                                                   | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (pages 226 to 234), bond paper.</li> </ul>                                                                                                                                                                                                                                                                                                    |         |

**Universidad de San Carlos de Guatemala**  
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**Professor:**

### CLASS SESSION No. 14

|                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> <u>CHAPTER V: PLANNING STRUCTURE AND GUIDELINES</u> ; Bloom's Taxonomy, Components of a Lesson Plan. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| COMPETENCY                                                                                                                                                                       | Apply the adequate planning verbs by analyzing and understanding Bloom's Taxonomy to plan complete lesson plans.                                                                                                                                                                                                                                                                                                        | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                             | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                              | Professor and SS talk about theory from the manual related to <b><i>Bloom's Taxonomy, Components of a Lesson Plan.</i></b>                                                                                                                                                                                                                                                                                              | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                               | Professor and SS talk about the theory previously read by SS.                                                                                                                                                                                                                                                                                                                                                           | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                   | SS practice writing Goals, Objectives, and Competencies using Bloom's taxonomy                                                                                                                                                                                                                                                                                                                                          | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                | SS share their work from writing Goals, Objectives, and Competencies using Bloom's taxonomy                                                                                                                                                                                                                                                                                                                             | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                      | Professor reminds SS about the 2 <sup>nd</sup> . Midterm evaluation for next class.<br>*Remind them to take photocopies from this class to work in the 2 <sup>nd</sup> .<br>Midterm: <u>Lesson Planning assignment.</u><br>*** (Instructions for the Professor to explain students are shared on pages 245 and 246 from the Manual) ***                                                                                 |         |
| MATERIALS/ RESOURCES                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (Manual pages 247 to 270)</li> </ul>                                                                                                                                                                                                                                                                                                          |         |

**Universidad de San Carlos de Guatemala**

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**Course:** Didáctica Especial del Inglés I, Idi 250

**Professor:**

### CLASS SESSION No. 15

|                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b>                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| <b>Topic:</b> <u>CHAPTER V: PLANNING STRUCTURE AND GUIDELINES:</u> Guidelines for a Lesson Planning, Format of Official Planning. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| COMPETENCY                                                                                                                                                       | Design complete and effective lesson plans including essential elements to achieve learning objectives.                                                                                                                                                                                                                                                                                                                 | TIME    |
| WARM UP/PRESENTATION                                                                                                                                             | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                              | Professor and SS talk about theory from the manual related to <b><i>Guidelines for a Lesson Planning, Format of Official Planning.</i></b>                                                                                                                                                                                                                                                                              | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                               | Professor and SS talk about the theory previously read by SS.                                                                                                                                                                                                                                                                                                                                                           | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                   | <u>2<sup>nd</sup>. Midterm</u><br>Suggestion: It can be worked in groups of pairs.                                                                                                                                                                                                                                                                                                                                      | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                | Comments about the evaluation<br>Professor evaluates lesson plans with rubric from page 246                                                                                                                                                                                                                                                                                                                             | 5 mins  |
| *ASSIGNMENT                                                                                                                                                      | None                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
| MATERIALS/ RESOURCES                                                                                                                                             | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies, bond paper. (Manual pages 270 to 279)</li> <li>• Computer, projector, photocopies of sample of 2<sup>nd</sup>. Midterm test (page 280)</li> </ul>                                                                                                                                                                                            |         |



**Universidad de San Carlos de Guatemala**  
**Facultad de Humanidades**

**Course:** Didáctica Especial del Inglés I, Idi 250

**Professor:**

**CLASS SESSION No. 16**

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> CHAPTER II: DIDACTICS BASIS: Approaches, Differences and similarities among Objectives, Competencies and Goals; Learning Objectives. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| COMPETENCY                                                                                                                                                                                                       | Analyze and understand basic concepts and discuss different methods in order to teach English language depending on the approach.                                                                                                                                                                                                                                                                                       | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                                             | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                                              | None                                                                                                                                                                                                                                                                                                                                                                                                                    | -----   |
| SEMI-FREE PRACTICE                                                                                                                                                                                               | None                                                                                                                                                                                                                                                                                                                                                                                                                    | -----   |
| FREE PRACTICE (and evaluation)                                                                                                                                                                                   | SS perform their <u>Model Class (Microteaching)</u> . Professor evaluates them with the corresponding rubric from the Manual                                                                                                                                                                                                                                                                                            | 60 mins |
| WRAP-UP (Summary)                                                                                                                                                                                                | Feedback of Model Class (Microteaching),                                                                                                                                                                                                                                                                                                                                                                                | 10 mins |
| *ASSIGNMENT                                                                                                                                                                                                      | Last SS to perform their Model Class should prepare keeping in mind the previous observations.                                                                                                                                                                                                                                                                                                                          |         |
| MATERIALS/ RESOURCES                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Computer, projector and speakers to support SS during their Model Class (Microteaching)</li> </ul>                                                                                                                                                                                                                                                                             |         |

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**Course:** Didáctica Especial del Inglés I, Idi 250

**Professor:**

**CLASS SESSION No. 17**

|                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                         |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>General information:</b><br><b>Topic:</b> CHAPTER II: DIDACTICS BASIS: Approaches, Differences and similarities among Objectives, Competencies and Goals; Learning Objectives. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                         |            |
| COMPETENCY                                                                                                                                                                                                       | Analyze and understand basic concepts and discuss different methods in order to teach English language depending on the approach.                                                                                                                                                                                                                                                                                       | TIME       |
| WARM UP/PRESENTATION                                                                                                                                                                                             | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins    |
| CONTROLLED PRACTICE                                                                                                                                                                                              | Professor explains how <u>Model Classes (Microteaching)</u> will be performed.                                                                                                                                                                                                                                                                                                                                          | -----<br>- |
| SEMI-FREE PRACTICE                                                                                                                                                                                               | None                                                                                                                                                                                                                                                                                                                                                                                                                    | -----<br>- |
| FREE PRACTICE (and evaluation)                                                                                                                                                                                   | SS perform their <u>Model Class (Microteaching)</u> , Professor evaluates them with the corresponding rubric from the Manual                                                                                                                                                                                                                                                                                            | 60 mins    |
| WRAP-UP (Summary)                                                                                                                                                                                                | Feedback of Model Class (Microteaching),                                                                                                                                                                                                                                                                                                                                                                                | 10 mins    |
| *ASSIGNMENT                                                                                                                                                                                                      | Ask SS to take technological devices and internet connection (if possible) for next class to explore some technological resources).                                                                                                                                                                                                                                                                                     |            |
| MATERIALS/ RESOURCES                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Computer, projector and speakers to support SS during their Model Class (Microteaching)</li> </ul>                                                                                                                                                                                                                                                                             |            |

**Universidad de San Carlos de Guatemala**  
**Facultad de Humanidades**

**Course:** Didáctica Especial del Inglés I, Idi 250

**Professor:**

**CLASS SESSION No. 18**

|                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> CHAPTER VI: BLENDING TECHNOLOGY INTO THE CLASSROOM: Breaking Paradigms: Technology and its positive effect in Learning. Didactic Resources. <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| COMPETENCY                                                                                                                                                                                                              | Apply the adequate technological didactic resources to combine face-to-face teaching and virtual learning.                                                                                                                                                                                                                                                                                                              | TIME    |
| WARM UP/PRESENTATION                                                                                                                                                                                                    | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins |
| CONTROLLED PRACTICE                                                                                                                                                                                                     | Professor and SS talk about theory from the manual related to <b><i>Breaking Paradigms: Technology and its positive effect in Learning. Didactic Resources.</i></b>                                                                                                                                                                                                                                                     | 20 mins |
| SEMI-FREE PRACTICE                                                                                                                                                                                                      | Professor and SS talk about the theory previously read by SS.<br>Instructions on page 282                                                                                                                                                                                                                                                                                                                               | 20 mins |
| FREE PRACTICE (and evaluation)                                                                                                                                                                                          | SS select the technological resource and create an example of how to apply it in a real master class.                                                                                                                                                                                                                                                                                                                   | 20 mins |
| WRAP-UP (Summary)                                                                                                                                                                                                       | Professor selects some SS to share their ideas on how to use technological resources in English Language classes.                                                                                                                                                                                                                                                                                                       | 5 mins  |
| *ASSIGNMENT                                                                                                                                                                                                             | Prepare for the final evaluation.                                                                                                                                                                                                                                                                                                                                                                                       |         |
| MATERIALS/ RESOURCES                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Computer, projector, photocopies (Manual pages 283 to 294) , bond paper.</li> </ul>                                                                                                                                                                                                                                                                                            |         |

**Universidad de San Carlos de Guatemala**  
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**Course:** Didáctica Especial del Inglés I, Idi 250  
**Professor:**

### CLASS SESSION No. 19

|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>General information:</b><br><b>Topic:</b> <u>Contents from CHAPTERS III, IV and V</u> <b>Time:</b> <u>90 minutes</u> |                                                                                                                                                                                                                                                                                                                                                                                                                         |         |
| COMPETENCY                                                                                                              | Understands the theory about important elements of material management, planning components, multiple intelligences, teachers and students roles in the Teaching-Learning Process.                                                                                                                                                                                                                                      | TIME    |
| WARM UP/PRESENTATION                                                                                                    | Choose one of the activities from the following webpages to motivate students for the session:<br><br>❖ <b>Eslgames.com:</b> <a href="https://eslgames.com/no-prep-warm-up-activities/">https://eslgames.com/no-prep-warm-up-activities/</a><br><br>❖ <b>Busy Teacher:</b><br><a href="http://busyteacher.org/teaching_ideas_and_techniques/warmers/">http://busyteacher.org/teaching_ideas_and_techniques/warmers/</a> | 10 mins |
| CONTROLLED PRACTICE                                                                                                     | <i>None</i>                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| SEMI-FREE PRACTICE                                                                                                      | <i>None</i>                                                                                                                                                                                                                                                                                                                                                                                                             |         |
| FREE PRACTICE (and evaluation)                                                                                          | <u>Final Test</u>                                                                                                                                                                                                                                                                                                                                                                                                       | 60 mins |
| WRAP-UP (Summary)                                                                                                       | Professor and SS check the grades of activities during the course                                                                                                                                                                                                                                                                                                                                                       | 15 mins |
| *ASSIGNMENT                                                                                                             | None                                                                                                                                                                                                                                                                                                                                                                                                                    |         |
| MATERIALS/ RESOURCES                                                                                                    | • Photocopies of Final Test sample from Manual (Pages 316, 317<br>*form A – 319 and 320 *form B)                                                                                                                                                                                                                                                                                                                        |         |



CHAPTER 1:

CLASS

OBSERVATION

STAGE

## **Class Observation Stage:**

In terms of Teaching nothing is written in stone; methodologies, techniques and materials are constantly changing and being modified to benefit all the elements of the Teaching-Learning Process . For this reason, it is important for teachers /educators to continue studying and getting more information on how to help students on a daily basis and achieve competencies . A Class Observation in a Public or Private institution is part of the students in Profesorado de Enseñanza Media en Idioma Inglés for fulfilling with their Pensum requirements. Below, you will find the material to provide and explain your students for this important stage and help them to become Professional English Teachers.

### **➤ The importance**

Every profession has its own level of difficulty, procedures, methodologies, techniques and theory to be understood in order to execute it properly. The learning process in any career contains stages that help the learner get experience and the corresponding knowledge

Making a brief research on this important step in the process of becoming a professional English Teacher Observation, I found an interesting article posted by University of Alberta, pointing out its value, which I share in the following lines: *“It is an important part of learning how to teach. Much of what beginner teachers need to be aware of cannot be learned solely in the university class. Therefore classroom observation presents an opportunity to see real-life teachers in real-life teaching situations. In their reflections, many of our teacher friends mention their observations and how these observations influence the way they plan and teach. Teachers are forever reflecting and making decisions, and when they see someone else in action, in as much as they are seeing someone else, they are almost simultaneously seeing themselves. This means that observation is important at every stage of a teacher’s career. In this section we will discuss the importance and value of observation, not only for student teachers, but for ALL teachers.”*<sup>1</sup>

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<sup>1</sup> (Bilash, 2009)

### ➤ **Benefits of Class Observations**

Both parts are benefited by Classroom observation, since it can often help expose teachers to new methods of teaching that might not have occurred to them beforehand. It may be threatening to be subject to peer observation since teachers might feel territorial and defensive in their classroom and protective of their resources and ideas. However, when it is done in a considerate and respectful fashion, observation can be beneficial for both the observing teacher and the teacher being observed. Below you will find some benefits of observation in the classroom.

#### ➤ **Benefits for the observer...**

- Observe new techniques, strategies, ideas and resources
- Gain insight into one's own strategies and techniques
- Observe student reactions from a different perspective
- Help create a professional learning community with the best interests of the students in mind
- Personal Professional Development and growth

#### ➤ **Benefits for the observed...**

- Chance to see class through someone else's eyes
- Chance to re-evaluate the classroom from a different perspective
- Chance to receive input (suggestions, ideas, resources) from a colleague
- Creation of a professional learning community with the best interests of the students in mind
- Personal Professional Development and growth

Best practices involves the sharing of resources, techniques and strategies. Allowing another teacher into one's classroom allows for sharing between both of them; it also

allows for self-reflection by all involved. Teachers are responsible for their own growth and development, and observation is an excellent alternative to the traditional Professional Development seminars.

(Bilash, 2009)

### ➤ **Tips before being observed**

One of the main challenges for observation is knowing what to look for. Some teacher education programs offer checklists for observation but it is often difficult to find specific checklists for subject areas, such as second language teaching, that is why you need to write down all the details and specific moments in class you want to learn from. Remember that material to be filled in this stage can be provided by your university or school.

*“Some specific things that one can look for when observing include how the teacher structures an activity; what the actual instructions are and whether they are given in English or the target language; if the teacher use synonyms for those basic instructions, or uses the same words, and what were those words; does the teacher give some visual cues to accompany those instructions; are the instructions divided into three or four steps with a visual icon visible on the board. These observations can be made because you are observing a more experienced teacher of second languages, or a teacher who is far more aware of what it takes to structure a classroom for the success of second language learners.”*

(Bilash, 2009)

### ➤ **Feedback importance**

This phase is structured in different moments, and as a teacher must evaluate students during the Teaching-Learning Process, it is important to evaluate or assess what was just observed and provide the person observed a feedback or summary of the experiences collected. This comments might help to improve or to encourage what have been done and shared with others to benefit students in their Learning process.



Teachers are used to evaluate skills in others, but they should remember that upgrading and what other people observed in their daily teaching activities will be helpful to know in order to continue facilitating students with information and projects that will contribute in their development in English language.

After class observation, students in Profesorado de Enseñanza Media en Idioma Inglés must provide a feedback to the observed teacher by being polite and grateful for the experience shared with them and other objective of this action will be to have more learning moments like this in future situations.

### **Class Observations documents**

As part of the teacher training in Profesorado de Enseñanza Media en Idioma Inglés, this stage is a requirement in the Pensum, and Sección de Idiomas endorses the students to go to the institutions they select and provides the following material in order to accomplish the learning objectives in this action.

The professor in charge of this course must provide students with the following material and explain how to prepare and apply it during observation phase.

## Classroom Observation Form

School: \_\_\_\_\_

Date and Time: \_\_\_\_\_ Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Proficiency English Level: \_\_\_\_\_

**Use criteria that apply to format of course observed.**

| Review Section                                                                                                                                                                                                                                                                       | Description/Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1. <b>SUBJECT MATTER CONTENT</b><br>(shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)                                                                                                                                                  |                      |
| 2. <b>ORGANIZATION</b><br>(organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)                                                           |                      |
| 3. <b>RAPPORT</b><br>(holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)                                                                                                        |                      |
| 4. <b>TEACHING METHODS</b><br>(uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives) |                      |
| 5. <b>PRESENTATION</b><br>(establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)                                                                         |                      |
| 6. <b>MANAGEMENT</b><br>(uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)                                                                                              |                      |

|                                                                                                                                                                                                                                                              |                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 7. <b>SENSITIVITY</b><br>(exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)                                                             |                                     |
| 8. <b>ASSISTANCE TO STUDENTS</b><br>(assists students with academic problems)                                                                                                                                                                                |                                     |
| 9. <b>PERSONAL</b><br>(evidences self-confidence; maintains professional comportment and appearance)                                                                                                                                                         |                                     |
| 10. <b>PHYSICAL ASPECTS OF CLASSROOM (optional)</b><br>(state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery) |                                     |
| <b>Strengths observed:</b>                                                                                                                                                                                                                                   | <b>Suggestions for improvement:</b> |
| <b>Overall impression of teaching effectiveness:</b>                                                                                                                                                                                                         |                                     |

Observer: \_\_\_\_\_ Teacher's signature: \_\_\_\_\_ Stamp: \_\_\_\_\_

**Classroom Observation - Attendance**

School: \_\_\_\_\_ Address: \_\_\_\_\_

Principal: \_\_\_\_\_ Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_ Student/Teacher: \_\_\_\_\_

| DAY 1                      | DAY 2                      | DAY 3                      | DAY 4                      | DAY 5                      |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Date: _____                | Date: _____                | Date: _____                | Date: _____                | Date: _____                |
|                            |                            |                            |                            |                            |
| <b>SIGNATURE AND STAMP</b> | <b>SIGNATURE AND STAMP</b> | <b>SIGNATURE AND STAMP</b> | <b>SIGNATURE AND STAMP</b> | <b>SIGNATURE AND STAMP</b> |

Guatemala, 10 de septiembre de 2018

Colegio MIP  
Director(a) Académica  
Licenciada  
Andrea Paola Domínguez

Estimada Licenciada Domínguez:

Esperamos que todas sus actividades se realicen con éxito, el motivo de la presente es para solicitar su autorización para que el señorita **Ana Sofía Estrada Herrera**; estudiante del quinto semestre de la carrera de Profesorado de Enseñanza Media en Idioma Inglés de la Facultad de Humanidades; Universidad de San Carlos de Guatemala, quien se identifica con el no. de carné **200819953**, con el fin que realice 5 períodos de observación en su respetable institución, cumpliendo con un requisito indispensable para la práctica supervisada.

El objetivo principal de la presente solicitud es para que **el** estudiante adquiera nuevas prácticas pedagógicas en la enseñanza y aprendizaje del idioma inglés.

De antemano agradezco su amable apoyo y comprensión para el cumplimiento de la presente solicitud y por la colaboración que brinda en la formación académica de nuestros futuros profesionales.

Atentamente,

---

Vo.Bo. Dr. Francisco Puac

Jefe de Sección de Idiomas

---

Licda. Ana Lucia Estrada Domínguez

Catedrático

## **OBSERVATION CLASS REPORT-GUIDELINE**

### **DIDACTICS I**

Dear student:

I am excited to share this first semester 2020 with you. I have planned great activities and projects in order to help you out to improve your teaching skills and position yourself on the top. I am very interested in your learning process and helping you out solve your doubts and increase your knowledge.

During Didactics II, I will definitely provide you with all the tools you need in order to succeed in your supervised teaching practice for seventh cycle. That is why you will start in this semester which classroom observation in a public school and five classroom observations in a private school during the first semester 2020. And then you will work on the 2<sup>nd</sup>. Stage which consists in five microteaching classes in one section and grade, changing grade or section is not allowed.

You will have to work before, during and at the end of your observation by providing a report to your professor. This stage will help you review, learn, increase, and acquire new teaching techniques; you need to follow these steps before your observations:

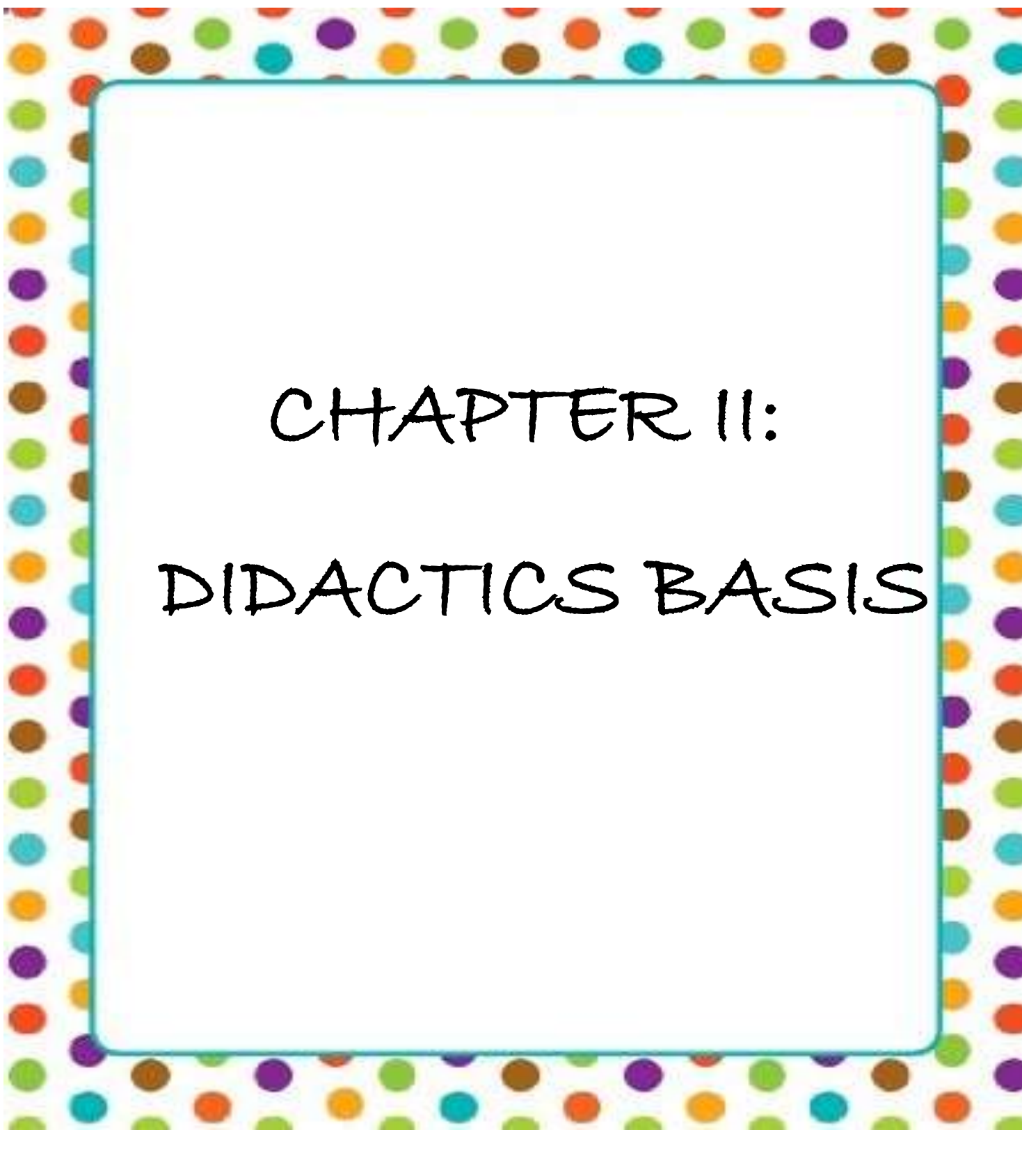
1. Choose a public/private school.
2. Request for permission in the public/private school to make your observations. You need to have an official letter from Sección de Idiomas, it must be stamped and signed by your professor and Dr. Francisco Puac.

As soon as you have a positive answer from the school, follow these steps for your classroom observations:

3. Print the classroom observation format.
4. Read all the aspects you need to evaluate.
5. Be punctual the day assigned by the teacher in charge of the course.
6. Be careful with your personal appearance, remember that you represent our university.
7. Introduce yourself and share with the teacher in charge the aspects you will evaluate.
8. Observe and write down your comments and observations in each aspect. Try not to interact with the students during your observation.
9. Check and revise your spelling and grammar in your comments and observations, and sign the format.
10. Look for the opportunity to thank for this experience to the teacher, principal and students.

After your observations you will deliver a report to your professor with the following aspects in this order:

- a. Front page
- b. Index
- c. Introduction
- d. School's schedule
- e. School's croquis (address and location)
- f. Attendance format
- g. Cover: classroom observation
- h. Day1classroomobservationformat
- i. Day2classroomobservationformat
- j. Day3classroomobservationformat
- k. Day4classroomobservationformat
- l. Day5clasroomobservationformat
- m. Reflection format
- n. Cover: appendix
- o. Request letter
- p. Cover: annex
- q. Attach photos.
- r. Recommendations for the school or teacher.
- s. References (bibliography or e-graphy)



# CHAPTER II: DIDACTICS BASIS





## **Presentation of Chapter I**

Education has a global definition, it becomes necessary to have a complete idea of what each of its areas involve. Different terms are explained according to educative resources information, as well as examples are provided in the following part of the manual.

Internet offers a variety of websites where these concepts are reliably exemplified and analyzed. Therefore, definitions such as Education, Methodologies, Strategies, Competencies, objectives, Techniques, etc. were researched to give a clear base of theory in educational field.

It is important to study and understand the origins, forms, classifications, resources and current methods to teach a second language, this analysis should be made from the roots, which turn out to be the theoretical basis, to the practice.

## 1. History of Language Teaching<sup>2</sup>

As native Spanish speakers it is evident that we can have basic knowledge about our language, at least, we are aware of where it comes and the number of countries or people who speak it around the world; we are used to the phonetics, the spelling, the grammar and the etymology of words and even though we are not scholars in the linguistics of the Spanish Language. But, what about a second language? If we intent to only learn to communicate through it, probably we do not pay attention to background and historical facts; which is regrettable since teachers or professors most guide others through the process of learning and understanding every element, part, chapter, and stage of new knowledge. This is why the first step to teach a language is to know where our subject of study comes from. For this purpose we need to go back to *Teaching The Early Years, The weakening of the dominance of Latin and French and the emergence of the Vernacular*. All this moments in history in a political and social environment gradually led England to be a monolingual nation. This, in its wake, initiated the teaching of modern Vernacular languages at the end of the middle ages. Here we have one of the reasons why this transition brought about such an influential change in the status of the native tongue that it was now necessary for the children to construe their Latin lessons in English instead of French, which hitherto had been an open sesame to the classical languages.

To begin with the influence and positive intrusion of English Language, this trend was strengthened at the end of the 14<sup>th</sup> century by the contributions of Chaucer, who traditionally represents the waxing mood of English self- confidence. The earliest extant Manual for the teaching of French, written before the end of Richard II's reign and a number of similar manuals which appeared during the 15<sup>th</sup> and early 16<sup>th</sup> century, were the fore runners of the language teaching text books of the Tudor period. Even the swaption of the throne from Richard II by the House of Lancaster in 1399 illustrated the break from the past. The order dethroning Richard was read in English, and Henry IV used English in claiming the throne and in his acceptance speech.

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<sup>2</sup> (Manavalan, 2002)

A curious fact of this tradition is that Richard II's son Henry V. made statutes of the State to be written in English by the end of the 15<sup>th</sup> century, and the affairs of the state handled through the royal secretariat were conducted in the Vernacular. To the Tudors, English was the language of the nation, spoken by all, from the king himself downwards. Knowledge of French became a sign of prestige and was considered an accomplishment for anyone aspiring high positions. Knowledge of Latin was considered as a sign of properly educated man or woman. Going to school meant learning Latin grammar and in fact, Latin was the only language with a grammar. French was on the way to acquire one, but English had to wait until the beginning of the next century before any serious attempt was made for a proper scholarly description of the language.

By this time the process of teaching the language was a little difficult because of the absence of a grammar, the early language teaching material relied mainly on texts and the dialogue form. The use of dialogues was a long established tradition in the teaching of spoken Latin in the Middle-Ages. The Latin text with a translation in Anglo-Saxon, consists of questions and answers relating to topics of everyday life. The importance of commerce in the early stages of modern language teaching is emphasized so much so that the first manual of French dialogues named *maniere de language* was obviously written for merchants and traders.

In the late 16<sup>th</sup>. Century, the first textbooks designed solely to teach English appeared after the arrival of large numbers of French Huguenot refugees in the 1570s and 1580s. Double manuals in the *maniere* tradition aiming to teach English to French speakers as well as the other way round, started to appear at the end of the 15<sup>th</sup> century. The customers of these manuals may have included merchants using French as a lingua franca as well as native French speakers. It is also likely that they realized the truth that knowledge of your client's mother tongue will work wonders in business.

We can now notice the creation of the first didactic materials to teach a language; the first of these double manuals was a short book of dialogues and other texts prepared by William Caxton in 1483. Caxton's assistant, in his printing press, produced another double-manual on similar lines called *A Lytell treatyse for to learne Englysshe and Frensshe* (1498). The text is laid out in alternating lines of English and French.

Besides of commerce objectives, there were other signs of growing interest in learning English in the early 16<sup>th</sup>. century. English began to be included along with more widely known languages in the Polyglot dictionaries and phrase books, which were a device for acquiring 'survival knowledge' of foreign languages in Renaissance times. The earliest listed is a seven-language dictionary of 1540. It was followed by many others. Double-manuals originating in the continent are perhaps a better guide to the demand for English than those produced in England.

With the necessity of learning a new language, the need of people teaching it became. Have you ever wonder who could be the first person to be called "English teacher"?, the answer is: a Frenchman, who can claim to be the first teacher of English as a foreign language. Meurier's double-manual was called *A Treatise for to learn to speak French and English*, published in 1553. The last example of early handbooks for the teaching of English to foreigners before the advent of the Huguenot refugees was a small manual called *A very profitable Book To learn the manner of Reading, Writing and Speaking English and Spanish* (1554). The development of English language teaching after these humble beginnings was determined by the political, religious events of late 16<sup>th</sup> century.

The Teaching of English as a Foreign or Second Language arose since 1900, during the first half of the 20<sup>th</sup> century, the teaching of English emerged as an autonomous profession. In due course, further distinct specializations came up, notably the teaching of English as a second language. The foundation for this autonomy rested on the two reforming traditions inherited from the previous century; the applied linguistic approach of

the Reform Movement and The Monolingual methodology of the Direct Method. The force behind it was the work of Harold Palmer, in the Department of Phonetics at University College, London, between 1915 and 1922.

During the 19<sup>th</sup>. century there was an assumption that English should be taught in Colonial Schools in the same way as in the mother country. There was no provision for language work specially designed to help the nonnative learner, and school grammars like those of J.C. Nesfield, which were meant for British youngsters to get through Oxford and Cambridge Local Examination, were exported in large numbers to the Colonies. It was actually by the 20s an idea emerged that English was a second language, though it was not until the 50s that the modern distinction between English as a 'foreign' and a 'second' language became wide spread.

*“The use of a monolingual approach to language teaching was so distinct that it set apart ELT from foreign language teaching in Britain. There was a general consensus that translation should be avoided as far as possible, but that it was helpful from time to time.”<sup>3</sup>*

Now, let's take a look at what happened in the growing of English Language after the 1960, that with the sudden growth of EFL and ESL activity in Britain, that a sense of unity and confidence began to merge in English language teaching. There are four phases of professional development since 1900; a foundation phase, a research and development phase, a phase of consolidation and a final phase in which there has been variation, and adaptation to rapid changes of circumstance. The first steps towards the new profession was taken in 1906 when Daniel Jones persuaded the University of London to permit him to give a series of public lectures on the phonetics of French. The success of these lectures led to further courses for local school teachers and others, with an additional one in phonetics of English. Courses specifically for overseas students of English started next, and in 1900, the program was expanded to include spoken English grammar. This was the

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<sup>3</sup> (Manavalan, 2002)

course Harold Palmer was invited to take over in 1915. The creation of more material related to the ELT started and it was Daniel Jones who published the series of works which became indispensable source-books for every English language teacher. Pronunciation of English (1909), The English Pronouncing Dictionary (1917), and the Outline of English Phonetics (1918) are some of them. In 1917, Palmer published The Scientific Study and Teaching of Languages. Palmer had started his career at London University with a series of lectures to local school teachers on language teaching methodology, the content of which formed the basis for the 'scientific study'.

Broadly speaking, the 20s were a decade of research, the thirties of development. Palmer spent seven years in Japan working towards two objectives. The first was the realization of principles of the Oral Method. Didactics began to get in shape when he devised various types of oral drills and exercises which he tried with the help of his daughter Dorothee and published through the Institute for Research in English Teaching (IRET) of which he was the Director. At the same time, Palmer was working on his vocabulary research. Vocabulary research was also the principal objective of Michael West who was working in Bengal, in India.

The term *Bilingualism* emerged when West carried out the most extensive study of English language needs, the results of which were published in a lengthy report, *Bilingualism*, with special reference to Bengal, in 1926. Palmer and West worked together to produce the so-called Carnegie Report on vocabulary selection in 1936, thereafter, there was a rush of publications.

Though Palmer and West dominated the inter-war period, there were others whose work, while less profile, was important. The first was a teacher and textbook writer called Lawrence Faucett, whose career followed a similar pattern to Palmer's. Faucett, taught English as a foreign language in a number of countries overseas, in particular, China. He collaborated with Itsu Mabi on a study of word-frequency counts for English which was

published in Tokyo in 1932 under the title *A study of English Word-Values*. At the same time, in the late twenties, he developed the first large-scale direct-method course for English as a foreign language, which was published by Oxford University Press as *The Oxford English Course* (1933). It established a pattern which was widely copied later.

The analysis and study of the origin of our subject of study goes beyond a few pages, full of interesting moments and key facts that lead us to where we are standing now, which is to teach a second language; but concluding with this review we can add that the role of Faucett in this moment in history was important, since as he came back from overseas, he joined the staff of the Institute of Education at London University and, in 1932 he started the first training course for teachers of English as a foreign language. The institute played an important role three years later by hosting the London meeting of the Carnegie Conference, Faucett himself being one of the principal contributors, along with West, Palmer, and Thorndike. Then came C.E. Esckersley (1893 - 1967) who came into English as a foreign language part time evening class teacher at the associated Polytechnic Institute. He began his publishing career with a literary anthology (*England and the English*, 1932) and a grammar (*A Concise English Grammar for Foreign Students*, 1933). His reputation rests on the course he began in the late 30's *Essential English for Foreign Students*. His success encouraged him to leave school teaching in 1943 and devote himself full-time to material writing. (Manavalan, 2002)

### **1.1. Introduction**

In this chapter of the manual you as a professor in charge of Didactics Course I will find basic and important concepts, definitions and theory related to the basis stage of teaching others how to teach a second language. Let's start to clarify some of them...

Going deeper to M.K. definitions and concepts, we find out that the English Language Teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced in various adaptations, in language classrooms all around the world for

centuries. While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning. (Smith, 2015)

## **2. Education**

Another basic concept. *Education*, is often confused with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs like teacher or tutor. The problem with this is that while looking to help people learn, the way a lot of schools and teachers operate is not necessarily something we can properly call education. They have chosen or fallen or been pushed into ‘schooling’ – trying to drill learning into people according to some plan often drawn up by others. Paulo Freire (1973) famously called this banking – making deposits of knowledge. Such ‘schooling’ quickly descends into treating learners like objects, things to be acted upon rather than people to be related to. (Smith, 2015)

Education, as we understand it here, is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is, as John Dewey (1916) put it, a social process – “a process of living and not a preparation for future living”.



## 2.1. The nature of education

Have you ever wondered about the origin of the term “*education*”? Do you consider it as a necessity or an obligation? This concept is sometimes misinterpreted, we are going to clarify it with the following definitions:

Our starting point here is with the nature of education. Unfortunately, it is easy to confuse education with schooling. Many think of places like schools or colleges when seeing or hearing the word. They might also look to particular jobs like teacher or tutor. The problem with this is that while looking to help people learn, the way a lot of teachers work isn't necessarily something we can properly call education. Often teachers fall, or are pushed, into 'schooling' – trying to drill learning into people according to some plan often drawn up by others. Paulo Freire (1972) famously called this 'banking' – making deposits of knowledge. It can quickly descend into treating learners like objects, things to be acted upon rather than people to be related to. In contrast, to call ourselves 'educators' we need to look to acting *with* people rather on them. (Smith, 2015)

“Education is a deliberate process of drawing out learning (*educere*), of encouraging and giving time to discovery. It is an intentional act. At the same time it is, as John Dewey (1963) puts it, a social process – ‘*a process of living and not a preparation for future living*’. *As well being concerned with learning that we set out to encourage – a process of inviting truth and possibility – it is also based in certain values and commitments such as a respect for others and for truth. Education is born, it could be argued, of the hope and desire that all may share in life and ‘be more’.*”<sup>4</sup> (Smith, 2015)

For many concerned with education, it is also a matter of grace and wholeness, wherein we engage fully with the gifts we have been given. As Pestalozzi constantly affirmed, education is rooted in human nature; it is a matter of head, hand and heart (Brühlmeier 2010). We find identity, meaning, and purpose in life ‘through connections to the community, to the natural world, and to spiritual values such as compassion and peace’ (Miller 2000). (Smith, 2015)

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<sup>4</sup> (Dewey, 1963)

### 3. Pedagogy

What first comes to our mind when we listen to or read *Pedagogy is Science*, but how can we explain the term?. Here you have a simple and brief definition: *“A common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching. As we will see, viewing pedagogy in this way both fails to honor the historical experience, and to connect crucial areas of theory and practice. Here we suggest that a good way of exploring pedagogy is as the process of accompanying learners; caring for and about them; and bringing learning into life”*.<sup>5</sup> (Smith, 2015)

### 4. Language

To easily define what Language is, we could consult a dictionary for a clear definition and we will find an explanation like this: *“A [system](#) for communicating. Written languages use symbols (that is, [characters](#)) to build words. The entire set of words is the language's vocabulary. The ways in which the words can be meaningfully combined is defined by the language's syntax and grammar. The actual meaning of words and combinations of words is defined by the language's semantics.”*<sup>6</sup>

The study of Language is complex and extensive, but to start to analyzing it, it is essential to do it with basic definitions and comprehend the origin of terms.

### 5. Definition of Didactics

Another important term to be understood is *“Didactics”*, which is a comprehensive yet quite unclear key concept in Swedish education and teacher training and it is therefore difficult to conclude what we mean by didactics and how this area of knowledge will affect Swedish schools. Yet the word didactics has a long history and many believe it comes from the Czech John Amos Comenius. He wrote his famous work *Didactica Magna* (1628–1632)

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<sup>5</sup> (Smith, 2015)

<sup>6</sup> (Beal, 2018)

on the art of teaching. The concept of didactics can be described as the theory and practice of teaching and learning (Gundem, 2008). According to Lundgren (in Bengtsson, 1997), didactic research tries to understand and explain teaching and how it affects the individual's thinking and memory and the relationship between teaching and learning. The purpose of introducing the concept of didactics into Swedish schools was, among other things, to provide teachers with tools to help them reflect on their teaching (Andersson, 2001). Schüllerqvist (2001) compares researchers' different ways of describing didactics and didactic reflection. Imsen (1999) points to three levels of reflection.

Theories of the first, second and third order according to Imsen:

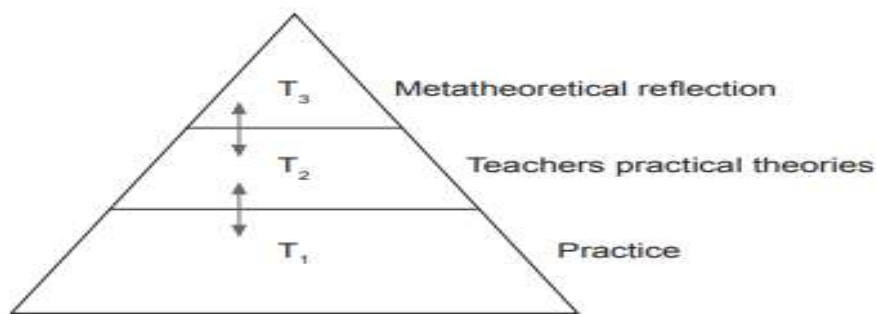


Figure 1: Theories of the first, second and third order according to Imsen (1999:49)

In order to understand this organization we find out that the first is in the practice. But even here, there is a theory, even if it is a tacit theory. On the second level the teacher has a more explicit theory based on experience. The third contains, for example, learning theories and is called meta-theoretical reflection by Imsen. Metatheoretical reflection Teachers practical theories Practice  $T_3$   $T_2$   $T_1$  5 Subject Didactics in Practice – Hidden in the Process Figure 2. Didactical thinking and its levels and different characteristics according to Uljens (2009: 10) In his model, classroom practice is at level one. At level two, the teacher creates subjective theories about his or her own teaching. But those theories can be challenged in meetings with others, which can be a colleague's way of understanding teaching or scientific theories. Uljens' second level lies between Imsen's everyday level and her meta-theoretical reflection and could be regarded as a tool for didactic analysis to understand what happens in the classroom. Now we have two stages

of Didactics that can be explained as follows: *“General didactics deals with important questions about teaching and learning while Subject didactics goes deeper into school subjects. The relationship between subject didactics and didactics Klafki (1994) in Kansanen & Meri (1999) summarizes this relationship in five statements”*:<sup>7</sup> 1. The relation between general didactics and subject didactics is not hierarchical by nature. Their relation is, rather, reciprocal. It is not therefore possible to deduce subject didactics from general didactics. (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012).

To continue with this analysis we find out that they both deal with the same problems and although naturally a certain subject has its typical characteristics their difference lays predominantly in the possibility of generalizing their solutions and decisions. Reduction of subject didactics to general didactics is not possible and general didactics has no immediate consequences in subject didactics. In his description of didactics, Uljens (2009) also has three levels: practice, theory and epistemology. (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

The relation of General Didactics and Subject Didactics is based on equality and constructive co-operation. Their approach may, despite that, be divergent and here you have more points to compare the two of them:

- General didactics and subject didactics are necessary to each other.
- The role of subject didactics between the discipline and education is not only mediatory, it must be seen also as independent with its own contributions to the common area of education and the subject.
- General didactics aim at as comprehensive a model as possible but that does not mean that those models could include the entire instructional process.

According to Gundem, general didactics is the most abstract. It is not bound to a concrete and specific teaching situation, but is focused on teaching and learning situations in general. Special didactics has a higher specification. Here didactics are designed and applied in certain types of schools or educational institutions. Didactics vary according to

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<sup>7</sup> (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

the level of learning, Preschool Education, for instance, will have different didactics than adult education and special education. Finally, subject didactics is connected to a specific subject or subject area. Here we find the didactic theory at the highest level of specification used to illuminate problems concerning the selection of content and implementation of teaching a specific subject. (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

The tension between General Didactics, Special Didactics and Subject Didactics according to Gudem:

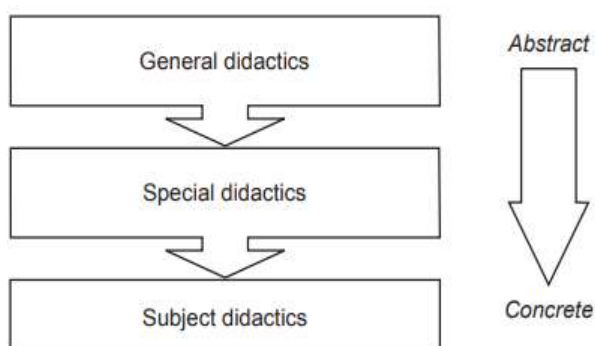


Figure 2: The tensión betwwen General Didactics, Special Didactics and Subject Didactics according to Gudem (2008: 9)

How does it become a school subject? How is the substance legitimized and justified? How can it defend its place in schools? What is the specific nature of the school subject, the discipline? What is the key conceptual content? What are the key processes? What kinds of values, norms, and ideals are implicit in the subject? How can the subject matter be structured and added so that learning can take place? (p. 28) According to Sjøberg (2000), these questions can be used by teachers when reflecting on teaching and learning by themselves or together with their colleagues and students. Björkqvist, Hertzberg & Sumfleth (2006) define subject didactics in the following way. [A]ll those reflections which can be connected to a subject and to the teaching of that subject and which provide and enhanced understanding of the character of the subject, of its rationale,

and of how the subject can be learnt, taught and developed (p. 8). (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

Why is it important to understand this relation among different types of Didactics? As we find out Kansanen & Meri (1999) believe the core of subject didactics lies in the teachers' relation to the relation between the student and the content. Which is a valid and logic point. We are aware that didactics and subject didactics have been thoroughly discussed in the research literature and that there are many different definitions (Hamilton, 1999). (Glenn Hultman, Rgnhild Löfgren & Jan Schoultz Subject Didactics in Practice, March 2012)

For explaining briefly and clearly to students you may find a PowerPoint Presentation on the subject at the Google Drive resource, look for it as "Didáctica vs. Didactics").

To provide a wider definition of English Didactics we include George August's statement that it is *"the science of teaching and learning of the English language, literature, and culture. The research of foreign language didactics has two aims: it provides practice guiding theoretical concepts and at the same time applies itself to the empiric research of contexts concerning teaching and learning language. Being an important link between the scientific education at the university and the occupational field school, it is therefore a component of the Bachelor with Teaching Option and the Master of Education."*<sup>8</sup> (August, 2014)

### **5.1. The didactics of foreign languages**

The didactics of foreign languages is the teaching of foreign languages. It explores the processes of teaching and learning foreign languages in institutional contexts situated inside and outside of school. It deals with the aims of language teaching (communicative, intercultural, methodic, and aesthetic learning and personal development) and consequently with material, methods and media suited for achieving these aims. Describing the teaching and learning of foreign languages constitutes its major task, as well as the developing of suggestions for improving processes of teaching/learning foreign languages through content, method and lesson organization. Whereas the didactics of foreign languages was formerly understood as a sort of recipe for teaching, mostly derived

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<sup>8</sup> (August, 2014)

from own experience, it has been undergoing a profound change since the 1970s. Firstly, empirical research is becoming increasingly important and secondly, the didactics of foreign languages refers much more to research on the teaching and learning of languages today as well as to other academic disciplines such as linguistic, literature and cultural studies, psychology and pedagogics.

The didactics of foreign languages can be divided into the didactics of language, literature and culture. All branches are geared towards the aims of foreign language classes; however, they pursue them with different priorities. The introduction that students attend in the course of their Bachelor's degree gives an overview on the aims and contents of the didactics of foreign languages. During their Master's degree, students can select advanced courses from the three different branches, which are often taught in combination, e.g. in courses on task-based learning. Additionally, workshops on how to produce films, how to stage theatre plays as well as how to produce audio plays in foreign language classes are offered to foster the productive use of new media. (August, 2014)

## **5.2. Language didactics**

Language didactics deals with the teaching and learning of foreign languages in an institutional setting. On one hand, this concerns the development of foreign language skills (listening, comprehending audio-visual texts, reading, writing and speaking as well as the ability of language meditation); on the other hand, language didactics is about ways of learning and teaching grammar (morphology, syntax) and knowledge of vocabulary (orthography, pronunciation, register, meaning/connotations). Courses in language didactics focus on linguistic phenomena, mechanism of language learning, character traits of speakers, desired linguistic competences and the conditions and methods of language classes.

Now with the focus of language didactics and how it is influenced by developments in the domain of language research: linguistics, applied linguistics, second language acquisition research, language teaching research and language psychology; we will start knowing important elements in the Teaching Learning Process also informed by current

didactic approaches within the branch of foreign language teaching (eg. Competence-orientation, action-orientation, learner-orientation).

Language didactics is mostly concerned with issues of institutional foreign language acquisition – a topic in which the other branches of the didactics of foreign languages (literature and culture didactics) also take an interest.

*“This overlap occurs for two reasons: on the one hand, language acquisition cannot take place without the consideration of cultural aspects and on the other hand, literary texts in the foreign language are used in the foreign language classroom to enable learners to get in touch with authentic language. In the last semesters, the approach of content and language integrated learning (CIL) has thus become increasingly important within the department of English didactics in Göttingen. Wishing to highlight the importance of linguistic language research for the teaching of languages, we also offer cooperation with linguistics, e.g. in joint course projects or when it comes to topics for Master’s theses.”*<sup>9</sup>  
(August, 2014)

## **6. Methodology, Theories, Methods, Approaches and Techniques**

### **6.1. Methodology**

The clarification of basic concepts related to Teaching Theory might start with the explanation of the term *Methodology provided as follows*: “Methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learnt (known as 'Approach').” <sup>10</sup>(Council, s.f.)

*e.g, Grammar Translation, the Audiolingual Method and the Direct Method are clear methodologies, with associated practices and procedures, and are each based on different interpretations of the nature of language and language learning.*

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<sup>9</sup> (August, 2014)

<sup>10</sup> (Council, s.f.)



In the classroom many teachers base their lessons on a mixture of methods and approaches to meet the different needs of learners and the different aims of lessons or courses. Factors in deciding how to teach include the age and experience of learners, lesson and course objectives, expectations and resources. (Council, s.f.)

## **6.2. Theories**

*“The field of TESOL (Teaching English to Speakers of other Languages) is shaped in substantial ways by how the nature of language teaching is conceptualized. As with teaching in general, language teaching can be conceived in many different ways – for example, as a science, a technology, a craft, or an art. Different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the preparation of teachers.”*<sup>11</sup>

. Below you will find a brief explanation of Theories related to language from the book *Methodology in Language Teaching*.

### **6.2.1. Theory-Philosophy Conceptions**

*“The next approach to theories of teaching Zahorik terms “theory-philosophy conceptions”. “Their truth is not based on a posteriori conditions or on what works. Rather, their truth is based on what ought to work or what is morally right” (Zahorik, 1986, p. 22). Teaching conceptions which are derived from what ought to work are essentially theory-based or rationalist in approach, whereas those which are derived from beliefs about what is viewed as morally right are values-based approaches.”*<sup>12</sup>

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<sup>11</sup> (Jack C. Richards, Willy A. Renandya, 2002)

<sup>12</sup> (Jack C. Richards, Willy A. Renandya, 2002)

### 6.2.2. Theory-Based Approaches

*“The conceptions underlying many teaching methods or proposals can be characterized as theory-based or rationalist in approach. This suggests that the theory underlying the method is ascertained through the use of reason or rational thought. Systematic and principled thinking, rather than empirical investigation, is used to support the method. These conceptions of teaching tend not to draw support from classroom results as such (e.g., by showing pre- and post-testing gains resulting from the use of a method), but defend themselves through logical argumentations.”<sup>13</sup>*

### 6.3. Methods for Teaching English Language

The term *Teaching Method* refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you — your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories primarily fall into two categories or “approaches” — teacher-centered and student-centered:



Figure 3: Teaching Methods

Now it is time to explore the world of Methods in Language Teaching, for this purpose the professor in charge of Didactics Course I will find a brief explanation of each one, a Jeopardy game to review important information and a final worksheet to provide students a summary and a short practice where they will write down their conclusion according to what they see in class.

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<sup>13</sup> (Jack C. Richards, Willy A. Renandya , 2002)

### **6.3.1. The Classical Method (Grammar Translation)**

Starting with the background of this popular method, we researched and found out that in the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. Back in that time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly?" or creating an illusion of "erudition." Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

It is widely recognized that the Grammar Translation Method is still one of the most popular and favorite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language. (English Club, 2018)

### **6.3.2. The Direct Method (Gouin and Berlitz)**

This Method was created during the last two decades of the nineteenth century, ushering the birth of a new age. In his *The Art of Learning and Studying Foreign Languages* (1880), Francois Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. So, this is how everything began; living in Hamburg for one

year, he attempted to master the German language by dint of memorizing a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. It was a really hard time for him since he could not understand a word! After his failure, he decided to memorize the German roots, but with no success. He went so far as to memorize books, translate Goethe and Schiller, and learn by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin observed that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to the conclusion (arrived at by another researcher a century before him!) that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions. He then devised a teaching method premised upon these insights. It was against this background that the Series Method was created, which taught learners directly a "series" of connected sentences that are easy to understand. For example: "I stretch out my arm". "I take hold of the handle". "I turn the handle". "I open the door. I pull the door."

However, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In short, the principles of the Direct Method were as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Only everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas

The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method. (English Club, 2018)

### **6.3.3. The Audiolingual Method**

*“The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the “Army Method,” which came to be known in the 1950s as the Audiolingual Method.”<sup>14</sup>*

What are the basis of The Audiolingual Method? It was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behavioristic psychologists were married with the pattern practices of the Audiolingual Method. The following points sum up the characteristics of the method:

- Dependence on mimicry and memorization of set phrases
- Teaching structural patterns by means of repetitive drills
- No grammatical explanation
- Learning vocabulary in context
- Use of tapes and visual aids
- Focus on pronunciation
- Immediate reinforcement of correct responses

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<sup>14</sup> (English Club, 2018)

It was after 1964 that this method became more popular, partly because of Wilga Rivers's exposure of its shortcomings. It fell short of promoting communicative ability as it paid undue attention to memorization and drilling, while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired through a process of habit formation and errors were not necessarily bad or pernicious. (English Club, 2018)

#### **6.3.4. The Silent Way**

According to Gattegno (1972), that it is in learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems they can actually learn more effectively than in other situations. The Silent Way rested on cognitive rather than affective arguments, and was characterized by a problem-solving approach to learning. The teacher is supposed to be silent - hence the name of the method - and must disabuse himself of the tendency to explain everything to them.

The Silent Way came in for an advance of criticism. More specifically, it was considered very harsh, as the teacher was distant and, in general lines, the classroom environment was not conducive to learning. (Brown H. D., 2001)

#### **6.3.5. The Series Method**

Francois Gouin (German teacher of Latin) traveled to Germany to learn German but he had to go through a certain painful set of experiences to drive his insights into the learning of FL.

One day, having decided in his mid-aged life to learn German he took his residence there for a year. But instead of attempting to converse he engaged in a rather peculiar sequence of attempts to master the language. He felt that he should learn German grammar and a table of 248 irregular verbs. He did this in ten days and hurried to the academy to test his new knowledge but "alas", he wrote later on "I could not understand a single word". In spite of this, was not discouraged.

He returned to the isolation of his own room. This time to memorize the German roots and rememorize the Grammar book and irregular verbs. Again he emerged at the academy with the expectation of success. But the result was the same before.

He was not quitting in his intention on learning and during his first year in Germany he memorized books, translated Goethe and Shiller and then memorized 30000 words only to be crushed by his failure to understand German. Only once he tried to make conversation but this caused people to laugh but he was too embarrassed to continue that method.

At the end of the year he was forced to return home with the failure. But there is a happy ending. On returning home he discovered that his three-years-old nephew during that year had gone through the wonderful stage of child language acquisition in which he went from saying virtually nothing to become a veritable chatter-box of French.

He was interested to know how this little child succeeded so easily in a first language, in a task that Francois Gouin in the second language had found impossible. If the child might hold the secret to learning a language?!

So Francois Gouin spent a great deal of time observing his nephew and other children and he came to the following conclusion: language learning is primarily a matter of transforming perception into conception. Language is a means of thinking of representing the world to oneself. Gouin set about devising a teaching method that would follow from these insights and thus a series method was created. A method that taught learners directly (without translation and conceptually without grammar rules and explanations) the series of connected sentences which are easy to perceive. The first lesson of a foreign language would thus teach the series up to 15 sentences:

- |                               |                                   |
|-------------------------------|-----------------------------------|
| 1. I walk towards the door.   | 9. I open the door.               |
| 2. I draw near to the door.   | 10. I pull the door.              |
| 3. I draw nearer to the door. | 11. The door moves.               |
| 4. I get to the door.         | 12. The door turns on its hinges. |
| 5. I stop at the door.        | 13. The door turns and turns.     |
| 6. I stretch out my arm.      | 14. I open the door wide.         |
| 7. I take hold of the handle. | 15. I let go of the handle.       |
| 8. I turn the handle.         |                                   |

The 15 sentences has a large number of grammatical proportions, vocabulary items, word order and complexity. This is not simply “a table lesson”. Yet Francois Gouin was successful with such lessons, because language was easily understood, stored, recalled and related to the reality. Unfortunately he was a mad ahead of his life and his insights were largely lost in the shuffles of Berlitz’s direct method.

But as we look back now more than a century of language teaching history we can appreciate the insights of this language teacher.

Thus Francois Gouin advocated a situationally-based teaching strategy in which a chain of action words served as a basis for introducing and practicing new language items. (UaStudent.com, 2018)

#### **6.3.6. Dessugestopedia**

According to Georgi Lozanov, the creator of the method, language learning can occur at a much faster rate than ordinarily transpires. The reason for our inefficiency, Lozanov asserts, is that we set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have. According to Lozanov and others, we may be using only five to ten percent of our mental capacity.

In order to make better use of our reserve capacity, the limitations we think we have need to be “desuggested”. Dessugestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and/or the negative association they may have toward studying and thus to help them overcome the barriers to learning. One of the ways the students’ mental reserves are simulated is through integration of the fine arts, an important contribution to the method made by Lozanov’s colleague Evelina Gateva.



In order to understand this method in a better way, here you will find and extract of the book *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson.

## **Principles:**

### **1. What are the goals of teachers who use Desuggestopedia?**

Teachers hope to accelerate the process by which students learn to use another language for everyday communication. In order to do this, more of the students' mental powers must be tapped. This is accomplished by desuggesting the psychological barriers learners bring with them to the learning situation.

### **2. What is the role of the teacher? What is the role of the student?**

The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect her. The students will retain information better from someone in whom they have confidence since they will be more responsible to her "desuggesting" their limitations and suggesting how easy it will be for them to succeed. Once the students trust the teacher they can feel more secure. If they feel secure, they can be more spontaneous and less inhibited.

### **3. What are some characteristics of the teaching/learning process?**

The course is conducted in a classroom that is bright and cheerful. Posters displaying grammatical information about the target language are hung around the room in order to take advantage of students' peripheral learning. The posters are changed every few weeks.

Students select target language names and choose new occupations. During the course, they create whole biographies to go along with their own with their new identities.

The texts students work from are handouts containing lengthy dialogues (as many as 800 words) in the target language. Next to the dialogue is a translation in the students' native language. There are also some notes on vocabulary and grammar which correspond to boldfaced items in the dialogue.

The teacher presents the dialogue during two “concerts.” These represent the first major phase (the **receptive phase**). In the first concert the teacher reads the dialogue, matching her voice to the rhythm and pitch of the music. In this way, the whole brain (both the left and the right hemispheres) of the students become activated. The students follow the target language dialogue as the teacher reads it out loud. They also check translation. During the second concert, the students listen calmly while the teacher reads the dialogue at normal speed. For homework, the students read over the dialogue just before they go to sleep, and again when they get up the next morning.

What follows is the second major phase (the **active phase**), in which students engage in various activities designed to help them gain facility with the new material. The activities include dramatizations, games, songs, and question-and-answer exercises.

#### **4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?**

The teacher initiates interactions with the whole group of students and with individuals right from the beginning of a language course. Initially, the students can only respond nonverbally or with a few target language words they have practiced. Later, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

## **5. How are the feelings of the students dealt with?**

A great deal of attention is given to students' feelings in this method. One of the fundamental principles of the method is that if students are relaxed and confident, they will not need to try hard to learn the language. It will just come naturally and easily.

It is considered important in this method that the psychological barriers that students bring with them be desuggested. Indirect positive suggestions are made to enhance students' self-confidence and to convince them that success is obtainable.

Students also choose target language names on the assumption that a new identity makes students feel more secure and thus more open to learning.

## **6. How is language viewed? How is culture viewed?**

Language is the first of two planes in the two-plane process of communication. In the second plane are the factors which influence the linguistic message. For example, the way one dresses or the nonverbal behavior one uses affects how one's linguistic message is interpreted.

The culture which students learn concerns the everyday life of people who speak the language. The use of the fine arts is also important in Desuggestopedia classes.

## **7. What areas of language are emphasized? What language skills are emphasized?**

Vocabulary is emphasized. Claims about the success of the method often focus on the large number of words that can be acquired. Grammar is dealt with explicitly but minimally. In fact, it is believed that students will learn best if their conscious attention is focused, not on the language forms, but on using the language.

Speaking is emphasized. Students also read in the target language (for example, dialogues) and write in it (for example, imaginative compositions).

## **8. What is the role of the students' native language?**

Native language translation is used to make the meaning of the dialogue clear. The teacher also uses the native language in class when necessary. As the course proceeds, the teacher uses the native language less and less.

## **9. How is evaluation accomplished?**

Evaluation usually is conducted on students' normal in-class performance and not through formal tests, which would threaten the relaxed atmosphere considered essential for accelerated learning.

## **10. How does the teacher respond to student errors?**

Errors are corrected gently, with the teacher using a soft voice.

### **Techniques:**

- Classroom Set-up
- Peripheral Learning
- Positive Suggestion
- Choose a New Identity
- Role-play
- First concert
- Second concert
- Primary activation
- Creative adaptation

(Diane Larsen-Freeman, Marti Anderson)

### 6.3.7. Community Language Learning

In CLL (Community Language Learning), teachers consider their students as “whole persons”. **Whole-person learning** means that teachers consider not only among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn. The community Language Learning Method takes its principles from the more general Counseling-Learning approach developed by Charles A. Curran.

Curran studied adult learning for many years and he found out that adults often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fears of students is for teachers to become language **counselors**.

*“A language counselor does not mean someone trained in psychology; it means someone who is a skillful “understander” of the struggle students face as they attempt to internalize another language. The teacher who can understand can indicate his acceptance of the student. By understanding students “fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning.”<sup>15</sup>*

In order to understand this method in a better way, here you will find and extract of the book *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson.

#### **Principles:**

#### **1. What are the goals of teachers who use the Community Language Learning Method?**

Teachers who use CLL want their students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another. All of these objectives can be accomplished in a non-defensive manner if the teacher and learner(s) treat each other as whole persons, valuing both thoughts and feelings.

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<sup>15</sup> (Diane Larsen-Freeman, Marti Anderson)

## **2. What is the role of the teacher? What is the role of the students?**

The teacher's initial role is primarily that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does no teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language.

Initially, the learners are very dependent upon the teacher. It is recognized, however, that as the learners continue to study, they become increasingly independent. Community Language Learning methodologists have identified five stages in this movement from dependency to mutual inter-dependency with the teacher.

## **3. What are some characteristics of the teaching/learning process?**

In a beginning class, which is what we observed, students typically have a conversation using their native language. The teacher helps them express what they want to say by giving them the target language translation in chunks. These chunks are recorded, and when they are replayed, it sounds like a fairly fluid conversation. Later, a transcript is made of the conversation, and native language equivalents are written beneath the target language words. The transcription of the conversation becomes a "text" with which students work. Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript) that allow students to further explore the language they have generated. During the course of the lesson, students are invited to say how they feel, and in return the teacher understands them.

According to Curran, there are six elements necessary for non-defensive learning. The first of these is security. Next is aggression, by which Curran means that students should be given an opportunity to assert themselves, be actively involved, and invest themselves in the learning experience. One way of allowing for this in the lesson we observed was for students to conduct their own conversation. The third element is

attention. One of the skills necessary in learning a second or foreign language is to be able to attend to many factors simultaneously. To facilitate this, especially at the beginning of the learning process, the teacher helps to narrow the scope of attention. Recall that the teacher in our lesson asked the students not to copy the transcript while he was writing it on the board. Instead, he wanted them to attend to what he was writing and to add what translation they may have recalled in order to complete the transcript.

The fourth element, reflection, occurred in two different ways in our lesson. The first was when the students reflected on the language as the teacher read the transcript three times. The second was when students were invited to stop and consider the active experience they were having. Retention is the fifth element, the integration of the new material that takes place within the whole self. The last element is discrimination, storing out the differences among target language forms. We saw this element when the students were asked to listen to the Human Computer TM and attempt to match their pronunciation to the computer's.

#### **4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?**

The nature of student-teacher interaction in CLL changes within the lesson and over time. Sometimes the students are assertive, as when they are having a conversation. At these times, the teacher facilitates their ability to express themselves in the target language. He physically removes himself from the circle, thereby encouraging students to interact with one another. At other times in the lesson, the teacher is very obviously in charge and providing direction. At all times initially, the teacher structures the class; at later stages, the students may assume more responsibility for this. As Radin (1998) has observed, the Community Language Learning Method is either student-centered, nor teacher-centered, but rather teacher-student centered, with both being decision-makers in the class.

Building a relationship with and among students is very important, in a trusting relationship, any debilitating anxiety that students feel can be reduced, thereby helping students to stay open to the learning process. Students can learn from their interaction with each other as

well as their interaction with the teacher. A spirit of cooperation, not competition, can prevail.

### **5. How are the feelings of the students dealt with?**

Responding to the students' feelings is considered very important in CLL. One regular activity is inviting students to comment on how they feel. The teacher listens and responds to each comment carefully. By showing students he understands how they feel, the teacher can help them overcome negative feelings that might otherwise block their learning.

Student security in this lesson was provided for in a number of ways. Some of these were the teacher's use of the students' native language, telling students precisely what they would be doing during the lesson, respecting established time limits, giving students only as much language at a time as they could handle, and taking responsibility for structuring activities clearly in the most appropriate way. While security is a basic element of the learning process, the way in which it is provided will change depending upon the stage of the learner.

### **6. How is the language viewed? How is culture viewed?**

Language is for communication. Curran writes that "learning is persons," meaning that both teacher and students work at building trust in one another and the learning process. At the beginning of the process, the focus is on "sharing and belonging between persons through the language tasks". Then the focus shifts more to the target language which becomes the group's individual and shared identity. Curran also believes that in this kind of supportive learning process, language becomes the means for developing creative and critical thinking. Culture is an integral part of language learning.



## **7. What areas of language are emphasized? What language skills are emphasized?**

In the early stages, typically the students generate the material since they decide what they want to be able to say in the target language. Later on, after students feel more secure, the teacher might prepare specific materials or work with published textbooks.

Particular grammar points, pronunciation patterns, and vocabulary are worked with, based on the language the students have generated. The most important skills are understanding and speaking the language at the beginning, with reinforcement through reading and writing.

## **8. What is the role of the students' native language?**

Students' security is initially enhanced by using their native language. The purpose of using the native language is to provide a bridge from the familiar to the unfamiliar. Where possible, literal native language equivalents are given to the target language words that have been transcribed. This makes their meaning clear and allows students to combine the target language words in different ways to create new sentences. Directions in class and sessions during which students express their feelings and are understood are conducted in the native language. In later stages, of course, more and more of the target language can be used. By the time students in Stages III and IV, their conversations have few native language words and phrases. In a class where the students speak a variety of native languages, conversations take place right from the start in the target language. Meaning is made clear in other ways, with pantomime, pictures, and the use of target language synonyms, for example.

## **9. How is evaluation accomplished?**

Although no particular mode of evaluation is prescribed in the Community Language Method, whatever evaluation is conducted should be in keeping with the principles of the

method. If, for example, the school requires that the students are adequately prepared for taking it.

Also, a teacher-made classroom test would likely be more of an integrative test than a discrete-point one. Students would be asked to write a paragraph or be given an oral interview, rather than being asked to answer a question which deals with only one point of language at a time. Finally, it is likely that teachers would encourage their students to self-evaluate-to look at their own learning and to become aware of their own progress.

### **10. How does the teacher respond to student errors?**

Teachers should work with what the learner has produced in a nonthreatening way. One way of doing this is for the teacher to recast the student's error, i.e. to repeat correctly what the student has said incorrectly, without calling further attention to the error. Techniques depend on where the students are in the five-stage learning process, but are consistent with sustaining a respectful, non-defensive relationship between teacher and students.

#### **Techniques**

- Reflective Listening
- Human Computer
- Small Group Tasks

(Diane Larsen-Freeman, Marti Anderson)

### **6.3.8. Total Physical Response**

One of the favorite methods applied by teachers around the world is TPR (Total Physical Response), which is called like this because of the importance it gives to listening comprehension. Most of the other methods we have looked at have students speaking the target language from the first day. In the 1960s, James Asher's research gave rise to the hypothesis that language learning starts first with understanding and ends with production. After the learner internalizes an extensive map of how the target language

works, speaking will appear spontaneously. Of course, the students' speech will not be perfect, but gradually speech will become more target-like. A peculiar point is that this is exactly how an infant acquires its native language. A baby spends many months listening to the people around it long before it ever says a word. The child has the time to try to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready to do so.

In order to understand this method in a better way, here you will find and extract of the book *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson.

## **Principles**

### **1. What are the goals of teachers who use TPR?**

Teachers who use TPR believe in the importance of having their students enjoy their experience of learning to communicate in another language. In fact, TPR was developed in order to reduce the stress people feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

The way to do this, Asher believes, is to base foreign language learning upon the way children learn their native language.

### **2. What is the role of the teacher? What is the role of the students?**

Initially, the teacher is the director of all student behavior. The students are imitators of her nonverbal model. At some point (usually after 10-20 hours of instruction), some students will be "ready to speak." At that point, there will be a role reversal with individual students directing the teacher and the other students.

### **3. What are some characteristics of the teaching/learning process?**

The first phase of a lesson is one of modeling. The teacher issues commands to a few students, then performs the actions with them. In the second phase, these same

students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding.

The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous.

After learning to respond to some oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games.

#### **4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?**

The teacher interacts with the whole group of students and with individual students. Initially, the interaction is characterized by the teacher speaking and the students responding nonverbally. Later on, the students become more verbal and the teacher responds nonverbally.

Students perform the action together. Students can learn by watching each other. At some point, however, Asher believes observers must demonstrate their understanding of the commands in order to retain them.

As students begin to speak, they issue commands to one another as well as to the teacher.

#### **5. How are the feelings of the students dealt with?**

One of the main reasons TPR was developed was to reduce the stress people feel when studying other languages. One of the primary ways this is accomplished is to allow learners to speak when they are ready. Forcing them to speak before then will only create anxiety. Also, when students do begin to speak, perfection should not be expected.

Another way to relieve anxiety is to make language learning as enjoyable as possible. The use of zany commands and humorous skits are two ways of showing that language can be fun.

Finally, it is important that there not be too much modeling, but that students not be too rushed either. Feelings of success and low anxiety facilitate learning.

#### **6. How is the language viewed? How is culture viewed?**

Just as with the acquisition of the native language, the oral modality is primary. Culture is the lifestyle of people who speak the language natively.

#### **7. What areas of language are emphasized? What language skills are emphasized?**

Vocabulary and grammatical structures are emphasized over other language areas. These are embedded within imperatives. The imperatives are single words and multi-word chunks. One reason for the use of imperatives is their frequency of occurrence in the speech directed at young children learning their native language.

Understanding the spoken word should precede its production. The spoken language is emphasized over written language. Students often do not learn to read the commands they have already learned to perform until after 10 hours of instruction.

#### **8. What is the role of the students' native language?**

TPR is usually introduced in the students' native language. After the introduction, rarely would the native language be used. Meaning is made clear through body movements.

## **9. How is evaluation accomplished?**

Teachers will know immediately whether or not students understand by observing their students' actions. Formal evaluations can be conducted simply by commanding individual students to perform a series of actions. As students become more advanced, their performance of skits they have created can become the basis for evaluation.

## **10. How does the teacher respond to student errors?**

It is expected that students will make errors when they first begin speaking. Teachers should be tolerant of them and only correct major errors. Even these should be corrected unobtrusively. As students get more advanced, teachers can "fine tune"- correct minor errors.

### **Techniques**

- Using Commands to Direct Behavior
- Role reversal
- Action sequence

(Diane Larsen-Freeman, Marti Anderson)

### **6.3.9. The "Designer" Methods of the 1970s**

"The Chomskyan revolution in linguistics drew the attention of linguists and language teachers to the "deep structure" of language, while psychologists took account of the affective and interpersonal nature of learning. As a result, new methods were proposed, which attempted to capitalize on the importance of psychological factors in language learning. David Nunan (1989: 97) referred to these methods as "designer" methods, on the

grounds that they took a "one-size-fits-all" approach. Let us have a look at two of these "designer" methods."<sup>16</sup>

❖ **FOR PRACTICE:**

Professor provides students with a document synthesizing every methods' information and they will write down the conclusion after reading and analyzing the theory as follows:

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<sup>16</sup> (Brown H. D., 2000)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <h1>1</h1>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <h2>The Classical Method (Grammar Translation)</h2> <p>It is widely recognized that the Grammar Translation Method is still one of the most popular and favorite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language.</p> |
| <h3>Background</h3> <p>In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly?" or creating an illusion of "erudition." Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <h3>Techniques, Teacher's response and Students' role</h3> <ul style="list-style-type: none"> <li>• Vocabulary and grammar are emphasized.</li> <li>• Reading and writing are the primary skills.</li> <li>• Students are asked to translate from their native language into target language in tests.</li> <li>• Teacher supplies students with the correct answers</li> <li>• Interaction in the classroom is from the teacher to the students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <h3>Conclusion</h3>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>The Audiolingual Method</b><br><br>The Audiolingual Method was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behavioristic psychologists were married with the pattern practices of the Audiolingual Method. |  |
| <b>Background</b><br><br>The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the "Army Method," which came to be known in the 1950s as the Audiolingual Method.<br><br>But its popularity waned after 1964, partly because of Wilga Rivers's exposure of its shortcomings. It fell short of promoting communicative ability as it paid undue attention to memorization and drilling, while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired through a process of habit formation and errors were not necessarily bad or pernicious. |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Techniques, Teacher's response and Students' role</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Conclusion</b>                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <ul style="list-style-type: none"><li>• Dependence on mimicry and memorization of set phrases</li><li>• Teaching structural patterns by means of repetitive drills</li><li>• No grammatical explanation</li><li>• Learning vocabulary in context</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Use of tapes and visual aids</li><li>• Focus on pronunciation</li><li>• Immediate reinforcement of correct responses</li></ul>                                                                                                                                                                                                                                       |  |

# 3

## The Silent Way

The Silent Way rested on cognitive rather than affective arguments, and was characterized by a problem-solving approach to learning. Gattegno (1972) held that it is in learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems. The teacher is supposed to be silent - hence the name of the method - and must disabuse himself of the tendency to explain everything to them.

### Background

The Silent Way came in for an onslaught of criticism. More specifically, it was considered very harsh, as the teacher was distant and, in general lines, the classroom environment was not conducive to learning.

The idea that learning a language meant forming a set of habits was seriously challenged in the early 1960s. Teaching should be subordinated to learning. Gattegno believed that to teach means to serve the learning process rather than to dominate it. Students should be able to use the language for self-expression- to express their thoughts, perceptions, and feelings.

### Techniques, Teacher's response and Students' role

- Teacher is silent but sets up situations to "force awareness".
- Teacher observes students' feelings and helps them to take control of it.
- Pronunciation is worked on from the beginning.

### Conclusion

- Meaning is made clear by focusing the students' perceptions.
- Teacher never gives a formal test.
- Teacher assesses student learning all the time.

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| <div data-bbox="394 336 467 441">4</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <div data-bbox="1015 304 1239 331">The Series Method</div> <p>The Series Method of language acquisition was perhaps the first step away from grammar translation in language teaching. This method of teaching language was developed by Francois Gouin (1831-1896).</p>                                                                                                                                                                                                                                                                                                      |
| <div data-bbox="669 678 802 705">Background</div> <p>Gouin was a French lecturer of Latin. He decided to attempt to study at the University of Berlin but realized he needed to learn German in order to continue his studies. Being a natural lover of languages, Gouin figured a brief stop in Hamburg would be enough to learn the basics of the German language.</p> <p>Gouin attempted to learn German using the grammar translation approach. He memorized thousands of words in an incredibly short period of time. Though he could decipher written text, Gouin was not able to speak or listen to German at all. His goal was not only understanding text but to understand and participate in lectures in German. After a year of studying the grammar and even translating advance text into his own language, Gouin went home discouraged.</p> <p>Upon returning to France, Gouin found that his 2-year-old nephew, who could not talk when Gouin left, was now a 3-year-old talkative child. Gouin became convince that children hold the secret to language acquisition and he began to observe children to see how they learned language.</p> <p>The conclusions that Gouin reached from his observations was that children use language to represent their thoughts. At the time, this insight was revolutionary. This insight was later used to develop the Series Method.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <div data-bbox="199 1178 667 1239">Techniques, Teacher's response and Students' role</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <div data-bbox="1058 1178 1196 1205">Conclusion</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>The Series Method is a "series" of connected sentences that are easy to understand and requires little knowledge of grammar. Below is a partial example.</p> <p><i>I walk toward the door. I draw near to the door. I draw nearer to the door. I get to the door. I stop at the door</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>This is focused on different ways to speak about using the door. The entire series on door is fifteen sentences in all. Through these various uses of the word door students are exposed to a wide range of grammatical uses. The success of this method was the simplicity and ease of memorization</p> <ul style="list-style-type: none"> <li>▪ Concrete action verbs</li> <li>▪ One specific context</li> <li>▪ One tense</li> <li>▪ One person</li> <li>▪ 7-10 -syllables</li> <li>▪ 6-8 statements</li> <li>▪ Props or visuals</li> <li>▪ Logical sequence</li> </ul> |

5

### Dessuggestopedia

In order to make better use of our reserve capacity, the limitations we think we have need to be “desuggested”. Dessuggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and/or the negative association they may have toward studying and thus to help them overcome the barriers to learning. One of the ways the students’ mental reserves are simulated is through integration of the fine arts, an important contribution to the method made by Lozanov’s colleague Evelina Gateva.

### Background

According to Georgi Lozanov, the creator of the method, language learning can occur at a much faster rate than ordinarily transpires. The reason for our inefficiency, Lozanov asserts, is that we set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have. According to Lozanov and others, we may be using only five to ten percent of our mental capacity.

### Techniques, Teacher’s response and Students’ role

- Communication on a daily basis.
- Vocabulary and Speaking are emphasized
- Teacher shows authority
- Bright and cheerful material
- Translation in students’ native language. There are also some notes on vocabulary and grammar

### Conclusion

- Receptive phase
  - Active Phase (students engage in activities)
  - Errors are corrected gently
  - Evaluation
- usually is conducted on students’ normal in-class performance and not through formal tests

6

### Community Language Learning

In the method to be examined teachers consider their students as “whole persons”. **Whole-person learning** means that teachers consider not only among students’ feelings, physical reactions, instinctive protective reactions, and desire to learn.

### Background

The community Language Learning Method takes its principles from the more general Counseling-Learning approach developed by Charles A. Curran.

Curran studied adult learning for many years. He found that adults often feel threatened by a new learning situation. They are threatened by the change inherent in learning and by the fears of students is for teachers to become language **counselors**. A language counselor does not mean someone trained in psychology; it means someone who is a skillful “understander” of the struggle students face as they attempt to internalize another language. The teacher who can understand can indicate his acceptance of the student. By understanding students “fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning.

### Techniques, Teacher’s response and Students’ role

- Teacher is a counselor
- Teacher provides language translation in “chunks” to help students
- Transcriptions are used
- Student-centered Method (Students interaction and teacher is just monitoring and encouraging)
- Evaluation requires students to produce rather than just choosing the right answers

### Conclusion

- Teachers’ response for students’ feelings
- Teacher promotes creative and critical thinking
- Particular grammar points, pronunciation patterns, and vocabulary are frequently worked
- Reflective Listening
- Human Computer
- Small Group Tasks

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| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;"><b>Total Physical Response</b></p> <p>TPR combined a number of insights in its rationale. Principles of child language acquisition were important. Asher (1977) noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth). According to Asher, motor activity is a right-brain function that language classes were often the locus of too much anxiety, so he wished to devise a method that was as stress-free as possible. The TPR classroom, then, was one in which students did a great deal of listening and acting. The Teacher is only directing the orchestra.</p> |                                                                                                                                                                                                                                                                                              |  |
| <p style="text-align: center;"><b>Background</b></p> <p>It is called like this because of the importance it gives to listening comprehension. Most of the other methods we have looked at have students speaking the target language from the first day. In the 1960s, James Asher's research gave rise to the hypothesis that language learning starts first with understanding and ends with production. After the learner internalizes an extensive map of how the target language works, speaking will appear spontaneously. Of course, the students' speech will not be perfect, but gradually speech will become more target-like. Notice that this is exactly how an infant acquires its native language.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                              |  |
| <p style="text-align: center;"><b>Techniques, Teacher's response and Students' role</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p style="text-align: center;"><b>Conclusion</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                              |  |
| <ul style="list-style-type: none"> <li>• Teacher creates enjoyable learning experiences</li> <li>• Teacher works as a "director"</li> <li>• Teachers are tolerant with students' errors.</li> <li>• Teacher uses commands</li> <li>• Students perform actions together</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <table border="1"> <tr> <td data-bbox="703 1236 1143 1833"> <ul style="list-style-type: none"> <li>• Method used to relieve anxiety</li> <li>• Vocabulary and grammar structures are emphasized</li> <li>• Observation of students reactions</li> <li>• Using Commands to Direct Behavior</li> <li>• Role reversal</li> <li>• Action sequence</li> </ul> </td><td data-bbox="1143 1236 1550 1833"></td></tr> </table>                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Method used to relieve anxiety</li> <li>• Vocabulary and grammar structures are emphasized</li> <li>• Observation of students reactions</li> <li>• Using Commands to Direct Behavior</li> <li>• Role reversal</li> <li>• Action sequence</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• Method used to relieve anxiety</li> <li>• Vocabulary and grammar structures are emphasized</li> <li>• Observation of students reactions</li> <li>• Using Commands to Direct Behavior</li> <li>• Role reversal</li> <li>• Action sequence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                              |  |

8

### The Direct Method (Gouin and Berlitz)

This approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz's method was that second language learning is similar to first language learning. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures.

### Background

The last two decades of the nineteenth century ushered in a new age. In his *The Art of Learning and Studying Foreign Languages* (1880), Francois Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. Living in Hamburg for one year, he attempted to master the German language by dint of memorizing a German grammar book and a list of the 248 irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. He went so far as to memorize books, and learn by heart 30,000 words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him to start observing his nephew and came to the conclusion that language learning is a matter of transforming perceptions into conceptions and then using language to represent these conceptions.

### Techniques, Teacher's response and Students' role

- Classroom instruction was conducted in the target language.
- There was an inductive approach to grammar.
- Only everyday vocabulary was taught.

### Conclusion

- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.

## **6.4. Approaches**

According to the definition provided by the Educational Research Techniques website: *“An approach is a theory about language learning or even a philosophy of how people learn in general. They can be psychologically focused such as behaviorism or cognitivism. They can also be based on older philosophies such as idealism or realism.”*

Complementing this idea we can also find that *“ Approaches are fuzzy and hard to define because they are broad in nature. An example of an approach that leads to a method would be the philosophies of scholasticism, faculty of psychology, or even perennialism. Each of these philosophies encouraged the development of the mind in the way of a muscle. Train the brain and a person would be able to do many different things.”*<sup>17</sup>

Approaches are divided in two in the following explanation:

### **Two approaches**

The university recognizes that the nature of the goals, and the definition and assessment of them will vary by program. As a result, there are a number of different ways goals can be articulated, two of which are outlined as follows:

#### **6.4.1. Approach 1**

Academic units may decide to define Educational Goals in broad terms, focusing on the anticipated benefits to students from participation in a program. For example, units may define a goal by stating what skills, attributes, competencies, and/or qualities are expected from students upon completion of the program. Here are some examples: “Research Skills,” “Communication Skills,” “Critical Thinking,” and “Creative Writing.”

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<sup>17</sup> (Fraser, 2009)



In order to assess these broadly defined goals, units can create a list of attributes associated with each of these goals. For example, “Research Skills” may subsume the following:

- Library research skills
- Research proposal writing
- Constructing a research question
- Evaluating a research question by using specific methodologies (e.g. content analysis).

Or “Critical Thinking” may subsume the following:

- Critically analyzing text (e.g. historical, policy, newspaper, film, etc. depending on the discipline)
- Critically analyzing evidence, arguments, and opposing interpretations
- Challenging underlying assumptions and values, and offer alternatives
- Recognizing the importance of context

Once the program level Educational Goals has been defined, units need to map them to their curriculum. This step will allow units to identify where in their curriculum each Educational Goal is covered.

#### **6.4.2. Approach 2**

Another way to define an Educational Goal is to formulate it as a statement and include an action verb and the competency required by the graduates of a program or a course.

*“By the end of this program, students will be able to <<action verb>> <<something>>.”*

The following points may be useful for defining Educational Goals based on the second approach:

- The EG should be a complete phrase describing what students should and/or will be able to do by the end of the program (e.g. “By the end of this program, students will be able to...”).
- The EG should start with an action verb, followed by a statement specifying the learning to be demonstrated, and finally a statement (or statements) to give it a context and to identify a standard for acceptable performance.
- The EG should be balanced. If it is too broadly defined, the EG will be difficult to assess; however, if the list of EG is long and detailed, each one is likely too specific and may limit flexibility and adaptability in the curriculum.
- The EG should be realistic given the time and resources available to both learners and instructors. (Fraser, 2009)

#### **6.4.3. Teacher-Centered Approach to Learning:**

*“Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.”<sup>18</sup>*

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<sup>18</sup> (Diane Larsen-Freeman, Marti Anderson)

#### 6.4.3.1. Direct Instructions:

*“Direct instruction is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. Direct instruction is the primary teaching strategy under the **teacher-centered approach**, in that teachers and professors are the sole supplier of knowledge and information. Direct instruction is effective in teaching basic and fundamental skills across all content areas.”<sup>19</sup>*

| Formal Authority                                                                                                                                                                                                         | Expert                                                                                                                                                                                                                                                             | Personal Model                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Formal Authority teachers are in a position of power and authority because of their exemplary knowledge and status over their students. Classroom management styles are traditional and focus on rules and expectations. | Expert teachers are in possession of all knowledge and expertise within the classroom. Their primary role is to guide and direct learners through the learning process. Student are viewed solely as the receptors of knowledge and information (“empty vessels.”) | Teachers who operate under the “Personal Model” style are those who led by example, demonstrating students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher’s process. |

Table 1. Teaching Methods

(Fraser, 2009)

#### 6.4.3.2. Communicative Language Teaching

Now teachers and researchers are now better equipped to teach (about) communication through actual communication, not merely theorizing about it. And this is due to the need for communication has been relentless, leading to the emergence of the CLT (Communicative Language Teaching). Having defined and redefined the construct of communicative competence; having explored the vast array of functions of language that learners are supposed to be able to accomplish; and having probed the nature of styles and nonverbal communication.

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<sup>19</sup> (Diane Larsen-Freeman, Marti Anderson)

*“Communicative Language Teaching is not a method; it is an approach, which transcends the boundaries of concrete methods and, concomitantly, techniques. It is a theoretical position about the nature of language and language learning and teaching.”<sup>20</sup>*

Let us see the basic premises of this approach:

- Focus on all of the components of communicative competence, not only grammatical or linguistic competence. Engaging learners in the pragmatic, functional use of language for meaningful purposes
- Viewing fluency and accuracy as complementary principles underpinning communicative techniques
- Using the language in unrehearsed contexts

(Brown H. D., 2001)

#### **6.4.4. Student-Centered Approach to Learning:**

While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction.

To better understand these approaches, it is important to discuss what is generally understood as the three main teaching styles in educational pedagogy: direct instruction, inquiry-based learning and cooperative learning. Through these three teaching methods, teachers can gain a better understanding of how to govern their classroom, implement

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<sup>20</sup> (Brown H. D., 2001)

instruction and connect with their students. Within each of these three main teaching styles are teaching roles or “models.” Theorist A.F. Grasha explains the five main teaching models in her publication *Teaching with Style* (1996): Expert, Formal Authority, Personal Model, Facilitator and Delegator. To gain a better understanding of the fundamentals of each teaching style, it’s best to view them through the lens of direct instruction, inquiry-based learning, and cooperative teaching. (Diane Larsen-Freeman, Marti Anderson)

#### 6.4.4.1. Inquiry-Based Learning:

*“Inquiry-based learning is a teaching method that focuses on student investigation and hands-on learning. In this method, the teacher’s primary role is that of a facilitator, providing guidance and support for students through the learning process. Inquiry-based learning falls under the **student-centered approach**, in that students play an active and participatory role in their own learning process.”<sup>21</sup>*

| Facilitator                                                                                                                                                                                                                                                                                                                                                          | Personal Model                                                                                                                                                                                                                                   | Delegator                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilitators place a strong emphasis on the teacher-student relationship. Operation under an open classroom model, there is a de-emphasis on teacher instruction, and both student and educator undergo the learning process together. Student learning loosely guided by the teacher, and is focused on fostering independence, hands-on learning, and exploration. | Teachers who operate under the “Personal Model” style are those who led by example, demonstrating students how to access and comprehend information. In this teaching model, students learn through observing and copying the teacher’s process. | Teachers act as a “resource” to students, answering questions and reviewing their progress as needed. Teachers play a passive role in student’s learning; students are active and engaged participants in their learning. The main goal of a Delegator is to foster a sense of autonomy in the learning process. |

Table 2. *Teaching Methods*

(Fraser, 2009)

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<sup>21</sup> (Diane Larsen-Freeman, Marti Anderson)

#### 6.4.4.2. Content-based Instruction

Howatt (1984) notes that there are two of the Communicative Approaches: “a strong version and a weak version. The weak version, which we illustrated in the previous chapter, recognizes the importance of providing learners with opportunities to practice English for communicative purposes. For instance, we saw in the CLT lesson we observed that students were provided with a great deal of practice in learning the forms for a particular function, i.e. predicting. The **strong version** of the Communicative Approach goes beyond giving students opportunities to practice communication. The strong version asserts that language is acquired through communication. The **weak version** could be describes as ‘learning to use’ English; the strong version entails “using English to learn it” (Howatt 1984: 279).”<sup>22</sup>

Content-based instruction, which we explore in this part of the manual, and task-based and participatory approaches, which you will find later on, belong in the strong-version category. While the three may seem different at first glance, what they have in common is that they give priority to communicating, over predetermined linguistic content, teaching through communication rather than for it.

Some language educators might object to the inclusion of content-based, task-based, and participatory approaches in a methods book, for they might be more comfortable calling these “syllabus types.” However, others feel that a “method” designation is very appropriate. Snow (1991), for instance, characterizes content-based instructions as a “method with many faces”- both to make the case from content-based instruction as a method of language teaching and to portray the great variety of forms and settings in which it takes place.

Second, some might question whether the three are different enough to be treated separately. For example, Skehan (1998) makes the point that one could regard much content-based instruction (as well as project work, which we will briefly discuss in the next chapter) as particular examples of a task-based approach. And others have suggested that

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<sup>22</sup> (Brown H. D., 2001)

task-based and participatory approaches are a form of content-based instruction. In any case, although it should be acknowledged that these methods are unified by the assumption that students learn to communicate by communicating, their scope and their particular foci seem distinctive enough to warrant independent treatment, which we do, starting in this chapter with content-based instruction. (Diane Larsen-Freeman, Marti Anderson)

#### **6.4.4.3. Task-based Language Teaching**

The syllabus in TBLT (Task-based Language Teaching) falls into the category of an analytic syllabus. The syllabus is composed of tasks, not a sequence of linguistic items.

**Tasks** are meaningful, and in doing them, students need to communicate. Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful. An example of a task in a task-based syllabus is for students to plan an itinerary for a trip. Students work in small groups with a train schedule. They are given certain destinations to include, and they have to decide on the most direct route to travel time. As the students seek to complete the task, they have to work to understand each other and to express their own thoughts. By doing this, they have to check to see if they have comprehended correctly and, at times, they have to seek clarification. This interaction and checking is thought to facilitate language acquisition (Long 1996; Gass 1997). As Candlin and Murphy note:

*“The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge.”*<sup>23</sup>

Task-based Language Teaching is another example of the “strong version” of the communicative approach, where language is acquired through use. In other words,

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<sup>23</sup> (Candlin and Murphy 1987: 1)

students acquire the language they need when they need it in order to accomplish the task that has been set before them.

In order to understand this method in a better way, here you will find and extract of the book *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman and Marti Anderson.

## **Principles**

### **1. What are the goals of teachers who use TBLT?**

The goal of teachers is to facilitate students' learning by engaging them in a variety of tasks that have a clear outcome.

### **2. What is the role of the teacher? What is the role of the students?**

The teacher's role is to choose tasks, based on an analysis of students' needs, that are appropriate to the level and to create pre-task and task follow-up phases that are in line with the abilities and needs of the students. The teacher also monitors the students' performance, and intervenes as necessary. The role of the students is to communicate with their peers to complete a task.

### **3. What are some characteristics of the teaching/learning process?**

A pre-task phase typically begins a task sequence. During this phase, a teacher can introduce the students to the language they will need to complete the task. The tasks are meaningful and relevant so that the students see the reason for doing the task and can see how the task relates to possible situations in their lives outside the classroom. Students are actively engaged with the task, with the teacher monitoring their performance and intervening when necessary. The task has clear outcomes so that both students and teachers can tell if the task has been successfully completed. A post-task phase takes place to reinforce students' learning or to address any problems that may have arisen.



**4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?**

The teacher is the input provider during the initial phase of the lesson. He also sets the task for students to perform. The teacher pays attention during the task, making note of language that should be focused on. He provides feedback such as recasts. Students often work closely together to help each other accomplish the task and to problem-solve.

**5. How are the feelings of the students dealt with?**

Students are motivated by doing tasks that prepare them for the real world.

**6. How is the language viewed? How is culture viewed?**

Language is for communicating and for “doing”. Culture is not explicitly dealt with although certain tasks might have a cultural focus, such as when students prepare different ethnic foods to share.

**7. What areas of language are emphasized? What language skills are emphasized?**

The meaning dimension of language is emphasized. Depending on the nature of the task, any of the four skills can be utilized.

**8. What is the role of the students’ native language?**

There is no explicit role for the students’ native language.

**9. How is evaluation accomplished?**

The teacher constantly evaluates students in light of task outcomes and the language they use.

**10. How does the teacher respond to student errors?**

Focus on form is essential to students’ learning. Error correction is done through recasts or modeling or by giving brief grammar explanations.

As we saw in the lesson we have just observed, in Prabhu's approach the teacher designs which tasks are to be worked on. Alternatively, Breen (1987) suggests that the choice of task should be negotiated between the teacher and students. A third way to decide on which tasks to include in a course is to conduct a needs analysis to determine which real-world tasks students will need to perform (Long, cited in Skehan 1998).

### **Techniques**

- Information-gap Task
- Opinion-gap Task
- Reasoning-gap Task
- Unfocused Tasks
- Focused Tasks
- Input-providing Tasks
- Output-prompting Tasks

(Diane Larsen-Freeman, Marti Anderson)

### **Guidelines for Methods and Approaches presentations:**

1. Ask students to join in pairs or groups (depending on the group size)
2. Assign each group or pair a topic (see presentations chart below)
3. Explain the rubric evaluation to be implemented for the presentations.
4. Students should prepare digital audiovisual or traditional didactic material in order to provide a creative presentation to reinforce basic concepts discussed in class.
5. Each group or pair will have from 5 to 7 minutes for their presentation.
6. Share the guideline and rubric in the platform so students can print them out and present it the assigned dates.
7. Professor may use the chart below to organize students groups.

**DIDACTICS I – PRESENTATIONS (CHAPTER II)**

| date | Topic                       | Names | Date | Topic                           | names |
|------|-----------------------------|-------|------|---------------------------------|-------|
|      | Grammar Translation Method  |       |      | The Natural Approach            |       |
|      |                             |       |      |                                 |       |
|      | Gouin and The Series Method |       |      | Communicative Language Teaching |       |
|      |                             |       |      |                                 |       |
|      | Direct Method               |       |      | Content-based approach          |       |
|      |                             |       |      |                                 |       |
|      | Audiolingual Method         |       |      | Task-based approach             |       |
|      |                             |       |      |                                 |       |
|      | Community Language Learning |       |      | Participatory approach          |       |
|      |                             |       |      |                                 |       |
|      | Desuggestopedia             |       |      | Learning Strategy Training      |       |
|      |                             |       |      |                                 |       |
|      | The Silent Way              |       |      | Cooperative Learning            |       |
|      |                             |       |      |                                 |       |
|      | Total Physical Response     |       |      | Multiple Intelligences          |       |

## PRESENTATIONS RUBRIC

| Category                            | Below Standard (1 point)                                                                                                                                                                                                                                                                                                                                                                   | Meets Standard (2 points)                                                                                                                                                                                                                                                                                                                                                                                                                   | Exceeds Standard (3 points)                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Information</b>          | <ul style="list-style-type: none"> <li>Includes little essential information</li> <li>Demonstrates little understanding of topic</li> </ul> <input data-bbox="829 324 882 381" type="checkbox"/>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Includes essential information</li> <li>Covers topic and shows understanding of topic</li> </ul> <input data-bbox="1291 349 1344 406" type="checkbox"/>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Includes essential information</li> <li>Covers topic in depth and shows strong understanding of topic</li> <li>Encourages audience to know more</li> </ul> <input data-bbox="1858 332 1911 389" type="checkbox"/>                                                                                                                                                                                                                                                  |
| <b>Content Appropriateness</b>      | <ul style="list-style-type: none"> <li>Content is questionable or inappropriate for a particular audience, occasion, or setting.</li> <li>Shows bias or uses unclear visuals/audio</li> <li>Selection of topic does not relate to audience needs and interests</li> <li>Exceeds the project time requirement</li> </ul> <input data-bbox="808 617 861 673" type="checkbox"/>               | <ul style="list-style-type: none"> <li>Content used is appropriate for the setting, not disrespectful or offensive</li> <li>Selection of topic is appropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident</li> <li>Stays within the project time requirement</li> </ul> <input data-bbox="1291 625 1344 682" type="checkbox"/>             | <ul style="list-style-type: none"> <li>Content is familiar to the audience, appropriate for the setting, and free of bias</li> <li>Selection of topic and examples are interesting and relevant for the audience and occasion</li> <li>Stays within the project time requirement</li> </ul> <input data-bbox="1848 609 1900 665" type="checkbox"/>                                                                                                                                                        |
| <b>Mechanics and Delivery</b>       | <ul style="list-style-type: none"> <li>Engages in numerous and distracting verbal/visual cues</li> <li>Fails to clearly (visually or audibly) deliver material</li> <li>Does not match delivery style to the particular audience or occasion – tone may alienate audience</li> <li>Makes errors in grammar when applicable</li> </ul> <input data-bbox="808 901 861 958" type="checkbox"/> | <ul style="list-style-type: none"> <li>Engages the audience with appropriate verbal/visual cues</li> <li>Delivers information clearly and confidently</li> <li>Matches delivery style and tone to the audience -- does not seem out-of-place or disrespectful to the audience</li> <li>Selects words appropriate for an audience and uses correct grammar when applicable</li> </ul> <input data-bbox="1291 909 1344 966" type="checkbox"/> | <ul style="list-style-type: none"> <li>Captivates the audience with effective verbal/visual cues</li> <li>Delivers information clearly, effectively and confidently</li> <li>Projects a sense of individuality and personality</li> <li>Times the delivery to optimum advantage for the audience -delivery style suggest an awareness of expectations and norms.</li> <li>Uses rich, varied, and appropriate vocabulary when applicable</li> </ul> <input data-bbox="1869 933 1921 990" type="checkbox"/> |
| <b>Organization and Preparation</b> | <ul style="list-style-type: none"> <li>Exhibits lack of planning and organization which results in a confusing overall project</li> <li>Presents in a choppy, hesitant manner lacking transitions</li> </ul> <input data-bbox="808 1144 861 1201" type="checkbox"/>                                                                                                                        | <ul style="list-style-type: none"> <li>Presents logical transitions between main topics and ideas</li> <li>Emphasizes key points</li> <li>Ends coherently with appropriate closing.</li> </ul> <input data-bbox="1291 1120 1344 1177" type="checkbox"/>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Presents ideas and information with logical sequencing and seamless transitions</li> <li>Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting facts</li> <li>Ends the presentation with a logical, effective, and relevant conclusion</li> </ul> <input data-bbox="1869 1161 1921 1218" type="checkbox"/>                                                                                                    |
| <b>Creativity</b>                   | <ul style="list-style-type: none"> <li>Shows with little originality or interpretation; repetitive with little or no variety</li> </ul> <input data-bbox="808 1291 861 1347" type="checkbox"/>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Shows some originality apparent; good variety and blending</li> </ul> <input data-bbox="1291 1291 1344 1347" type="checkbox"/>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>It is very original; uses the unexpected to full advantage; captures audience's attention</li> </ul> <input data-bbox="1848 1291 1900 1347" type="checkbox"/>                                                                                                                                                                                                                                                                                                      |

## 7. Differences and Similarities between Objectives, Competencies and Goals

### 7.1. Objectives

In education, **learning objectives** are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive **Learning Standards**.

Defining *learning objective* is complicated by the fact that educators use a wide variety of terms for learning objectives, and the terms may or may not be used synonymously from place to place. For example, the terms *student learning objective*, *benchmark*, *grade-level indicator*, *learning target*, *performance indicator*, and *learning standard*—to name just a few of the more common terms—may refer to specific types of learning objectives in specific educational contexts. Educators also create a wide variety of homegrown terms for learning objectives—far too many to catalog here. For these reasons, this entry describes only a few general types and characteristics.

While educators use learning objectives in different ways to achieve a variety of instructional goals, the concept is closely related to [learning progressions](#), or the purposeful sequencing of academic expectations across multiple developmental stages, ages, or grade levels. Learning objectives are a way for teachers to structure, sequence, and plan out learning goals for a specific instructional period, typically for the purpose of moving students toward the achievement of larger, longer-term educational goals such as meeting course learning expectations, performing well on a [standardized test](#), or graduating from high school prepared for college. For these reasons, learning objectives are a central strategy in [proficiency-based learning](#), which refers to systems of instruction, [assessment](#), grading, and academic reporting that are based on students demonstrating understanding of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level, or receive a diploma (learning objectives that move students progressively toward the achievement of academic standards may be called *performance indicators* or *performance benchmarks*, among other terms).

Learning objectives are also increasingly being used in the job-performance evaluations of teachers, and the term *student learning objectives* is commonly associated with this

practice in many states. For a more detailed discussion, including relevant reforms and debates on the topic, see [value-added measures](#) and [student-growth measures](#).

Learning objectives are also a way to establish and articulate academic expectations for students so they know precisely what is expected of them. When learning objectives are clearly communicated to students, the reasoning goes, students will be more likely to achieve the presented goals. Conversely, when learning objectives are absent or unclear, students may not know what's expected of them, which may then lead to confusion, frustration, or other factors that could impede the learning process.

## **7.2. Difference between goals and objectives**

Objectives and goals are terms that are sometimes used interchangeably, but there is a distinct difference between educational objectives and educational goals. Make sure you understand this difference before attempting to write your objective.

- Goals are broad and often difficult to measure in an objective sense. They tend to focus on big picture issues. For example, in a college class on child psychology, a goal might be "Students will learn to appreciate the need for clinical training when dealing with small children." While such a goal would obviously inform the more specific educational objectives, it is not specific enough to be an objective itself.<sup>[1]</sup>
- Educational objectives are much more specific. They include measurable verbs and criteria for acceptable performance or proficiency regarding a particular subject. For example, "By the end of this unit, students will be able to identify three theorists whose work on child psychology influenced teaching practices in the US." This is a more specific educational objective, based on the educational for the same hypothetical course.

*Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Available in: <http://edglossary.org/hidden-curriculum>. Consulted on: 13-03-2016. 18:40*

### 7.3. Competencies

The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many:

- To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills;
- To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere.
- To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families;

Many states are adjusting their state policies to allow for competency education innovations. Ohio's Credit Flex policy requires districts and schools to provide different ways to earn high school credit. New Hampshire is implementing sweeping reforms to make all high school competency-based.

#### *What is Competency Education?*

***"In proficiency system, failure or poor performance may be part of the student's learning curve, but it is not an outcome."***

Proficiency-Based Instruction  
and Assessment, Oregon  
Education Roundtable

Competency education builds upon standards reforms, offering a new value proposition for our education system. Frequently, competency education is described as simply flexibility in awarding credit or defined as an alternative to the Carnegie unit. Yet, this does not capture the depth of the transformation of our education system from a time-based system to a learning-based system. Competency education also hold promise as districts explore new ways to expand and enrich support to students, challenging the assumption that learning takes place within the classroom. Competency-based approaches are being used at all ages from elementary school to graduate school level, focusing the attention of teachers, students, parents, and the broader community on students mastering measurable learning topics.

In 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students can advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

An example of competency taken from the PDF Document *Competencies and Learning Objectives* found in the webpage The University of Texas states as follows:

- *“Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences” (Competency from: council on Linkages Between Academia and Public Health Practice)*

Another example of an educational competency in terms of English itself and Grammar Teaching could be this one:

- *Answers questions in class about experiences from the past applying the correct form of verbs.*

Differences between goals and objectives, School of Public Health, The University of Texas, United States, Google 2012. <http://www.wikihow.com/Write-an-Educational-Objective> . Consulted: 06-07-2017 – 07:16

Sturgis, Chris, *“What is Competency in Education?”*, London, England, Google 2012. <http://www.competencyworks.org/about/competency-education/>. Consulted: 13-03-2016 19:15.



## 7.4. Learning Objectives

In education, **learning objectives** are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive [learning standards](#).

Defining learning objective is complicated by the fact that educators use a wide variety of terms for learning objectives, and the terms may or may not be used synonymously from place to place. For example, the terms *student learning objective*, benchmark, *grade-level indicator*, learning target, performance indicator, and learning standard—to name just a few of the more common terms—may refer to specific types of learning objectives in specific educational contexts. Educators also create a wide variety of homegrown terms for learning objectives—far too many to catalog here. For these reasons, this entry describes only a few general types and characteristics.

While educators use learning objectives in different ways to achieve a variety of instructional goals, the concept is closely related to [learning progressions](#), or the purposeful sequencing of academic expectations across multiple developmental stages, ages, or grade levels. Learning objectives are a way for teachers to structure, sequence, and plan out learning goals for a specific instructional period, typically for the purpose of moving students toward the achievement of larger, longer-term educational goals such as meeting course learning expectations, performing well on a [standardized test](#), or graduating from high school prepared for college. For these reasons, learning objectives are a central strategy in [proficiency-based learning](#), which refers to systems of instruction, [assessment](#), grading, and academic reporting that are based on students demonstrating understanding of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level, or receive a diploma (learning objectives that move students progressively toward the achievement of academic standards may be called *performance indicators* or *performance benchmarks*, among other terms).

Learning objectives are also increasingly being used in the job-performance evaluations of teachers, and the term *student learning objectives* is commonly associated with this practice in many states. For a more detailed discussion, including relevant reforms and debates on the topic, see [value-added measures](#) and [student-growth measures](#).

Learning objectives are also a way to establish and articulate academic expectations for students so they know precisely what is expected of them. When learning objectives are clearly communicated to students, the reasoning goes, students will be more likely to achieve the presented goals. Conversely, when learning objectives are absent or unclear,

students may not know what's expected of them, which may then lead to confusion, frustration, or other factors that could impede the learning process.

While the terminology, structure, and use of learning objectives can differ significantly from state to state or school to school, the following are a few of the major forms that learning objectives take:

- **School-year or grade-level objectives:** In this case, learning objectives may be synonymous with [learning standards](#), which are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Grade-level learning objectives describe what students should achieve academically by the end of a particular grade level or grade span (terms such as *grade-level indicators* or *grade-level benchmarks* may be used in reference to these learning objectives or standards).
- **Course or program objectives:** Teachers may also determine learning objectives for courses or other academic programs, such as summer-school sessions or vacation-break programs. In this case, the objectives may be the same academic goals described in learning standards (in the case of a full-year course, for example), or they may describe interim goals (for courses that are shorter in duration).
- **Unit or project objectives:** Teachers may determine learning objectives for instructional units, which typically comprise a series of lessons focused on a specific topic or common theme, such as an historical period, for example. In the case of [project-based learning](#)—an instructional approach that utilizes multifaceted projects as a central organizing strategy for educating students—teachers may determine learning objectives for the end of long-term project rather than a unit.
- **Lesson or class-period objectives:** Teachers may also articulate learning objectives for specific lessons that compose a unit, project, or course, or they may determine learning objectives for each day they instruct students (in this case, the term *learning target* is often used). For example, teachers may write a set of daily learning objectives on the blackboard, or post them to an online course-management system, so that students know what the learning expectations are for a particular class period. In this case, learning objectives move students progressively toward meeting more comprehensive learning goals for a unit or course.

In practice, teachers will commonly express learning objectives in different ways to achieve different instructional goals, or to encourage students to think about the learning process in a specific way. While the minutia and nuances of pedagogical strategy are beyond the scope of this resource, the following are a few common ways that learning objectives may be framed or expressed by teachers:

- **Descriptive statements:** Learning objectives may be expressed as brief statements describing what students should know or be able to do by the end of a defined instructional period. For example: Explain how the Constitution establishes the separation of powers among the three branches of the United States government—legislative, executive, and judicial—and articulate the primary powers held by each branch. State learning standards, which may comprise a variety of learning objectives, are commonly expressed as descriptive statements.
- **“I can” statements:** Teachers may choose to express learning objectives as “I can” statements as a way to frame the objectives from a student standpoint. The basic idea

is that “I can” statements encourage students to identify with the learning goals, visualize themselves achieving the goals, or experience a greater sense of personal accomplishment when the learning objectives are achieved. For example: I can explain how the Constitution establishes the separation of powers among the three branches of the United States government—legislative, executive, and judicial—and I can articulate the primary powers held by each branch.

- **“Students will be able to” statements:** “Students will be able to” statements are another commonly used format for learning objectives, and the abbreviation SWBAT may be used in place of the full phrase. For example: SWBAT explain how the Constitution establishes the separation of powers among the three branches of the United States government—legislative, executive, and judicial—and articulate the primary powers held by each branch.

## 7.5. Goals

In broad terms, Educational Goals are statements that describe the competences, skills, and attributes that students should possess upon completion of a course or program. They often operate within the interacting domains of knowledge, skills and attitudes.

### ***Defining Educational Goals: Two approaches***

The university recognizes that the nature of the goals, and the definition and assessment of them will vary by program. As a result, there are a number of different ways goals can be articulated, two of which are outlined below.

#### **Approach 1**

Academic units may decide to define Educational Goals in broad terms, focusing on the anticipated benefits to students from participation in a program. For example, units may define a goal by stating what skills, attributes, competencies, and/or qualities are expected from students upon completion of the program. Here are some examples: “Research Skills,” “Communication Skills,” “Critical Thinking,” and “Creative Writing.”

In order to assess these broadly defined goals, units can create a list of attributes associated with each of these goals. For example, “Research Skills” may subsume the following:

- Library research skills
- Research proposal writing
- Constructing a research question
- Evaluating a research question by using specific methodologies (e.g. content analysis).

Or “Critical Thinking” may subsume the following:

- Critically analyzing text (e.g. historical, policy, newspaper, film, etc. depending on the discipline)
- Critically analyzing evidence, arguments, and opposing interpretations
- Challenging underlying assumptions and values, and offer alternatives
- Recognizing the importance of context

Once the program level Educational Goals has been defined, units need to [map them to their curriculum](#). This step will allow units to identify where in their curriculum each Educational Goal is covered.

## **Approach 2**

Another way to define an Educational Goal is to formulate it as a statement and include an action verb and the competency required by the graduates of a program or a course.

*“By the end of this program, students will be able to <<action verb>> <<something>>.”*

The following points may be useful for defining Educational Goals based on the second approach:

- The EG should be a complete phrase describing what students should and/or will be able to do by the end of the program (e.g. “By the end of this program, students will be able to...”).
- The EG should start with an action verb, followed by a statement specifying the learning to be demonstrated, and finally a statement (or statements) to give it a context and to identify a standard for acceptable performance.

- The EG should be balanced. If it is too broadly defined, the EG will be difficult to assess; however, if the list of EG is long and detailed, each one is likely too specific and may limit flexibility and adaptability in the curriculum.
- The EG should be realistic given the time and resources available to both learners and instructors.

*Definition of Goal. Simon Fraser University, Educational Goals. United States, Google 2009. Available in: <http://educationalgoals.tlc.sfu.ca/define-educational-goals/>. Consulted on: 12-03-2016. 19:38.*

## **7.6. Difference between Goals and Objectives**

When you have something you want to accomplish, it is important to set both goals and objectives. Once you learn the difference between goals and objectives, you will realize that how important it is that you have both of them. Goals without objectives can never be accomplished while objectives without goals will never get you to where you want to be. The two concepts are separate but related and will help you to be who you want to be.

Definition of Goals and Objectives:

- a) Goals “are a long-term aims that you want to accomplish”.
- b) Objectives “are concrete attainments that can be achieved by following a certain number of steps.

Objectives “are concrete attainments that can be achieved by Goals and objectives are often used interchangeably, but the main difference comes in their level of concreteness. Objectives are very concrete, whereas goals are less structured.

### ***Measuring Goals and Objectives:***

- Goals: “Unfortunately”, there is no set way in which to measure the accomplishment of your goals. You may feel that you are closer, but since goals are *de facto nebulous*, you can never say for sure that you have definitively achieved them.
- Objectives: They can be measured. Simply phrase your objective in the form of a question. For example: *I want to accomplish X in Y amount of time*, becomes “*Did I accomplish x in y amount of time?*” This can easily be answered in a yes or no form.

### **Examples of Goals and Objectives:**

- c) Goals: I want to be a better ballplayer. I want to learn more about Chinese history. I want to maximize my professional performance.
- d) Objectives: I want to memorize the periodic table before my next quiz.  
I want to learn to play “Freebird” on the guitar.

1. Goals and objectives are both tools for accomplishing what you want to achieve.
2. Goals are long term and objectives are usually accomplished in the short or medium.
3. Goals are nebulous and you can’t definitively say you have accomplished one whereas the success of an objective can easily be measured.
4. Goals are hard to quantify or put in a timeline, but objectives should be given a timeline to be more effective.

Manisha Kumar. "Difference Between Goals and Objectives." *DifferenceBetween.net*. October 12, 2011 < Available in: <http://www.differencebetween.net/business/difference-between-goals-and-objectives/> >. Consulted on: 13-03-2016. 19:17.

## 8. Teaching by Principles

### 8.1. Cognitive Principles

To start understanding this point let's analyze the concept *cognitive*, which according to Vocabulary.com Dictionary refers to *The adjective, cognitive, comes from the Latin cognoscere "to get to know" and refers to the ability of the brain to think and reason as opposed to feel.* [We will call the first set of principles “cognitive” because they relate mainly to mental and intellectual functions. It should be made clear, however, that all twelve of the principles outlined in this chapter spill across somewhat arbitrary cognitive, affective, and linguistic boundaries.

#### Principle 1: Automaticity

No one can dispute the widely observed success with which children learn foreign languages, especially when they are living in the cultural and linguistic milieu of the language. We commonly attribute children's success to their widely observed tendency to acquire language subconsciously, that is, without overtly analyzing the forms of language themselves. Through an inductive process of exposure to language input and opportunity to experiment with output, they appear to learn languages without “thinking” about them. This childlike, subconscious processing is similar to what Barry McLaughlin (McLaughlin 1990; McLaughlin et al. 1983) called automatic processing with peripheral attention to language forms. That is, in order to manage the incredible complexity and quantity of language- the vast numbers of bits of information- both adults and children must sooner or later move away from processing language unit by unit, piece by piece, focusing closely on each, and “graduate” to a form of high-speed, automatic processing in which language forms words, affixes, word order, rules, etc.) are only on the periphery of attention. Children usually make this transition faster than adults, who tend to linger in analytical, controlled modes, focusing on the bits and pieces of language before putting those bits and pieces into the “hard drive” of their minds.

The principle of **Automaticity** may be stated as follows:

Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of a relatively unlimited number of language forms. Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede this graduation to automaticity.

(Brown H. D., 2001)

### **Principle 2: Meaningful Learning**

Closely related to the Principle of Automaticity are cognitive theories of learning, which convincingly argue the strength of **meaningful** as opposed to **rote** learning (Ausubel 1963). Meaningful learning “subsumes” new information into existing structures and memory systems, and the resulting associative links create stronger retention. Rote learning-taking in isolated bits and pieces of information that are not connected with one’s existing cognitive structures-has little chance of creating long-term retention. Children are good meaningful of language because they associate sounds, words, structures, and discourse elements with that which is relevant and important in their daily quest for knowledge and survival.

The Principle of Meaningful Learning is quite simply stated:

Meaningful Learning will lead toward better long-term retention than rote learning.



Some implications of the Principle of Meaningful Learning:

1. Capitalize on the power of meaningful learning by appealing to students' interests, academic goals, and career goals.
2. Whenever a new topic or concept is introduced, attempt to anchor it in students' existing knowledge and background so that it becomes associated with something they already know.
3. Avoid the pitfalls of rote learning:
  - a) Too much grammar explanation
  - b) Too many abstract principles and theories
  - c) Too much drilling and/ or memorization
  - d) Activities whose purposes are not clear
  - e) Activities that do not contribute to accomplishing the goals of the lesson, unit or course
  - f) Techniques that are so mechanical or tricky that Ss focus on the mechanics instead of on the language or meanings

(Brown H. D., 2001)

### **Principle 3: The Anticipation of Reward**

The principle behind Skinner's operant conditioning paradigm, which I term the Reward Principle, can be stated as follows:

Human beings are universally driven to act, or "behave," by the anticipation of some sort of reward-tangible or intangible, short term or long term-that Will ensue as a result of the behavior.

Considering all sides of the Reward Principle, the following constructive classroom implications may be drawn:

1. Provide an optimal degree of immediate verbal praise and encouragement to them as a form of short-term reward (just enough to keep them confident in their ability but not so much that your praise simply becomes verbal gush).
2. Encourage students to reward each other with compliments and supportive action.
3. In classes with very low motivation, short-term reminders of progress may help students to perceive their development. Gold stars and stickers (especially for young learners), issuing certain “privileges” for good work, and progress charts and graphs may spark some interest.
4. Display enthusiasm and excitement yourself in the classroom. If you are dull, lifeless, bored, and have low energy, you can be almost sure that it will be contagious.
5. Try to get learners to see the long-term rewards in learning English by pointing out what they can do with English where they live and around the world, the prestige in being able to use English, the academic benefits of knowing English, jobs that require English, and so on.

(Brown H. D., 2001)

#### **Principle 4: Intrinsic Motivation**

The Intrinsic Motivation Principle is:

The most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding therefore, no externally administered reward is necessary.

If all learners were intrinsically motivated to perform all classroom tasks, we might not even need teachers! But you can perform a great service to learners and to the overall learning process by first considering carefully the intrinsic motives of your students and

then by designing classroom tasks that feed into those intrinsic drives. Classroom techniques have a much greater chance for success if they are self-rewarding in the perception of the learner. The learners perform the task because it is fun, interesting, useful, or challenging, and not because they anticipate some cognitive or affective rewards from the teacher.

### Principle 5: Strategic Investment

*“The “methods” that the learner employs to internalize and to perform in the language are as important as the teacher’s methods- more so”. (Brown H. D., 2001)* This is the Principle of Strategic Investment:

Successful mastery of the second language will be due to a large extent to a learner’s own personal “investment” of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the languages.

A research on successful language learners has dramatically shown, the variation among learners poses a thorny pedagogical dilemma. Learning **styles** alone signal numerous learner preferences that a teacher needs to attend to. For example, visual vs. auditory preference and individual vs. group work preference are highly significant factors in a classroom. In a related strain of research, we are finding that learners also employ a multiplicity of **strategies** for sending and receiving language and that one learner’s strategies for success may differ markedly from another’s.

Some aspects of the dilemma surrounding variation and the need for individualization can be solved through specific **strategies-based instruction**. Meanwhile, simply as a “sneak preview” to that chapter, you might consider these questions as more grist for your teacher education mill:

- Am I seizing whatever opportunity I can to let learners in on the “secrets” to develop and use strategies for learning and communication?

- Do my lessons and impromptu feedback adequately sensitize students to the wisdom of their taking responsibility for their own learning?
- How can I ensure that my students will want to put forth the effort of trying out some strategies?

(Brown H. D., 2001)

## 8.2. Affective Principles

Continuing with Brown analysis of Principles, we infer in this category that taking a look at feelings about self, about relationships in a community of learners, and about the emotional ties between language and culture are the basis of education; as explained as follows:

### Principle 6: Language Ego

The Language Ego Principle can be summarized in a well-recognized claim:

As human beings learn to use a second language they also develop a new mode of thinking, feelings, and acting—a second identity. The new “language” ego,” intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions.

The Language Ego Principle might also be affectionately called the “warm and fuzzy” principle: all second language learners need to be treated with affective tender loving care. Remember when you were first learning a second language and how you sometimes felt silly, if not humiliated, when the lack of words or structure left you helpless in face-to-face communication? Otherwise highly intelligent adults can be reduced to babbling infants in a second language. Learners feel this fragility because the strategic arsenals of their native-language-based egos, which are normally well developed and resistant to attack, are suddenly— in the perception of the learner—obsolete. Now they must fend for their emotional selves with a paltry linguistic battery that leaves them with a feeling of total defenselessness.

How can you bring some relief to this situation and provide affective support? Here are some possibilities.

1. Overtly display a supportive attitude to your students. While some learners may feel quite stupid in this new language, remember that they are capable adults struggling with the acquisition of the most complex set of skills that any classroom has ever attempted to teach. Your “warm and fuzzy” patience and empathy need to be openly and clearly communicated, for fragile language egos have a way of misinterpreting intended input.
2. On a more mechanical, lesson-planning level, your choice of techniques and sequences of techniques needs to be cognitively challenging but not overwhelming at an effective level.
3. Considering learners’ language ego states will probably help you to determine
  - Who to call on
  - Who to ask to volunteer information
  - When to correct a student’s speech error
  - How much to explain something
  - How structured and planned an activity should be
  - Who to place in which small groups or pairs
  - How “tough” you can be with a student
4. If your students are learning English as a second language (in the cultural milieu of an English-speaking country), they are likely to experience a moderate identity crisis as they develop a “second self.” Help such students to understand that the confusion of developing that second self in the second culture is a normal and natural process. Patience and understanding on your part will also ease the process.

(Brown H. D., 2001)

## **Principle 7: Self-Confidence**

Another way of phrasing this one is the “I can do it!” principle, or the self-esteem principle. At the heart of all learning is a person’s belief in his or her ability to accomplish the task. While self-confidence can be linked to the Language Ego Principle above, it goes a step further in emphasizing the importance of the learner’s self-assessment, regardless of the degree of language-ego involvement. Simply put, we are saying:

Learners’ belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

Some immediate classroom applications of this principle emerge. First, give ample verbal and nonverbal assurances to students. It helps a student to hear a teacher affirm a belief in the student’s ability. Energy that the learner would otherwise direct at avoidance or at erecting walls of defense is thereby released to tackle the problem at hand.

Second, sequence techniques from easier to more difficult. As a teacher you are called on to sustain self-confidence where it already exists and to build it where it doesn’t. Your activities in the classroom would therefore logically start with simpler techniques and simpler concepts. Students then can establish a sense of accomplishment that catapults them to the next, more difficult step.

(Brown H. D., 2001)

## **Principle 8: Risk-Taking**

A third effective principle interrelated with the last two is the importance of getting learners to take calculated risk in attempting to use language- both productively and receptively. The previous two principles, if satisfied, lay the groundwork for risk-taking. If learners recognize their own ego fragility and develop the firm belief that, yes, they can indeed do it, then they are ready to take those necessary risks. They are ready to try out their newly acquired language, to use it for meaningful purposes, to ask questions, and to assert themselves.

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become “gamblers” in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

This principle strikes at the heart of educational philosophy. Many instructional contexts around the world do not encourage risk-taking; instead they encourage correctness, right answers, and withholding “guesses” until one is sure to be correct. Most educational research shows the opposite to be more conducive to long-term retention and intrinsic motivation. How can your classroom reflect the Principle of Risk-Taking?

1. Create an atmosphere in the classroom that encourages students to try out language, to venture a response, and not to wait for someone else to volunteer language.
4. Provide reasonable challenges in your techniques-make them neither too easy nor too hard.
5. Help your students to understand what calculated risk-taking lest some feel that they must blurt out any old response.
6. Respond to students’ risky attempts with positive affirmation, praising them for trying while at the same time warmly but firmly attending to their language.

(Brown H. D., 2001)

### **Principle 9: The Language-Culture Connection**

Language and culture are intricately intertwined. Any time you successfully learn a language, you will also learn something of the culture of the speakers of that language. This principle focuses on the complex interconnection of language and culture:

Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.

Classroom applications include the following:

1. Discuss cross-cultural differences with your students, emphasizing that no culture is “better” than another, but that cross-cultural understanding is an important facet of learning a language.
2. Include among your techniques certain activities and materials that illustrate the connection between language and culture.
3. Teach your students the cultural connotations, especially the sociolinguistic aspects, of language.
4. Screen your techniques for material that may be culturally offensive.
5. Make explicit to your students what you may take for granted in your own culture.

A second aspect of the Language-Culture is the extent to which your students will themselves be affected by the process of **acculturation**, which will vary with the context and the goals of learning. In many second language learning contexts, such as ESL in the US, students are faced with the full-blown realities of adapting to life a foreign country, complete with various emotions accompanying stages of acculturation. This aspect of the principle may be summed up in this way:

Especially in “second” language learning contexts, the success with which learners adapt to a new cultural milieu will affect their language acquisition success, and vice versa in some possibly significant ways.

From the perspective of the classroom teacher, this principle is similar to the Language Ego and Self-Esteem principles, and all the concomitant classroom implications apply there as well. An added dimension however, lies in the interaction between culture learning and language learning. An opportunity is given to teachers to enhance, if not speed up, both developmental processes. Once students become aware that some of their discouragement may stem from cultural sources, they can more squarely address their state of mind and emotion and do something about it.

In the classroom, you can:



1. Help students to be aware of acculturation and its stages.
2. Stress the importance of the second language as a powerful tool for adjustment in the new culture.
3. Be especially sensitive to any students who appear to be discouraged, then do what you can to assist them.

(Brown H. D., 2001)

### **8.3. Linguistic Principles**

The last category of principles of language learning and teaching centers on language itself and on how learners deal with these complex linguistic systems. Language is a mean by a person communicates thoughts, ideas and needs, this means that verbally we can interpret others' feelings and emotions, and ideas. This means that language is the core human relationships. Now it is time for us to analyze this last category of Principles as Brown states in the following content.

#### **Principle 10: The Native Language Effect**

It almost goes without saying that native language of every learner is an extremely significant factor in the acquisition of a new language. Most of the time, we think of the native language as exercising an **interfering** effect does appear to be one of interference. The majority of a learner's errors in producing the second language, especially in the beginning levels, stem from the learners assumption that the target language operates like the native language.

But what we observe may, like an iceberg, be only part of the reality. The facilitating effects of the native language are surely as powerful in the process, or more so, even though they are less observable. When the native French speaker who is learning English says "I am here since January", there is one salient native language effect, a verb tense error stemming from French. But the learner's native French may also have facilitated the production of that sentence's subject-verb-complement word order, the placement of the locative (*here*), the one-to-one grammatical correspondence of the other words in the sentence, rules governing prepositional phrases, and the cognate word (*January*).

The Principle of the Native Language Effect stresses the importance of that native system in the linguistic attempts of the second language learner:

The native language of learners exerts a strong influence on the acquisition of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

In your dealing with the Native Language Effect in the classroom, your feedback will often focus on interference. That's perfectly sound pedagogy. Learner's errors stand out like the tips of icebergs, giving us salient signals of an underlying system at work. Errors, are in fact, windows to a learner's internalized understanding of the second language, and therefore they give teachers something observable to react to. Student non-errors- the facilitating effects- certainly do not need to be treated. Don't try to fix something that isn't broken.

Some classroom suggestions stemming from the Native Language Effect:

1. Regard learners' errors as important windows to their underlying system, and provide appropriate feedback on them. Errors of native language interference may be repaired by acquainting the learner with the native language cause of the error.
2. Ideally, every successful learner will hold on to the facilitating effects of the native language and discard the interference. Help your students to understand that not everything about their native language will cause error.
3. Thinking directly in the target language into thinking in the second language. An occasional transition of a word or phrase can actually be helpful, especially for adults, but direct use of the second language will help to avoid the first language "crutch" syndrome.

(Brown H. D., 2001)

## Principle 11: Interlanguage

Just as children develop their native language: in gradual, systematic stages, adults, too, manifest a systematic progression of acquisition of sounds and words and structures and discourse features. The Interlanguage Principle tells us:

Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful interlanguage development is partially a result of utilizing feedback from others.

between systematic and unsystematic linguistic forms and underlying rules, one important concept for the teacher to bear in mind is that at least some of a learner's language may indeed be systematic. In other words, in the mind's eye of learners, a good deal of what they say or comprehend may be logically "correct" even though, from the standpoint of a native speaker's competence, its use is incorrect. A learner who says "Does John can sing?" may believe it to be a correct grammatical utterance because of an internalized systematic rule that requires a pre-posed *do* auxiliary for English question formation.

Much has been written and spoken about the role of feedback in second language acquisition. In Vigil and Oller's (1976) seminal study teachers were reminded of an important distinction between affective and cognitive feedback. The former is the extent to which we value or encourage a student's attempt to communicate, the latter is the extent to which we indicate an understanding of the "message" itself. Teachers are engaged in a never-ending process of making sure that we provide sufficient positive affective feedback to students and at the same time give appropriate feedback to students about whether or not their actual language is clear and unambiguous.

How often, do you know what kind of feedback to offer students? Are interlanguage errors simply to be tolerated as natural indications of systematic internalization of a language? A number of general classroom implications deserve your attention:

1. Try to distinguish between a student's systematic interlanguage errors (stemming from the native language or target language) and other errors; the former will probably have a logical source that the student can become aware of.
2. Teachers need to exercise some tolerance for certain interlanguage forms that may arise out of a student's logical developmental process.
3. Don't make a student feel stupid because of an interlanguage error, quietly point out the logic of the erroneous form ("I can understand why you said "I go to the doctor yesterday", but try to remember that in English we have to say the verb in the past tense. Okay?").
4. Your classroom feedback to students should give them the message that mistakes are not "bad" but that most mistakes are good indicators that innate language acquisition abilities are alive and well. Mistakes are often indicators of aspects of the new language that are still developing.
5. Try to get students to self-correct selected errors; the ability to self-correct may indicate readiness to use that form correctly and regularly.
6. In your feedback on students' linguistic output, make sure that you provide ample affective feedback-verbal or nonverbal- to encourage them to speak.
7. As you make judicious selection of which errors to treat, do so with kindness and empathy so that the student will not feel thwarted in future attempts to speak.

(Brown H. D., 2001)

## **Principle 12: Communicative Competence**

While **communicative competence** (CC) has come to capture a multiplicity of meanings depending on who you ask, it is nevertheless a useful phrase. In its skeletal form, CC consists of some combination of the following components (Bachman 1990, Canale & Swain 1980):

- Organizational competence (grammatical and discourse)
- Pragmatic competence (functional and sociolinguistic)
- Strategic competence
- Psychomotor skills

The array of studies on CC provides what is perhaps the most important linguistic principle of learning and teaching:

It is important to note that the CC principle still has a bit of a reactionist flavor:

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving the attention to language use and not just usage, to influence and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

Reacting to other paradigms that emphasized attention to grammatical forms, to “correct” language above all, to artificial, contrived language and techniques in the classroom, and to a finite repertoire of language forms and functions that might not have lent themselves to application in the world outside the classroom. But since most of our language-teaching generalizations are, after all, at least partially conceived against the backdrop of previous practices, such a statement can stand as a reasonably accurate description of our current understanding of CC.

To attempt to list all the applications of such a principle to the language classroom would be an exhaustive endeavor! Many such applications will become evident in later chapters of this book. But for the sake of closure and simplicity, consider the following six classroom teaching “rules” that might emerge:

- Remember that grammatical explanations or drills or exercises are only part of a lesson or curriculum; give grammar some attention, but don't neglect the other important components (e.g., functional, sociolinguistic, psychomotor, and strategic) of CC.

- Some of the pragmatic (functional and sociolinguistic) aspects of language are very subtle and therefore very difficult. Make sure your lessons aim to teach such subtlety.
- In your enthusiasm for teaching functional and sociolinguistic aspects of language, don't forget that the psychomotor skills (pronunciation) are important component of both. Intonation alone conveys a great deal of pragmatic information.
- Make sure that your students have opportunities to gain some fluency in English without having to be constantly wary of little mistakes. They can work on errors some other time.
- Try to keep every technique that you use as authentic as possible: use language that students will actually encounter in the real world and provide genuine, not rote, techniques for the actual conveyance of information of interest.
- Someday your students will no longer be in your classroom. Make sure you are preparing them to be independent learners and manipulators of language "out there".

The twelve principles that have just been reviewed are some of the major foundation stones for teaching practice. While they are not by any means exhaustive, they can act for you as major theoretical insights on which your techniques and lessons and curricula can be based.

I hope you have gained from this discussion the value of undergirding your teaching (and your teacher training process) with sound principles that help you to understand why you choose to do something in the classroom: what kinds of questions to ask yourself before the fact about what you are doing, how to monitor yourself while you are teaching, how to assess after the fact the effectiveness of what you did, and then how to modify what you will do the next time around.

(Brown H. D., 2001)

## 9. Learners and Teachers

According to Julian Edge in *Essentials of English Language Teaching* book, learners are the first subject defined in Education Processes as follows:

“All learners are the same. Outside class, they have a family, friends, work, study or play, responsibilities, a place to live, and all the joys and sorrows that come with those things. Into class, they bring with them their names, their knowledge, experience, intelligence, skills, emotions, imagination, awareness, creativity, sense of humor, problems, purposes, dreams, hopes, aspirations, fears, memories, interests, blind spots, prejudices, habits expectations, likes, dislikes, preferences, and everything else that goes with being a human being, including the ability to speak at least one language.” <sup>24</sup>

Sometimes teachers forget that all learners are different. No two individuals have the same knowledge, or skills, or expectations, or any of the other things listed in the last paragraph. Learners are also influenced by their age and by their educational social and cultural backgrounds, which they may or may not share with their fellow students and teacher.

Some learners are more successful than others. These characteristics are typical of good language learners, although no learner would have them all:

1. They have a positive attitude about the language they want to learn and about speakers of that language.
2. They have a strong personal motivation to learn the language.
3. They are confident that they will be successful learners.
4. They are prepared to risk making mistakes and they learn from the mistakes that they make.
5. They like to learn about the language.

(Edge, 1999)

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<sup>24</sup> (Edge, 1999)



CHAPTER III:  
EFFECTIVE CLASS  
MANAGEMENT





## **Presentation of the chapter**

In order to understand Education in its global definition, it becomes necessary to have a complete idea of what each of its areas involve. Different terms are explained according to educative resources information, as well as examples are provided in the following part of the manual.

Internet offers a variety of websites where these concepts are reliably exemplified and analyzed. Therefore, definitions such as Education, Methodologies, Strategies, Competencies, objectives, Techniques, etc; were researched to give a clear base of theory in educational field.

It is important to study and understand the origins, forms, classifications, resources and current methods to teach a second language, this analysis should be made from the roots, which turn out to be the theoretical basis, to the practice.

#### **4.1. Learners: All students are created equally (and differently)**

*The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. For example, when learning how to build a clock, some students understand the process by following verbal instructions, while others have to physically manipulate the clock themselves. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one’s prior experience. In other words: everyone’s different.* <sup>25</sup>

It is important for educators to understand the differences in their students’ learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments.

##### **4.1.1. Roles for Students throughout the Education System**

The most important thing when engaging students in any role in school is to acknowledge their first duty: Learning. Their learning is paramount to being meaningfully involved throughout schools. Learning through meaningful student involvement should include: stated learning goals, meaningful action, and sustained, deep reflection. Teachers must first understand what part of the process learners play in different scenarios.

Remember that the other part of the work in the Teaching-Learning Process lays on students who must participate actively in order to develop skills and acquire knowledge effectively; for this matter, you are about to find out the most significant roles they play in Education. (Photocopies with the following information might be provided to students to discuss the topic in class)

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<sup>25</sup> (Teach make a difference, 2017)

- [Students as Facilitators](#). Knowledge comes from study, experience, and reflection. Engaging students as learning guides and facilitators helps reinforce their commitment to learning and the subject they are teaching; it can also engage both young and older learners in exciting ways.
- [Students as Researchers](#). Identifying issues, surveying interests, analyzing findings, and developing projects in response are all powerful avenues for Student Voice.
- [Students as Planners](#). Planning includes program design, event planning, curriculum development, and hiring staff. Students planning activities can lend validity, creativity, and applicability to abstract concepts and broad outcomes.
- [Students as Organizers](#). Community organizing happens when leaders bring together everyone in a community in a role that fosters social change. Students community organizers focus on issues that affect themselves and their communities; they rally their peers, families, and community members for action.
- [Students as Advocates](#). When students stand for their beliefs and understand the impact of their voices, they can represent their families and communities with pride, courage, and ability.
- [Students as Evaluators](#). Assessing and evaluating the effects of programs, classes, activities, and projects can promote Student Voice in powerful ways. Students can learn that their opinions are important, and their experiences are valid indicators of success.
- [Students as Experts](#). Envisioning roles for students to teach students is relatively easy; seeing new roles for students to teach adults is more challenging. Students specialists bring expert knowledge about particular subjects to programs and organizations, enriching everyone's ability to be more effective.
- [Students as Advisors](#). When students advise adults they provide genuine knowledge, wisdom, and ideas to each other, adults, schools, and education agencies, and other locations and activities that affect them and their world at large.
- [Students as Designers](#). Students participate in creating intentional, strategic plans for an array of activities, including curriculum, building construction, students and community programs, and more.

- [Students as Teachers](#). Facilitating learning for themselves, other students and educators, other adults in schools, or adults throughout our schools can be teachers of small and large groups in all kinds of topics.
- [Students as Grant-makers](#). Students can identify funding, distribute grants, evaluate effectiveness, and conduct other parts of the process involved in grant-making.
- [Students as Lobbyists](#). Influencing policy-makers, legislators, politicians, and the people who work for them are among the activities for students as lobbyists.
- [Students as Trainers](#). When they train adults, students, children, and others, youth can share their wisdom, ideas, knowledge, attitudes, actions, and processes in order to guide programs, nurture organization and community cultures, and change the world.
- [Students as Politicians](#). Running for political office at the community, city, county, or state levels, students can be politicians in a variety of positions. In some places, they can run for school boards or as education trustees too.
- **Students as Recruiters**. Students building excitement, sharing motivation, or otherwise helping their peers and other people to get involved, create change, or make all sorts of things happen throughout schools and the entire education system.
- [Students as Social entrepreneurs](#). When students recognize a social problem, they can use entrepreneurial principles to organize, create, and manage a venture to make schools and their communities change.
- [Students as Paid staff](#). When schools hire students, they can be staff members in schools and throughout the education system. They can fulfill many roles on this list in paid positions.
- **Students as Mentors**. Mentoring is a non-hierarchical relationship between students and adults, adults and students, or among students themselves, that helps facilitate learning and guidance for each participant.
- [Students as Decision-Makers](#). Making rules in classrooms is not the only way to engage students in decision-making. Participating in formal and informal decision-making, students can be school board members, education committee members, and in many different roles throughout schools.

- [Students as Activity Leaders](#). As activity leaders in schools and education agencies, students can facilitate, teach, guide, direct, and otherwise lead youth, adults, and children in a variety of ways.
- [Students as Policy-Makers](#). When they research, plan, write, and evaluate education rules, regulations, laws, and other policies, students as policy-makers can enrich, substantiate, enliven, and impact the outcomes of policies and schools in many ways.

(Soundout, 2018)

## **4.2. Teachers**

### **4.2.1. Ten Roles for Teacher Leaders**

The ways teachers can lead are as varied as teachers themselves. Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.

#### **1. Resource Provider**

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

## **2. Instructional Specialist**

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

## **3. Curriculum Specialist**

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

## **4. Classroom Supporter**

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. (p. 22)

## **5. Learning Facilitator**

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

## **6. Mentor**

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

## **7. School Leader**

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

## **8. Data Coach**

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

## **9. Catalyst for Change**

Teacher leaders can also be catalysts for change, visionaries who are “never content with the status quo but rather always looking for a better way” (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

## 10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve. (Killion, 2007)

### Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. (Killion, 2007)

In the research of definitions and the explanation of what a Teacher is or what it means to be one, I found at Edutopia this beautiful motivational post for those full of vocation and passion for teaching:

*“What does it mean to be a great teacher? Of course credentials, knowledge, critical thinking, and all other faculties of intelligence are important. However, a great teacher should be much more than credentials, experience and intelligence.”* (George Lucas Educational Foundation, 2015)

Below you will find a nice letter that summarizes what a teacher must face every single day in a class full of material, assignments and specially, students...



## **What lies in the heart of a great teacher?**

**You are kind:** A great teacher shows kindness to students, colleagues, parents and those around her/him. My favorite saying is “kindness makes the world go around”. It truly changes the environment in the classroom and school. Being a kind teacher helps students feel welcomed, cared for and loved.

**You are compassionate:** Teaching is a very humanistic profession, and compassion is the utmost feeling of understanding, and showing others you are concerned about them. A compassionate teacher models that characteristics to the students with her/his actions, and as a result students will be more open to understanding the world around them.

**You are empathetic:** Empathy is such an important trait to have and to try to develop in ourselves and our students. Being able to put yourself in someone’s shoes and see things from their perspective can have such a powerful impact on our decisions and actions.

**You are positive:** Being a positive person, is not an easy task. Being a positive teacher is even harder when we’re always met with problems with very limited solutions. However, staying positive when it’s tough can have such a tremendous positive impact on the students and everyone around us. Looking on the bright side always seems to help make things better.

**You are a builder:** A great teacher bridges gaps and builds relationships, friendships, and a community. Teachers always look to make things better and improve things in and outside of the classroom. Building a community is something a great teacher seeks to do in the classroom and extends that to the entire school and its community.

**You are inspiration:** Everyone looks at a great teacher and they want to be a better teacher, they want to be a better student, even better, they want to be a better person. A

*great teacher uncovers hidden treasures, possibilities and magic right before everyone's eyes. (Edutopia, 2015)*

#### 4.2.2. Who teachers are in class

*"Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing."*<sup>26</sup>

I remember reading once a phrase that caught my attention and also, made me analyze why being an educator is a hard work: *" Teachers make more minute-by-minute decisions than brain surgeons... this is my you're going home so exhausted each day."* Dr. Tina Boogren.

According to Harmer, the way we act when we are controlling a class is very different from the listening and advising behavior we will exhibit when we are tutoring students or responding to a presentation or a piece of writing. Let's take a look at some other interesting teachers' roles.

#### **Rapport**

A significant feature in the intrinsic motivation of students will depend on their perception of what the teacher thinks of them, and how they are treated. It is no surprise, therefore, to find that what many people look for when they observe other people's lessons, is evidence of good **rapport** between the teacher and the class. To get along with people you are sharing with for probably an hour a day must be part of the lesson plan since to get the approval of a group of people is not always an easy task. It can turn a challenge that can only be achieved with persistent and effort.

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<sup>26</sup> (Harmer, 2007)

Rapport means, in essence, the relationship that the students have with the teacher, and vice versa. In the best lessons we will always see a positive, enjoyable and respectful relationship. Rapport is established in part when students become aware of our professionalism, but it also occurs as a result of the way we listen to and treat the students in our classrooms. (Harmer, 2007)

### **Recognizing students**

Teachers have developed a number of strategies to help them remember students' names. One method is to ask the students (at least in the first week or two) to put name cards on the desk in front of them or stick name badges on to their sweaters or jackets. We can also draw up a seating plan and ask students always to sit in the same place until we have learnt their names. However, this means we can't move students around when we want to, and students – especially younger students – sometimes take pleasure in sitting in the wrong place just to confuse us.

There is no easy way of remembering students' names, yet it is extremely important that we do so if good rapport is to be established with individuals. We need, therefore, to find ways of doing this that suit us best. When teachers know students' names, they feel welcome to the class, an important part of it, cared and valued.

Probably for teachers that practice of memorizing their names is insignificant, but "knowing their names" is also about knowing about students. At any age, they will be pleased when they realize that their teacher has remembered things about them, and has some understanding of who they are. Once again, this is extremely difficult in large classes, especially when we have a number of different groups, but part of a teacher's skill is to persuade students that we recognize them, and who and what they are.

## **Listening to students**

Students respond very well to teachers who listen to them. Another respondent in my research said that 'it's important that you can talk to the teacher when you have problems and you don't get along with the subject. Although there are many calls on a teacher's time, nevertheless we need to make ourselves as available as we can to listen to individual students.

But we need to listen properly to students in lessons too. And we need to show that we are interested in what they have to say. Of course, no one can force us to be genuinely interested in absolutely everything and everyone, but it is part of a teacher's professional personality that we should be able to convince students that we are listening to what they say with every sign of attention. Teachers at this point might take the role of a psychologist, or a therapist or simply a friend whose job is to listen and give advice, even though the professor or teacher does not know the student for a long time.

As far as possible we also need to listen to the students comments on how they are getting on, and which activities and techniques they respond well or badly to. (Harmer, 2007)

## **Respecting students**

Correcting students is always a delicate event. If we are too critical, we risk demotivating them, yet if we are constantly praising them, we risk turning them into 'praise junkies', who begin to need approval all the time. The problem we face, however, is that while some students are happy to be corrected robustly, others need more support and positive reinforcement. Teachers must take the time to make the right decision for this purpose.

Teachers often forget that humans make mistakes; that our students will make mistakes and we also made mistakes at some point and it was uncomfortable for us to be corrected in front of others, this is why this stage in the Teaching-Learning process must be

taken subtly. We could, of course, respond to indiscipline or awkwardness by being biting in our criticism of the student who has done something we do not approve of. Yet this will be counterproductive. It is the behavior we want to criticize, not the character of the student in question.

Teachers who respect students do their best to see them in a positive light. They are not negative about their learners or in the way they deal with them in class. They do not react with anger or ridicule when students do unplanned things, but instead use a respectful professionalism to solve the problem. (Harmer, 2007)

### **Being even-handed**

As human beings to be impartial is a difficult task, mostly because teachers spend a lot of time with their students and they start to care about them so much; their needs, problems and dreams become significant for them as well. Being affectionate is part of our nature. Most teachers have some students that they like more than others. For example, we all tend to react well to those who take part, are cheerful and cooperative, take responsibility for their own learning, and do what we ask of them without complaint. Sometimes we are less enthusiastic about those who are less forthcoming, and who find **learner autonomy**, for example, more of a challenge. Yet, as one of the students in my research said, ‘a good teacher should try to draw out the quiet ones and control the more talkative ones’, and one of her colleagues echoed this by saying that ‘a good teacher is... someone who asks the people who don’t always put their hands up’.

Students will generally respect teachers who show impartiality and who do their best to reach all the students in a group rather than just concentrating on the ones who ‘always put their hands up’. The reasons that some students are not forthcoming may be many and varied, ranging from shyness to their cultural or family backgrounds. Sometimes students are reluctant to take part overtly because of other stronger characters in the group. And

these quiet students will only be negatively affected when they see far more attention being paid to their more robust classmates. At the same time, giving some students more attention than others may make those students more difficult to deal with later since they will come to expect special treatment, and may take our interest as a license to become over dominant in the classroom. Moreover, it is not just teenage students who can suffer from being the ‘teacher’s pet’. (Harmer, 2007

### 4.3. Students’ role

## 5. Learning and Teaching

### 5.1. Process of Learning

There are general elements to be analyzed in the Teaching-Learning process since they indicate the way or tools to be applied on a daily basis. Specific aspects must be taken into consideration when planning lessons and transmitting knowledge. A series of diagrams and charts provide a wide idea about them.

| <b>A. Transactional Framework of the Teaching/Learning Process</b> |                                                                                                                                            |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Context                                                            | All those factors outside of the classroom that might influence teaching and learning.                                                     |
| Input                                                              | Those qualities or characteristics of teachers and students that they bring with them to the classroom experience.                         |
| Classroom Processes                                                | Teacher and student behaviors in the classroom as well as some other variables such as classroom climate and teacher/student relationships |
| Output                                                             | Measures of student learning taken apart from the normal instructional behavior.                                                           |

Table 3. Process of Learning

(Huitt, 2003)

## 5.2. Classroom Process

The second most important category, at least from the perspective of the educational institution and educational psychology, is the Classroom Processes category. This includes all the variables that would occur in the classroom. There are three subcategories: Teacher Behavior, Student Behavior, Other/Miscellaneous. Vital elements that must be studied carefully.

The category of Teacher Behavior consists of all the actions a teacher would make in the classroom and includes three additional subcategories: Planning, Management, and Instruction.

This action can also be defined as the: *“Combined **processes** where an educator assesses learning needs, establishes specific learning objectives, develops teaching and learning strategies, implements plan of work and evaluates the outcomes of the instruction.”*<sup>27</sup>

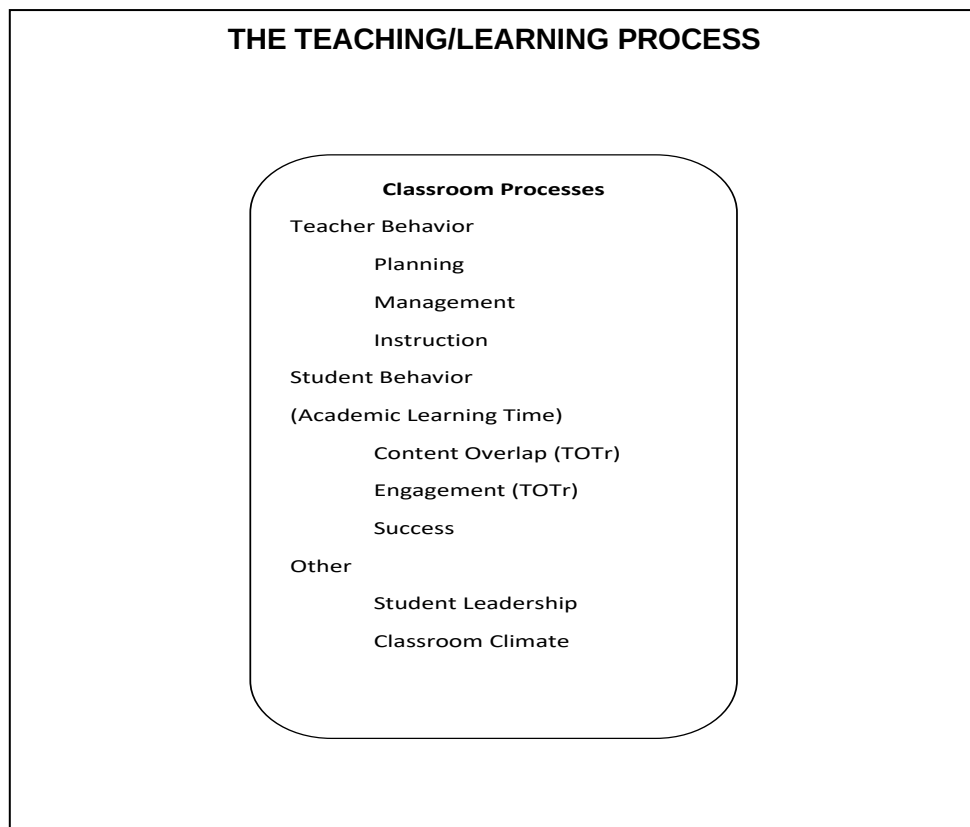


Figure 4: Process of Learning. (Huitt, 2003)

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<sup>27</sup> (IGI Global, Disseminator of Knowledge, s.f.)

Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom. Management refers to controlling student behavior, while instruction refers to actually guiding student learning. There are a variety of specific teacher classroom variables that have been related to student learning. For example, Walberg (1986), in a meta-analysis of teacher effectiveness research found support for the following individual variables:

- Use of positive reinforcement
- Cues and corrective feedback
- Cooperative learning activities
- Higher order questioning
- Use of advance organizers

A high level of Academic Learning Time means that 1) students are covering important (tested/evaluated) content; 2) students are "on-task" most of the class period; and 3) students are successful on most the assignments they complete. These three variables can be relatively easily measured and can be considered the *vital signs* of a classroom. If all of these are appropriate, there is a high probability that the classroom is functioning well. However, if any one of these variables is lower than expected, further inspection of classroom processes should be undertaken.

There are a variety of other classroom factors which have been related to student achievement such as the classroom climate and the opportunity for students to engage in leadership roles.

### **5.3. Input**

The third major category of variables, Input, refers to descriptions of teachers and students prior to their coming into the classroom. There are also here two important subcategories: Teacher Characteristics and Student Characteristics. Some important subcategories of teacher characteristics includes the teacher's values and beliefs,



knowledge, thinking and communication skills, performance skills, and personality. Of course, there are many more possible subcategories, but these seem to be the most important.

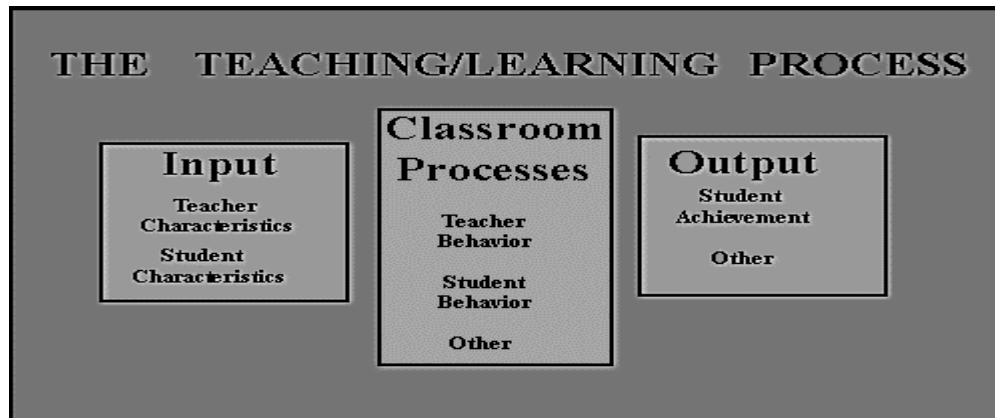


Figure 5: Process of Learning (Huitt, 2003)

*"The most important teacher characteristic (in terms of predicting how well teachers will perform in the classroom as well as student achievement) seems to be the teacher's **values and belief** or more particularly ,Teacher Efficacy (Ashton, 1984). This variable is a measure of the teacher's belief that students can learn and that he/she can teach. Another important set of teacher characteristics includes the teacher's knowledge with respect to the content domain (knowledge of subject matter to be taught), human growth and development (theories, topics, and stages), learning theory (behavioristic, cognitive, constructivist, humanistic, social cognition), and the teaching/learning process (concepts and principles as well as their application in formal and informal environments).<sup>28</sup>*

We have just pointed out Teacher Characteristics, but, what about Student Characteristics? There are plenty of them that have been related to classroom behavior and student achievement. Bloom and other researchers (e.g, Anderson & Block, 1977; Bloom, 1971) engaged in the development of mastery learning have shown that when time to learn is allowed to vary, a student's prior knowledge is most important. Other researchers have shown that when time to learn is held constant, as it is in most learning

<sup>28</sup> (Huitt, 2003)

environments in the United States, then a student's intelligence or academic ability is most important. This issue of "time to learn" is very important. If we truly believe that everyone can learn and that it is important to learn, then it would seem we would make a greater effort to provide the appropriate time to learn. Nevertheless, if we believe that ability or skill is more important and that only the most capable individuals can learn all we want them to learn, then the present system will continue to produce a result that verifies that expectation. Other student characteristics that have been found to be important include study habits, Age, Sex/Gender, Motivation, Learning Style, Cognitive development, Socioemotional development, Moral and character development, and Race/Ethnicity. In fact, the list of important student characteristics is so long entire books have been written on them. As a conclusion, all characteristic make the background we need to first know about students before teaching them a lesson, their baggage is what determine the way, rhythm and respond towards learning. (Huitt, 2003)

#### **5.4. Context**

The category of context includes all of those variables outside of the classroom that have an impact on teacher and student characteristic, classroom processes, and output. The most immediate subcategories of context variables include school characteristics and school processes.<sup>29</sup>

I remember the time when I took Didactics I course and the Professor in charge at that time mentioned how important is to be situated in student's reality; economic, social and cultural background, and immediately she provided this example:

*"Imagine writing on the board a sentence where you are talking about your vacations in Paris and you are teaching in a Public school where students will probably never have the chance to take a plane or travel in their own country". How would you feel if you were one of them?"*

This obviously makes sense, a teacher cannot omit students reality and must take advantage of it to either encourage or discourage their learning process.

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<sup>29</sup> (Huitt, 2003)

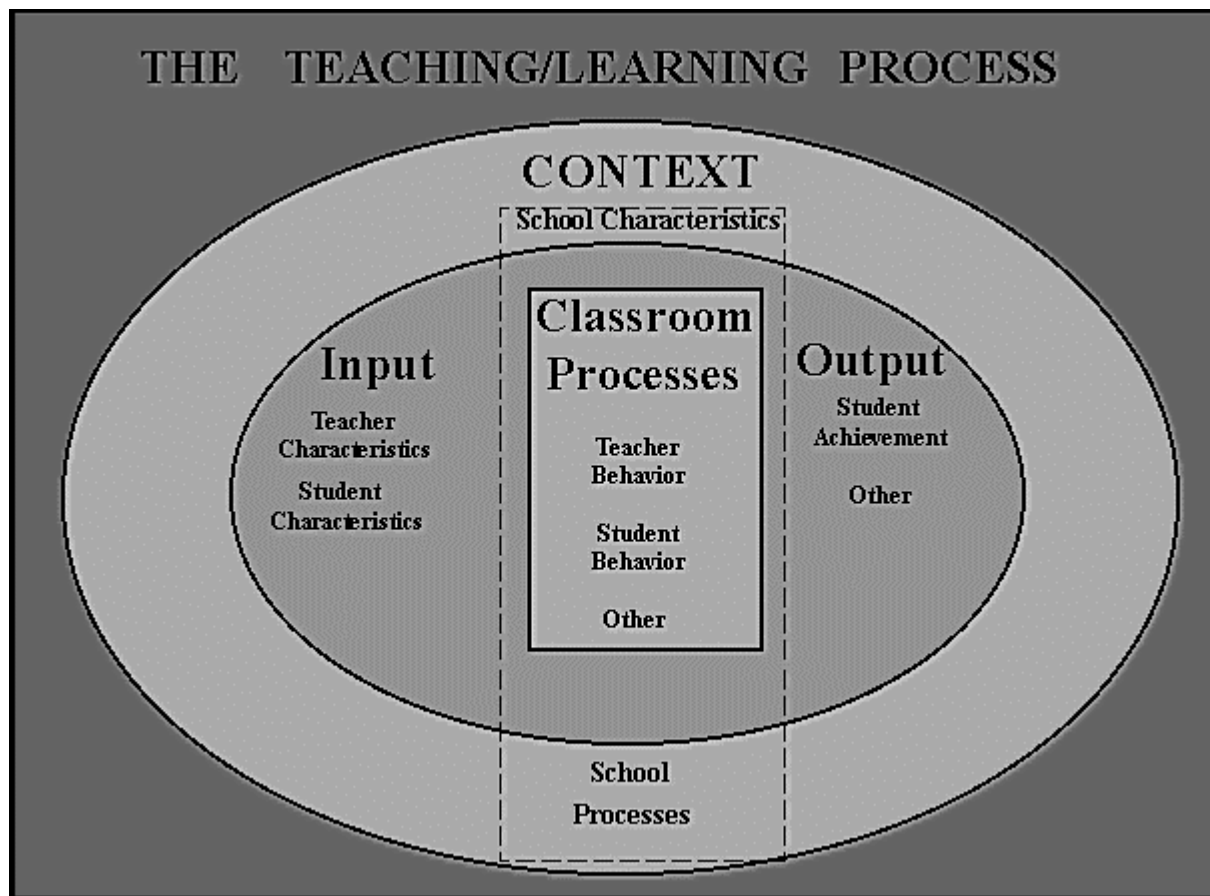


Figure 6: Process of Learning. (Huitt, 2003)

On the other hand, school characteristics includes variables such as organizational structure and school size, School processes include factors related to activities such as leadership, supervisory practices, and school climate.

*“There are a wide variety of other context variables that influence the teaching/learning process. Some of the subcategories of these variables include Home, Peer Groups, Community, Religious Institutions, Society, Culture, and International Conditions. Variables related to the home environment seem especially important and include such variables as the education levels of parents, family income/socioeconomic status (SES), other parental characteristics (such as age or marital status), and a group of miscellaneous variables which includes the amount of technology in the home, the number of books and magazines in the home, and so forth. One of the variables that best predicts student achievement seems to be the level of mother's education--especially if she did not graduate from high school (e.g., Campbell, 1991;*

Voelkl, 1993; Zill, 1992).<sup>30</sup> Probably you are wondering why, but this may be because the mother is the first educator of the child and the level of language usage she uses with the child is an important predictor of the child's language usage and school achievement. modern classroom.

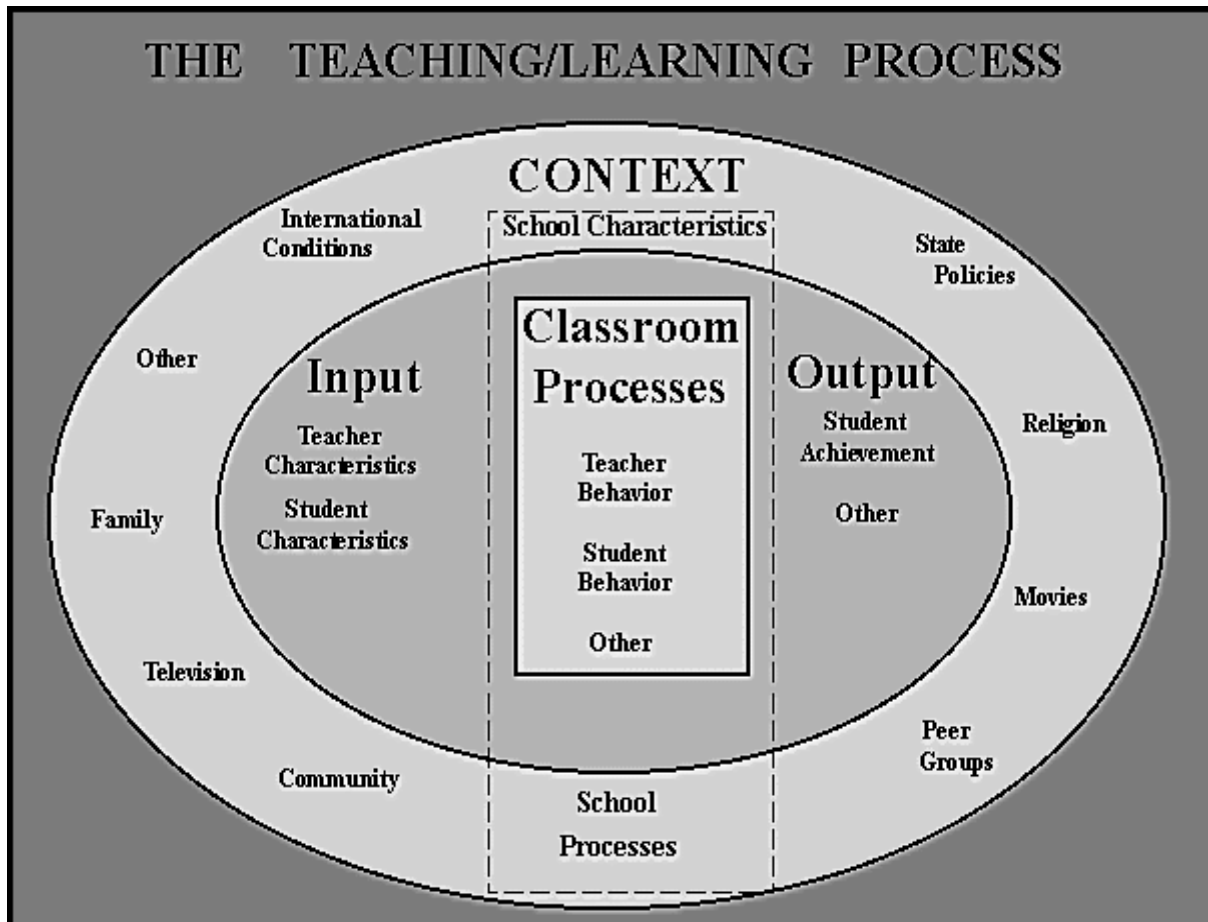


Figure 7: Process of Learning. (Huitt, 2003)

Other important context subcategories include the community (Location, Emphasis on education). peer groups, the society (including TV/Movies, social institutions, etc.), state and national policies (including laws, programs, and funding, the culture (including values, language, art, music, etc.), and international/global conditions. A very important aspect of the latter is the movement to the information age which is in turn influencing all other aspects of living (Huitt, 1995). Nowadays, teachers must deal with the use of technology and how parents are sometimes not monitoring what they see, they type of information

<sup>30</sup> (Huitt, 2003)

they are getting from internet and other portals. Teaching becomes a challenging job when now any person “can teach” others in a wrong way by using the internet and a technological device.

Below you will find an example of how these variables might interact:

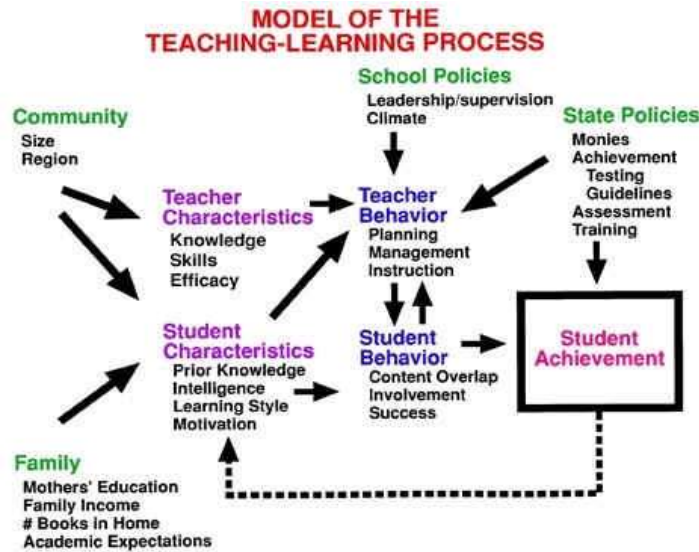


Figure 8: Process of Learning. (Huitt, 2003)

## 5.5. Learning Styles

### 5.5.1. What are learning styles?

*“The term learning styles is widely used to describe how learners gather, sift through, interpret, organize, come to conclusions about, and “store” information for further use. As spelled out in VARK (one of the most popular learning styles inventories), these styles are often categorized by sensory approaches: Visual, Aural, Verbal [reading/writing], and Kinesthetic. Many of the models that don’t resemble the VARK’s sensory focus are reminiscent of Felder and Silverman’s Index of Learning Styles, with a continuum of descriptors for how learners process and organize information: active-reflective, sensing-intuitive, verbal-visual, and sequential-global.”<sup>31</sup>*

<sup>31</sup> (Chick, 2017)

There are well over 70 different learning styles schemes (Coffield, 2004), most of which are supported by “a thriving industry devoted to publishing learning-styles tests and guidebooks” and “professional development workshops for teachers and educators” (Pashler, et al., 2009, p. 105).

Despite the variation in categories, the fundamental idea behind learning styles is the same: that each of us has a specific learning style (sometimes called a “preference”), and we learn best when information is presented to us in this style. Taking this explanation teachers will understand the importance of knowing which way students will easily learn. For example, visual learners would learn any subject matter best if given graphically or through other kinds of visual images, kinesthetic learners would learn more effectively if they could involve bodily movements in the learning process, and so on. The message thus given to instructors is that “optimal instruction requires diagnosing individuals’ learning style[s] and tailoring instruction accordingly” (Pashler, et al., 2009, p. 105). (Chick, 2017)

### 5.5.2. Understanding VARK

*“One of the most accepted understandings of learning styles is that student learning styles fall into three “categories:” **Visual Learners, Auditory Learners and Kinesthetic Learners**. These learning styles are found within educational theorist Neil Fleming’s VARK model of Student Learning. VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning.) The VARK model acknowledges that students have different approaches to how they process information, referred to as “preferred learning modes.”<sup>32</sup>*

Let’s take a look on how this model works in the information on next page:

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<sup>32</sup> (Neil Fleming, 2006)

- Students' preferred learning modes have significant influence on their behavior and learning.
- Students' preferred learning modes should be matched with appropriate learning strategies.
- Information that is accessed through students' use of their modality preferences shows an increase in their levels of comprehension, motivation and metacognition.

Identifying your students as visual, auditory, reading/writing or kinesthetic learners, and aligning your overall curriculum with these learning styles, will prove to be beneficial for your entire classroom. Allowing students to access information in terms they are comfortable with will increase their academic confidence.

|                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Visual</b></p> <ul style="list-style-type: none"> <li>• Visual learners prefer the use of images, maps, and graphic organizers to access and understand new information.</li> </ul>                                                                                                                       | <p><b>Auditory</b></p> <ul style="list-style-type: none"> <li>• Auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices.</li> </ul>                                          |
| <p><b>Read &amp; Write</b></p> <ul style="list-style-type: none"> <li>• Students with a strong reading/writing preference learn best through words. These students may present themselves as copious note takers or avid readers, and are able to translate abstract concepts into words and essays.</li> </ul> | <p><b>Kinesthetic</b></p> <ul style="list-style-type: none"> <li>• Students who are kinesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figuring things out by hand (i.e. understanding how a clock works by putting one together.)</li> </ul> |

Table 4. VARK

(Teach make a difference, 2017)

*By understanding what kind of learner you and/or your students are, you can now gain a better perspective on how to implement these learning styles into your lesson plans and study techniques and by understanding learning styles, you can learn to create an*

environment in which everyone can learn from you, not just those who use your preferred style. So, in this article and in the video, below, we'll look at what you can do to identify your learning style and the learning styles of your colleagues. (Teach make a difference, 2017)

It is recommended that first teachers must be aware of their own learning style, to be empathetic and to plan activities that facilitate the way everybody can learn and get knowledge easily. Here you have a little help to do it.

### *"What's Your Learning Style?"*

*One of the most widely used models of learning styles is **The Index of Learning Styles™** developed by Dr Richard Felder and Barbara Soloman in the late 1980s, and based on a **learning styles model** developed by Dr Felder and Linda Silverman.*

*According to this model (which Felder revised in 2002) there are four dimensions of learning styles. Think of these dimensions as a continuum with one learning preference on the far left and the other on the far right.*"<sup>33</sup>

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<sup>33</sup> (Teach make a difference, 2017)



**Figure 1: Index of Learning Styles**

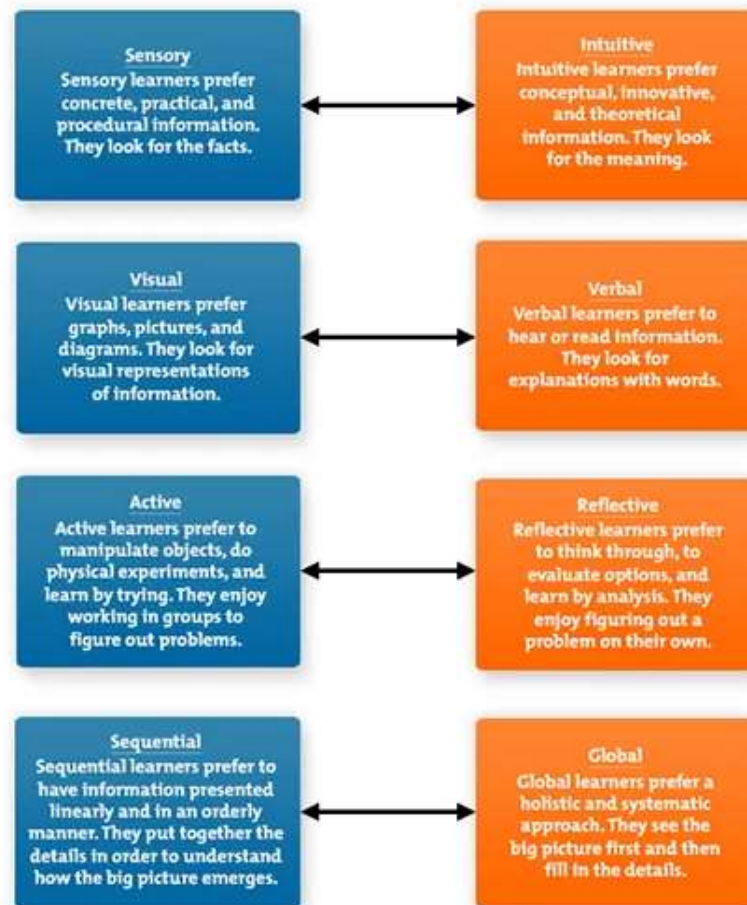


Figure 9: "The Index of Learning Styles," by Dr Richard Felder and Barbara Soloman. Reproduced with permission from Dr Richard Felder. Information about the origins of the ILS, studies demonstrating its reliability and validity, and arrangements to license it for commercial use, can be obtained at [www.ncsu.edu/felder-public/ILS-faq.htm](http://www.ncsu.edu/felder-public/ILS-faq.htm). To find out more about learning styles and the ILS, see [www.ncsu.edu/felder-public/ILS-faq.htm](http://www.ncsu.edu/felder-public/ILS-faq.htm)

## 6.Managing the Classroom

### 3.1. Managing Constraints

Managing a group of students must be considered as an art, especially when you have a room full of teenagers and the group number is about 50 of them! An ongoing aspect of motivation is dealing with the behavior of particular students. Experienced teachers usually have a scale of responses to off-task behavior, which helps them decide

whether to ignore or attend to the problem. Here are three examples of how a teacher might move through stages in managing a particular type of behavior.

***CASE 1: The back-row distractor***

The same student always sits at the back and distracts others.

Use eye contact while continuing to speak.

Stop mid-sentence and stare until the student stops.

Talk with the student after class to investigate the cause.

***CASE 2: The nonparticipants***

Several students are not taking part in the assigned activity.

Ignore them if they are not distracting others.

Walk past their desks and ask if there is a problem.

Ask colleagues how the same students participate in other classes.

***CASE 3: The overexuberant student***

In a language class, teachers want students to speak. Sometimes, though, the pleasure of hearing the language in use sours when an outgoing student dominates question time, comment time, and all the rest of the talking time. This calls for tact, because the person is often a good language model for others. It might seem that a teacher already knows what to say and when to say it, but just in case you forget it, let's take a look at some examples:

- Interrupt with "Thanks for that" and call on someone else to continue.
- Remind the student that there will be more talking time soon in groups.
- Talk to the student individually later.

In conclusion, making quick decisions on what to do about a problem depends on answers to questions like the following:

Does the behavior hinder other students' learning?  
Is this just a single occurrence not worth wasting time on?  
Is it a whole-class problem or specific to one or two people?

Teachers also know that if large numbers of students are failing to attend to the lesson, there could be a problem with the lesson itself. The task may be too difficult, or it may have continued for too long, or the content may be boring. On the other hand, the problem may not be within the class at all. A forthcoming sports match or even unusual weather can change the mood of a class and a signal to the teacher the need for a change of activity. (Jack C. Richards, Willy A. Renandya , 2002)

### **3.1.1. The situation**

For teachers to prepare better for this unpredictable moments, we must analyze different possibilities; there are very few contexts in which students learn English only for the purposes of listening and reading, without any need to interact with others in speech or writing. When it comes to giving students opportunities to talk, constraints such as large, multilevel classes with fixed furniture, traditions of learning ("Games are for children. This is an adult class"), an examination-oriented curriculum ("We have to pass exams. Exams are not about group work"), and difficulty in accessing resources all seem to stand in the way of organizing talk. Resources frequently head the list of constraints. Come teachers have no photocopiers or no funds to make copies for the whole class, no tape recorders or video recorders, and their students have no source of interesting reading material, even in a library. The teacher may have a single copy of a useful article, colored photographs relevant to the topic but too small to be seen at the back of a large class, or half a dozen copies of commercial readers at the right level for a class of forty students. Managing with scarce resource is a challenge, but rather than abandoning these great resources, teachers often find ways around the problems. (Jack C. Richards, Willy A. Renandya , 2002)

### 3.1.2. Teachers' responses

Reading the many accounts of how other teachers have overcome constraints is one practical way of picking up ideas. For example, the encouraging news about group work despite large numbers and fixed furniture is that it happens in many parts of the world. It becomes funny to see how creativity can be an excellent ally for teachers in desperate need of managing a group (walking into the classroom dressed as a clown). The journal *English Teaching Forum* is a good source of articles, many of them written about classroom contexts where conditions seem less than ideal. Teachers have described how they organize group work with large classes with benches fixed to the floor by asking students to turn around and form groups of four with the students sitting in the row behind. Sometimes the group leader scrambles over desks to reach the teacher to discuss progress.

Group work is good help to make them concentrate in a common goal and get busy to achieve it, but what happens when some of them just do not like the idea of interact with others? These are some tips to “sell” the idea of group or team working:

- Explain that groups are a chance to speak without the teacher noticing mistakes.
- When students complain about having to listen to all the other students' bad English when they get into groups, point out that communication involves listening to everyone and making sense whether people speak slowly or fast, formally or informally.
- Make the activities age-appropriate. Avoid the word *games* with older learners.
- Make the purpose of each activity clear beforehand.
- Call for student feedback on group activities. What went well? What could be changed?
- Start with self-selected groupings, so that students are working with people they know or like.

- Show connections between group activities and the rest of the program to overcome the belief that group work is an extra.

In some cultures, students are very anxious about making mistakes in front of others. Oxford (1999) suggests a number of ways of reducing anxiety, including talking about the problem and minimizing conditions that might increase it. In particular, she recommends laughter and music as antidotes to anxiety. By encouraging students to highlight what they did well we are helping them not to discourage in spite of the mistakes they might have made.

If the barrier to group work is managing large numbers, the teacher could experiment with different types of group work which call for different management skills: free discussion, projects, and the particular type of group work described as “tasks”. In free-discussion groups, the teachers can use the multilevel nature of the class to advantage by appointing specific roles to avoid problems such as having one student dominating the group and others sitting passively. A nice idea is a chairperson who invites people to speak and holds back those who have talked long enough; a timekeeper watches that the group moves on to the various stages of the activity; a reporter takes notes ready for reporting back.

Another type of group work is the project. Projects involve collecting material from a number of sources - inanimate and human. The teacher needs to check out availability beforehand with librarians and specialist informants. The informants could be students from other language classes, in which case time-tabling needs to be checked, or other teachers whom students interview between classes. Technology is a great resource; E-mail informants also appreciate hearing from the class teacher before spending time answering questions from students.

The most specific type of small-group activity in the language class is the task. Tasks are described in detail elsewhere in this volume, but the concern here is how to manage them in large classes. A task requires input data, procedures, goals and specific

roles for teachers and learners, all of which need to be explained to the class. (Jack C. Richards, Willy A. Renandya , 2002)

### **3.2. Managing the Teacher's Role**

The final aspect of classroom management is the role of the teacher. Teachers sometimes fear losing their central classroom role as practiced in the traditional classroom, where students asked questions that teachers could answer. In communicative language classrooms, on the other hand, they may ask how to say something that the teacher or text book has not yet introduced or even that the teacher cannot answer. Being a teacher is performing different roles in just one day, or even an hour.

The whole package of a teacher's role includes relationships with colleagues. A typical situation is that one teacher is encouraging everyone to talk in pairs, and the talk is so successful that the teacher next door complains. Often it is not a question of actual noise level. Anyone who has taught next to a room where fifty students are chorusing drills loudly will know that noise is. It is more a question of the type of noise that people are accustomed to. When a whole department operates by the same approach, there are fewer misunderstandings.

The role of a teacher depends on the method he or she decides to use on a daily basis. One way of considering a teacher's role is in terms of metaphors. The teacher of traditional grammar-based class could be described as a tap pouring water into an empty vessel. The teacher has all the knowledge about the new language and the empty vessels have to be filled with the grammar rules and the meaning of words. Then, in situationally based classrooms, where there was an emphasis on memorizing fixed dialogues, the teachers' roles changed.

According to the approach, methodology or technique, they became conductors of orchestras, bringing in the different players in turn and stopping the orchestra from time when someone hit the wrong note. In communicative language classes, there is a gardener, supplying materials for growth (resources, encouragement) and rearranging the

environment /the furniture) for this to happen. Stevick (1996, p. 180) uses the metaphor of a chessboard on which the teacher is “the most powerful single piece.” According to this metaphor, the teacher is the most powerful player in classroom dynamics and determines the class structure.

Let’s consider two aspects of classroom management; one being the way time is managed, and the other the managing of students’ questions. These two are selected because the former is an example of something which can be planned, whereas the latter involves more spontaneous management skills.

One way of managing the large, multilevel class is to plan for the teacher to work with different groups of students at different times during the lesson. An example of this has been reported elsewhere (Lewis, 1998). In summary, four time slots can be used as follows:

| Organization                                                                    | Activity                                     | Purposes                                               |
|---------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------|
| Whole class                                                                     | Theme-based building on individual interests | Social, language input, fluency                        |
| Class in two halves, one with self-access materials, the other with the teacher | 1. Independent tasks                         | Language practice, self-assessment                     |
|                                                                                 | 2. Direct teaching                           | Preparation for independent work                       |
| As above, reversed                                                              | 1. Communicative tasks                       | Focus on meaning                                       |
| Individual, pairs, or small groups                                              | 2. Independent work                          | Follow-up to direct teaching                           |
|                                                                                 | Choice of tasks                              | One-to-one interaction with teacher and other students |

Table 5. Managing the Teacher's role  
(Jack C. Richards, Willy A. Renandya , 2002)

In this model, the teacher has different roles at different times. For example:

- Answering or asking questions
- Up-front roles or supporting individuals
- Language informant or eliciting language
- Congratulating or encouraging individuals
- Designer of tasks or materials

(Jack C. Richards, Willy A. Renandya , 2002)

#### **4. Learning strategy training, cooperative learning and multiple intelligences**

##### **7.1. Learning strategy training**

*“In 1975, Joan Rubin investigated what ‘good language learners’ did to facilitate their learning and from the investigation, she discovered ‘the techniques or devices which a learner may use to acquire knowledge’ (p.43) ‘ According to her, good language learners are willing and accurate guessers who have a strong urge to communicate and would go to the extreme to do so. ‘ Language educators also realized the need for training in language strategies in order to increase learners’ potential and contribute to their autonomy.”*

DESIGN, OBJECTIVES, MATERIALS FOR INSTRUCTION, TECHNIQUES, PROCEDURE TYPES OF ACTIVITIES AND THE LEARNING ACTIVITY ITSELF are the essential elements in the Teaching-Learning process that every teacher must understand before anything else. The way the educator joins and manages all of them creates the *strategy* to be used in class every day. Learning strategy is the specific actions to make the students better in learning a second language. It suggests that teachers should elicit the problems of the students and try to develop a solution for them. Learning Strategy Training is based on problems students encounter in the process of learning target language. These problems are needed to be solved for an effective learning. First ,students are given the strategy and then they are expected to apply it. Learning Strategy Training



focuses on learner training as much as language teaching. Students should be responsible for their own learning. There is really a lot of work to do for teachers; they should follow their learning process and be aware of their deficient and efficient sides. They should also monitor themselves and identify what they need. The teacher helps them to facilitate their learning and to be more effective in learning the target language. After the students get some learning strategies, they have a cognition about them. But they also have a metacognition which means that the students should be aware of the use of the strategies. It is a complex process where the teacher plays a modelling role while teaching the strategies to the students. S/he applies the strategy on a context in the class by thinking aloud. He attracts the students' attentions on his behaviors and the way using the technique. As he is performing the techniques, he also informs the students what he gets by doing so. After he has introduced the strategy, he wants the students to practice on the paper given by himself. He directs the students while they are practicing and he asks questions about the practice and the students reply them. The students' previous experiences are taken into account by the teacher which increase the motivation of them. The teacher also asks why they think so. There is two-way interaction between the teacher and the students.

The Learning Strategy Training, Cooperative Learning and Multiple Intelligences are methodological innovations that focus on the language learner and the training they need in order to learn a language. ' These are not Language Teaching Methods, but rather complement Language Teaching methods and not challenge them. These innovations are to enhance learning effectiveness. We will study this points separately to a better understanding of them.

#### **7.1.1. SWOT Strategies**

Referred to as SWOT ("Study Without Tears"), Flemings provides advice on how students can use their learning modalities and skills to their advantage when studying for an upcoming test or assignment.

#### **7.1.2. Visual SWOT Strategies:**

- Utilize graphic organizers such as charts, graphs and diagrams.
- Redraw your pages from memory.
- Replace important words with symbols or initials.
- Highlight important key terms in corresponding colors.

#### **7.1.3. Aural SWOT Strategies:**

- Record your summarized notes and listen to them on tape.
- Talk it out. Have a discussion with others to expand upon your understanding of a topic.
- Reread your notes and/or assignment out loud.
- Explain your notes to your peers/fellow “aural” learners.

#### **7.1.4. Read/Write SWOT Strategies:**

- Write, write and rewrite your words and notes.
- Reword main ideas and principles to gain a deeper understanding.
- Organize diagrams, charts, and graphic organizers into statements.

#### **7.1.5. Kinesthetic SWOT Strategies:**

- Use real life examples, applications and case studies in your summary to help with abstract concepts.
- Redo lab experiments or projects.
- Utilize pictures and photographs that illustrate your idea.

(Teach make a difference, 2017)

## 7.2. Cooperative Learning

This topic might be familiar to you since it is considered an effective one in education matter. *“Cooperative Learning refers to a method of teaching and classroom management that emphasizes group work and a strong sense of community. This model fosters students’ academic and social growth and includes teaching techniques such as “Think-Pair-Share” and reciprocal teaching. Cooperative learning falls under the **student-centered approach** because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers.”*<sup>34</sup>

| Facilitator                                                                                                                                                                                                                                                                                                                                                       | Delegator                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilitators place a strong emphasis on the teacher-student relationship. Operating an open classroom model, there is a de-emphasis on the teacher instruction, and both student and educator undergo the learning process together. Student learning loosely guided by the teacher, and is focused on fostering independence, hands-on learning, and exploration | Teachers act as a “resource” to students, answering questions and reviewing their progress as needed. Teachers play a passive role in student’s learning; students are active and engaged participants in their learning. The main goal of a Delegator is to foster a sense of autonomy in the learning process. |

Table 6. *Learning Strategy Training*

*(Teach make a difference, 2017)*

In order to identify your personal teaching style, it is important to acknowledge your personal values toward education and how your students learn. Understanding your teaching style early on will prove effective for both you and your students, creating and maintaining a balance between your teaching preferences and your students’ learning preferences. (Teach make a difference, 2017)

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<sup>34</sup> (Teach make a difference, 2017)

## 8. The Eight Multiple Intelligences Described

*"Almost eighty years after the first intelligence tests were developed, Howard Gardner challenged the view that something called "intelligence" could be objectively measured and reduced to a single number or "IQ" score. In his book Frames of Mind (Gardner 1983) he proposed the existence of at least eight basic intelligences. In his theory of Multiple Intelligences (MI theory), Gardner sought to broaden the scope of human potential beyond the confines of the IQ score and suggested that intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products in a context-rich and naturalistic setting."*<sup>35</sup>

Here are Gardner's eight comprehensive categories or "intelligences":

- **Linguistic Intelligence:** The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist).
- **Logical-Mathematical Intelligence:** The capacity to use numbers effectively (e.g., as a mathematician, tax accountant, or statistician) and to reason well (e.g., as a scientist, computer programmer, or logician).
- **Spatial Intelligence:** The ability to perceive the visual-spatial world accurately (e.g., as a hunter, scout, or guide) and to perform transformations upon those perceptions (e.g., as an interior decorator, architect, artist, or inventor).
- **Bodily-Kinesthetic Intelligence:** Expertise in using one's whole body to express ideas and feelings (e.g., as an actor, a mime, an athlete, or a dancer) and facility in using one's hands to produce or transform things (e.g., as a craftsperson, sculptor, mechanic, or surgeon).
- **Musical Intelligence:** The capacity to perceive (e.g., as a music aficionado), discriminate (e.g., as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms.

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<sup>35</sup> (Teach make a difference, 2017)

- **Interpersonal Intelligence:** The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people.
- **Intrapersonal Intelligence:** Self-knowledge and the ability to act adaptively on the basis of that knowledge.
- **Naturalistic Intelligence:** The ability to easily recognize and classify plants, animals, and other things in nature. (Teacher Vision, s.f.)

*“Multiple intelligences activities are useful for English teaching in a variety of situations. The most important aspect of using multiple intelligence activities in class is that you will be giving support to learners who may find more traditional activities difficult. The basic idea behind multiple intelligence activities is that people learn using different types of intelligences. For instance, spelling can be learned through typing which uses kinetic intelligences. Multiple intelligences were first introduced by in the theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University.”*<sup>36</sup>

To enrich the information about Multiple Intelligences, I am including interesting information found at ThoughtCo. Posted by Kenneth Beare; whose purpose is to provide as well activities to work in class with students according to their abilities.

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<sup>36</sup> (Beare, 2018)

## 8.1. Multiple Intelligence Activities for the English Learning Classroom

This guide to multiple intelligence activities for the English learning classroom provides ideas on types of multiple intelligence activities you to consider when planning English lessons that will appeal to a wide range of learners.

### Verbal / Linguistic

*Explanation and understanding through the use of words.*

This is the most common means of teaching. In the most traditional sense, the teacher teaches and the students learn. However, this can also be turned around and students can help each other understand concepts. While teaching to other types of intelligences is extremely important, this type of teaching focuses on using language and will continue to play the primary role in learning English.

- Teacher-centered explanations
- Essays and written reports
- Reading selections
- Book based grammar and language function explanations
- Gap-fill exercises



**Figure 10. Verbal / Linguistic Intelligence. Our School Zone.**

## Visual / Spatial

*Explanation and comprehension through the use of pictures, graphs, maps, etc.*

This type of learning gives students visual clues to help them remember language. In my opinion, the use of visual, spatial and situational clues is probably the reason learning a language in an English speaking country (Canada, USA, England, etc.) is the most effective way to learn English.

- Mind maps
- Using photos, paintings, etc. to encourage discourse
- Creating personal roadmaps / other visual aids to use during discourse
- Graphs used to initiate explanations of statistics
- Videos
- Creating multimedia projects
- Highlighting texts in different colors to indicate tense, or function
- Games such as Pictionary

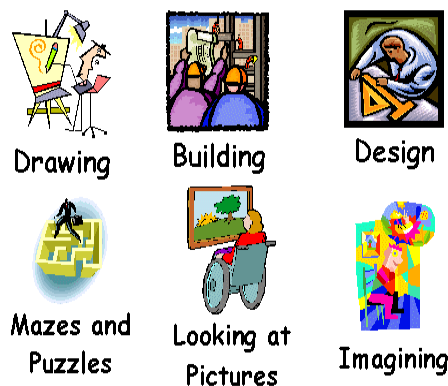


**Figure 11. Visual Spatial Intelligence. Kleo Beachfix.**

## Bodily / Kinesthetic

*Ability to use the body to express ideas, accomplish tasks, create moods, etc.*

This type of learning combines physical actions with linguistic responses and are very helpful for tying language to actions. In other words, repeating "I'd like to pay by credit card." in a dialogue is much less effective than having a student act out a role-play in which he pulls out his wallet and says, "I'd like to pay by credit card."

- Typing
- Movement games (especially popular in children's English classes)
- Role plays / drama
- Pantomime vocabulary activities
- Facial expression games
- For classes with access to athletic facilities, explanation of sporting rules



**Figure 12. Bodily Kinesthetic Intelligence. Creativity 4 children.**



## Musical

*The capacity to perceive (e.g., as a music aficionado), discriminate (e.g., as a music critic), transform (e.g., as a composer), and express (e.g., as a performer) musical forms.*

- Writing their own songs and music about content-area topics
- Putting original poems to music, and then performing them for the class
- Setting a poem to music, and then performing it for the class
- Incorporating a poem they have written with a melody they already know
- Listening to music from different historical periods
- Tape recording a poem over "appropriate" background music (i.e. soft music if describing a kitten, loud music if they are mad about pollution)
- Using rhythm and clapping to memorize math facts and other content-area information
- Listening to CDs that teach concepts like the alphabet, parts of speech, and states and capitals



**Figure 13. Musical Intelligence. Our School Zone.**

## Interpersonal

*Ability to get along with others, work with others to accomplish tasks.*

Group learning is based on interpersonal skills. Not only do students learn while speaking to others in an "authentic" setting, they develop English speaking skills while reacting to others. Obviously, not all learners have excellent interpersonal skills. For this reason, group work needs to be balanced with other activities.

- Small group work
- Team competitions
- Role plays using dialogues
- Peer teaching



**Figure 14. Interpersonal Intelligence. Brainberg.**

## Logical / Mathematical

*Use of logic and mathematical models to represent and work with ideas.*

Grammar analysis falls into this type of learning style. Many teachers feel that English teaching syllabi are too loaded towards grammar analysis which has little to do with communicative ability. Nonetheless, using a balanced approach, grammar analysis has its place in the classroom. Unfortunately, because of certain standardized teaching practices, this type of teaching sometimes tends to dominate the classroom.

- Grammar categorizing activities
- Grammar rules study and inductive explanations
- Error recognition
- Correcting work based on teacher indications
- Develop mind-maps and other vocabulary charts

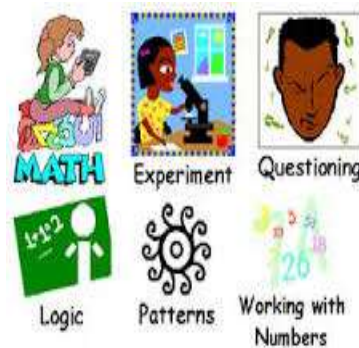


**Figure 15. Logical Mathematical Intelligence. Brainberg.**

## Intrapersonal

*Learning through self-knowledge leading to understanding of motives, goals, strengths, and weaknesses.*

This intelligence is essential for long-term English learning. Students who are aware of these types of issues will be able to deal with underlying issues that can improve or hamper English usage.

- Writing in logs and diaries
- Estimating learning strengths, weaknesses, progress over time
- Understanding learner objectives
- Speaking about one's personal history with confidence



**Figure 16. Intrapersonal Intelligence. Brainberg.**

## Environmental / Naturalistic

*Ability to recognize elements of and learn from the natural world around us.*

Similar to visual and spatial skills, Environmental intelligence will help students master English required to interact with their environment.

- Exploring outdoors but in English
- Shopping and other field trips
- Collecting plants to learn appropriate vocabulary

(Beare, 2018)

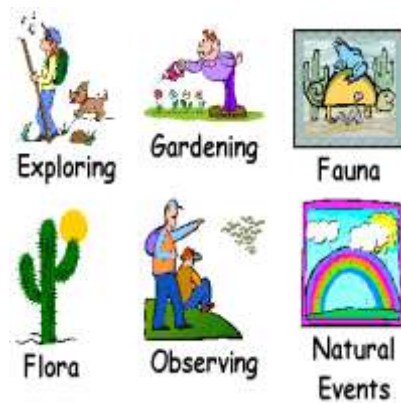


**Figure 17. Environmental / Naturalistic Intelligence. Intelligence Room.**

## **8.2. Checklist: Learning Activities That Connect With Multiple Intelligences**

On the search for more information to extend this interesting topic, I found the following article posted by Scholastic, which provides different activities to include in Lesson plans to connect with Multiple Intelligences.

### **Verbal-Linguistic Intelligence (Word Smart)**

Description: Verbal-linguistic students love words and use them as a primary way of thinking and solving problems. They are good writers, speakers, or both. They use words to persuade, argue, entertain, and/or teach.

#### **Learning Activities and Project Ideas**

- Completing crossword puzzles with vocabulary words
- Playing games like Scrabble, Scrabble Junior, or Boggle
- Writing short stories for a classroom newsletter
- Writing feature articles for the school newspaper
- Writing a letter to the editor in response to articles
- Writing to state representatives about local issues
- Using digital resources such as electronic libraries, desktop publishing, word games, and word processing
- Creating poems for a class poetry book
- Entering their original poems in a poetry contest
- Listening to a storyteller
- Studying the habits of good speakers
- Telling a story to the class
- Participating in debates

## **Logical-Mathematical Intelligence (Math Smart)**

Description: Logical-mathematical students enjoy working with numbers. They can easily interpret data and analyze abstract patterns. They have a well-developed ability to reason and are good at chess and computer programming. They think in terms of cause and effect.

### **Learning Activities and Project Ideas**

- Playing math games like mancala, dominoes, chess, checkers, and Monopoly
- Searching for patterns in the classroom, school, outdoors, and home
- Conducting experiments to demonstrate science concepts
- Using math and science software such as Math Blaster, which reinforces math skills, or King's Rule, a logic game
- Using science tool kits for science programs
- Designing alphabetic and numeric codes
- Making up analogies

## **Spatial Intelligence (Picture Smart)**

Description: Students strong in spatial intelligence think and process information in pictures and images. They have excellent visual receptive skills and excellent fine motor skills. Students with this intelligence use their eyes and hands to make artistic or creatively designed projects. They can build with Legos, read maps, and put together 1,000-piece jigsaw puzzles.

### **Learning Activities and Project Ideas**

- Taking photographs for assignments and classroom newsletters
- Taking photographs for the school yearbook, school newsletter, or science assignments
- Using clay or play dough to make objects or represent concepts from content-area lessons
- Using pictorial models such as flow charts, visual maps, Venn diagrams, and timelines to connect new material to known information
- Taking notes using concept mapping, mind mapping, and clustering

- Using puppets to act out and reinforce concepts learned in class
- Using maps to study geographical locations discussed in class
- Illustrating poems for the class poetry book by drawing or using computer software
- Using virtual-reality system software

### **Musical Intelligence (Music Smart)**

Description: Musical students think, feel, and process information primarily through sound. They have a superior ability to perceive, compose, and/or perform music. Musically smart people constantly hear musical notes in their head.

#### **Learning Activities and Project Ideas**

- Writing their own songs and music about content-area topics
- Putting original poems to music, and then performing them for the class
- Setting a poem to music, and then performing it for the class
- Incorporating a poem they have written with a melody they already know
- Listening to music from different historical periods
- Tape recording a poem over "appropriate" background music (i.e. soft music if describing a kitten, loud music if they are mad about pollution)
- Using rhythm and clapping to memorize math facts and other content-area information
- Listening to CDs that teach concepts like the alphabet, parts of speech, and states and capitals (i.e. Schoolhouse Rock!)



## **Bodily-Kinesthetic Intelligence (Body Smart)**

Description: Bodily-kinesthetic students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds. They can control their bodies with grace, expertise, and athleticism.

### **Learning Activities and Project Ideas**

- Creating costumes for role-playing, skits, or simulations
- Performing skits or acting out scenes from books or key historical events
- Designing props for plays and skits
- Playing games like Twister and Simon Says
- Using charades to act out characters in a book, vocabulary words, animals, or other content-area topics
- Participating in scavenger hunts, searching for items related to a theme or unit
- Acting out concepts. For example, "student planets" circle around a "student sun" or students line up appropriately to demonstrate events in a history time line
- Participating in movement breaks during the day
- Building objects using blocks, cubes, or Legos to represent concepts from content-area lessons
- Using electronic motion-simulation games and hands-on construction kits that interface with computers

## **Interpersonal Intelligence (People Smart)**

Description: Students strong in interpersonal intelligence have a natural ability to interact with, relate to, and get along with others effectively. They are good leaders. They use their insights about others to negotiate, persuade, and obtain information. They like to interact with others and usually have lots of friends.

### Learning Activities and Project Ideas

- Working in cooperative groups to design and complete projects
- Working in pairs to learn math facts
- Interviewing people with knowledge about content-area topics (such as a veteran to learn about World War II, a lab technician to learn about life science, or a politician to understand the election process)
- Tutoring younger students or classmates
- Using puppets to put on a puppet show

### **Intrapersonal Intelligence (Self Smart)**

Description: People with a strong intrapersonal intelligence have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create.

### Learning Activities and Project Ideas

- Writing reflective papers on content-area topics
- Writing essays from the perspective of historical figures, such as Civil War soldiers or suffragettes
- Writing a literary autobiography, reflecting on their reading life
- Writing goals for the future and planning ways to achieve them
- Using software that allows them to work alone, such as Decisions, Decisions, a personal choice software; or the Perfect Career, a career choice software
- Keeping journals or logs throughout the year
- Making a scrapbook for their poems, papers, and reflections

## Naturalistic Intelligence (Nature Smart)

Description: This intelligence refers to a person's natural interest in the environment. These people enjoy being in nature and want to protect it from pollution. Students with strong naturalistic intelligence easily recognize and categorize plants, animals, and rocks.

- Caring for classroom plants
- Caring for classroom pets
- Sorting and classifying natural objects, such as leaves and rocks
- Researching animal habitats
- Observing natural surroundings
- Organizing or participating in park/playground clean-ups, recycling drives, and beautification projects. (Connell, 2005)

## 9. Motivation in the classroom

Language teachers are familiar to the intended outcomes of Communicative Language Teaching, namely, for students to use the new language in speech and in writing for a variety of purposes and in a range of contexts. Teachers also have access to many textbooks setting out activities for doing this. What they often struggle with in their own classes is how to manage classroom learning to achieve these ends. The following comments are grouped into three broad categories: motivation, constraints, and the teacher's role.

Some teachers are concerned about *students' motivation*:

Students in our school are learning English because they have to. It makes motivation really difficult for the teacher.

Students don't want to use English in class when they can say the same thing faster in their own language. What do other teachers do if one or two students refuse to speak?

For others, *constraints* are things that teachers believe are stopping them from managing an ideal learning atmosphere:

How can we organize group work when the desks are all fixed to the floor in rows?

Our classes are huge. Whenever I organize tasks, things get messy, such as some students finishing ahead of the others and wasting their time.

How do experienced teachers manage when all the students are at different levels?

We have to achieve examination results. Anything that doesn't lead there is not valued by the school or the parents.

It's hard to access authentic materials for my teaching.

Finally, some comments relate to *new roles for teachers* in language classrooms. (Lewis, 2002)

### **9.1. Intrinsic and Extrinsic Motivation**

*"Intrinsic and Extrinsic motivation designates a continuum of possibilities of intensity of feeling or drive, ranging from deeply internal, self-generated rewards to strong, externally administered rewards from beyond oneself."* (Brown H. D., 2001)

Edward Deci (1975: 23) defined intrinsic motivation this way:

*"Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination."* (Brown H. D., 2001)

But, what about *Extrinsic Motivation*?. This behavior is carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination. (Brown H. D., 2001)

As an analysis in *Teaching by Principles* by H. Douglas Brown, intrinsic motivation is more effective for long-term retention. He says that we seek out a reasonable challenge. Then we initiate behaviors intended to conquer the challenging situation. Incongruity is not itself motivating, but optimal incongruity – or what Krashen (1985) called “f+1” – presents enough of a possibility of being resolved that we will go after that resolution. (Brown H. D., 2001)

Motivating kids, teenagers or even adults to learn new things is challenging, and the key to succeed in this action comes from simple and funny actions any teacher can include in their lesson plan; but, how or where to find those kind of effective tools? Here you have some ideas to apply in your class and you can also visit the links in the Appendix section of this Manual for a clear procedure and the objectives of any Warm-up or Ice breaker you choose to try. So, let's take a look at some first and decide which one you would like to implement first with your students.

#### **Warm-up and Ice breaker ideas:**

- |                                       |                              |
|---------------------------------------|------------------------------|
| 1. Guess the picture                  | 10. Mini-debate on topic     |
| 2. Telephone (Grammar Introduction)   | 11. Whisper it               |
| 3. How was your weekend?              | 12. Board relay              |
| 4. Fortunately / Unfortunately Warmer | 13. Guess who wrote it?      |
| 5. Finish the quote                   | 14. Truth or Lie?            |
| 6. The because Game                   | 15. Unchained words          |
| 7. Controlled Narrative Writing       | 16. Three sounds and a story |
| 8. Guess the movie based on the plot  | 17. Secret question          |
| 9. Cat idioms                         | 18. Find the pattern         |
|                                       | 19. Finish the quote         |
|                                       | 20. What's in my bag today?  |

### **Time fillers:**

- |                              |                              |          |
|------------------------------|------------------------------|----------|
| 1. Twenty questions          | 11. Spelling race            |          |
| 2. Pictionary                | 12. Hangman                  |          |
| 3. Charades                  | 13. Word searches            |          |
| 4. Write a communal story    | 14. Taboo                    |          |
| 5. Why / Because             | 15. Corrections              |          |
| 6. Would you rather          | 16. Anagrams                 |          |
| 7. Telephone                 | 17. Word scramble            |          |
| 8. White board slam          | 18. Twenty questions / I spy |          |
| 9. Open question session     | 19. Deserted on an island    |          |
| 10. Read aloud comprehension | 20. Story                    | spoilers |

## **9.2. Motivating Students**

In order to comprehend the fact that motivating students can be a complex matter, you will find some cases to analyze and what the possible solution could be. They are taken from Methodology in Language, An Anthology of Current Practice by Jack C. Richards and Willy A. Renandya.

### **9.2.1. The situation**

The statement about learning in general that it “never takes place in vacuum” (Williams & Burden, 1997, p. 188) is even more true in the language class. When it comes to creating a classroom climate for language learning, Williams and Burden point to three levels of influence: national and cultural influences on the language being learned, the education system where the language is being learned, and the immediate classroom environment. Influences on the language being learned are already determined, as is the education system. School policy, the textbook, and a national curriculum all influence the way students feel about language learning in general and about learning English in

particular. However, teachers do influence the classroom environment by motivating unmotivated students. There are many ways in which students by talking off the topic, and they provide “nonlanguage” entertainment. All of these call for teachers’ management skills. Even taking into account differences from country to country and class to class, teachers of a range of learners and subjects believe that they can make a difference, as the examples that follow show. (Jack C. Richards, Willy A. Renandya , 2002)

### **9.2.2. Teachers’ responses**

In language learning, motivation is more specific than in a content-based subject. The history teacher can motivate students to take an interest in the subject, but the language teacher is looking for more than interest. Language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance.

Teachers encourage language use through both intrinsic and extrinsic motivation. Some students have strong intrinsic motivation; they know the benefits of learning a particular language. Others need to be reminded of where success could lead. For example, in societies where studying literature is an important part of the education system, teachers emphasize the benefits of being able to read English poetry, short stories, and novels in the original. In other contexts, teachers build on the career and commercial benefits to students: Fluent speakers of English are employed as interpreters, they travel abroad on business, and they work in tourism. Reminding students about the jobs waiting for fluent language speakers can be an important part of motivation.

Extrinsic motivation can come through rewards. Teachers supply interesting additional reading materials, they show a video to follow a difficult language task, or they invite guest speakers so that students can use the new language in an authentic way. Occasionally, though, rewards can take over and destroy enjoyment, as van Lier (1996) reports from one of his classes. He had organized a grammar game involving two teams as

a means of motivating students, but unfortunately the teams became so competitive that they argued over every point and were quickly diverted from the grammar point.

In monolingual classes teachers report particular difficulty in persuading students to speak English. The following ideas have worked in a small and large classes in different countries:

- Role-play, with one student taking the role of a foreigner
- Native-speaking visitors answer questions on specific topics
- Pen friends, by mail or E-mail
- Group presentations of topics students have researched
- Interclass debates
- Speech competitions
- Concerts with plays and singing

Although the ultimate goal is to speak English, in classes where students speak different first languages, it can help motivation to allow limited use of the first language in class for specific purposes. For example, the L1 helps in clarifying a difficult point or planning the organizational part of projects, particularly when the teacher does not speak the languages of all the students. (Jack C. Richards, Willy A. Renandya , 2002)

## **10. Managing resources**

*“What about meeting learner needs? How can a course book meet the needs of a specific group of students?”*

*“These questions, posed by a teacher looking for the first time at Words Will Travel (Clemens & Crawford, 1994), a set of integrated resources colleagues and I had just spent 3 years developing, set me thinking about the role of preplanned materials and why I have always been interested in resource production. It also recalled my concern, both as a teacher and as a teacher educator, about the incoherence of many language programs*



*when teachers create their own materials or, as seems more frequently the case, pick and choose from a range of authentic and published materials and worksheets, often originally prepared for other classes.*<sup>37</sup>

This discussion is divided into two sections. The first looks at attitudes to teaching materials, including textbooks, and explores two opposing points of view. For some, commercial materials deskill teachers and rob them of their capacity to think professionally and respond to their students. They are also misleading in that the contrived language they contain has little to do with reality. For others, the role of teaching materials is potentially more positive. They can, for example, be a useful form of professional development for teachers, and foster autonomous learning strategies in students. Such arguments and the proliferation of teaching materials suggest that the issue is not so much whether teachers should use commercially prepared materials but rather what form these should take so that the outcomes are positive for teachers and learners rather than restrictive. The second part of the discussion explores eight key assumptions which the author believes should underpin materials if they are to enhance the learning environment of the classroom. (Jack C. Richards, Willy A. Renandya , 2002)

### **10.1. Effective Teaching Materials**

Materials obviously reflect the writers' views and language and learning, and teachers (and students) will respond according to how well these match their own beliefs and expectations. If materials are to be a helpful scaffold, these underlying principles need to be made explicit and an object of discussion for both students and teachers. The remainder of this paper looks at the assumptions about language and learning which the author believes should underpin materials used in language classrooms. Individual end-users will, of course. Weigh these factor differently, and so need to adapt the materials to their own context and learners. In terms of our present understanding of second language learning, however, effective materials are likely to reflect the following statements:

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<sup>37</sup> (Jack C. Richards, Willy A. Renandya , 2002)

#### **10.1.1. The language used should be realistic and authentic**

An outcome of our understanding that language is a social practice has been an increased call for the use of 'authentic' materials, rather than the more contrived and artificial language often found in traditional textbooks (Grant, 1987). The problem with using authentic materials (in Nunan's sense of 'any material which has not been specifically produced for the purpose of language teaching' [1989, p. 54]) is that it is very difficult to find such materials which scaffold the learning process by remaining within manageable fields. It is also difficult for teachers legally to obtain a sufficient range of audiovisual materials of an appropriate quality and length. The quality of the materials is, nevertheless, important because of its impact on learners and their motivation.

#### **10.1.2. Classroom materials will usually seek to include an audio visual component**

The use of multimedia material and additional resources must be prepared in advanced in case it does not work out the way we planned, but also the rest of resources in the environment need that too. *"This statement is true not only because we live in an increasingly multimedia world in which advances in technology allow for expanding flexibility in delivery, but also because such materials can create a learning environment that is rich in linguistic and cultural information about the target language. Materials such as video and multimedia allow teachers and learners to explore the nonverbal and cultural aspects of language as well as the verbal. Intonation, gesture, mime, facial expression. Body posture and so on, are all essential channels of communication which not only help learners understand the verbal language to which they are exposed, but also are an integral part of the system of meaning which they are seeking to learn."* (MacWilliam, 1986).

### 10.1.3. Materials need to be flexible enough to cater to individual and contextual differences

*“Although language is a social practice, learning a language is largely an individual process as learners seek to integrate newly perceived information into their existing language system. It is essential for teachers to recognize the different backgrounds, experiences and learning styles that students bring to the language classroom, and the impact these experiences have on what aspects of the input are likely to become intake. In other words, it is to a large extent the learners, not the teachers, who control what is learnt since it is they who selectively organize the sensory input into meaningful wholes.”<sup>38</sup>*

In order to get tips and techniques to manage resources in a daily basis in our classrooms, the website “The Teacher’s Corner”:

<https://www.theteacherscorner.net/teacher-resources/>. Bulletin boards, worksheets, lesson plans, projects and teachers resources, and many more are available and ready to print and to be applied in class.



Figure 18: The Teacher’s Corner. Available in: <https://www.theteacherscorner.net/>

<sup>38</sup> (Jack C. Richards, Willy A. Renandya , 2002)

## **11. Activities to work with students according to their Elementary and Secondary grade**

When it comes to analyzing , synthetizing and providing personal points of view about different subjects, it becomes a hard task for students to produce and share their thoughts with the teacher and the rest of the class. Below you will find some suggestions to apply with your students , they are techniques that are sometimes forgotten or not taken as meaningful actions, but that surely will help teachers to make students work in their *Critical Thinking* process. All activities can be modified to higher levels as well.

| First Grade                 | Second Grade                                               | Third Grade               |
|-----------------------------|------------------------------------------------------------|---------------------------|
| Mnemonics                   | Comic                                                      | P N I                     |
| Cartoon                     | S Q What I know, what I want to know and what I learned.   | Literal questions         |
| Cognitive map (of spider)   | Cognitive map (bad water)                                  | Triptych (Trifoliate)     |
|                             |                                                            | Cognitive Map (Diagram of |
| Fourth Grade                | Fifth Grade                                                | Sixth Grade               |
| P N I                       | Comparative table                                          | Summary                   |
| The three Q                 | Summary                                                    | Analogies                 |
| Synoptic table              | Mind map                                                   | Timeline.                 |
| Seventh Grade               | Eighth Grade                                               | Ninth Grade               |
| Conceptual map              | RA -P-RP (Previous answer, question and subsequent answer) | Correlations              |
| Synoptic table              | Mental maps                                                | Paraphrase                |
| Summary                     | Synthesis                                                  | Triptych (Trifoliate)     |
|                             |                                                            | Cognitive Map             |
| Tenth Grade                 | Eleventh Grade                                             | Twelfth Grade             |
| Analogies                   | Conceptual map                                             | Conceptual map            |
| Comparative table           | Tree diagram                                               | Test                      |
| Cognitive Map (Box Diagram) | Semantic map                                               | Semantic map              |
|                             | Cognitive map (Of categories)                              | Parallel texts            |

## LEARNING STRATEGIES AND TECHNIQUES



## TEACHING TECHNIQUES

Students performance is essential at this part of Didactics Course I; they need to be evaluated and get prepared for what they will face on a daily basis. The content so far has been shared and explained so it is time for the professor in charge to assign them the time for presenting an specific topic and share what they understood and learnt.

As follows, you will find material for you to organize this presentations and evaluate every student objectively.

### **A). Icebreakers**

Icebreakers are structured activities that are designed to relax learners, introduce them to each other, and energize them in what is normally and unduly formal atmosphere or situation.

Icebreakers are not normally related to the subject matter. In addition, they often help to break up the cliques and invite people to form random groupings in a non-threatening and fun away.

The term “icebreakers” comes from “break the ice”, this turns to come as well from special ships called “icebreakers”, which are designed to break up ice in the arctic regions. And just as these ships make it easier for other ships to travel, an icebreaker helps to clear the way for learning to occur by making the learners more comfortable by helping to bring about conversation.

Why use ice breakers?

- Create a positive group atmosphere
- Help people to relax
- Break down social barriers
- Energize and motivate

- Help people to get to know one another

Listed below are a few icebreakers to help you get started:

- 1.Candy bowl
- 2.Meet a friend
- 3.The web
- 4.Snowball fighting
- 5.Finding differences
- 6.Tell a story
- 7.Say the name
- 8.Two truths and a lie
- 9.Fears in a hat
10. Human knot

### **B). The Warm-up**

Warm-ups are brief introductory activities which help students get in the “mood” of learning. They last from 4 to 10 minutes depending on the length of the class period; and may or may not be related to the class topic. Warm-ups serve also as “a brief break” to facilitate interpersonal communication, creating a familiar class atmosphere, which motivates learning.

Warm-ups are not to evaluate students or promote competition. They may not be considered as the main activity during a class period.

Some of these fun activities are listed below as explained at ESL TREASURE WEBSITE <http://esltreasure.com/games-activities/junior-games-activities/warm-ups/> :

### **Hints**

Conceal a card or piece of paper with a word written on it from the students. Give them 3 hints as to what the word is i.e. 1. I am very big 2. I'm an animal 3. I'm gray (word=elephant). Give them a minute to shout out guesses. The student who guesses correctly first gets the point. Adapt the game according to the level.

### **Lip reading**

Bring a student to the front but command them to remain absolutely silent at all times during the game. Reveal a flashcard/sentence on paper to them. They must try to silently say it to the rest of the class- who are trying to guess what it is.

### **Memory box**

Bring in a box of random objects (which students have already learnt the names of). Give the class a minute to look into the box and see what is there but they cannot write it down. Cover the box up and see how many items the students can name or write on a list.

### **Get together**

Have students walking around the room. Randomly shout out a number between 1 and 8. Students must quickly form groups of this number. Odd students are eliminated.

### **Shiritori**

The first student says a word. Then student must say a word that begins with the last letter of the previous word.

### **Action pass**

Students sit in a circle. Elect an action master. Have the first student perform a chant whilst doing the action. Go around the circle until it reaches the action master who then changes the action and passes it around.

### **Drawbridge**

Split the class into two groups; the castle and the people. Have the castle group make a circle, standing at arm's length of each one another and lifting their arms in the air. The



people must run in and out of the gaps of the castle, each time they must leave through a different gap than they entered. When you shout out “lower the bridge” the castle students drop their arms down by their sides. If a student is caught by someone’s arms they become part of the castle.

### **Empty cup**

Give each student an empty cup. Make them stand up and balance the cup on their head upside down. Have them do actions, TPR etc. The last person to keep the cup on their head is the winner.

### **Attention**

Two students come to the front. You give them a category and say they have one minute to talk about. They must talk about the topic at the same time. After one minute ask the class or judge for yourself who kept their/your attention for the longest during the minute.

### **Back to back**

Put the students in pairs. Have them running/hopping/skipping around the room. When you shout out “back to back” they must find their partner and stand back to back with them. You can then develop it by adding “face to face” and “shoulder to shoulder” etc.

### **Bottle pass**

Break the ice by giving the student on the far left a plastic bottle or another item and telling them that it must be passed down the line but students can only touch it with their elbows i.e. by clenching them together to grip it. Alternatively you can have a relay race in teams.

### **Chase the rabbit**

Students are in a circle. Pass a small ball, ‘the rabbit’. Each time a student receives the rabbit they must say a word/sentence before passing it on. After one round, introduce a bigger ball, ‘the farmer’. For the farmer they must say a different word/sentence. Have both balls passing around. You can simply do this or add a story that ‘the farmer is chasing the rabbit’ to add drama and urgency to the game.

### **Coin pass**

Have the students lined up against the wall with their eyes closed and their hands held open behind their back. Walk along the line and place a small coin in the hand of one student. Tell them the coin holder must try their best to not give away their identity. Afterwards have them all turn around and get them to quickly walk around shaking each other's hands and saying something like "hello, nice to meet you". They can pass the coin during a handshake or use the hand without the coin in it to shake hands with other students. After 2 minutes, sit them down and tell them to hold one clenched fist out in front of them. Do a show of hands to vote on who the class thinks has the coin. The person with the most votes is eliminated regardless of whether or not they had the coin. If during the voting one student accuses another of having the coin because they gave them it, encourage the coin holder to argue back and try to bluff their way out of it. The game keeps going until the coin holder is found.

### **Dogs bark**

Select a category such as animals. Choose one student to start. The starter says something like 'dogs say bark', 'cats say meow' etc. If the noun matches the action the rest of the class must do the action. If the caller says something false such as 'bears cluck', the students who cluck are eliminated.

### **Family finding**

Divide the number of students in your class by 4 to determine how many 'families' you will have. For each family have cards for 'Mr...' 'Mrs...' 'Brother...' 'Sister...'. Hand out the cards in class at random and don't let your students look at their card. When you say go all the students will go around asking the others questions to find the rest of their family. For example, if the card is Mr Smith they need to find to stand with the rest of the Smith family. This can work with many different sets of vocabulary.

### **Human knot**

Make two or more circles of eight students. Instruct them to hold right hands with the person opposite them and then hold left hands with a different person in the group. Without

anyone letting go of each other's hands they must try to untangle the human knot that is created. Walk around the room and if any group cheats disqualify them.

### **Kidnap**

Stand your students in a line. Have one of them stand facing the board, at the front of the class. Instruct the rest of the class to change position in the line and quietly take one student (or even teaching assistant) out of the room. Tell the one at the front to turn around and give them 10-20 seconds to guess which person has been 'kidnapped'.

### **Inner circle**

Two equal circles are formed- one inside the other. The student each person is facing in this starting position is their partner throughout the game. Play some music or sing. During this the inner circle rotates clockwise and the outer circle spins anti clockwise. When the music stops the inner circle must get into the horse position and their partner from the outer circle must climb on their back in the jockey position. The last pair to get into this position is eliminated.

### **Poker face**

Place a seat at the front of the room. Students take turns to see if they can last a minute sat on the chair without any of the other students making them laugh or even smile. Kids love to use English to say silly and outrageous things so let them have a good go at making funny comments (within reason). Alternatively you can have two students sat at the front, facing each other, the first to smile or laugh loses. With this format you can set up a knockout tournament to determine who has the best poker face in the class.

### **Wink of death**

Line the students up against a wall, facing the wall. Tap a student on the back who then becomes the murderer. Students walk around the room, when the murderer winks at the other students they wait 5 seconds then fall to the floor dead. At any point one player can accuse another by saying "I think you are the murderer/killer". If the accusation is wrong both players die.

**Do this/do that**

Simon says style game to warm your class up and get them listening. Do random actions, when you say 'do this' they must obey and copy you, when you say 'do that' they should ignore you and remain in the previous position. If they make a mistake they are eliminated.

**Spelling test threat**

This is an activity for classes whereby students are reluctant to speak. Print off some blank spelling test sheets on a day when there is no spelling test scheduled. Show them the test papers and say "I can't decide whether to practice some speaking or do a spelling test". Although there are classes who adore spelling tests, your comment will most likely be met with disapproving sighs. Tell them that if they can talk to you for 10 minutes about 'X', 'Y' and 'Z' instead then you won't give them the test. Use this chance to threaten the quieter students into talking or the whole class will be faced with a spelling test which they haven't prepared for.

**Word Hunt**

Go around the class and ask for one random letter from each student. Write each letter on the board. If there isn't a fair range of vowels, throw in a couple of letters yourself but don't give them anything too easy to work with. Give them five minutes to try to write as many words from these letters as possible. State that you can use a letter only once unless there is more than one of them on the board, in which case they can use that amount. Give points or prizes for the students with the most words and the one with the longest word.

**A-Z Vocabulary game**

Choose a random letter of the alphabet. Go around in a circle and each student has 5 seconds to say a word that begins with that letter. Their words must be unique, so if another person already said it they are out. Also give a 5 second time limit on answers. The last person in the game is the winner. For higher level classes you can use categories or kinds of word i.e. verbs, nouns, adjectives etc rather than just a letter.

### **Actions and words**

Set a category i.e. foods. Each student has a different word. Give them a minute to think of an action to accompany their word. Go around the circle and everyone says their word with the action. For a bigger class you should play it in smaller groups to give students a better chance of memorizing. After everyone has shown the actions, have them pass random words to each other. When a student performs the wrong action they are eliminated.

### **Alien visitor**

Tell your class the scenario that you are an alien who has just arrived on earth. You can speak a very basic level of English but you want to learn more to teach other aliens back on your own planet. Ask them about an object in the room or something in general. Start by saying “what’s this?” they will respond “it’s a pen”. Then say “what’s a pen?” They have to explain the object by talking about what you use it for, when and where to use it, where it is from etc.

### **I spy**

A student finds something that is visible in the room and says “I spy with my little eye, something beginning with...” The rest of the class must guess words beginning with that letter to find the answer.

### **What’s in the box?**

Before class find something unpredictable, strange, humorous etc and put it in your box. Take it to class. Tell the class you have something in your box that is very special. Give them a few minutes to ask questions and try to figure out what it is. Give them short answers. Do it the following week with something different in your box to develop a sense of mystery.

## Tai Chi

Get a group of lazy, day-dreaming students out of their seat and take them through a humorous Tai Chi routine. This seems like a strange activity to do during your class but it does serve the purpose of getting focusing their attention and waking them up.

*Games & Activities, Warm ups. ESL TREASURE. Google 2015 Available in:*  
<http://esltreasure.com/games-activities/junior-games-activities/warm-ups/>. *Consulted on:*  
10-01-2016. 09:01.

## C). Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

It can be a great way to help a group of people build energy, reduce their inhibitions about working together, and create the richest possible database ideas.

The principle of brainstorming is that you need lots of ideas to get good ideas. Brainstorming can help students to learn to take risks, to become better learners and in addition, it is a fun activity which students enjoy and well worth trying out in your own classes.

## Simple Word Lists

21. List words to describe people's appearance.
22. List all the items you need for a party.
23. Make a list of furniture.

### Brainstorming on a picture

Pictures are a rich source of inspiration for brainstorming. Strange events evoke the biggest variety of responses. Most students will let their imagination roam if the pictures are strange enough. Use pictures from the textbook, magazines or other sources.

1. What are these people doing?
2. List of objects in the picture.

### Brainstorming using a song

Songs are wonderful for reducing nervousness. They seem to be particularly effective in whole-class brainstorming when the teacher is writing the ideas on the board. Play a song for the class and ask questions like the following.

1. How does the singer feel?
2. What do you think the singer looks like?
3. Suggest titles for this song.

### Lists based on a principle

1. Write down a food that begins with each letter of the alphabet
2. Make a list of animals starting with the smallest animal and getting bigger

## D). Whiteboard layout

### Considerations when using the board

1. Much of the chaotic work can be avoided if the work is planned in advance and include as part of the lesson plan. It's important to clean the board before you start the lesson, if it's not erased.
2. The board can be sectioned off into areas. Two or three, you see the center part for the essential information; the other sections can be used for vocabulary or extras (previous grammar, homework, etc...)
3. Your handwriting must be clear. Use capital letters when it is required and pay special attention to size, students need to see the difference between capital and small letters. Don't mix print and script writing, this could cause confusion and misunderstanding. Always be sure about the correct spelling and grammar structures.
4. Use contrast of colors to show or point out important things, but be careful, there are some colors that can't be seen very clearly. Try, as much as possible, to have good quality markers.
5. While writing, **don't cover or speak to the board**, instead it's better if you read what you are writing, in that way you will keep the visual contact with your students.
6. Write the essential information (summarize), **don't use the board instead of a text**. Try to use key words to simplify terms for an easier understanding.
7. Students must have enough time to copy from the board, don't erase immediately. **Do not erase with your fingers or hands**.
8. Let students use the board too, call them from time to time, but try them to write only small parts. Encourage them to participate on the board.



9. Use drawings, you don't have to be an artist to do it. Simple stick figures are good examples, with a little practice; every teacher can learn enough to draw simple pictures for drills of picture compositions.

10. When you finish your class **erase the board**, someone else is going to use it.

### **E). Posters and charts**

#### Readable:

Readability is a measure of how easily the ideas flow from one item to the next. Text that has lots of grammatical problems complex or passive sentence structure, and misspellings is "hard to read".

#### Well organized:

Spatial organization makes the difference between reaching 95% rather than just 5% of your audience.

#### Visible big enough LEGIBLE:

Font sizes need to be big to be effective. A good rule is to stand back from your own poster; if you, who are familiar with the material, cannot easily read it from 6 feet away, your audience will certainly not be able to either.

#### Final check before you assemble the poster:

Have some people look over your poster before you put it all together. If they are confused, pay particular attention to things that may not be necessary, and you can eliminate on time the unnecessary things.

## **Charts and posters are used to**

- Attract and hold attention
- Develop an idea
- Present information to small groups
- Highlight key points
- Review and preview
- Add variety to discussions
- Speed learning

## **F). Step by step directions**

Following directions is a habit that every student should acquire. If students don't follow the exact directions, their results in any assigned educational activity may be incomplete and inconsistent. That's why it is important for them to learn it.

In order to make students respond to a sequence of directions, the teacher should:

- Plan the directions: consider the activities you are going to work with the students. You may need a specific seating arrangement. It is also important to prepare in advance the material you and your students are going to need, you should also know when you are going to give them the material.
- Be clear in what he/she wants for the students to do: keep your goals in mind, what is exactly what you want them to do.
- Give step by step directions: classify the sequence. Students will do better if they work from the easy directions to the difficult ones. You may also go from the directions that require less time to the longest directions.

- Give the directions verbally as well as written. (You may write short directions on the board).
- Provide clear directions: Remember to use simple language, so your students are able to understand what you want them to do.
- Model the directions: You should give the direction first and then provide examples; make the first part with them and check how they did so you're sure they really understood. Make sure to do exactly what you want them to do.

### **G). Vocabulary without translating**

It is a technique which helps us to teach new vocabulary without translating in an easy way that will help the students to retain the vocabulary through pictures, objects, or by using, understanding and easy vocabulary.

#### Techniques

- **Pictures:** We can use pictures to explain words that are difficult to explain.
- **Mimics:** We can use mimics to explain action verbs or activities.
- **Realia:** With this technique we can explain words by using objects.
- **Contrast:** By contrasting words we will be able to explain words to the students, and using drawings on the board.
- **Context:** It is like contrasting words in sentences specifying the meaning of a specific word.

## **H). Oral drills**

Oral drills are a very structured way to introduce students to a new grammatical structure. Depending on the drill, you can either on students individually or ask the class for a chorale response. Immediately after the presentation of a new structure or vocabulary field, the students need a controlled practice stage in which they have the chance to focus exclusively on the new language and start to familiarize themselves with it.

### **Repetition drill**

Students repeat what the teacher says accurately and as quickly as possible.

### **Substitution drill**

Teachers first teach a dialogue or sentence structure, and then allow students to substitute different content words, phrases or sentences.

### **Question and answer drill**

This drill gives students practice with answering and asking questions to their classmate.

### **Transformation drill**

The teacher gives students a certain kind of sentence pattern. Students are asked to transform the sentence.

### **Discrimination drill**

Teachers hold pictures of people in different uniforms/job types & pictures of the same people doing their jobs. He/she holds up a picture & the students respond.

### **Individual drill**

The teacher asks an individual to repeat the sentence.

### **Chorus drill**

The teacher asks the class to repeat the sentence together.

### **Mumble drill**

The students mumble the sentence to themselves to get confident in saying it before the chorus and the individual drill.

### **Mingle drill**

The students stand up and wander round asking and answering questions.

### **I). Class interaction**

Management of the different types of students in class could get a little complicated. While working in class teachers could find different behaviors. A common problem for teachers is dealing with isolated students”, or passive class where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a teacher-class dialog, such as asking questions to the class as a whole, expecting at least one student to respond. This can be a frustrating experience for both parties. Obviously, there will be times when no student can answer a teacher’s question, but often students do not answer even if they understand the question, know the answer, and are able to produce the answer. Furthermore, students can often be very reluctant to give feedback or ask the teacher a question in front of the class. This action research project attempted to explore this problem and sought to create a more interactive teacher-class.

In the other hand we have “social students” who could become in a headache because of their high dynamic personality, instead of an aid for teacher and classmates.

Class interaction should be the most important approach in order to have a good environment and have all students participating among them no matter the way they work or react in class.

### **J). Copying and dictation**

Its purpose is to help students write and interpret the new language. It has been “one of the few exercises consistently employed throughout the history of language teaching.” It has been used, as we know, for teaching the structure (morphology and syntax) and for teaching the sounds and spellings.

## **Some advantages of Dictation**

It can help develop all four language skills in an integrative way. As students develop their aural comprehension of meaning and also of the relationship among segments of language, they are learning grammar; it helps to develop short-term memory. Students practice retaining meaningful phrases or whole sentences before writing them down. It can serve as an excellent review exercise. It involves the whole class, no matter how large it is. During and after the dictation, all the students are active. It can be prepared for any level. It can provide access to interesting texts, by introducing a topic, for example, or summarizing it. Research has shown the learning to write down what you hear can encourage the development of literacy.

## **Techniques**

### **a. Questions to Statements:**

Dictate a question and ask the students to change to statements.

### **b. Changing Tenses:**

Dictate sentences or texts in the present tense ask the students to change to the past, making any other necessary changes.

### **c. Cloze Dictations:**

Select a short text for dictation. Delete every sixth word, or all the prepositions or articles, etc.

### **d. Numbers:**

There are many dictation exercises involving numbers, many different kinds of numbers that are important: cardinal, ordinal, mathematical, telephone, addresses, time, money, etc.

### **K). Pair work**

A pair work is about working together to produce a better result, not about one person showing another how something must be done. It is usually the case that both members of a pair relationship will learn some new things. A dominate teachers and subordinate student relationship is not what a pair work is about. Two people of equal though different abilities work together and produce a better product.

Some important elements you have to consider when you form pairs:

- Task
- Integrate
- Nothing in the student's desk
- Evaluation

Some important advises

- Let them work independently from the teacher
- Remember that the purpose of the pair work is to practice reading, conversation, writing, etc
- While the students are practicing you have the role of listener and observer, but also a leader
- It is very important to offer your help if they are in trouble
- Explain the instructions very carefully, so they can know exactly what to do
- During the activity, do not sit, walk around the classroom so you can observe who is working
- Help those students with difficulties without forgetting the others

## **L). Group-work**

It consists on a certain quantity of people that work together to get a goal in common.

Group work is one pedagogical strategy that promotes participation and interaction. It also fosters a deeper and more active learning process. In addition to exposing students to different approaches and ways of thinking, working with other students in groups can promote a sense of belonging to combat anonymity, isolation or even shyness that often accompany a student's experience. Working together in groups also gives students the opportunity to learn and teach each other. Classroom research has shown that students often learn better from each other than they do from a teacher.

In groups, students can summarize main points; review problems such as for exams, compare and contrast knowledge, ideas, or theories, solve problems; or generate comments for you on class progress or on their levels of skill and understanding.

### **The goal of the group-work**

- 1.The learning is quick
- 2.The teacher and the student have positive activities toward the experience
- 3.The interpersonal relationships that are developed facilitate the achievement of the group goals.

### **Ways of organizing groups in class**

- 1.Random group assignments avoid cliques and ensure that students interact with different students.
- 2.Teacher-selected groups, once you know your students fairly well, can be useful to select the group of weak and strong students, students with common interests or shared learning styles, etc.



When you select a group of strong or leader students, we are going to find the first problem: they don't agree in the way to work, everybody wants to give orders and not to receive them but finally they have to work coordinating their activities.

And what do you think about the weak students? First they feel lost but they get agree about the way that they are going to work, because they don't want to give orders just to work. In this group the teacher can find another leader.

### **M). Peer-grading**

Peer-grading is best thought of not as an isolated Educational practice but as a part of the system of learning and assessment carried out in a teacher's classroom. This kind of activity represents a change in role for student, a break with the traditional authority structure in the classroom.

When used responsibly peer-grading can be highly accurate and reliable, saving teacher's time.

Teachers should monitor the accuracy of peer-grading and not simply assume that grades are awarded fairly by all students. Students should be trained to grade accurately and be rewarded for doing so.

As students grade papers, they review the material through the eyes of another person.

Peer-grading asks students to act as responsible adults and most respond this way.

### **N). Students presentations**

#### **Microphone/Lectern (podium)**

Check the position of the microphone. Generally it should be no more than eight inches from your mouth. If it is in the wrong position, you may have to lean forward or stretch up to it in an awkward manner, if the microphone is wrong for you, don't hesitate to adjust it until you are comfortable. Make sure that the lectern is the right height for you.

## **Voice**

You should talk fast or slow as the occasion and material may dictate, change pitch and inflection, increase the voice volume, we should raise or lower our voices from one pitch to another. Our dictation may become ragged and careless. Aim your voice not directly at the center of the “mike” but slightly to one side.

A good speaker has a sense of leadership: he STANDS UP TALL, he TALKS EYE TO EYE, he SPEAKS WITH AUTHORITY as a leader should. He is positive, friendly, and straightforward.

## **Vocabulary**

We should be natural in the sense that we express our ideas and express them with spirit; on the other hand every good speaker will seek to improve himself in breadth of vocabulary, in the richness of imagery and diction. Slang can add vividness to a talk, but must be used with great care, since it may either offend or baffle some listeners.

*Didactics Course I, Teaching Techniques Portfolio, 2005.*

## **ENGLISH LANGUAGE PROFICIENCY LEVELS COMMON EUROPEAN FRAMEWORK (4 SKILLS DOMAINS)**

The classifications of levels in learning a second language are several because of the institution they are applied in. The most known standards are the ones taken from *the Common European Framework* which according to the Cambridge Assessment webpage describes as follows: *“The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.*

This classification makes the action of language teaching and testing easier and helps teachers or learners, to see the level of different qualifications.

### **Language level descriptors**

As English language learners acquire English as a second language, they progress through five language proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced. The rate of progression through each English proficiency level varies according to the individual characteristics of each English language learner. The research base on second language acquisition demonstrates that high levels of proficiency in English can be achieved typically within four to seven years, provided that effective English language development occurs on a consistent basis.

### **Beginning English Proficiency Level**

Students at the beginning language proficiency level may begin in a "silent stage" where they are unable to understand or produce English independently. English language learners at the beginning English proficiency level typically comprehend much more than they are able to demonstrate in speaking and writing. Initially English language learners tend to communicate by pointing, gesturing, repeating words and phrases, pantomiming, and drawing or sketching. As they progress through the beginning language level, they begin to understand, read, write, and speak basic words. English language learners progress from basic words to producing basic phrases (that may not be grammatically correct) as well as simple, patterned sentences. English language learners at the beginning language level require sufficient assistance from the teacher in order to independently produce language.

### **Early Intermediate English Proficiency Level**

Students at the early intermediate language proficiency level are able to communicate basic and familiar ideas with simple sentences. English language learners at the early intermediate English proficiency level can understand and are able to engage in simple discussions of lesson content. They can read and write short paragraphs on familiar topics containing previously taught vocabulary and sentence structures. English language learners at the early intermediate language level commonly make errors in word usage, pronunciation, and grammar. At the early intermediate English proficiency level, students greatly benefit from explicit teaching and modeling of high frequency words, grammatical structures, and sentence/paragraph frames.

### **Intermediate English Proficiency Level**

Students at the intermediate language level are able to understand and communicate academic content with more sophisticated academic vocabulary and varied verb tenses. English language learners at the intermediate language proficiency level can write increasingly developed paragraphs on academic topics using complex vocabulary and compound sentences. They tend to use consistent grammar in speaking and writing while making occasional errors. At the intermediate language level, English language learners greatly benefit from the explicit teaching and modeling of basic figurative language, common idioms, irregular verb tenses and the writing process. (*English Language Proficiency Levels*. ELD STRATEGIES. <http://eldstrategies.com/id125.html>. Retrieved 09-06-2016. 09:01).

### **Early Advanced English Proficiency Level**

Students at the early advanced language level are able to understand and communicate academic content in more cognitively complex ways. English language learners at the early advanced language proficiency level can read and comprehend grade level text. They are

able to write with increasing length, complexity and abstraction using academic vocabulary and consistent grammatical structures. At the early advanced language level, English language learners greatly benefit from the explicit teaching and modeling of advanced figurative language, sophisticated idioms and idiomatic expressions, and advanced grammatical structures. English language learners at the early advanced language proficiency level may be ready to be reclassified to fluent English proficient.

### **Advanced English Proficiency Level**

Students at the advanced language level are able to communicate and write with native-like proficiency. English language learners at the advanced language proficiency level are able to read and comprehend grade level text independently. They are able to write well-organized paragraphs at a level that approximates native English-speaking students who are meeting grade level standards. English language learners at the advanced language level may be ready to be reclassified to fluent English proficient.

*English Language Proficiency Levels, ELD STRATEGIES, Google 2011. Available in: <http://eldstrategies.com/id125.html> Consulted on: 09-06-2016. 09:01.*

### **ESL Levels**

Teacher First provides these [descriptions of ESL levels](#) to help you think about what your student may be capable of doing in your class. These will also help in dialog with other teachers who work with this student. If you have an ESL/ELL specialist available for consultation, you may want to talk to him/her about where your students fit in this continuum.

Levels: [1](#) [2](#) [3](#) [4](#) [5](#)

### **Level 1: Beginning**

This student is often a new arrival with little previous English training and --this is the key -- a very limited vocabulary. This student is lost in the classroom and has nothing on which to base his ability to function, comprehend, and respond. The student has no knowledge of English beyond answers to simple questions like "What's your name?" He/she may respond with "yes" or "no," but not always consistently or correctly. He/she may not be able to write in Western script. He/she lacks sufficient vocabulary and oral

comprehension to be able to follow directions or do simple classroom assignments. This student may have no knowledge of the American classroom and its participatory style. He/she is not able to work at grade level, even if he/she is placed in first or second grade.

### **Level 2: High Beginning**

This student can understand some classroom directions and attempts to do simple assignments but with great hesitancy and misunderstanding. Vocabulary is still greatly limited to commonly-used words. He/she reads and writes with great difficulty, usually below the assigned grade level. This student may be unable to respond to some activities which involve independent decision making, due to differences in the American classroom or teacher style. This student responds very positively to extra attention from the instructor or other students.

### **Level 3: Intermediate**

This student participates in most classroom activities and follows directions adequately, though with frequent misunderstandings. Vocabulary is limited but rapidly improving. He/she may feel comfortable enough in the classroom to respond orally, despite frequent errors and incorrect word selection. This student may be able to do academic work close to grade level but needs frequent writing and vocabulary support. He/she exhibits growing confidence in his/her ability to comprehend and respond in English.

### **Level 4: High Intermediate**

This student easily participates in classroom and social activities, constantly adding to his/her knowledge of vocabulary, American culture, and teacher expectations. His/her speech still exhibits a considerable accent, but grammar and vocabulary errors should be receding. This student's English is changing rapidly at this point, and his/her confidence level should be increasing at the same rate.

## **Level 5: Advanced**

This student is able to participate and excel in all classroom and social activities, requiring less frequent teacher intervention with vocabulary and directional assistance. He/she should be able to read at near-grade level with the help of a dictionary, but writing skills may require more teacher support. A noticeable accent may still be present, depending on the age the student was when he/she arrived in the US. This student can function adequately at grade level and often does extremely well because of a high motivation level.

ESL Levels. Teachers First. Google 2011. Available in: <http://www.teachersfirst.com/content/esl/esllevels.cfm>. Consulted on: 11-19-2016 16:57.

## DIDACTICS I – PRESENTATIONS (CHAPTER III: CLASS MANAGEMENT)

| date | Topic                              | Names | Date | topic                                              | names |
|------|------------------------------------|-------|------|----------------------------------------------------|-------|
|      | Managing the classroom             |       |      | Managing resources                                 |       |
|      |                                    |       |      |                                                    |       |
|      | Managing the teacher's role        |       |      | Effective teaching materials                       |       |
|      |                                    |       |      |                                                    |       |
|      | Learning strategy training         |       |      | Examples of Activities according to school levels. |       |
|      |                                    |       |      |                                                    |       |
|      | Motivation in the classroom        |       |      |                                                    |       |
|      |                                    |       |      |                                                    |       |
|      | Intrinsic and Extrinsic Motivation |       |      |                                                    |       |
|      |                                    |       |      |                                                    |       |



| Category                            | Below Standard (1 point)                                                                                                                                                                                                                                                                                                                                                                   | Meets Standard (2 points)                                                                                                                                                                                                                                                                                                                                                                                                                   | Exceeds Standard (3 points)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Information</b>          | <ul style="list-style-type: none"> <li>Includes little essential information</li> <li>Demonstrates little understanding of topic</li> </ul> <input data-bbox="821 277 871 329" type="checkbox"/>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Includes essential information</li> <li>Covers topic and shows understanding of topic</li> </ul> <input data-bbox="1352 293 1402 345" type="checkbox"/>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Includes essential information</li> <li>Covers topic in depth and shows strong understanding of topic</li> <li>Encourages audience to know more</li> </ul> <input data-bbox="1850 310 1900 362" type="checkbox"/>                                                                                                                                                                                                                                                   |
| <b>Content Appropriateness</b>      | <ul style="list-style-type: none"> <li>Content is questionable or inappropriate for a particular audience, occasion, or setting.</li> <li>Shows bias or uses unclear visuals/audio</li> <li>Selection of topic does not relate to audience needs and interests</li> <li>Exceeds the project time requirement</li> </ul> <input data-bbox="800 586 850 638" type="checkbox"/>               | <ul style="list-style-type: none"> <li>Content used is appropriate for the setting, not disrespectful or offensive</li> <li>Selection of topic is appropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident</li> <li>Stays within the project time requirement</li> </ul> <input data-bbox="1331 578 1381 630" type="checkbox"/>             | <ul style="list-style-type: none"> <li>Content is familiar to the audience, appropriate for the setting, and free of bias</li> <li>Selection of topic and examples are interesting and relevant for the audience and occasion</li> <li>Stays within the project time requirement</li> </ul> <input data-bbox="1856 586 1906 638" type="checkbox"/>                                                                                                                                                         |
| <b>Mechanics and Delivery</b>       | <ul style="list-style-type: none"> <li>Engages in numerous and distracting verbal/visual cues</li> <li>Fails to clearly (visually or audibly) deliver material</li> <li>Does not match delivery style to the particular audience or occasion – tone may alienate audience</li> <li>Makes errors in grammar when applicable</li> </ul> <input data-bbox="816 821 867 873" type="checkbox"/> | <ul style="list-style-type: none"> <li>Engages the audience with appropriate verbal/visual cues</li> <li>Delivers information clearly and confidently</li> <li>Matches delivery style and tone to the audience -- does not seem out-of-place or disrespectful to the audience</li> <li>Selects words appropriate for an audience and uses correct grammar when applicable</li> </ul> <input data-bbox="1331 837 1381 889" type="checkbox"/> | <ul style="list-style-type: none"> <li>Captivates the audience with effective verbal/visual cues</li> <li>Delivers information clearly, effectively and confidently</li> <li>Projects a sense of individuality and personality</li> <li>Times the delivery to optimum advantage for the audience - delivery style suggest an awareness of expectations and norms.</li> <li>Uses rich, varied, and appropriate vocabulary when applicable</li> </ul> <input data-bbox="1850 862 1900 914" type="checkbox"/> |
| <b>Organization and Preparation</b> | <ul style="list-style-type: none"> <li>Exhibits lack of planning and organization which results in a confusing overall project</li> <li>Presents in a choppy, hesitant manner lacking transitions</li> </ul> <input data-bbox="808 1081 858 1133" type="checkbox"/>                                                                                                                        | <ul style="list-style-type: none"> <li>Presents logical transitions between main topics and ideas</li> <li>Emphasizes key points</li> <li>Ends coherently with appropriate closing.</li> </ul> <input data-bbox="1331 1057 1381 1109" type="checkbox"/>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Presents ideas and information with logical sequencing and seamless transitions</li> <li>Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting facts</li> <li>Ends the presentation with a logical, effective, and relevant conclusion</li> </ul> <input data-bbox="1808 1097 1858 1149" type="checkbox"/>                                                                                                     |
| <b>Creativity</b>                   | <ul style="list-style-type: none"> <li>Shows with little originality or interpretation; repetitive with little or no variety</li> </ul> <input data-bbox="806 1227 856 1279" type="checkbox"/>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Shows some originality apparent; good variety and blending</li> </ul> <input data-bbox="1297 1227 1348 1279" type="checkbox"/>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>It is very original; uses the unexpected to full advantage; captures audience's attention</li> </ul> <input data-bbox="1787 1227 1837 1279" type="checkbox"/>                                                                                                                                                                                                                                                                                                       |



CHAPTER IV:  
ENGLISH  
LANGUAGE  
TEACHING  
MODULES

## **PROCEDURE FOR CHAPTER II**

1. Present each Module with a video explaining every Language Skill.

*Suggestion: How to improve your English Speaking skills (by yourself):*  
[https://www.youtube.com/watch?v=CAU2zx2Ri\\_M](https://www.youtube.com/watch?v=CAU2zx2Ri_M)

2. Discuss the theory of this Manual.



3. Organize students in groups for future discussion and sharing of extra material.



4. Provide students with some photocopies of Worksheets



5. Ask students to prepare a mini portfolio of Worksheet samples to be used in their supervised practice or on a daily basis as well. (Must include three examples of each Language Skill)



6. Assign students a Teaching Module to prepare an activity to be work with the rest of the class



7. Provide and explain of the rubric aspects students will be evaluated with during the presentations.

| Criteria     | Presentation |      |      |      |
|--------------|--------------|------|------|------|
|              | Excellent    | Good | Fair | Poor |
| Content      |              |      |      |      |
| Organization |              |      |      |      |
| Delivery     |              |      |      |      |
| Visuals      |              |      |      |      |
| Teamwork     |              |      |      |      |

8. Give a feedback of each activity.



## ENGLISH LANGUAGE SKILLS THROUGH MODULES

Since the meaning of each skill or ability has been explained previously, it is necessary to be focused on techniques or the use of tools to be included in the class according to each area of the language. More of them have been added since they are part of the Language itself and need a special scope so students can improve their development and communicate with others effectively.

Some activities or exercises are suggested through *MODULES*, so the person in charge of each lesson could easily work with students by applying *strategies*, *solving worksheets* and working in other practices to reinforce their abilities in each Language area.

They are divided as follows:

➤ **Module 1: GRAMMAR**

➤ **Module 2: SPEAKING**

➤ **Module 3: LISTENING**

➤ **Module 4: READING**

➤ **Module 5: WRITING**

## **Module 1: GRAMMAR**

### **a. What is Grammar?**

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non-prestige forms.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

## **b. Strategies for Learning Grammar**

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

- Declarative knowledge is knowledge *about* something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.
- Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

For example, declarative knowledge is what you have when you read and understand the instructions for programming the DVD player. Procedural knowledge is what you demonstrate when you program the DVD player.

Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.

To address the declarative knowledge/procedural knowledge dichotomy, teachers and students can apply several strategies.

### **1. Relate knowledge needs to learning goals.**

Identify the relationship of declarative knowledge and procedural knowledge to student goals for learning the language. Students who plan to use the language exclusively for reading journal articles need to focus more on the declarative knowledge of grammar and discourse structures that will help them understand those texts. Students who plan to live

in-country need to focus more on the procedural knowledge that will help them manage day to day oral and written interactions.

## **2. Apply higher order thinking skills.**

Recognize that development of declarative knowledge can accelerate development of procedural knowledge. Teaching students how the language works and giving them opportunities to compare it with other languages they know allows them to draw on critical thinking and analytical skills. These processes can support the development of the innate understanding that characterizes procedural knowledge.

## **3. Provide plentiful, appropriate language input.**

Understand that students develop both procedural and declarative knowledge on the basis of the input they receive. This input includes both finely tuned input that requires students to pay attention to the relationships among form, meaning, and use for a specific grammar rule, and roughly tuned input that allows students to encounter the grammar rule in a variety of contexts.

## **4. Use predicting skills.**

Discourse analyst Douglas Biber has demonstrated that different communication types can be characterized by the clusters of linguistic features that are common to those types. Verb tense and aspect, sentence length and structure, and larger discourse patterns all may contribute to the distinctive profile of a given communication type. For example, a history textbook and a newspaper article in English both use past tense verbs almost exclusively. However, the newspaper article will use short sentences and a discourse pattern that alternates between subjects or perspectives. The history textbook will use complex sentences and will follow a timeline in its discourse structure. Awareness of these features allows students to anticipate the forms and structures they will encounter in a given communication task.

## 5. Limit expectations for drills.

- Mechanical drills in which students substitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging structures. However, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate form from meaning and use. The content of the prompt and the response is set in advance; the student only has to supply the correct grammatical form, and can do that without really needing to understand or communicate anything. The main lesson that students learn from doing these drills is: Grammar is boring.
- Communicative drills encourage students to connect form, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense in English, teacher and students can ask and answer questions about activities the previous evening. The drill is communicative because none of the content is set in advance:

Teacher: Did you go to the library last night?

Student 1: No, I didn't. I went to the movies. (to Student 2): Did you read chapter 3?

Student 2: Yes, I read chapter 3, but I didn't understand it. (to Student 3): Did you understand chapter 3?

Student 3: I didn't read chapter 3. I went to the movies with Student 1.

### c. Activities and other practices

Many courses and textbooks, especially those designed for lower proficiency levels, use a specified sequence of grammatical topics as their organizing principle. When this is the case, classroom activities need to reflect the grammar point that is being introduced or reviewed. By contrast, when a course curriculum follows a topic sequence, grammar points can be addressed as they come up.



In both cases, instructors can use the Larsen-Freeman pie chart as a guide for developing activities.

For curricula that introduce grammatical forms in a specified sequence, instructors need to develop activities that relate form to meaning and use.

- Describe the grammar point, including form, meaning, and use, and give examples (structured input)
- Ask students to practice the grammar point in communicative drills (structured output)
- Have students do a communicative task that provides opportunities to use the grammar point (communicative output)

For curricula that follow a sequence of topics, instructors need to develop activities that relate the topical discourse (use) to meaning and form.

- Provide oral or written input (audiotape, reading selection) that addresses the topic (structured input)
- Review the point of grammar, using examples from the material (structured input)
- Ask students to practice the grammar point in communicative drills that focus on the topic (structured output)
- Have students do a communicative task on the topic (communicative output)

When instructors have the opportunity to develop part or all of the course curriculum, they can develop a series of contexts based on the real world tasks that students will need to perform using the language, and then teach grammar and vocabulary in relation to those contexts.

For example, students who plan to travel will need to understand public address announcements in airports and train stations. Instructors can use audiotaped simulations to provide input; teach the grammatical forms that typically occur in such announcements; and then have students practice by asking and answering questions about what was announced.

*Teaching Grammar. The National Capital Language Resource Center, Google 2011. Available in <http://www.nclrc.org/essentials/grammar/grindex.htm>. Consulted 10-01-2016. 09:01.*

## **Module 2: SPEAKING**

### **What is Speaking?**

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

### **b.Strategies to enhance Speaking**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves

expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

### **1. Using minimal responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

### **2. Recognizing scripts**

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

### **3. Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

#### **a. Activities and other practices**

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error

correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

## **Structured Output Activities**

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

### *Information Gap Activities*

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."
- Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an

appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

### *Jigsaw Activities*

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.
- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings

all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

### **Communicative Output Activities**

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions*.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the

students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.



Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
  - Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
  - Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
  - Use small groups instead of whole-class discussion: Large groups can make participation difficult.
  - Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
  - Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
  - Do topical follow-up: Have students report to the class on the results of their discussion.
  - Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.
1. Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

*Teaching Speaking. The National Capital Language Resource Center. Google 2016. Available in: <http://www.nclrc.org/essentials/speaking/spindex.htm>. Consulted on: 10-01-2016. 09:17.*

## Module 3: LISTENING

### a. What is Listening?

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching; it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

Material for this section was drawn from "Listening in a foreign language" by Ana Maria Schwartz, in *Modules for the professional preparation of teaching assistants in foreign languages* (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998).

### b. Strategies to enhance Listening

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

## Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

*Top-down strategies* are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

*Bottom-up strategies* are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

## Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

### **c.Activities and other practices**

As you design listening tasks, keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students' confidence in their listening ability.

#### **Construct the listening activity around a contextualized task.**

Contextualized listening activities approximate real-life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening. A beginning level task would be locating places on a map (one way) or exchanging name and address information (two way). At an intermediate level students could follow directions for assembling something (one way) or work in pairs to create a story to tell to the rest of the class (two way).

#### **Define the activity's instructional goal and type of response.**

Each activity should have as its goal the improvement of one or more specific listening skills. A listening activity may have more than one goal or outcome, but be careful not to overburden the attention of beginning or intermediate listeners.

Recognizing the goal(s) of listening comprehension in each listening situation will help students select appropriate listening strategies.

- Identification: Recognizing or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions
- Orientation: Determining the major facts about a message, such as topic, text type, setting
- Main idea comprehension: Identifying the higher-order ideas
- Detail comprehension: Identifying supporting details
- Replication: Reproducing the message orally or in writing

**Check the level of difficulty of the listening text.**

The factors listed below can help you judge the relative ease or difficulty of a listening text for a particular purpose and a particular group of students.

*How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations?* Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

*How familiar are the students with the topic?* Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

*Does the text contain redundancy?* At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of the language.

*Does the text involve multiple individuals and objects? Are they clearly differentiated?* It is easier to understand a text with a doctor and a patient than one with two doctors, and it is even easier if they are of the opposite sex. In other words, the more marked the differences, the easier the comprehension.

*Does the text offer visual support to aid in the interpretation of what the listeners hear?* Visual aids such as maps, diagrams, pictures, or the images in a video help contextualize the listening input and provide clues to meaning.

Use pre-listening activities to prepare students for what they are going to hear or view.

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may:

- assess students' background knowledge of the topic and linguistic content of the text
- provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess
- clarify any cultural information which may be necessary to comprehend the passage
- make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening
- provide opportunities for group or collaborative work and for background reading or class discussion activities

Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- reading something relevant
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice

Match while-listening activities to the instructional goal, the listening purpose, and students' proficiency level.

While-listening activities relate directly to the text, and students do them during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

*If students are to complete a written task during or immediately after listening, allow them to read through it before listening.* Students need to devote all their attention to the listening task. Be sure they understand the instructions for the written task before listening begins so that they are not distracted by the need to figure out what to do.

*Keep writing to a minimum during listening.* Remember that the primary goal is comprehension, not production. Having to write while listening may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

*Organize activities so that they guide listeners through the text.* Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and form.

*Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole.* Before the listening activity begins, have students review questions they will answer orally or in writing after listening. Listening for the answers will help students recognize the crucial parts of the message.

*Use predicting to encourage students to monitor their comprehension as they listen.* Do a predicting activity before listening, and remind students to review what they are hearing to see if it makes sense in the context of their prior knowledge and what they already know of the topic or events of the passage.

*Give immediate feedback whenever possible.* Encourage students to examine how or why their responses were incorrect.

## Sample while-listening activities

- listening with visuals
- filling in graphs and charts
- following a route on a map
- checking off items in a list
- listening for the gist
- searching for specific clues to meaning
- completing cloze (fill-in) exercises
- distinguishing between formal and informal registers

*Teaching Listening. The National Capital Language Resource Center. Google 2016, Available in: <http://www.nclrc.org/essentials/listening/liindex.htm>. Consulted on: 10-01-2016. 09:36.*



## **Module 4: READING**

### **1. What is Reading?**

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

### **Reading Purpose and Reading Comprehension**

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together,

but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- They are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function

## **Reading as a Process**

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies (see [Strategies for Developing Reading Skills](#) for descriptions), as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Material for this section was drawn from “Reading in the beginning and intermediate college foreign language class” by Heidi Byrnes, in *Modules for the professional preparation of teaching assistants in foreign languages*.

*Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998.*

## **b. Strategies to work with Reading**

### **Using Reading Strategies**

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

## Reading to Learn

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.

3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

### **c. Activities and other practices**

Developing reading activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

### **Construct the reading activity around a purpose that has significance for the students**

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.

### **Define the activity's instructional goal and the appropriate type of response**

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text.

## **Check the level of difficulty of the text**

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

- How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.
- How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.
- Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.
- Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.

Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

## **Use pre-reading activities to prepare students for reading**

The activities you use during pre-reading may serve as preparation in several ways. During pre-reading you may:

- Assess students' background knowledge of the topic and linguistic content of the text
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess
- Clarify any cultural information which may be necessary to comprehend the passage

- Make students aware of the type of text they will be reading and the purpose(s) for reading
- Provide opportunities for group or collaborative work and for class discussion activities

Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information
- Looking at pictures, maps, diagrams, or graphs and their captions
- Talking about the author's background, writing style, and usual topics
- Skimming to find the theme or main idea and eliciting related prior knowledge
- Reviewing vocabulary or grammatical structures
- Reading over the comprehension questions to focus attention on finding that information while reading
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

### **Match while-reading activities to the purpose for reading**

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

- When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?



- When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?
- When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may:
  - Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section
  - Use the comprehension questions as guides to the text, stopping to answer them as they read

*Teaching Reading. The National Capital Language Resource Center. Google 2016. Available in: <http://www.nclrc.org/essentials/reading/reindex.htm>. Consulted on: 10-01-2016. 09:40.*

## **Module 5: WRITING**

### **a. What is Writing?**

Writing is the most difficult language skill for ELLs to master. Here are some of the challenges these students face in a writing class.

- English language learners have a limited vocabulary. They repeat the same words and phrases again and again. Content is restricted to known vocabulary.
- ELLs are reluctant to use invented spelling and content is restricted to words they know how to spell.
- Verb tenses are inaccurate. ELLs will usually write in the present tense.
- The chaotic structure and grammar of students' composition make their writing difficult to understand.
- Students are reluctant to share their work during peer editing. When they do share, they prefer to work with other ELLs who may not provide appropriate feedback.
- When ELLs read their writing aloud, they have no sense of what sounds right and what doesn't.
- In many cultures, students are not encouraged to express their opinions. ELLs may have little experience with creative writing to bring from their native language.

## **2. Strategies to teach how to write**

### **What is Translated Writing?**

The biggest challenge for teachers working with ELLs is translated writing. This occurs when English language learners develop their ideas in native language and then try to translate them into English. Even if they don't write this native language text down, they are thinking in native language first. When this happens, the writing is full of inaccurate verb tenses and unintelligible sentences. The chaotic structure and grammar make the writing difficult to understand.

Editing this type of writing presents insurmountable challenges for teachers. One strategy is to pick a skill, such as verb tenses, to correct. However, it is better to avoid having students write down their ideas in English through the filter of their native language. Once the student has written an incomprehensible passage, you are stuck with it.

### **What about Free Writing and Unscaffolded Journal Writing?**

Should students be encouraged to free write? (Free writing is a method of writing where students write without stopping for a predetermined amount of time.) The idea behind this is that the more students practice, the better they will write and they will write without an internal censor. It is my experience that free writing and unscaffolded journal writing are not beneficial to beginning ESL students. Students will translate from native language when writing in English. ELLs in both ESL and bilingual programs should be encouraged to write in either English or native language but should not be mixing the two.

## **Teach nonfiction Reading and Writing**

Here are some tips to help your students avoid translated writing and promote thinking in English.

- Teach nonfiction reading writing first. This type of instruction gives ELLs language chunks that they can use in their writing.
- More time should be spent in the pre-writing stage. It is better for ELLs to develop a topic orally with a small group rather than to allow them to choose their own subjects.
- Chart facts about a nonfiction topic. Strengthen the link between oral and written language. Have students read the facts from the chart aloud.
- Use graphic organizers to introduce the skill of arranging information for writing. Have students learn to write from this organizer.
- Use sentences on your organizer rather than phrases. ELLs sometimes find it difficult to go from notes to comprehensible sentences.
- Don't expect students who are not fluent in English to self-edit. They will not usually find their mistakes. Teachers will have to be more hands-on with the writing of their non-native speakers.
- When ELLs read their writing aloud, they have no sense of what sounds right and what doesn't. Working in pairs to edit work is good practice for social skills but it probably won't improve the beginner's writing.
- Specifically model good writing from texts at the learner's English language level. For example, to demonstrate a specific skill such as writing a good opening paragraph, have students examine opening paragraphs in books on the same topic.

## **Selecting Other Genre**

Once students have written nonfiction pieces and you want them to move on to other types of writing, you will still need to carefully select the genre. You still want to avoid translated writing. Give students real reasons to write: Letters, invitations, postcards, lists and interviews with classmates.

When you are ready to teach creative writing, use a dialogue journal rather than having students write in their own journals.

Have students write about topics they find interesting. Reflect what they have told you in your response in correct English. If students write at home on their own, you will find that the work is not always their own and you risk having them revert to translated writing. (

Haynes, [Judie](http://www.everythingsl.net/in-services/tips_teaching_ells_write_10803.php). 1998-2010. *Tips for Teaching ELLs to Write*. Available in: a . [http://www.everythingsl.net/in-services/tips\\_teaching\\_ells\\_write\\_10803.php](http://www.everythingsl.net/in-services/tips_teaching_ells_write_10803.php). Retrieved 10-01-2016. 09:01.

### **c. Activities and other practices**

This section of the ESL site contains many exercises for learners to practice the various aspects of written English, including spelling and punctuation. There are a number of texts to correct or complete, and suggestions on how to improve all the writing skills.

- How to write well
- Error correction
- Text reconstruction 1
- Text reconstruction 2
- Short writing activities for beginners

### **Short writing activities for beginners**

This section of the ESL site contains many suggestions of exercises for beginning learners to practice various types of writing or writing task.

1. Answer some simple questions
2. Correct some simple sentences
3. Unscramble some simple sentences
4. Correct a text
5. Separate the words in a text about morning routine
6. Insert the missing words in a text
7. Correct wrong sentences
8. Write about yourself
9. Right or wrong sentences for correction
10. Correct a holiday text
11. Separate the words in a text about holidays
12. Making words from long words
13. Analogies
14. Questions and short answers

15. Rhyming words
16. Words with double letters
17. Finish a story without a middle
18. Write a book review
19. Correct spelling (one letter to many)
20. Write questions to fit answers
21. Fill in words-Monkey's Foot
22. Correct spelling mistakes (missing letters)
23. Anagrams
24. Fill in the words- A night to remember!
25. Apostrophes uses
26. Word association
27. Separate the words in a text about a thief/ a birdman
28. Who or which?
29. Fill in the missing words at the end of a sentence
30. Revolting recipes-creative writing
31. Proofreading sentences
32. Correct illogical sentences
33. Twelve questions game
34. Advertisements- creative writing
35. Identifying sentences
36. Creative writing-horror fiction!
37. Twelve questions game
38. Write silly sentences
39. Homophones (same-sounding words)
40. Tongue twisters
41. Find hidden words
42. Crazy texts
43. Whose?
44. Punctuate into sentences
45. Newspaper proofreading
46. Tense practice (present simple or present perfect)
47. Correct tense mistakes
48. More tense practice
49. Logical or illogical?
50. Write the missing word in a sentence
51. Make up nonsense words
52. Make words from letters
53. Put a story into a consistent tense
54. Find the extra words in a text
55. Change cat to dog
56. Make more interesting sentences

- 57. Linking words
- 58. Change John to Jane
- 59. Indirect speech
- 60. Sentence building
- 61. Finish sentences (Things I like the most...)
- 62. Direct speech
- 63. Correction of sports stories
- 64. Creative writing-wanted poster
- 65. Correct the wrong pronouns
- 66. Correct the wrong prepositions

*Short Writing Activities for Beginners A Guide to Learning English. Google 2016.*  
*Available in:* [http://esl.fis.edu/learners/writing/misc/index\\_color.htm](http://esl.fis.edu/learners/writing/misc/index_color.htm). *Consulted on:* 10-01-2016. 09:01.

**GUIDELINES FOR TEACHING MODULE ACTIVITIES:**  
**(RESEARCH PROJECT)**

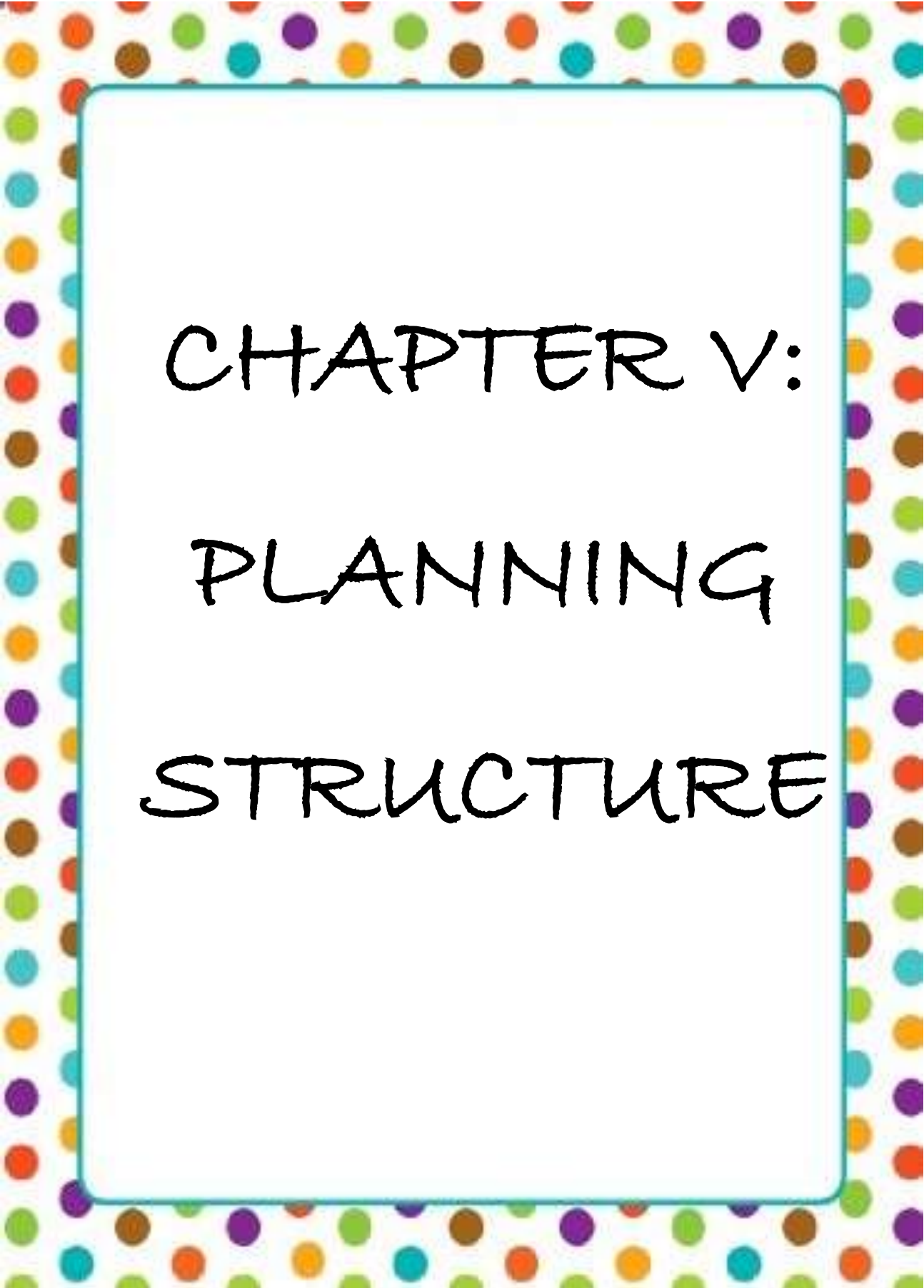
1. Ask students to get in pairs
2. Assign each pair a different Teaching Module
3. Ask students to create a special activity to be worked with their classmates according to their assigned Teaching Module, or to look for an effective one.
4. Students should prepare material (worksheets) for all classmates and structure a class to explain what they must do
5. The activity must follow the criteria below:
  - a. Creativity
  - b. Assessment of the Language Domain assigned
  - c. Clear and enough material for students to work
  - d. Effective transmission of instructions
  - e. Only 20 minutes for the activity to be developed
6. Presenters should be evaluated during the development of the activity according to the rubric provided in this manual





**RUBRIC FOR EVALUATING TEACHING MODULES:  
(RESEARCH PROJECT)**

| Score                                        |                                                                                                                        |                                                                                                                   |                                                                                       |                                                                                                                                          |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| CRITERIA                                     | 15-10                                                                                                                  | 10-5                                                                                                              | 5-3                                                                                   | 3-0                                                                                                                                      |
| Creativity                                   | Students created their own activity based on the Teaching Module Theory worked in class                                | Students adapted an activity based on the Teaching Module Theory worked in class                                  | Students presented an existing activity and did not add their own ideas               | Students presented an activity that was not according to the Teaching Module previously assigned                                         |
| Material and resources                       | Material designed to work specifically the assigned Teaching Module is clear, neat and enough for the rest of students | Material was designed to reach the objectives of the Teaching Module, but it was not enough for students in class | Material was not clear for students to comprehend what they should do                 | Material was not clear for students to comprehend what they should do and it was not enough for the amount of students in class          |
| Organization (structure of the presentation) | A class was planned in order to develop the activity and steps were structured in order to take the indicated time     | The activity was planned in order to reach the objectives but steps were not followed                             | The activity was not well structured by steps and objectives were not clearly settled | The activity took more time than the one assigned and objectives were not reached due to the lack of structure in the presentation       |
| Development of the presentation              | Directions were modeled and clear for students to comprehend what they should do                                       | Directions were modeled but not clear enough for students to work effectively                                     | Directions were just spoken and not modeled so students were wondering what to do     | Directions were not clear enough and students could not reach the learning objectives since they were not even modeled by the presenters |
| Assessment                                   | Evaluation took place during the whole activity                                                                        | Evaluation was only evident at the end of the activity                                                            | Evaluation was not clearly specified in the presentation's structure                  | There was not a clear evaluation of the Teaching Module                                                                                  |
| TOTALS                                       |                                                                                                                        |                                                                                                                   |                                                                                       |                                                                                                                                          |



# CHAPTER V: PLANNING STRUCTURE



## **Presentation of the Chapter**

Planning is the basis of teaching any subject or topic. It is the guide and compass for all the elements that make up a lesson. For such reason, it is essential to be aware of the structure, steps, parts and components that are part of a plan.

Every teacher has their personal opinion about this action; which depends on the format the institution they work in provides, the time period or the lack of resources to achieve what they are setting as objectives for their topic of the day.

These task can be done in different scenarios, every year, month, week, or even daily. And for such matter, it is mandatory for educators to deeply understand what it means and why it is a commitment to prepare every activity to be developed with students and how meaningful they will be in their learning process.

This chapter leads to the beginning of an adventure, a path and a mission for teachers who are truly convinced that Teaching a Second Language goes beyond schedule and the limits of material and paradigms.

### **11.1.Lesson Planning Practice: (2<sup>nd</sup>. Midterm)**

#### **Process:**

1. Provide students with the digital and physical form of the Official Planning Format of the Faculty.
2. Ask them to plan a formal class following the steps and applying all the theory discussed in this chapter.
3. Explain students they could choose any Grammar or Vocabulary topic for their planning practice.
4. Students must hand out the Class Plan in an identified folder.
5. Provide students with a Rubric so they will know how their final work will be evaluated.

## CLASS PLAN CHECKLIST

| Category                            | Below Standard (10-8 points)                                                                                                                                                                                                                                                                                                                                                               | Meets Standard (8-5 points)                                                                                                                                                                                                                                                                                                                                                                                                                | Exceeds Standard (5-0 points)                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b>                      | <ul style="list-style-type: none"> <li>Includes little essential information</li> <li>Demonstrates little understanding of topic</li> <li>Does not provide clear and very few examples for students to understand</li> </ul> <input data-bbox="798 337 848 391" type="checkbox"/>                                                                                                          | <ul style="list-style-type: none"> <li>Includes essential information to explain the topic of the day</li> <li>Covers topic and shows understanding of topic with some examples</li> </ul> <input data-bbox="1360 337 1411 391" type="checkbox"/>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Includes essential information with clear and enough examples according to students' level and context</li> <li>Covers topic in depth and shows strong understanding of topic</li> <li>Encourages audience to know more</li> </ul> <input data-bbox="1875 337 1925 391" type="checkbox"/>                                                                                                                                                                          |
| <b>Content Appropriateness</b>      | <ul style="list-style-type: none"> <li>Content is questionable or inappropriate for a particular level</li> <li>Shows bias or uses unclear visuals/audio</li> <li>Selection of topic does not relate to audience needs and interests</li> <li>Exceeds the project time requirement</li> </ul> <input data-bbox="793 592 844 646" type="checkbox"/>                                         | <ul style="list-style-type: none"> <li>Content used is appropriate for the setting, not disrespectful or offensive</li> <li>Selection of topic is appropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident</li> <li>Stays within the project time requirement</li> </ul> <input data-bbox="1350 576 1400 630" type="checkbox"/>            | <ul style="list-style-type: none"> <li>Content is familiar to the audience, appropriate for the setting, and free of bias</li> <li>Selection of topic and examples are interesting and relevant for the audience and occasion</li> <li>Stays within the project time requirement</li> </ul> <input data-bbox="1875 573 1925 626" type="checkbox"/>                                                                                                                                                        |
| <b>Mechanics and Delivery</b>       | <ul style="list-style-type: none"> <li>Engages in numerous and distracting verbal/visual cues</li> <li>Fails to clearly (visually or audibly) deliver material</li> <li>Does not match delivery style to the particular audience or occasion – tone may alienate audience</li> <li>Makes errors in grammar when applicable</li> </ul> <input data-bbox="785 889 835 943" type="checkbox"/> | <ul style="list-style-type: none"> <li>Engages the audience with appropriate verbal/visual cues</li> <li>Delivers information clearly and confidently</li> <li>Matches delivery style and tone to the audience – does not seem out-of-place or disrespectful to the audience</li> <li>Selects words appropriate for an audience and uses correct grammar when applicable</li> </ul> <input data-bbox="1339 914 1390 967" type="checkbox"/> | <ul style="list-style-type: none"> <li>Captivates the audience with effective verbal/visual cues</li> <li>Delivers information clearly, effectively and confidently</li> <li>Projects a sense of individuality and personality</li> <li>Times the delivery to optimum advantage for the audience -delivery style suggest an awareness of expectations and norms.</li> <li>Uses rich, varied, and appropriate vocabulary when applicable</li> </ul> <input data-bbox="1906 911 1957 964" type="checkbox"/> |
| <b>Organization and Preparation</b> | <ul style="list-style-type: none"> <li>Exhibits lack of planning and organization which results in a confusing overall project</li> <li>Presents in a choppy, hesitant manner lacking transitions</li> </ul> <input data-bbox="789 1138 840 1192" type="checkbox"/>                                                                                                                        | <ul style="list-style-type: none"> <li>Presents logical transitions between main topics and ideas</li> <li>Emphasizes key points</li> <li>Ends coherently with appropriate closing.</li> </ul> <input data-bbox="1346 1125 1396 1179" type="checkbox"/>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Presents ideas and information with logical sequencing and seamless transitions</li> <li>Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting facts</li> <li>Ends the presentation with a logical, effective, and relevant conclusion</li> </ul> <input data-bbox="1896 1174 1946 1227" type="checkbox"/>                                                                                                    |
| <b>Creativity</b>                   | <ul style="list-style-type: none"> <li>Shows with little originality in activities to motivate learning and students participation</li> </ul> <input data-bbox="762 1295 812 1349" type="checkbox"/>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Shows some originality and motivation for students to speak in the target language</li> </ul> <input data-bbox="1272 1300 1323 1354" type="checkbox"/>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Activities included are very original; uses the unexpected to full advantage; captures audience's attention</li> </ul> <input data-bbox="1797 1300 1848 1354" type="checkbox"/>                                                                                                                                                                                                                                                                                    |

## 12. Introduction to lesson planning

*“Would you tell me, please, which way I ought to go from here?” asked Alice.*

*“That depends a good deal on where you want to get to,” said the Cheshire Cat. – Lewis Carroll (1963). Alice’s Adventures in Wonderland (p. 59).*

According to Thomas S.C. Farrell in Lesson Planning in *Methodology in Language Teaching*: “Teachers may wonder “which way they ought to go” before they enter a classroom. Yearly and term planning usually involve listing the objectives for a particular program. A unit plan is a series of related lessons around a specific theme such as “The Family”. Planning daily lessons is the end result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning.”

This section will provide a clear explanation of what the process of Planning is and the steps in order to create an effective Lesson Plan according to Thomas S.C. Farrell in Lesson Planning in *Methodology in Language Teaching*.

### 12.1. Why plan?

I know, planning could turn into a really exhausting and horrible task. But have you wondered what would it be to come into the class one day with no idea of what to do with 50 teenagers for a whole hour? Ok, take a deep breath, it was only an hypothesis! But I am sure that now you will understand the importance of this action. Language teachers may ask themselves why should they bother writing plans for every lesson. Some teachers write down elaborate daily plans; others do the planning inside their heads. Preservice teachers say they write daily lesson plans only because a supervisor, cooperating teacher, or school administrator requires them to do so. After they graduate, many teachers give up writing lesson plans. However, not many teachers enter a classroom without some kind of plan.

Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. Richards (1998) suggests that lesson plans help the teacher think about the lesson in advance to "resolve problems and difficulties, to provide a record of what has been taught" (p. 103).

*"There are also internal and external reasons for planning lessons (McCutcheon, 1980). Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one. Lesson planning is especially important for preservice teachers because they may feel more of a need to be in control before the lesson begins."*<sup>39</sup>

Daily lesson planning can benefit English teachers in the following ways:

- A plan can help the teacher think about content, materials, sequencing, timing, and activities.
- A plan provides security (in the form of a map) in the sometimes unpredictable atmosphere of a classroom.
- A plan is a log of what has been taught.
- A plan can help a substitute to smoothly take over a class when the teacher cannot teach. (Purgason, 1991)

Daily planning of lessons also benefits students because it takes into account the different backgrounds, interests, learning styles, and abilities of the students in one class. (Jack C. Richards, Willy A. Renandya , 2002)

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<sup>39</sup> (Jack C. Richards, Willy A. Renandya , 2002)

## 12.2. Models of Lesson Planning

There are a number of approaches to lesson planning, most of them will be just a guide for you to lean on since every institution creates their own according to their needs and resources they have; take a look at some examples to help you out: The dominant model of lesson planning is Tyler's (1949) rational-linear framework. Tyler's model has four steps that run sequentially: (1) specify objectives; (2) select learning activities; (3) organize learning activities; and (4) specify methods of evaluation. Tyler's model is still used widely in spite of evidence that suggests that teachers rarely follow the sequential, linear process outlined in the steps (Borko & Niles, 1987). For example, Taylor (1970) studied what teachers actually did when they planned their lessons and found that they focused mostly on the interests and needs of their students. More important, he found that teachers were not well prepared in teacher-education programs for lesson planning. (Jack C. Richards, Willy A. Renandya, 2002)

## 12.3. How to plan a lesson

It is time to start to do it, and for this purpose we need to understand that an effective lesson plan starts with appropriate and clearly written objectives. An objective is a description of a learning outcome. Objectives describe the destination (not the journey) we want our students to reach. Clear, well-written objectives are the first step in daily lesson planning. These objectives help state precisely what we and our students to learn, help guide the selection of appropriate activities, and help provide overall lesson focus and direction. They also give teachers a way to evaluate what their students have learned at the end of the lesson. The question you have to make yourself is: What do I want my students to achieve or learn with this lesson?. Clearly written objectives can also be used to focus the students (they know what is expected from them).

*"For English language lessons, Shrum and Glisan (1994) point out that effective objectives "describe what students will be able to do in terms of observable behavior and when using the foreign language" (p.48). Hence, the language a teacher uses for stating objectives is important. I suggest action verbs be used to identify desired student behavior; these can include action verbs similar to those used in Bloom's Taxonomy of Thinking*



*Processes. Vague verbs such as understand, appreciate, enjoy (although these can still be used for certain types of lessons, e.g. English poetry or reading novels), or learn should be avoided because they are difficult to quantify. Action verbs such as identify, present, describe, explain, demonstrate, list, contrast, and debate are clearer and easier for teachers to design a lesson around. Use of these action verbs also makes it easier for the students to understand what will be expected from them in each lesson.”*<sup>40</sup>

| Lesson Phase                   | Role of Teacher                                      | Role of Students                     |
|--------------------------------|------------------------------------------------------|--------------------------------------|
| I. Perspective                 | Asks what students have learned in previous lesson   | Tell what they've learned previously |
|                                | Previous new lesson                                  | Respond to preview                   |
|                                | Prepares students for new activity                   | Relate activity to their lives       |
| II. Stimulation                | Presents activity                                    | Respond to attention grabber         |
|                                | Checks for understanding                             | Do activity                          |
|                                | Encourages involvement                               | Show understanding                   |
|                                |                                                      | Interact with others                 |
| III. Instruction/participation | Asks what students have learned                      |                                      |
|                                | Previews future lessons                              | Tell what they have learned          |
|                                | Presents other activities to reinforce same concepts | Give input on future lessons         |
| IV. Closure                    | Presents opportunities for interaction               | Do new activities                    |
|                                |                                                      | Interact with others                 |
| V. Follow-up                   |                                                      |                                      |

Table 7. *Adapted from Shrum & Glisan (1994)*

After writing the lesson objectives, teachers must decide the activities and procedures they will use to ensure the successful attainment of these objectives. Planning at this stage means thinking through the purpose and structures of the activities. This step

<sup>40</sup> (Jack C. Richards, Willy A. Renandya , 2002)

involves planning the shape of the lesson. To highlight some generic components of a language lesson plan.

The generic lesson plan as shown in the previous Figure has five phases:

- I. Perspective or opening.* The teacher asks the students (or himself or herself) the following questions: What was the previous activity (what was previously learned?) what concepts have they learned? The teacher then gives a preview of the new lesson.
- II. Stimulation.* The teacher (a) poses a question to get the students thinking about the coming activity; (b) helps the students to relate the activity to their lives; (c) begins with an attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistants, a picture, or a song; and (d) uses it (the response to the attention grabber) as a lead into the activity.
- III. Instruction/participation.* The teacher presents the activity, checks for student understanding, and encourages active student involvement. Teachers can get students to interact by the use of pair work and/or group work.
- IV. Closure.* For this phase the teacher checks what the students have learned by asking questions such as “What did you learn?” and “How did you feel about these activities?” the teacher then gives a preview about the possibilities for future lessons.
- V. Follow-up.* The last phase of the lesson has the teacher using other activities to reinforce some concepts and even to introduce some new ones. The teacher gives the students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.

English language teachers should also realize that language lessons may be different from other content lessons because the same concepts may need to be reinforced time and again using different methods. The following questions may be useful for language teachers to answer before planning their lessons:

- What do you want the students to learn and why?
- Are all the tasks necessary- worth doing and the right level?
- What materials, aids, and so on, will you use and why?

- What type of interaction will you encourage-pair work or group work- and why?
- What instructions will you have to give and how will you give them (written, oral, etc.)? What questions will you ask?
- How will you monitor student understanding during the different stages of the lesson?

(Jack C. Richards, Willy A. Renandya , 2002)

#### **12.4. Implementing the plan**

Implementing the lesson plan is the most important (and difficult) phase of the daily lesson planning cycle. Teachers are full of expectation and hopes for their students to engage, participate and produce in every activity planned for the day. In this phase, the lesson plan itself will retreat into the background as the reality of the class takes over. As many experienced teachers know, it is easy to get sidetracked by unplanned events. However, teachers should remember that the original plan was designed with specific intentions in mind and the plan was based on the teacher's diagnosis of the learning competence of the students. Nonetheless, teachers may need to make certain adjustments to the lesson at the implementation phase. I would suggest two broad reasons for teachers to deviate from their original lesson plan: first, when the lesson is obviously going badly and the plan is not helping to produce the desired outcome; second, when something happens during an early part of the lesson that necessitates improvisation.

Of course this might happen, students are not responding the expected way, what to do in this situation? When the lesson is not succeeding, teachers should make immediate adjustments to the original plan. This is difficult for beginning teachers because they may not have the necessary experience to recognize that things are going badly. They may also lack sufficient knowledge to develop contingency plans to substitute in such cases. No teacher's guide can anticipate what problems might occur during a lesson (e.g., out-of-class problems such as interruptions from a visitor); however, they must be dealt with quickly. Teachers can build up this professional knowledge with experience.

Something important to consider when implementing their lesson plan, teachers might try to monitor two important issues, namely, lesson variety and lesson pacing. Variety in lesson delivery and choice of activity will keep the class lively and interested. To vary a lesson, teachers should frequently change the tempo of activities from fast-moving to slow. They can also change the class organization by giving individual tasks, pair work, group work, or full class interaction. Activities should also vary in level of difficulty, some easy and others more demanding. The activities should also be of interest to the students, not just to the teacher. Ur (1996, p. 216), however, cautions that varied activities should not be “flung together in random order.” The result of this would be restlessness and disorder. Consequently, Ur (1996) suggests that the harder activities and tasks be placed earlier in the lesson and the quieter activities before lively ones. Teachers may want to try variations of this to see what works best in their particular class. (Jack C. Richards, Willy A. Renandya, 2002)

### **12.5. Evaluating the plan**

*“The final part of daily lesson planning happens after the lesson has ended (although Brown [1994] reminds us that evaluation can take place during the lesson too), when the teacher must evaluate the success (or failure) of the lesson. Ur (1996) says it is important to think after teaching a lesson and ask “whether it was a good one or not, and why” (p. 219). This form of reflection, she says, is for self-development. Of course, both “success” and “failure” are relative terms and their definitions will vary according to each individual teacher’s and student’s perspective. Nevertheless, Brown (1994) says that without an evaluative component in the lesson, the teacher has no way of assessing the success of the students or what adjustments to make for the next lesson.”<sup>41</sup>*

*“Brown (1994) defines evaluation in lesson planning as an assessment that is “formal or informal, that you make after students have sufficient opportunities for learning” (p.398). Ur (1996) says that when evaluating a lesson, the first and most important criterion is student learning because that is why we have a lesson in the first place. Even though it*

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<sup>41</sup> (Jack C. Richards, Willy A. Renandya, 2002)

*may be difficult to judge how much has been learned in a lesson, Ur says that we can still make a good guess.*<sup>42</sup>

The following questions may also be useful for teachers to reflect on after conduction a lesson (answers can be used as a basis for future lesson planning):

- What do you think the students actually learned?
- What tasks were most successful? Least successful? Why?
- Did you finish the lesson on time?
- What changes (if any) will you make in your teaching and why (or why not)?

Additionally, for further clarification of the success of a lesson, teachers can ask their students the following four questions at the end of each class; the answers can assist teachers with future lesson planning (I avoid overly judgmental questions such as “Did you enjoy the lesson?” as these types of questions are highly subjective):

- What do you think today’s lesson was about?
- What part was easy?
- What part was difficult?
- What changes would you suggest the teacher make?

(Jack C. Richards, Willy A. Renandya , 2002)

## **12.6. Model of plan**

Format planning may vary according to the institution or course nature. But the students’ and teachers’ needs demand an standardized criteria on how to prepare resources, environment and to settle objectives in order to achieve results efficiently. Here you may find an example of a Lesson plan taken from *Methodology in Language Teaching, An Anthology of Current Practice* by Jack C. Richards and Willy A. Renandya.

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<sup>42</sup> (Jack C. Richards, Willy A. Renandya , 2002)

## LESSON PLAN:

**Time:** 12:00 PM to 12:35 PM. **Subject:** English Language

**Class:** Secondary 2 English  
(mixed ability level)

**Language Focus:** Reading **Topic:** Sport

**Objectives:**

To teach the students how to skim for main idea of the passage, identify key words.

**Prior Knowledge:**

Students have learned how to locate information by reading and the main sentence of each paragraph

**Materials:**

3. Reading materials, article from book on Sport
4. Overhead projector /OHTs
5. Whiteboard

| Step | Time         | Tasks (Teacher)                                                                                                                                                                                                                                                                        | Tasks (Pupils)                                                                                                                     | Interaction                                        | Purpose                                                |
|------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------|
| 1    | 5-10 minutes | <p><b>Opening:</b></p> <p>Introduction to the topic sport. T activates schema for sport.</p> <p>T asks Ss to help him or her write won as many different kinds of sport on the whiteboard within 3 minutes.</p> <p>T asks Ss to rank their favorite sports in order of importance.</p> | <p>Listen</p> <p>Ss call out the answer to the question as the T writes the answers on the board.</p> <p>T writes the answers.</p> | <p>T Ss</p> <p>(T= teacher</p> <p>Ss= students</p> | <p>Arose interest.</p> <p>Active schema for sport.</p> |

| Step | Time        | Tasks (Teacher)                                                                                                                                                                                                                                                                             | Tasks (Pupils)                                                                                                                 | Interaction                 | Purpose                                                                                     |
|------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------|
| 2    | 5-7 minutes | <p>T distributes handout on sports schedule from the newspaper.</p> <p>T asks Ss to read it quickly and answer the true/false questions that follow it within 3 minutes.</p> <p>T goes over the answers and shows Ss how he or she found the answers based on key words in the article.</p> | <p>Ss read the handout and answer the questions.</p> <p>Ss call out their answers to the T.</p> <p>Ss check their answers.</p> | <p>T ↔ Ss</p> <p>Ss ↔ T</p> | Focus attention of Ss on the concept of skimming for general gist with authentic materials. |

| Step | Time       | Tasks (Teacher)                                                                                                                                                                                                                                                                                                                                                                        | Tasks (Pupils)                                                                                                                 | Interaction                                                            | Purpose                                                        |
|------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------|
| 3    | 15 minutes | <p>T tells Ss that they just practiced skimming to get the general meaning or gist of a passage.</p> <p>T gives another handout on sports from the textbook (<i>New Clue</i>). T asks Ss to read and answer the true/false questions written on the paper within 5 to 7 minutes. T asks Ss for answers and writes them on the board T explains how key words can find the answers.</p> | <p>Ss read the handout and answer the questions.</p> <p>Ss call out their answers to the T.</p> <p>Ss check their answers.</p> | <p>T ↔ Ss</p> <p>Ss ↔ T</p> <p>(S ↔ S possible also)</p> <p>T ↔ Ss</p> | Getting Ss to read passage quickly to get the overall meaning. |

| Step | Time      | Tasks (Teacher)                                                                                                                                                                                                                                                                                                                                            | Tasks (Pupils) | Interaction | Purpose                                                                                 |
|------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|-----------------------------------------------------------------------------------------|
| 4    | 5 minutes | <p>T summarizes the importance of reading a passage quickly first in order to get the gist.</p> <p>T gives homework of reading the next day's newspaper's front page story and writing down the gist of the story in 4 sentences.</p> <p><b>Follow-up:</b></p> <p>Next lesson: To teach the students to find the main idea of the passage by scanning.</p> | Ss listen.     | T ↔ Ss      | To remind Ss what they have just done and why-to develop pupil metacognitive awareness. |

Key: Interaction: T ↔ Ss means teacher interacts with the whole class.



## 12.7. Bloom's Taxonomy

### Bloom's Taxonomy of Educational Objectives

Planning is a process and processes have steps that will lead teachers to make their students achieve goals or reach competencies, stating this, how is it possible to make it happen. Let's now talk about the first and probably one of the most important ones in the Teaching-Learning situation. One of the most widely used ways of organizing levels of expertise is according to Bloom's Taxonomy of Educational Objectives. (Bloom et al., 1994; Gronlund, 1991; Krathwohl et al., 1956.) Bloom's Taxonomy (Tables 1-3) uses a multi-tiered scale to express the level of expertise required to achieve each measurable student outcome. Organizing measurable student outcomes in this way will allow us to select appropriate classroom assessment techniques for the course.

*"There are three taxonomies, which are used for a given measurable student outcome that depends upon the original goal to which the measurable student outcome is connected. There are knowledge-based goals, skills-based goals, and affective goals (affective: values, attitudes, and interests); accordingly, there is a taxonomy for each. Within each taxonomy level of expertise are listed in order of increasing complexity. Measurable student outcomes that require the higher levels of expertise will require more sophisticated classroom assessment techniques."*<sup>43</sup>

Level of Expertise, Description of Level and Example of measurable student outcome are parts for the organization of Bloom's Taxonomy, which happens to be the core of every planning action in order to establish goals, objectives or competencies according to what every teacher or institution want students to achieve or develop. In the following part of this manual you will find an explanation of each of them that might help you choose the correct verbs to build them appropriately.

\*(Professor could provide students photocopies of the following organization)

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<sup>43</sup> (The University of North Carolina at Charlotte , s.f.)

Table 1: Bloom's Taxonomy of Educational Objectives for Knowledge-Based Goals

| LEVEL OF EXPERTISE | DESCRIPTION OF LEVEL                                                                                                                                                                                                                                  | EXAMPLE OF MEASURABLE STUDENT OUTCOME                                                        |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. KNOWLEDGE       | Recall, or recognition of terms, ideas, procedure, theories, etc.                                                                                                                                                                                     | When is the first day of Spring?                                                             |
| 2. COMPREHENSION   | Translate, interpret, extrapolate, but not see full implications or transfer to other situations, closer to literal translation.                                                                                                                      | What does the summer solstice represent?                                                     |
| 3. APPLICATION     | Apply abstractions, general principles, or methods to specific concrete situations.                                                                                                                                                                   | What would Earth's seasons be like in specific regions with a different axis tilt?           |
| 4. ANALYSIS        | Separation of a complex idea into its constituent parts and an understanding of organization and relationship between the parts. Includes realizing the distinction between hypothesis and fact as well as between relevant and extraneous variables. | Why are seasons reversed in the southern hemisphere?                                         |
| 5. SYNTHESIS       | Creative, mental construction of ideas and concepts from multiple sources to form complex ideas into a new, integrated, and meaningful pattern subject to given constraints.                                                                          | If the longest day of the year is in June, why is the northern hemisphere hottest in August? |
| 6. EVALUATION      | To make a judgment of ideas or methods using external evidence or self-selected criteria substantiated by observations or informed rationalizations.                                                                                                  | What would be the important variables for predicting seasons on a newly discovered planet?   |

Table 8. Bloom's Taxonomy

Table 2: Bloom's Taxonomy of Educational Objectives for Skills-Based Goals

|                        |                                                                                                               |                                                                                                                                                                                                                                                                            |
|------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PERCEPTION             | Uses sensory cues to guide actions                                                                            | Some of the colored samples you see will need dilution before you take their spectra. Using only observation, how will you decide which solutions might need to be diluted?                                                                                                |
| SET                    | Demonstrates a readiness to take action to perform the task or objective                                      | Describe how you would go about taking the absorbance spectra of a sample of pigments?                                                                                                                                                                                     |
| GUIDED RESPONSE        | Knows steps required to complete the task or objective                                                        | Determine the density of a group of sample metals with regular and irregular shapes.                                                                                                                                                                                       |
| MECHANISM              | Performs task or objective in a somewhat confident, proficient, and habitual manner                           | Using the procedure described below, determine the quantity of copper in your unknown ore. Report its mean value and standard deviation.                                                                                                                                   |
| COMPLEX OVERT RESPONSE | Performs task or objective in a confident, proficient, and habitual manner                                    | Use titration to determine the $K_a$ for an unknown weak acid.                                                                                                                                                                                                             |
| ADAPTATION             | Performs task or objective as above, but can also modify actions to account for new or problematic situations | You are performing titrations on a series of unknown acids and find a variety of problems with the resulting curves, e.g., only 3.0 ml of base is required for one acid while 75.0 ml is required in another. What can you do to get valid data for all the unknown acids? |
| ORGANIZATION           | Creates new tasks or objectives incorporating learned ones                                                    | Recall your plating and etching experiences with an aluminum substrate. Choose a different metal substrate and design a process to plate, mask, and etch so that a pattern of 4 different metals is created.                                                               |

Table 9. Bloom's Taxonomy

Table 3: Bloom's Taxonomy of Educational Objectives for Affective Goals

|                                              |                                                                                                                           |                                                                                                           |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| RECEIVING                                    | Demonstrates a willingness to participate in the activity                                                                 | When I'm in class I am attentive to the instructor, take notes, etc. I do not read the newspaper instead. |
| RESPONDING                                   | Shows interest in the objects, phenomena, or activity by seeking it out or pursuing it for pleasure                       | I complete my homework and participate in class discussions.                                              |
| VALUING                                      | Internalizes an appreciation for (values) the objectives, phenomena, or activity                                          | I seek out information in popular media related to my class.                                              |
| ORGANIZATION                                 | Begins to compare different values, and resolves conflicts between them to form an internally consistent system of values | Some of the ideas I've learned in my class differ from my previous beliefs. How do I resolve this?        |
| CHARACTERIZATION BY A VALUE OR VALUE COMPLEX | Adopts a long-term value system that is "pervasive, consistent, and predictable"                                          | I've decided to take my family on a vacation to visit some of the places I learned about in my class.     |

Table 10. Bloom's Taxonomy

*"Note that Bloom's Taxonomy need not be applied exclusively after course goals have been defined. Indeed, Bloom's Taxonomy and the words associated with its different categories can help in the goals-defining process itself. Thus, Bloom's Taxonomy can be used in an iterative fashion to first state and then refine course goals. Bloom's Taxonomy can finally be used to identify which classroom assessment techniques are most appropriate for measuring these goals."*<sup>44</sup>

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<sup>44</sup> (The University of North Carolina at Charlotte , s.f.)

Attachment: Bloom's Taxonomy of Educational Objectives [PDF, 67 KB]

We can appreciate the sequence in learning from another perspective as follows:

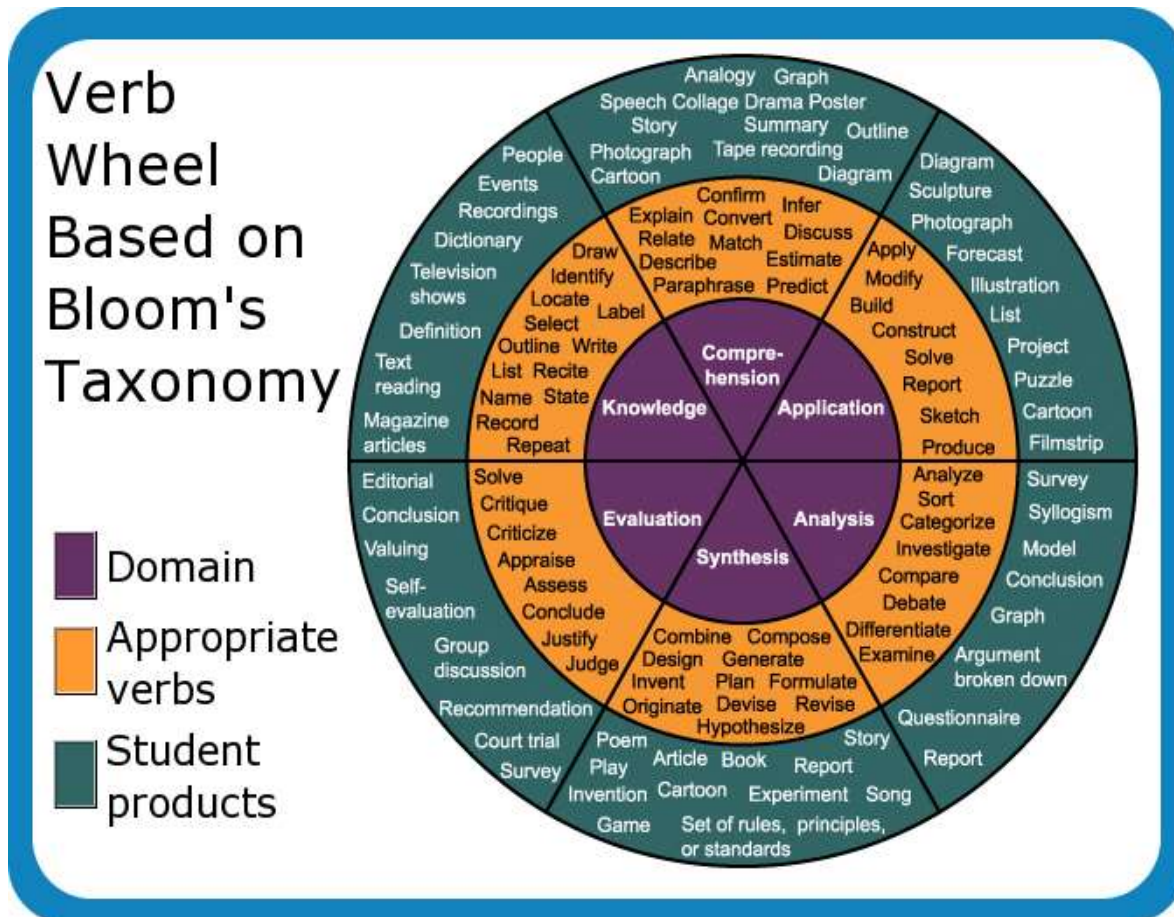


Figure 19: Bloom's Taxonomy. Google Sites.

But since Education and Didactics are constantly evolving, the organization of actions in the Teaching- Learning Process has changed. An example of the process is provided as follows:



Figure 20: Using Bloom's Taxonomy to Write Effective Learning Objectives. University of Arkansas

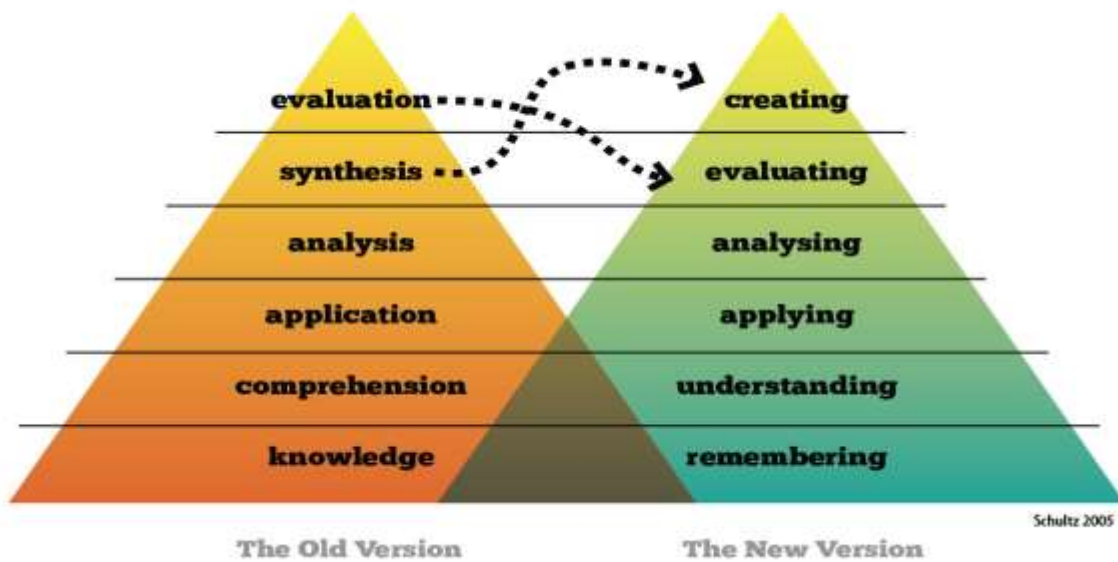


Figure 21: Bloom's Taxonomy. Tes teach.

## **13. Components of a lesson plan**

### **13.1. Format of a Lesson Plan**

#### **13.1.1. Goal(s)**

The following concepts are usually confusing when starting planning, and it is because they are kind of similar in a way, but we will try to clarify them since you should be able to identify an overall purpose or goal that you will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying theme for you. Thus, in the sample lesson plan, “understanding telephone conversations” generally identifies the lesson topic. (Brown H. D., 2000)

#### **13.1.2. Objectives**

It is very important to state explicitly what you want students to gain from the lesson. Explicit statements here help you to:

- a. Be sure that you indeed know what it is you want to accomplish,
- b. Preserve the unity of your lesson,
- c. Predetermine whether or not you are trying to accomplish too much, and
- d. Evaluate students’ success at the end of, or after, the lesson.

Objectives are most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable, and therefore you may need to depart from strictly behavioral terms for some objectives. Try to avoid vague, unverifiable statements like these:

- Students will learn about the passive voice.
- Students will practice some listening exercises.
- Students will do the reading selection.
- Students will discuss the homework assignment.

You would be unable to confirm the realization of any of these sorts of abstruse, loosely stated objectives.

In stating objectives, distinguish between *terminal* and *enabling* objectives. Terminal objectives are final learning outcomes that you will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective. (Brown H. D., 2000)

### 13.1.3. Competency

When starting to understand the elements of Lesson Planning, it is important to make clear definitions of each concept or action included in the format the teachers will need according to their institutional criteria. Sometimes, concepts can be a little confusing, for instance, **Competency** and Competence.

In the specific case of Sección de Idiomas en Facultad de Humanidades, What it is required to state in a class plan is the **Competency** teachers want to achieve when teaching content. So, let's now answer this question: "*What is a competency?*".

A definition found at *Competencies and Learning Objectives*, an article posted by *The School of Public Health* states the following: "*A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.*"

But now, let's clarify the difference between a competency and a learning objective Competencies: They define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction. Competencies are relevant to an individual's job responsibilities, roles and capabilities. They are a way to verify that a learner has in fact learned what was intended in the learning objectives. Learning objectives describe what the learner should be able to



achieve at the end of a learning period. Learning objectives should be specific, measurable statements and written in behavioral terms. In short, objectives say what we want the learners to know and competencies say how we can be certain they know it.

And how can we write a correct Competency? Here you have an example to guide you better:

**Competency:**

Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences (competency from: Council on Linkages Between Academia and Public Health Practice)

Learning objectives from a course that relate to the above competency:

- Describe the demographic trends and epidemiological trends related to diverse populations in the United States and abroad
- Compare and contrast diversity and cultural competency in the public health context
- Identify a framework to design culturally competent public health care services for diverse populations

**More help on how to write a Competency:**

1. Begin with a present tense action verb. (Example: Converts meters to points and inches.)
2. Each action verb requires an object. (Example: Identifies bacteria, fungi, and parasites.) (Verb followed by object)
3. Each competency is measurable and/or observable. (Example: Describes general methods of child study by describing such procedures as longitudinal study, case study and correlational study.)

4. Each competency is based on performance. (Example: Evaluates literacy genre from a historical perspective by comparing and contrasting the literary works in the 19th Century.)
5. Do not use evaluative or relative adjectives. (Do not use words like good, effective, appropriate.)
6. Do not use evaluative or relative adverbs. (Do not use words like quickly, slowly, immediately.)
7. Do not use qualifying phrases. (Do not use a phrase such as “Write with greater confidence.”)
8. Say what you mean, using only necessary words.

## **Content**

1. Use all domains as appropriate: cognitive, psychomotor and affective.
2. Build the level of learning from the lowest level to the highest level in each domain, e.g., from knowledge to evaluation in the cognitive domain; from imitation to naturalization in the psychomotor domain; and from receiving to characterizing in the affective domain.
3. Organize similar knowledge, skill and abilities together into a competency, developing a smaller number of competencies rather than an extensive number of knowledge, skills and ability outcomes.
4. Introduce the knowledge, skills and abilities required for transfer to upper division programs, or performance in career.
5. Relate competencies to prerequisites and general education requirements.

(Janelle Rios, s.f.)

Making more research on such a vital element in Lesson Planning, I share more significant information taken from *Competency Works* website.

*What is Competency Education?*

## *Why Competency Education?*

The time for competency education has come. It is vitally important for our country to move away from the restrictions of a time-based system. The reasons are many, but now we will take a look at some of them:

- To ensure that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills;
- To build the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement;
- To take advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere.
- To provide greater flexibility for students that would otherwise not graduate from high school because they have to work or care for their families.

Many districts are making the transition to competency-based education because they know that they can't help all their students reach career and college readiness without greater personalization. States are beginning to adjust their state policies to allow for competency education innovations.

## *What is Competency Education?*

*"In proficiency system, failure or poor performance may be part of the student's learning curve, but it is not an outcome."* -Proficiency-Based Instruction and Assessment, Oregon Education Roundtable-

Competency education builds upon standards reforms, offering a new value proposition for our education system. Frequently, competency education is described as simply flexibility in awarding credit or defined as an alternative to the Carnegie unit. Yet, this does not capture the depth of the transformation of our education system from a time-based system to a learning-based system. Competency education also hold promise as districts explore new ways to expand and enrich support to students, challenging the assumption that learning takes place within the classroom. Competency-based approaches are being

used at all ages from elementary school to graduate school level, focusing the attention of teachers, students, parents, and the broader community on students mastering measurable learning topics.

Analyzing some background, in 2011, 100 innovators in competency education came together for the first time. At that meeting, participants fine-tuned a working definition of high quality competency education:

- Students advance upon demonstrated mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

(Competency Works, Learning from the Cutting Edge, 2012)

#### **13.1.4. Materials and Equipment**

*“It may seem a trivial matter to list materials needed, but good planning includes knowing what you need to take with you or to arrange to have in your classroom. It is easy, in the often harried life of a teacher, to forget to bring to class a tape recorder, a poster, some handouts you left on your desk at home, or the workbooks that students gave you the night before.”<sup>45</sup>*

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<sup>45</sup> (Brown H. D., 2000)

### **13.1.5. Procedures**

At this point, lessons clearly have tremendous variation. But, as a very general set of guidelines for planning, you might think in terms of making sure your plan includes:

- An opening statement or activity as a warm-up
- A set of activities and techniques in which you have considered appropriate proportions of time for:
  - Whole-class work
  - Small-group and pair work
  - Teacher talk
  - Student talk
- Closure.

(Brown H. D., 2000)

### **13.1.6. Evaluation**

At this point, how can you determine whether your objectives have been accomplished? If your lesson has no evaluative component, you can easily find yourself simply making assumptions that are not informed by careful observation or measurement. Now, you must understand that every lesson does not need to end with a little quiz, nor does evaluation need to be a separate element of your lesson. Evaluation can take place in the course of “regular” classroom activity. Some forms to build. But evaluation is an assessment, formal or informal, what you make after students have sufficient opportunities for learning, and without this component you have no means for (a) assessing the success of your students or (b) making adjustments in your lesson plan for the next day. (Brown H. D., 2000)

### **13.1.7. Extra-Class Work**

Sometimes misnamed “homework” (students don’t necessarily do extra-class work only at home), extra-class work, if it is warranted, needs to be planned carefully and communicated clearly to the students. Whether you are teaching in an EFL or ESL situation, you can almost always find applications or extensions of classroom activity that will help students do some learning beyond the class hour. (Brown H. D., 2000)

## **13.2. Guidelines for Lesson Planning**

### **13.2.1. How to begin planning**

The core of the Teaching-Learning process is Planning, yes, that tedious activity for some teachers is your compass and map. I have asked you this question before, but imagine again walking into the classroom full of 50 teenagers waiting on learning something or probably feeling like they do not want to do anything that day, and you have no clue because you did not take the time to choose a topic, create a program, prepare material and establish an objective for the day. Try to spend a whole hour with them doing nothing and then you will realize the importance of planning. In most normal circumstances, especially for a teacher without much experience, the first step of lesson planning will already have been performed for you: choosing what to teach. No doubt you will be – or have already been – given a text- book and told to teach from it, with either a suggestion or a requirement of how many chapters or units you should cover. As you look over the chapter you are to cover for a class hour, you might go through the following sequence:

- Assuming that you are already familiar with (i) the curriculum your students are following and (ii) the overall plan and “tone” of the textbook(s), look over the textbook chapter.

- Based on (i) your view of the whole curriculum and (ii) your perception of the language needs of your students, determine what the topic and purpose of the lesson will be and write that down as the overall **goal**.
- Again considering the curriculum and the students' needs, draft out perhaps one to three explicitly stated **terminal** objectives for the lesson.
- Of the exercises that are in the textbook, decide which ones you will do, change, delete, and add to, all based on the objectives you have drafted.
- Draft out a skeletal outline of what your lesson will look like.
- Carefully plan step-by-step procedures for carrying out all techniques, especially those that involve changes and additions. State the purpose(s) of each technique and /or activity as enabling objectives.

For teachers who have never taught before, it is often very useful to write a *script* of your lesson plan in which your exact anticipated words are written down and followed by exactly what you would expect students to say in return. As a tip for students in Profesorado de Enseñanza Media en Idioma Inglés, the professor in charge of Didactics Course I could mention that this “draft” of every single move, word or phrase that will be said in class is helpful when presenting their Special Final Exam at the end of the career; since anxiety and nervousness might betray them in the most important moment of their performance. Scripting out a lesson plan helps you to be more specific in your planning and can often prevent classroom pitfalls where you get all tangled up in explaining something or students take you off on a tangent. Writing a complete script for a whole hour of teaching is probably too laborious and unreasonable, but more practical and instructive (for you) are partial scripts that cover:

- Introductions to activities
- Directions for a task
- Statements of rules or generalizations

- Anticipated interchanges that could easily bog down or go astray
- Oral testing techniques

### 13.2.2. Variety, Sequencing, Pacing, and Timing

As you are drafting step-by-step procedures, you need to look at how the lesson holds together as a whole. Here you have four important considerations:

- Is there sufficient *variety* in techniques to keep the lesson lively and interesting? Most successful lessons give students a number of different activities during the class hour, keeping minds alert and enthusiasm high.
- Are your techniques or activities *sequenced* logically? Ideally, elements of a lesson will build progressively toward accomplishing the ultimate goals. Easier aspects will usually be placed at the beginning of a lesson; tasks that require knowledge gained from previous exercises will be sequenced appropriately.
- Is the lesson as a whole *paced* adequately? Pacing can mean a number of things. First, it means that activities are neither too long nor too short. You could, for example, have so many short activities that just as students are getting the “feel” for one activity, they get bounced to the next. Second, you need to anticipate how well your various techniques “flow” together. You would not, for example, find a smooth flow in a class that had five minutes each of whole-class work, pair work, whole-class work, group work, pair work, whole-class work, etc. Nor would you normally plan two silent reading activities in a row. Third, good pacing also is a factor of how well you provide a transition from one activity to the next. An example:

T: okay, you’ve just had a good chance to listen to the way a lecturer signals various segments of a class lecture. Now we’re going to use this information to look at a reading passage about space exploration and figure out...

- Is the lesson appropriately *timed*, considering the number of minutes in the class hour? This is one of the most difficult aspects of lesson planning to control. It’s not unusual for new teachers to plan a lesson so tightly that they actually complete their



lesson plan early, but after just a little experience it is more common that we don't complete our lessons within the planned time allotment. The latter is not a cardinal sin, for most likely it means you have given some time to students for genuine interaction and creative use of language. But timing is an element that you should build into a lesson plan: (i) if your planned lesson ends early, have some backup activity ready to insert; (ii) if your lesson isn't completed as planned, be ready to gracefully end a class on time and, on the next day, pick up where you left off. (Brown H. D., 2000)

### **13.2.3. Gauging Difficulty**

Figuring out in advance how easy or difficult certain techniques will be is usually learned by experience. As mentioned before, having different alternatives to solve emergent situations is mandatory for teachers of all levels and courses. It takes a good deal of cognitive empathy to put yourself in your students' shoes and anticipate their problem areas. Some difficulty is caused by tasks themselves; therefore, make your directions crystal clear by making them out in advance (note the comments on "scripting" lessons, above). I have seen many classes where teachers have not clearly planned exactly what task directions they will give. Writing them ahead of time allows you to be more objective in determining if everything is clear. And then, either give an example yourself or solicit an example of a subtask within a technique. (Brown H. D., 2000)

### **13.2.4. Individual differences**

For the most part, a lesson plan will aim at the majority of students in class who compose the "average" ability range. But your lesson plan should also take into account the variation of ability in your students, especially those who are below or well above the classroom norm. Here it is necessary to remember what students learned about Learning

Styles and Multiple Intelligences. You can take several steps to account for individual differences:

- Design techniques that have easy and difficult aspects or items.
- Solicit responses to easier items from students who are below the norm and to harder items from those above the norm.
- Try to design techniques that will involve *all* students actively.
- Use judicious selection to assign members of small groups so that each group has either (i) a deliberately heterogeneous range of ability or (ii) a homogeneous range (to encourage equal participation).
- Use small-group and pair work time to circulate and give extra attention to those below or above the norm. (Brown H. D., 2000)

#### **13.2.5. Student talk and teacher talk**

Give careful consideration in your lesson plan to the balance between student talk and teacher talk. Our natural inclination as teachers is to talk too much! Even though some Methods take teacher as the most important element, what students produce is the objective of every lesson, so it is necessary to give them the time to participate and perform. As you plan your lesson, and as you perhaps script out some aspects of it, see to it that students have a chance to talk, to produce language, and even to initiate their own topics and ideas. (Brown H. D., 2000)

#### **13.2.6. Adapting to an established Curriculum**

The assumption is that your primary task is not to write a new curriculum or to revise an existing one, but to follow an established curriculum and adapt to it in terms of your particular group of students, their needs, and their goals, as well as your own philosophy of

teaching. This could be a challenging action in Guatemala, due to the evaluation system, pensum and distribution of contents which lays so far from reality and students' context.

As you plan lessons, your first concern is that each class hour must contribute to the goals that a curriculum is designed to pursue. But perhaps your institution has no curriculum spelled out in a document; in other words, it is a "textbook-driven" curriculum that in practice, simply tells you to teach everything in a textbook. Or you may find certain specifications for the course you are about to teach somewhere in the description of the institution. At best, you would be presented with a document that clearly delineates the goals of the curriculum and offers suggestions on how to meet those goals in terms of weekly or even daily lesson objectives. (Brown H. D., 2000)

#### **13.2.7. Classroom Lesson "Notes"**

A final consideration in your lesson planning process is a very practical one: what a sort of lesson "notes" will you actually carry into the classroom with you? If you have pages and pages of notes and reminders and scripts, you will never free yourself for spontaneity. Remember that plans must be flexible, you are working with human beings, not pre-programmed robots that can be controlled. Most experienced teachers operate well with no more than *one page* a lesson outline and notes. Some prefer to put lesson notes on a series of index cards for easy handling. By reducing your plans to such a physically manageable minimum, you will reduce the chances of getting bogged down in all the details that went into the planning phase, yet you will have enough in writing to provide order and clarity as you proceed. (Brown H. D., 2000)

### **13.3.Format of the Oficial Lesson Plan ( Sección de Idiomas, Facultad de Humanidades USAC)**

#### **13.3.1. Content and Competency**

No class plan can be started without settling a content, subject, grammar structure, vocabulary or topic to select activities for. This content must logically be related to the competency or objective the teacher expects students to achieve.

The content must be addressed to students' level and stage in the second language learning. After this step, the educator states what he or she considers students will be able to achieve to produce in any skill, or a concrete one, in the English language.

In order to write correct and effective competencies, here you have an example structure that might help you out:

1. Outline the major skills or big-picture ideas you are teaching students
2. Tell what you want learners to be able to do by the end of your course
3. Most classes will have 3 to 6 main ideas/skills per credit hour

Elements of a well-written Learning Competency (big-picture idea/skill):

- Begin with an action verb (one verb)
- Clear and concise (short)
- Includes a student behavior you can observe and measure
- Avoid the words “know” , “learn”, and “understand”

### **13.3.2. Warm up (presentation)**

It is important to engage students from the beginning of the class period; the activity teacher chooses must ensure mental process work in the second language, even though it is not related to the topic.

Age and background of students must be taken into consideration to select the appropriate warm up or ice breaker, different scenarios and material should be considered as well.

The success of a class it is usually stated from this part of the lesson plan. Different websites and books offer ideas for educators that can be modified according to the characteristics of each group.

### **13.3.3. Controlled practice**

The teaching process in any subject or language must contain a series of steps that can be followed by students with no problem. Considering the Mixed Ability Class statement that calls teachers to take the time to plan lessons according to how students achieve goals and competencies, the first activities done in class must be *controlled* by the Teacher; making educators follow the track on what he is leading them to achieve.

*e.g. Teacher solves a book page with students, eliciting them to provide the answers together so everyone can correct their mistakes at the same time.*

#### **13.3.4. Semi-controlled practice**

At this point meanwhile in the class time, teacher starts to leave students take the responsibility in a short activity or exercise. Teacher could give them a crossword puzzle to solve, a sentences completion or any other activity that involves students' ability to make a decision based on what the educator provided them to work with.

#### **13.3.5. Free practice**

Teacher plans an activity where students will be able to make their own decisions of creating a product that shows how they achieve the class objective. Surely guidelines are explained by the educator, but pupils have the hard work when producing whether in their reading, writing or speaking performances.

*e.g. Teacher assigns students to create a conversation in Simple Present Tense, talking about their daily routine. (Topic previously worked in text book – controlled practice-, and a short worksheet – semi controlled practice-).*

#### **13.3.6. Evaluation**

Every teacher knows that one of the vital parts in a lesson plan is the one that provides the evidence of learning from students and that this results can determine the next class or even the closing moment of the current activities.

Evaluation instruments or techniques may vary so professors can select the most adequate for their group in terms of number, abilities, or level.

Even though evaluation is a process that can take place during the whole class period, there must be an specific moment where teacher can measures where his students are getting and what the next class is heading to according to what they achieved.

### **13.3.7. Time**

The plan lesson to be effective in terms to do all the activities planned, or at least, most of them, time is a mandatory element to be considered so teacher can control every moment possible and students are taught to be responsible with all the work they must have done at the end.

### **13.3.8. Wrap up**

The closing of a lesson plan is sometimes out of the program, probably because of the time spent in other moments and of course, the vicissitudes presented on a daily basis. Teachers must take the time to close what they started and prepare students for the next class. This moment can be performance with a final questions or synthesis where students with analyze what they have just learned and share their thoughts with the rest of the class.

### **13.3.9. Other components: homework, material**

Homework or extra assignment is optional for most teachers, this is why they can tell students to finish working on something that could not be covered during the class time or an activity to practice and review the current subject.

The material needed for giving a class must be written down so it can be prepared in advanced by the teacher. What he or she will need is related to the subject, group size, time and competencies or objectives. Resources are divided into Human and Material. They must be written down so teacher will prepare them in advanced; remember every element in your planning is important in order to achieve what you want your students to learn and accomplish.

### 13.4. Official Planning Format



**Universidad de San Carlos de Guatemala**  
**Facultad de Humanidades**

Course:

Professor:

**LESSON PLAN No.\_\_\_\_**

|                                |                     |                                        |
|--------------------------------|---------------------|----------------------------------------|
| <b>General information:</b>    |                     |                                        |
| <b>School:</b> _____           |                     | <b>Grade and Section:</b> _____        |
| <b>Topic:</b> _____            | <b>Level:</b> _____ | <b>Time:</b> _____                     |
| <b>Intelligence:</b> _____     |                     | <b>Skill:</b> _____ <b>4C's:</b> _____ |
| COMPETENCY                     |                     | TIME                                   |
| WARM UP                        |                     |                                        |
| PRESENTATION                   |                     |                                        |
| CONTROLLED PRACTICE            |                     |                                        |
| SEMI-FREE PRACTICE             |                     |                                        |
| FREE PRACTICE (and evaluation) |                     |                                        |
| WRAP-UP (Summary)              |                     |                                        |
| HOMEWORK                       |                     |                                        |
| MATERIALS/ RESOURCES           |                     |                                        |





CHAPTER VI:  
BLENDING  
TECHNOLOGY  
INTO THE  
CLASSROOM

## PROCEDURE FOR CHAPTER IV

1. Provide students a photocopy of the Catalogue of Technological resources.



2. Explain them the use of each one and share some project ideas.



3. Ask students to choose one of the resources previously explained and assign them to make a project applying it in a real master class.



4. Provide and explain the rubric aspects students will be evaluated with when presenting their projects

| Rubric for   |                                                                   | Project                                       |                                          |
|--------------|-------------------------------------------------------------------|-----------------------------------------------|------------------------------------------|
| Area         | Criteria                                                          | Excellent                                     | Good                                     |
| Organization | How well the project is organized and presented.                  | Very well organized and presented.            | Well organized and presented.            |
| Content      | How well the project is presented and the quality of the content. | Very well presented and high quality content. | Well presented and good quality content. |
| Teamwork     | How well the team works together and the quality of the teamwork. | Very well teamwork and high quality teamwork. | Well teamwork and good quality teamwork. |
| Feedback     | How well the team receives and responds to feedback.              | Very well receives and responds to feedback.  | Well receives and responds to feedback.  |

5. Give a feedback of each project.



## ***BREAKING PARADIGMS: Technology and its positive effect in Learning***

When it comes to include Technology in a classroom some teachers feel like “breaking the law”, mostly because the nearest tool we have related to it is a smartphone. But, how is it possible that 21<sup>st</sup>. Century Educators are still afraid to use this valuable resource?

Motivating students to learn English is always a challenge since this is not, in some cases, their favorite subject. By the inclusion of Technology in classrooms we can apply techniques or visit creative websites to get ideas of new projects and to evaluate students through different alternatives.

It is not a secret that when creativity is gone most of teachers draw on Google to “solve” our problems immediately but, why do not going directly to a more specific resource? Only by having in mind the subject or class topic, we could easily find fantastic ideas for evaluating reading for instance; instead of taking photocopies from our old Elementary Reading Book and creating a quiz, just by clicking on <https://storybird.com/> you can assign students to create their own story through pictures they have selected. If you noticed, teacher will just check their spelling and grammar without making up a new tale!

It is just a matter of courage to explore new tools and in this case, to apply what we are surrounded by every day and make students use them too. You will find as follows some options and examples of projects EFL teachers could easily add to their class plans on a daily basis.

## ***DIDACTICS RESOURCES REFERENCES***

Involving Technology in Education has become an essential part of the Teaching-Learning Process for the 21<sup>st</sup>. Century Educators, since work and academic demands are looking forward for competent and efficient individuals.

There is a variety of options where technology can become a friend of teachers for planning their classes or assigning project to students who will definitely love them.

You will find some suggestions for such a purpose.

- ✚ Pinterest: <https://es.pinterest.com/>
- ✚ Calaméo: <https://es.calameo.com/>
- ✚ Random group center: <http://www.aschool.us/random/random-pair.php>
- ✚ Popplet: <http://popplet.com/>
- ✚ Google Art Project: <https://www.google.com/culturalinstitute/project/art-project?hl=es-419>
- ✚ Edmodo: <https://www.edmodo.com/?language=es>
- ✚ Story bird: <https://storybird.com/>
- ✚ Prezi: <https://prezi.com/>
- ✚ Powtoon: <https://storybird.com/>
- ✚ Sway: Office 365 tool: [www.portal.office.com](http://www.portal.office.com)

## CATALOGUE

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Pinterest • The global ideas catalogue

[es.pinterest.com](https://es.pinterest.com)

Pinterest is a visual discovery tool which can be used for any kind of project.

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Calaméo – Post Documents and Magazines

[es.calameo.com](https://es.calameo.com)



This is a free digital magazines publishing platform where not only magazines can be published but interactive posts and online documents as well.

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Random Group Creator - ASchool.us

[www.aschool.us](http://www.aschool.us)

**This group has 30 members**

|                                                                |                                                                   |                                                   |                                                          |                                                          |
|----------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| <b>Group #1</b><br>Jim<br>Desmond<br>Ryan<br>Sawyer<br>Michael | <b>Group #2</b><br>Jack<br>Warson<br>Sherlock<br>Charlie<br>Kelly | <b>Group #3</b><br>Hugo<br>Creed<br>Juliet<br>Pam | <b>Group #4</b><br>Benjamin<br>Roland<br>Nathan<br>Kevin | <b>Group #5</b><br>Stanley<br>Phyllis<br>Alyssa<br>Jacob |
| <b>Group #6</b><br>Ben<br>Dwight<br>Kate<br>Jason              | <b>Group #7</b><br>Oscar<br>John<br>Howard<br>Angela              |                                                   |                                                          |                                                          |

Randomly select students from a list with minimal repeats before all students have been selected.



Popplet

[popplet.com](http://popplet.com)

For School. In the classroom and at home, students use Popplet for learning. Used as a mind-map, Popplet helps students think and learn visually.

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Art Project, Google  
Cultural Institute

[www.google.com](http://www.google.com)

The Google Cultural  
Institute brings together  
millions of items from  
multiple partners, with  
the stories that bring  
them to life, in a virtual  
museum.



Edmodo | When Learning  
happens|

[www.edmodo.com](http://www.edmodo.com)

Edmodo is an easy way for  
your students to be  
connected so they can work  
safely get and stay  
organized, and access to  
tasks previously assigned.



Storybird - Artful  
Storytelling

[storybird.com](https://storybird.com)

Discover an endless  
library of free books,  
picture books, & poetry  
or use simple tools to  
create books in minutes.  
Storybird is a creative  
community where  
readers ...

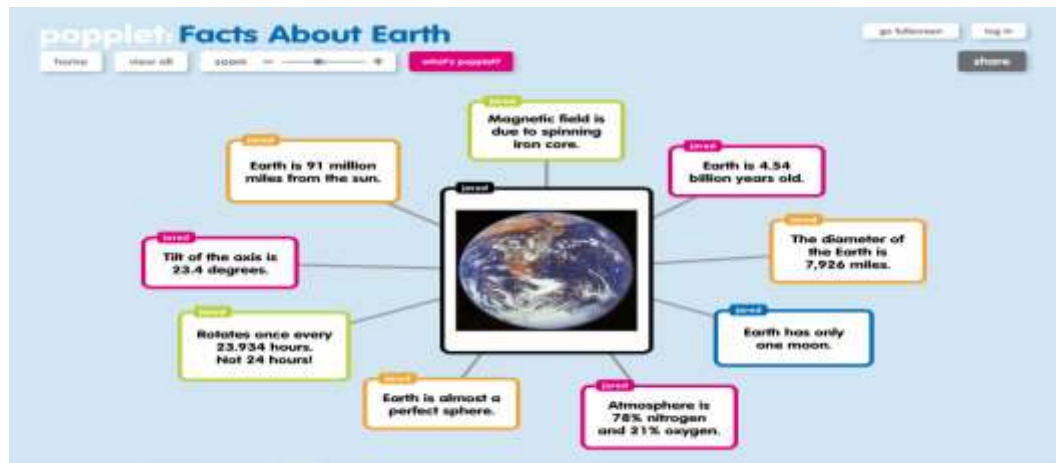


## EXAMPLES OF PROJECTS AND IDEAS

### PINTEREST EXAMPLE:



## POPPLER EXAMPLE:



## STORY BIRD EXAMPLE:

**Storybird Scribes: May Roundup**  
May 10, 2016

**STORY BIRD SCRIBES**

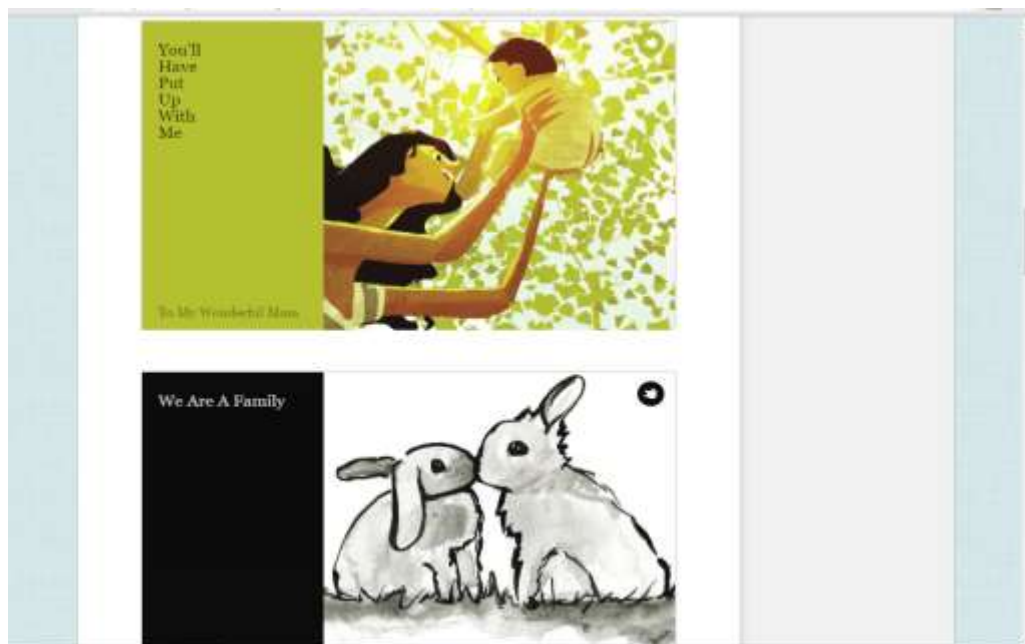
During the month of May, we asked you write a picture book inspired by an influential woman in your life: your mom, your grandmother, a favorite teacher, or anyone special to you. What we found most remarkable about the stories we received is how many of those roles overlap. Mothers are teachers, friends, caretakers, and role models. Sometimes they're not perfect, but neither are we. No matter what, their love for us has no bounds.

Here are five stories that celebrate moms, and all of the wonderful things they do. It was an absolute joy reading all of your submissions this month. We hope you shared them with your mamas!

**AUTHOR:** Storybird\_Official

**SUMMARY:** Dear Mom, I wrote this story for you.

**TAGS:** #storybird, #motherhood, #storybirdscribes, #writing



GOOGLE ART PROJECT EXAMPLE:



## SWAY EXAMPLE:



Algunas ideas de lo que pueda hacer con Sway



IT'S 4AM... JUST SANG THIS PHONE..



**Every song starts with a seed.** An unexpected moment of clarity and creation. The whisper of a stranger's conversation or the beat of the blood in your veins. It never arrives the same way twice. Songwriters live our lives with pens tucked in purses, Moleskins in our back pockets, lips at the mini-mics in our phones and keep our digital butterfly-nets always open. I do my best to catch inspiration. Melodies and pictures and feelings melt into music. So here's a new way to capture magical moments together, to speed up the process, to hack the collaboration and get to the making.

This is a little living breathing mood board, a laboratory to share some songinspiration for my track, "Bloom". Let's use this space to mash-up emotion, the essence, the earliest snippets of I sing into my phone at 3am, beats, sounds and discover the things that will make this song, bloom.

XO, Daria





POWTOON EXAMPLE:



## RANDOM GROUP CREATOR EXAMPLE:

It's gone. [Link](#)

What was wrong with this url?

[Report Abuse](#) [Report Abuse](#) [Report Abuse](#)

ASchool.us Student Selector Group Creator Pair Creator Group Mixer

### Random Group Creator

**About:**  
This program came about because of a suggestion by a [Google](#)

**Usage:**

1. Select the desired mode: number of groups or maximum group size
2. Enter the number of groups to create or maximum group size in the box
3. Select the distribution mode: balance or maximum  
*Balance means that the computer will try its best to keep all of the groups [equally](#) sized*  
*Maximum means that each group will be [filled](#) to its maximum size before the next group is created*
4. Enter a list of student names, each name on a separate line.

Donate

Max group size

balance

ASchool.us Student Selector Group Creator Pair Creator Group Mixer

### Random Group Creator

**About:**  
This program came about because of a suggestion by a [Google](#)

**Usage:**

1. Select the desired mode: number of groups or maximum group size
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*Balance means that the computer will try its best to keep all of the groups [equally](#) sized*  
*Maximum means that each group will be [filled](#) to its maximum size before the next group is created*
4. Enter a list of student names, each name on a separate line.

Donate

Juan [Linda](#) Katherine

Maria , Joel , Laura

Felipe , Andrea

Lin , Susana , Amanda

Daniel , Sandra , Ernesto

William , José , Viviana

Elena , Lucas , [Fabiola](#)

Marta , Camila , Orlando

Pedro , Aaron , Natalia

| Category                            | Below Standard (1 point)                                                                                                                                                                                                                                                                                                                                        | Meets Standard (2 points)                                                                                                                                                                                                                                                                                                                                                                                           | Exceeds Standard (3 points)                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Information</b>          | <ul style="list-style-type: none"> <li>Includes little essential information</li> <li>Demonstrates little understanding of topic</li> </ul> <input type="checkbox"/>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Includes essential information</li> <li>Covers topic and shows understanding of topic</li> </ul> <input type="checkbox"/>                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Includes essential information and elaborates on it</li> <li>Covers topic in depth and shows strong understanding of topic</li> <li>Encourages audience to know more</li> </ul> <input type="checkbox"/>                                                                                                                                                                                                                             |
| <b>Content Appropriateness</b>      | <ul style="list-style-type: none"> <li>Content is questionable or inappropriate for a particular audience, occasion, or setting.</li> <li>Shows bias or uses unclear visuals/audio</li> <li>Selection of topic does not relate to audience needs and interests</li> <li>Exceeds the project time requirement</li> </ul> <input type="checkbox"/>                | <ul style="list-style-type: none"> <li>Content used is appropriate for the setting, not disrespectful or offensive</li> <li>Selection of topic is appropriate for the audience, occasion, or setting; some effort to make the material relevant to audience interests, the occasion, or setting is evident</li> <li>Stays within the project time requirement</li> </ul> <input type="checkbox"/>                   | <ul style="list-style-type: none"> <li>Content is familiar to the audience, appropriate for the setting, and free of bias</li> <li>Selection of topic and examples are interesting and relevant for the audience and occasion</li> <li>Stays within the project time requirement</li> </ul> <input type="checkbox"/>                                                                                                                                                        |
| <b>Mechanics and Delivery</b>       | <ul style="list-style-type: none"> <li>Engages in numerous and distracting verbal/visual cues</li> <li>Fails to clearly (visually or audibly ) deliver material</li> <li>Does not match delivery style to the particular audience or occasion – tone may alienate audience</li> <li>Makes errors in grammar when applicable</li> </ul> <input type="checkbox"/> | <ul style="list-style-type: none"> <li>Engages the audience with appropriate verbal/visual cues</li> <li>Delivers information clearly and confidently</li> <li>Matches delivery style and tone to the audience</li> <li>does not seem out-of-place or disrespectful to the audience</li> <li>Selects words appropriate for an audience and uses correct grammar when applicable</li> </ul> <input type="checkbox"/> | <ul style="list-style-type: none"> <li>Captivates the audience with effective verbal/visual cues</li> <li>Delivers information clearly, effectively and confidently</li> <li>Projects a sense of individuality and personality</li> <li>Times the delivery to optimum advantage for the audience -delivery style suggest an awareness of expectations and norms.</li> <li>Uses rich, varied, and appropriate vocabulary when applicable</li> </ul> <input type="checkbox"/> |
| <b>Organization and Preparation</b> | <ul style="list-style-type: none"> <li>Exhibits lack of planning and organization which results in a confusing overall project</li> <li>Presents in a choppy, hesitant manner lacking transitions</li> </ul> <input type="checkbox"/>                                                                                                                           | <ul style="list-style-type: none"> <li>Presents logical transitions between main topics and ideas</li> <li>Emphasizes key points</li> <li>Ends coherently with appropriate closing.</li> </ul> <input type="checkbox"/>                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Presents ideas and information with logical sequencing and seamless transitions</li> <li>Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting facts</li> <li>Ends the presentation with a logical, effective, and relevant conclusion</li> </ul> <input type="checkbox"/>                                                                                                      |
| <b>Creativity</b>                   | <ul style="list-style-type: none"> <li>Shows with little originality or interpretation; repetitive with little or no variety</li> </ul> <input type="checkbox"/>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Shows some originality apparent; good variety and blending</li> </ul> <input type="checkbox"/>                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Is very original; uses the unexpected to full advantage; captures audience's attention</li> </ul> <input type="checkbox"/>                                                                                                                                                                                                                                                                                                           |

# APPENDIX



## **Extra sources to help Professors teaching Didactics Course I Idi 250**

Some of the most reliable Websites previously listed were consulted to present the information contained in this Thematic Guide for Professors in charge of teaching Didactics I, Idi 250 course at Profesorado de Enseñanza Media en Idioma Inglés; and in order to support Professors in the Teaching-Learning Process of Didactics Course I Idi 250, other websites are provided as follows:

1. Seminar für Englisch Philologie: <https://www.uni-goettingen.de/en/1-the-didactics-of-foreign-languages/207105.html>
2. The Encyclopedia of Informal Education: <http://infed.org/mobi/what-is-education-a-definition-and-discussion/>
3. English Didactics in the “Erfurt Electronic Studies in English” (EERE): [http://webdoc.sub.gwdg.de/edoc/ia/eere/strategy/klein/3\\_st.html](http://webdoc.sub.gwdg.de/edoc/ia/eere/strategy/klein/3_st.html)
4. UNC Charlotte, The Center for Teaching and Learning: <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/blooms-educational-objectives>
5. Competency Works: <http://www.competencyworks.org/about/competency-education/>
6. Teach: <http://teach.com/what/teachers-teach/teaching-methods>
7. British Council: <http://learnenglishteens.britishcouncil.org/>

## Warm-up Websites

1. [https://busyteacher.org/teaching\\_ideas\\_and\\_techniques/warmers/](https://busyteacher.org/teaching_ideas_and_techniques/warmers/)
2. <https://eslgames.com/no-prep-warm-up-activities/>
3. <https://www.englishclub.com/english-clubs/warmups.htm>
4. <https://www.recreationtherapy.com/tx/twarmup.htm>
5. <https://eslspeaking.org/39-esl-warm-ups-for-teenagers-and-adults/>

## Ice breaker Websites

1. <https://www.reachtoteachrecruiting.com/blog/esl-filler-activities>
2. [https://busyteacher.org/teaching\\_ideas\\_and\\_techniques/warmers/](https://busyteacher.org/teaching_ideas_and_techniques/warmers/)
3. <https://www.fluentu.com/blog/educator-english/esl-filler-activities/>
4. <https://www.teachingideas.co.uk/subjects/english-time-fillers>
5. <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>

## Rubric generator Websites

- <http://rubistar.4teachers.org/index.php>
- <https://rubric-maker.com/>
- [http://www.teach-nology.com/web\\_tools/rubrics/general/](http://www.teach-nology.com/web_tools/rubrics/general/)
- <https://www.rcampus.com/indexrubric.cfm?>
- <http://www.teacherplanet.com/rubrics-for-teachers?ref=rubrics4teachers>



UNIVERSIDAD DE SAN CARLOS DE GUATEMALA  
FACULTAD DE HUMANIDADES  
SECCION DE IDIOMAS  
DIDÁCTICA ESPECIAL DEL INGLÉS I, IDI 250  
PROFESSOR:

**MIDTERM 1**

**FORM A**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ ID: \_\_\_\_\_

**GENERAL INSTRUCTIONS:** THIS IS INDIVIDUAL WORK. AVOID USING WHITEOUT. READ THE WHOLE TEST BEFORE YOU ANSWER IT.

Part I (1point each one)

\_\_\_\_/3

Instructions: Read the following descriptions, in the right column write the name of the Method or Approach.

| DESCRIPTION                                                                                                                                                   | METHOD OR APPROACH |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1. There is student-to-student interaction in chain drills. Most interaction is between teacher and students and is initiated by the teacher.                 |                    |
| 2. The ability to communicate in the target language is not a goal of foreign language instruction.                                                           |                    |
| 3. The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning. |                    |

Part II (0.5 points each one)

\_\_\_\_/2

Instructions: Answer the following questions. Use only the space provided.

1. What language skill is emphasized in Grammar Translation Method?

2. What areas of language are emphasized in the Direct Method?

3. How is evaluation accomplished in The Silent Way Method?

4. How does the teacher respond to student's error in the Audio-Lingual Method?

Part III (0.5 points each one)

\_\_\_\_/2

Instructions: Classify the following techniques into the correct method or Approach.  
Choose only one technique for each one.

translation of a literary passage

conversation practice

concrete action verbs

chain drill

dialogue memorization

color memorization

a series of connected sentences

peripheral learning

|                                   |  |
|-----------------------------------|--|
| 1. The Grammar Translation Method |  |
| 2. Series Method                  |  |
| 3. Direct Method                  |  |
| 4. Audio-Lingual Method           |  |

Part IV (1 point each one)

\_\_\_\_/3

Instructions: Write the definition for the following concepts. Use technical vocabulary.

**METHODOLOGY**

**APPROACH**

**TECHNIQUE**

BONUS (0.5 points each one)

\_\_\_\_/1

Instructions: complete the following statements.

1. The Series Method was created by \_\_\_\_\_

2. The Silent Way was created by \_\_\_\_\_

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 DIDÁCTICA ESPECIAL DEL INGLÉS I, IDI 250  
 PROFESSOR:

### **MIDTERM 1**

#### **FORM A (ANSWER KEY)**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ ID: \_\_\_\_\_

**GENERAL INSTRUCTIONS:** THIS IS INDIVIDUAL WORK. AVOID USING WHITEOUT. READ THE WHOLE TEST BEFORE YOU ANSWER IT.

Part I (1point each one) \_\_\_\_\_/3

Instructions: Read the following descriptions, in the right column write the name of the Method or Approach.

| DESCRIPTION                                                                                                                                                   | METHOD OR APPROACH            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 1. There is student-to-student interaction in chain drills. Most interaction is between teacher and students and is initiated by the teacher.                 | <b>AUDIO LINGUAL METHOD</b>   |
| 2. The ability to communicate in the target language is not a goal of foreign language instruction.                                                           | <b>COMMUNICATIVE APPROACH</b> |
| 3. The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning. | <b>THE DIRECT METHOD</b>      |

Part II(0.5 points each one)

\_\_\_\_/2

Instructions: Answer the following questions. Use only the space provided.

2. What language skill is emphasized in Grammar Translation Method?

***Speaking, Pronunciation***

3. What areas of language are emphasized in the Direct Method?

***Pronunciation and Reading orally***

4. How is evaluation accomplished in The Silent Way Method?

- students' learning progress is evaluated rather than given formal tests.***
- Teacher avoid criticize its students; he/she lets them to make inner criteria.***

5. How does the teacher respond to student's error in the Audio-Lingual Method?

***Through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.***



Part III (0.5 points each one)

\_\_\_\_/5

Instructions: Classify the following techniques into the correct method or Approach.  
Choose only one technique for each one.

translation of a literary passage

conversation practice

concrete action verbs

chain drill

dialogue memorization

color memorization

a series of connected sentences

peripheral learning

|                                   |                                                 |
|-----------------------------------|-------------------------------------------------|
| 2. The Grammar Translation Method | <b><i>translation of a literary passage</i></b> |
| 3. Series Method                  | <b><i>a series of connected sentences</i></b>   |
| 4. Direct Method                  | <b><i>conversation practice</i></b>             |
| 5. Audio-Lingual Method           | <b><i>chain drill</i></b>                       |

Part IV (1point each one)

\_\_\_\_/3

Instructions: Write the definition for the following concepts. Use technical vocabulary.

## METHODOLOGY

- *It is a system of practices and procedures that a teacher uses to teach. it will be based on beliefs about the nature of language, and how it is learnt.*

## APPROACH

- *It is a theory about language learning or even a philosophy of how people learn in general.*

## TECHNIQUE

- *"A technique is a single activity that comes from a procedure. Anyone of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques."*

BONUS (0.5 points each one)

\_\_\_\_/1

Instructions: complete the following statements.

- The Series Method was created by     Francois Gouin
- The Silent Way was created by     Caleb Gattenno



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PROFESSOR:

**MIDTERM 1**

**FORM B**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ ID: \_\_\_\_\_

**GENERAL INSTRUCTIONS:** THIS IS INDIVIDUAL WORK. AVOID USING WHITEOUT. READ THE WHOLE TEST BEFORE YOU ANSWER IT.

Part I (1point each one)

\_\_\_\_/3

Instructions: Provide a short description of each Method or Approach in the second column .

| DESCRIPTION | METHOD OR APPROACH             |
|-------------|--------------------------------|
| 1.          | <b>Dessugestiopedia</b>        |
| 2.          | <b>Total Physical Response</b> |
| 3.          | <b>The Silent Way</b>          |

Part II (0.5 points each one)

\_\_\_\_/2

Instructions: Answer the following questions. Use only the space provided.

1. What techniques are used in Audiolingual Method?

2. Write a clear and complete definition for the term *Approach*

3. What is the teacher's role in the *Community Language Learning*?

4. How does the teacher respond to student's error in the Audio-Lingual Method?

Part III (0.5 points each one)

\_\_\_\_/2

Instructions: According to the Power Point Presentation *DIDÁCTICA VS DIDACTICS* shared in class, write an example of actions or activities that can be done in class in every category with any social network.

|             |  |
|-------------|--|
| 1. Create   |  |
| 2. Evaluate |  |
| 3. Analyze  |  |
| 4. Apply    |  |

Part IV (1point each one)

\_\_\_\_/3

Instructions: Write the definition for the following concepts. Use technical vocabulary.

**EDUCATION**

**PEDAGOGY**

**DIDACTICS**

BONUS (0.5 points each one)

\_\_\_\_/1

Instructions: complete the following statements.

1. *Methodology* is \_\_\_\_\_

2. The term *Teaching Method* refers to \_\_\_\_\_



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PROFESSOR:

### MIDTERM 1

#### ANSWER KEY FORM B

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ ID: \_\_\_\_\_

**GENERAL INSTRUCTIONS:** THIS IS INDIVIDUAL WORK. AVOID USING WHITEOUT. READ THE WHOLE TEST BEFORE YOU ANSWER IT.

Part I (1point each one) \_\_\_\_\_/3

Instructions: Provide a short description of each Method or Approach in the second column .

| DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                        | METHOD OR APPROACH             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| 1. <i>The Method has been developed to help students eliminate the feeling that they cannot be successful and/or the negative association they may have toward studying and thus to help them overcome the barriers to learning. One of the ways the students' mental reserves are simulated is through integration of the fine arts, an important contribution to the method made by Lozanov's colleague Evelina Gateva</i>                                       | <b>Dessuggestiopedia</b>       |
| 2. <i>TPR combined a number of insights in its rationale. Principles of child language acquisition were important. According to Asher, motor activity is a right-brain function that language classes were often the locus of too much anxiety, so he wished to devise a method that was as stress-free as possible. The TPR classroom, then, was one in which students did a great deal of listening and acting. The Teacher is only directing the orchestra.</i> | <b>Total Physical Response</b> |
| 3. <i>The Silent Way rested on cognitive rather than affective arguments, and was characterized by a problem-solving approach to learning. It states the point of learners' best interests to develop independence and autonomy and cooperate with each other in solving language problems.</i>                                                                                                                                                                    | <b>The Silent Way</b>          |

Part II (0.5 points each one)

\_\_\_\_/2

Instructions: Answer the following questions. Use only the space provided.

1. What techniques are used in Audiolingual Method?

- *Dependence on mimicry and memorization of set phrases*
- *Teaching structural patterns by means of repetitive drills*
- *No grammatical explanation*
- *Learning vocabulary in context*
- *Use of tapes and visual aids*
- *Focus on pronunciation*
- *Immediate reinforcement of correct responses*

2. Write a clear and complete definition for the term Approach

*"An **approach**, according to Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching". Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings."*

3. What is the teacher's role in the Community Language Learning?

- *Teacher is a counselor*
- *Teacher provides language translation in "chunks" to help students*

4. How does the teacher respond to student's error in the Audio-Lingual Method?

- *Immediate reinforcement of correct responses*
- *The teacher is an orchestra leader, directing and controlling the language behavior of students.*
- *Provides model of imitation.*



Part III (0.5 points each one)

\_\_\_\_/2

Instructions: According to the Power Point Presentation *DIDÁCTICA VS DIDACTICS* shared in class, write an example of actions or activities that can be done in class in every category with any social network. (Facebook, Instagram, Twitter, etc)

|             |                         |
|-------------|-------------------------|
| 1. Create   | <i>Answers may vary</i> |
| 2. Evaluate | <i>Answers may vary</i> |
| 3. Analyze  | <i>Answers may vary</i> |
| 4. Apply    | <i>Answers may vary</i> |

Part IV (1point each one)

\_\_\_\_/3

Instructions: Write the definition for the following concepts. Use technical vocabulary.

## EDUCATION

- It is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is, as John Dewey put it, a social process – “a process of living and not a preparation for future living”.

## PEDAGOGY

- “A common way of approaching pedagogy is as the art and science (and maybe even craft) of teaching. As we will see, viewing pedagogy in this way both fails to honor the historical experience, and to connect crucial areas of theory and practice.

## DIDACTICS

- The concept of didactics can be described as the theory and practice of teaching and learning . According to Lundgren (in Bengtsson, 1997), didactic research tries to understand and explain teaching and how it affects the individual's thinking and memory and the relationship between teaching and learning.

BONUS (0.5 points each one)

\_\_\_\_/1

Instructions: complete the following statements.

5. *Methodology* is a system of practices and procedures that a teacher uses to teach.
6. The term *Teaching Method* refers to the general principles, pedagogy and management strategies used for classroom instruction

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PROFESSOR \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **FINAL TEST FORM A**

#### **GENERAL INSTRUCTIONS:**

- Read each instruction carefully in order to give the correct response to all exercises.
- Work on the blanks provided.
- You will have 60 minutes for this test.

**SECTION I: Answer the following questions by providing explanations and clear definitions.** \_\_\_\_\_/10

1. Explain what “Meaningful Learning” in Cognitive Principle # 2 is about:

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2. Mention 5 of the 10 roles a Teacher covers according to Cindy Harrison and Joellen Killian:

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3. What does VARK mean?

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**SECTION II: In a spider web explain Teacher's and Student's role in EFL . (Use the back part of this page).** \_\_\_\_/10

**SECTION III: Create an activity based on each category.** \_\_\_\_/10

**WRITE**

**KINESTHETIC**

**VISUAL**

**AUDITORY**

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**PROFESORADO DE ENSEÑANZA MEDIA EN IDIOMA INGLÉS**

**DIDÁCTICA ESPECIAL DEL INGLÉS I, IDI 250**

**PROFESSOR** \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FINAL TEST FORM A**

**ANSWER KEY**

**GENERAL INSTRUCTIONS:**

- Read each instruction carefully in order to give the correct response to all exercises.
- Work in the blanks provided.
- You will have 60 minutes for this assessment.

**SECTION I: Answer the following questions by providing explanations and clear definitions.** \_\_\_\_\_/10

1. Explain what “Meaningful Learning” Cognitive Principle # 2 is about:

Meaningful learning “subsumes” new information into existing structures and memory systems, and the resulting associative links create stronger retention. Children are good meaningful of language because they associate sounds, words, structures, and discourse elements with that which is relevant and important in their daily quest for knowledge and survival.

2. Mention 5 of the 10 roles a Teacher covers according to Cindy Harrison and Joellen Killion:

Resource Provider  
Instructional specialist  
Curriculum specialist  
Classroom Supporter  
Learning Facilitator  
Mentor  
School Leader  
Data Coach  
Catalyst for Change  
Learner

3. What does VARK mean?

“Visual Learners, Auditory Learners and Kinesthetic Learners”. These learning styles are found within educational theorist Neil Fleming’s VARK model of Student Learning. VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning.) The VARK model acknowledges that students have different approaches to how they process information, referred to as “preferred learning modes.”

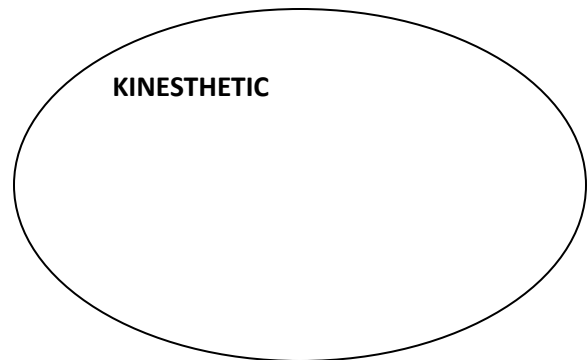
**SECTION II: In a spider web explain Teacher’s and Student’s role in EFL . (Use the back part of this page) (ANSWER MAY VARY)** \_\_\_\_/10

**SECTION III: Create an activity based on each category (ANSWER MAY VARY)**  
\_\_\_\_/10

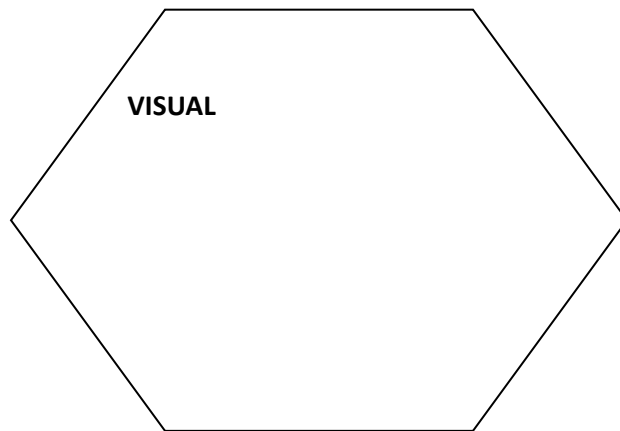
**WRITE**



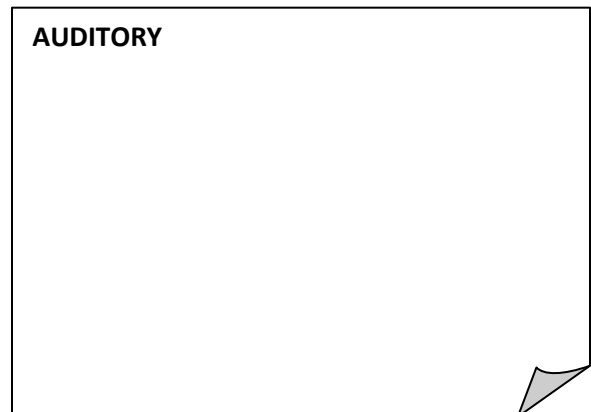
**KINESTHETIC**



**VISUAL**



**AUDITORY**



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **FINAL TEST FORM B**

#### **GENERAL INSTRUCTIONS:**

- Read each instruction carefully in order to give the correct response to all exercises.
- Work on the blanks provided.
- You will have 60 minutes for this test.

**SECTION I: Answer the following questions by providing explanations and clear definitions.** \_\_\_\_\_/10

1. Explain what Intrinsic motivation refers to:

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2. Define what Cooperative Learning is

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3. What is the definition of *Competency*?

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**SECTION II: In a spider web explain Teacher's and Student's role in EFL . \_\_\_\_/10**

**SECTION III: Explain the following Multiple Intelligences; provide a definition, and an activity example to include in a lesson plan. \_\_\_\_/10**

**INTERPERSONAL**

**LOGICAL-MATHEMATICAL**

**SPATIAL INTELLIGENCE**

**BODILY-KINESTHETIC**



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **FINAL TEST FORM B**

### **ANSWER KEY**

#### **GENERAL INSTRUCTIONS:**

- Read each instruction carefully in order to give the correct response to all exercises.
- Work in the blanks provided.
- You will have 60 minutes for this assessment.

**SECTION I: Answer the following questions by providing explanations and clear definitions.** \_\_\_\_\_/10

1. Explain what Intrinsic motivation refers to:

"Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination."

2. Define what Cooperative Learning is

"Cooperative Learning refers to a method of teaching and classroom management that emphasizes group work and a strong sense of community. This model fosters students' academic and social growth and includes teaching techniques such as "Think-Pair-Share" and reciprocal teaching. Cooperative learning falls under the **student-centered approach** because learners are placed in responsibility of their learning and development. This method focuses on the belief that students learn best when working with and learning from their peers."<sup>46</sup>

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<sup>46</sup> (Teach make a difference, 2017)

3. What is the definition of *Competency*?

“A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.”

**SECTION II:** In a spider web explain Teacher's and Student's role in EFL . (ANSWER MAY VARY) \_\_\_\_/10

**SECTION III:** Explain the following Multiple Intelligences; provide a definition, and an activity example to include in a lesson plan. (ANSWER MAY VARY) \_\_\_\_/10

INTERPERSONAL

LOGICAL-MATHEMATICAL

SPATIAL INTELLIGENCE

BODILY-KINESTHETIC

# ANNEX

Universidad de San Carlos de Guatemala  
Facultad de Humanidades  
Departamento de Letras  
Sección de Idiomas  
Licenciatura en Lingüística del Idioma Inglés  
Course: Didactics of English I- Idi 250  
Professor: Licda. Ana Lucia Estrada Domínguez, [aestrada@fahusac.edu.gt](mailto:aestrada@fahusac.edu.gt)

### **Course Program** **Didactics of English I**

#### **1. Course description**

This course is based on theory and practice which includes the study and analysis of the different methods and techniques for the teaching of the English language and their application. The student works on class planning, class-time management, class content and activities as well as elaboration and usage of materials.

#### **2. Competencies**

| <b>Units</b> | <b>Competency</b>                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.</b>    | <ol style="list-style-type: none"> <li>1. Explores different approaches and methods for teaching English as a foreign language and apply them to a target group.</li> <li>2. Identifies a variety of teaching techniques.</li> </ol>                                                                                                                                                                                         |
| <b>2.</b>    | <ol style="list-style-type: none"> <li>1. Elaborates teaching material for specific content.</li> <li>2. Integrates the method or approach that suits to a specific target group.</li> <li>3. Applies guidelines for dealing with unexpected</li> </ol>                                                                                                                                                                      |
| <b>3.</b>    | <ol style="list-style-type: none"> <li>1. Gains confidence by the delivery of mini-classes in the classroom.</li> <li>2. Works on lesson planning to understand the components of a successful lesson.</li> <li>3. Be aware of how the importance is to establish clear objectives/competencies for each lesson.</li> <li>4. Distinguishes between assessment and testing and how to apply them to daily classes.</li> </ol> |

### 3. Contents

| <b>Contents</b>                                                                |
|--------------------------------------------------------------------------------|
| <b>Unit 1</b>                                                                  |
| <b>Contents</b>                                                                |
| 1. History of Language Teaching                                                |
| 2. Theories, Methods, Approaches and Techniques                                |
| 3. Teaching by Principles                                                      |
| 4. Learners and Teachers                                                       |
| 5. Learning and Teaching                                                       |
| <b>Unit 2</b>                                                                  |
| <b>Contents</b>                                                                |
| 6. Managing the classroom                                                      |
| 7. Learning strategy training, Cooperative Learning and Multiple Intelligences |
| 8. Motivation in the classroom                                                 |
| 9. Managing resources                                                          |
| <b>Unit 3</b>                                                                  |
| <b>Contents</b>                                                                |
| 10. Microteaching guidelines                                                   |
| 11. Introduction to lesson planning                                            |
| 12. Components of a lesson plan                                                |

### 4. Syllabus

| <b>Unit 1.</b> |                                                                               |  |
|----------------|-------------------------------------------------------------------------------|--|
|                | 1. History of Language Teaching                                               |  |
|                | 1. Theories, Methods, Approaches and Techniques                               |  |
|                | 2. Teaching by Principles                                                     |  |
|                | 3. Learners and Teachers                                                      |  |
|                | 4. Learning and Teaching                                                      |  |
| <b>Unit 2.</b> |                                                                               |  |
|                | 1. Managing the classroom                                                     |  |
|                | 2. Learning strategy training, Cooperative Learning and Multiple Intelligence |  |
|                | 3. Motivation in the classroom                                                |  |
|                | 4. Managing resources                                                         |  |
| <b>Unit 3.</b> |                                                                               |  |
|                | 1. Microteaching guidelines                                                   |  |
|                | 2. Introduction to lesson planning                                            |  |
|                | 3. Components of a lesson plan                                                |  |

## 5. Methodology

- Listening comprehension exercises for students to ask questions and share opinions about different topics.
- Individual work
- Class activities
- Class observations
- Class discussions to inform, share opinions and ideas on different topics.
- Mini class presentations

## 6. Resources

- Supporting material
- Whiteboard
- Newspaper, magazines and internet articles
- PowerPoint presentations
- Laptop and projector
- Online platform Edmodo: (code)

## 7. Activities

- Listening comprehension exercises for students to ask questions and share opinions about different topics.
- Individual work
- Class activities
- Class observations
- Class discussions to inform, share opinions and ideas on different topics.
- Mini class presentations

## 8. Assessment

| Assessment            |            |
|-----------------------|------------|
| Classroom observation | 10 points  |
| Mini classes          | 15 points  |
| Class work            | 5 points   |
| Midterm               | 15 points  |
| Topic Presentations   | 10 points  |
| TTS                   | 5 points   |
| Final Test            | 10 points  |
| Zona                  | 70 points  |
| Final evaluation      | 30 points  |
| Total                 | 100 points |

### **9. Legal aspects (in Spanish due to University's regulations)**

El Reglamento General de Evaluación y Promoción del Estudiante de la Universidad de San Carlos de Guatemala, establece lo siguiente:

Un estudiante podrá asignarse y cursar una asignatura si ha aprobado el requisito establecido para el efecto por la unidad académica respectiva. (Artículo 31)

La zona tendrá un valor mínimo de 70 puntos y un máximo de 85 puntos, según lo aprobado por el órgano de dirección de cada unidad académica. (Artículo 18)

La nota mínima promoción para aprobar una asignatura o actividad académica que se imparta en cualquier unidad académica es de 61 puntos, en una escala de cero a cien (Artículo 20)

Si por algún motivo no puede seguir asistiendo al curso, se le suplica avisar por escrito a la Jefatura de la Sección de Idiomas; ya que de lo contrario, la asignatura le aparecerá cursada. (Artículo 26)

Al estudiante que se le sorprenda actuando de forma fraudulenta durante la realización de un examen o trabajos prácticos y que sea demostrado, se le anulará dicho examen o trabajos prácticos, sin perjuicio de iniciarle el procedimiento disciplinario correspondiente. (Artículo 39)

### **10. References**

1. **Teaching Practice Handbook**, Roger Grower, Diane Philips, Steve Walters. MacMillan Heinemann. New Edition, 1995.
2. **Teaching and principles in Language Teaching**, Diane Larsen- Freeman. Oxford University Press. Second Edition, 2000
3. **How to teach English**, Jeremy Harmer, Pearson Longman. New Edition 2007.

## COURSE PROGRAM

### GENERAL INFORMATION

CARRER: Profesorado en Enseñanza Media en Inglés CLASS HOURS: Thursday 17:00- 19:30  
 SEMESTER: Fifth CLASS CODE: Idi 250 .  
 COURSE TITLE: Didactis of English I (Didáctica Especial del Inglés)  
 THEORY: 50% PRACTICE: 50%  
 PREREQUISITE(S) : E3.02,E100.01 PROFESSOR´S NAME: Ana Lucia Estrada Domínguez.

| I. STUDENT´S PROFILE                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INCOME                                                                                                                                                                                                                                      | OUTCOME                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>- Knows and manages the principles and methodology of language teaching and learning in Spanish.</li> <li>- Is well familiar with the Pedagogy principles applied at middle school level.</li> </ul> | <ul style="list-style-type: none"> <li>- Analyzes the different methods and/or approaches to the teaching of foreign languages throughout history with emphasis on the teaching English as a second language.</li> <li>- Is able to apply the techniques developed by those methods/approaches to his/her target group.</li> <li>- Acquisition of specific vocabulary for communication in a college level.</li> </ul> |
| II. COURSE DESCRIPTION                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>This course is based on theory and practice which includes the study and analysis of the different methods and techniques for the teaching of the English language and their application.</p>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                        |



| III. KEY COMPETENCIES/GENERAL COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | IV. SPECIFIC COURSE COMPETENCIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Ability to acquire the principles of teaching methods and techniques effectively.</li> <li>2. Ability to communicate with others, both orally and in writing, which includes advanced speaking and writing skills in the English language, excellent reading comprehension and open mind to cross culture environment.</li> <li>3. Ability to operate democratically in groups and negotiate in the face of conflicting interests in order to find mutually acceptable solutions.</li> <li>4. Being able to co-operate, act in synergy and participate in a collective and shared leadership.</li> <li>5. Being able to use computer skills and media competence to communicate information interactively.</li> </ol> | <ol style="list-style-type: none"> <li>1. Explores different approaches and methods for teaching English as a foreign language and apply them to a target group.</li> <li>2. Identifies a variety of teaching techniques.</li> <li>3. Elaborates teaching material for specific content.</li> <li>4. Integrates the method or approach that suits to a specific target group.</li> <li>5. Applies guidelines for dealing with unexpected moments.</li> <li>6. Gains confidence by the delivery of mini-classes in the classroom.</li> <li>7. Works on lesson planning to understand the components of a successful lesson.</li> <li>8. Be aware of how the importance is to establish clear objectives/competencies for each lesson.</li> <li>9. Distinguishes between assessment and testing and how to apply them to daily classes.</li> </ol> |



UNIVERSIDAD DE SAN CARLOS DE GUATEMALA  
FACULTAD DE HUMANIDADES  
SECCIÓN DE IDIOMAS

| V. INCOME COURSE TOPICS/CONTENT/CHAPTERS                                                                                                                                                                                                                                                                                                                                                 | VI. TOPICS PROCEDURES / METHOD OF TEACHING                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. History of Language Teaching<br>II. Learners and Teachers<br>III. Theories, Methods, and Techniques<br>IV. Managing the Classroom<br>V. Learning and Teaching<br>VI. Learning strategy training, cooperative learning and multiple intelligences<br>VII. Teaching by principles<br>VIII. Motivation in the classroom<br>IX. Managing resources<br>X. Introduction to lesson planning. | - Listening comprehension exercises for students to ask questions and share opinions about different topics.<br>- Individual work<br>- Class activities<br>- Class observations<br>- Class discussions to inform, share opinions and ideas on different topics.<br>- Mini class presentations |
| VII. RESOURCES/MATERIALS AND EQUIPMENT                                                                                                                                                                                                                                                                                                                                                   | VIII. ASSESSMENT AND EVALUATION/GRADING PLAN                                                                                                                                                                                                                                                  |
| - Supporting material<br>- Whiteboard<br>- Newspaper, magazines and internet articles<br>- PowerPoint presentations<br>- Laptop and projector<br>- Online platform Edmodo: <b>89jtmu</b>                                                                                                                                                                                                 | - Classroom observation 10pts<br>- Mini classes 15pts<br>- Class work 5pts<br>- Reading Comprehension 5pts<br>- Two written evaluations 15pts<br>- TTS 5pts<br>- Research and Project 15pts<br>- Final Exam 30 pts<br>- Total 100pts                                                          |
| IX. BIBLIOGRAPHY/WEBLOG-WEBSITE                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                               |
| 1. <b>Teaching Practice Handbook</b> , Roger Grower, Diane Philips, Steve Walters. MacMillan Heinemann. New Edition, 1995.<br>2. <b>Teaching and principles in Language Teaching</b> , Diane Larsen- Freeman. Oxford University Press. Second Edition, 2000<br>3. <b>How to teach English</b> , Jeremy Harmer, Pearson Longman. New Edition 2007.                                        |                                                                                                                                                                                                                                                                                               |

**Observations:**

1. Students have to fulfill a minimum attendance of 80%
2. Individual and group presentations will be done on the dates assigned by the teacher.
- 3.
4. The minimum zona a student must accomplish is 31 points.

*Programas de Curso.*

*Sección de Idiomas, Facultad de Humanidades*

Universidad de San Carlos de Guatemala  
Facultad de Humanidades  
Departamento de Letras  
Sección de Idiomas  
Licenciatura en Lingüística del Idioma Inglés  
Course: Didactics of English I, Idi 250  
Professor: \_\_\_\_\_

**Course Program**  
**Didactics of English I**

**2. Course description**

This course is based on theory and practice which includes the study and analysis of the different methods and techniques for the teaching of the English language and their application. The student works on class planning, class-time management, class content and activities as well as elaboration and usage of materials.

**2. Competencies**

| <b>Units</b> | <b>Competency</b>                                                                                                                                                                                                                                                                                                                                        |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.</b>    | 3. Explores different approaches and methods for teaching English as a foreign language and apply them to a target group.<br>4. Identifies a variety of teaching techniques.                                                                                                                                                                             |
|              |                                                                                                                                                                                                                                                                                                                                                          |
| <b>2.</b>    | 4. Elaborates teaching material for specific content.<br>5. Integrates the method or approach that suits to a specific target group.<br>6. Applies guidelines for dealing with unexpected                                                                                                                                                                |
| <b>3.</b>    | 5. Gains confidence by the delivery of mini-classes in the classroom.<br>6. Works on lesson planning to understand the components of a successful lesson.<br>7. Be aware of how the importance is to establish clear objectives/competencies for each lesson.<br>8. Distinguishes between assessment and testing and how to apply them to daily classes. |

### 3. Contents

| <b>Contents</b> |                 |
|-----------------|-----------------|
| <b>Unit 1</b>   | <b>Contents</b> |
| <b>Unit 2</b>   | <b>Contents</b> |
| <b>Unit 3</b>   | <b>Contents</b> |
| <b>Unit 4</b>   |                 |
| <b>Unit 5</b>   |                 |
| <b>Unit 6</b>   |                 |

## 6. Syllabus

| Unit 1. |  |  |
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| Unit 6. |  |  |
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## 7. Methodology

- Listening comprehension exercises for students to ask questions and share opinions about different topics.
- Individual work
- Class activities
- Class observations
- Class discussions to inform, share opinions and ideas on different topics.
- Mini class presentations

## 6. Resources

- Supporting material
- Whiteboard
- Newspaper, magazines and internet articles
- PowerPoint presentations
- Laptop and projector
- Online platform: (code)

## 9. Activities

- Listening comprehension exercises for students to ask questions and share opinions about different topics.
- Individual work
- Class activities
- Class observations
- Class discussions to inform, share opinions and ideas on different topics.
- Mini class presentations

## 10. Assessment

| Assessment                  |            |
|-----------------------------|------------|
| Classroom observation       | 10 points  |
| Microteaching (Model Class) | 15 points  |
| Class work                  | 5 points   |
| Midterm                     | 15 points  |
| Topic Presentations         | 10 points  |
| TTS                         | 5 points   |
| Final Test                  | 10 points  |
| Zona                        | 70 points  |
| Final evaluation            | 30 points  |
| Total                       | 100 points |

## 9. Legal aspects (in Spanish due to University's regulations)

El Reglamento General de Evaluación y Promoción del Estudiante de la Universidad de San Carlos de Guatemala, establece lo siguiente:

Un estudiante podrá asignarse y cursar una asignatura si ha aprobado el requisito establecido para el efecto por la unidad académica respectiva. (Artículo 31)

La zona tendrá un valor mínimo de 70 puntos y un máximo de 85 puntos, según lo aprobado por el órgano de dirección de cada unidad académica. (Artículo 18)

La nota mínima promoción para aprobar una asignatura o actividad académica que se imparta en cualquier unidad académica es de 61 puntos, en una escala de cero a cien (Artículo 20)

Si por algún motivo no puede seguir asistiendo al curso, se le suplica avisar por escrito a la Jefatura de la Sección de Idiomas; ya que de lo contrario, la asignatura le aparecerá cursada. (Artículo 26)

Al estudiante que se le sorprenda actuando de forma fraudulenta durante la realización de un examen o trabajos prácticos y que sea demostrado, se le anulará dicho examen o trabajos prácticos, sin perjuicio de iniciarle el procedimiento disciplinario correspondiente. (Artículo 39)

## **10. References**

4. **Teaching Practice Handbook**, Roger Grower, Diane Philips, Steve Walters. MacMillan Heinemann. New Edition, 1995.
5. **Teaching and principles in Language Teaching**, Diane Larsen- Freeman. Oxford University Press. Second Edition, 2000
6. **How to teach English**, Jeremy Harmer, Pearson Longman. New Edition 2007.

Universidad de San Carlos de Guatemala

Didáctica Especial del Inglés I, Idi 250 – SEM 1\_20\_

**Professor:**

| PERIOD 1- DATE:                                                                                                                                                                                                                                                                                                                                                                                      | PERIOD 2- DATE:                                                                                                                                                                                                                                                                                  | PERIOD 3- DATE:                                                                                                                                                                                                                                    | PERIOD 4- DATE:                                                                                                                                                                                           | PERIOD 5- DATE:                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Introduction and basic course information</li> </ul> <p>➤ <b>CHAPTER I: CLASS OBSERVATION:</b></p> <ul style="list-style-type: none"> <li>Stage Guidelines</li> </ul> <p>➤ <b>CHAPTER II: DIDACTICS BASIS</b></p> <ul style="list-style-type: none"> <li>History of Language</li> <li>Teaching</li> <li>Education</li> <li>The Nature of Education</li> </ul> | <ul style="list-style-type: none"> <li>Language Teaching</li> <li>Pedagogy</li> <li>Definition of Didactics</li> <li>The Didactics of foreign languages</li> <li>Language Didactics</li> <li>Methodology</li> <li>Theories</li> <li>Methods for Teaching English Language</li> </ul>             | <ul style="list-style-type: none"> <li>Differences and Similarities among Objectives, Competencies and Goals</li> <li>Competencies</li> <li>Objectives</li> <li>Learning Objectives</li> <li>Approaches</li> <li>Teaching by principles</li> </ul> | <p>➤ <b>CHAPTER III: CLASS MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>Learners (Types of students)</li> <li>Teachers</li> <li>Process of Teaching/Learning</li> <li>VARK</li> </ul>        | <ul style="list-style-type: none"> <li>Managing the Classroom</li> <li>Learning strategy training, Cooperative Learning and Multiple Intelligences</li> <li>Intrinsic and Extrinsic Motivation</li> </ul> <p>❖ <a href="#">Midterm #1</a></p> |
| PERIOD 6- DATE:                                                                                                                                                                                                                                                                                                                                                                                      | PERIOD 7- DATE:                                                                                                                                                                                                                                                                                  | PERIOD 8- DATE:                                                                                                                                                                                                                                    | PERIOD 9- DATE:                                                                                                                                                                                           | PERIOD 10- DATE:                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Managing Resources</li> <li>Effective Teaching Material</li> <li>Activities to work with SS according to their academic Levels</li> </ul> <p>❖ <a href="#">Presentations of Methods and Approaches</a></p>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Teaching Techniques:</li> <li>Icebreakers</li> <li>The Warm-up</li> <li>Brainstorming</li> <li>Whiteboard layout</li> <li>Posters and charts</li> <li>Step by step directions</li> </ul> <p>❖ <a href="#">Presentations of Methods and Approaches</a></p> | <ul style="list-style-type: none"> <li>Vocabulary without translating</li> <li>Oral drills</li> <li>Class interaction</li> <li>Dictation technique</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Pair work</li> <li>Group work</li> <li>Peer-grading</li> <li>Students presentations</li> </ul> <p>❖ <a href="#">Effective class management presentations</a></p>   | <ul style="list-style-type: none"> <li>English Language Proficiency Levels</li> <li>Common European Framework</li> <li>The 4 skills and domains</li> </ul> <p>❖ <a href="#">Effective class management presentations</a></p>                  |
| PERIOD 11- DATE:                                                                                                                                                                                                                                                                                                                                                                                     | PERIOD 12- DATE:                                                                                                                                                                                                                                                                                 | PERIOD 13- DATE:                                                                                                                                                                                                                                   | PERIOD 14- DATE:                                                                                                                                                                                          | PERIOD 15- DATE:                                                                                                                                                                                                                              |
| <p>➤ <b>CHAPTER IV: ENGLISH LANGUAGE TEACHING MODULES</b></p> <ul style="list-style-type: none"> <li>English Language Skills through modules: GRAMMAR</li> </ul> <p>❖</p>                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>English Language Skills through modules: SPEAKING, LISTENING</li> </ul>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>English Language Skills through modules: READING, WRITING</li> </ul> <p>❖ <a href="#">Research Project</a></p>                                                                                              | <p>➤ <b>CHAPTER V: PLANNING STRUCTURE AND GUIDELINES:</b></p> <ul style="list-style-type: none"> <li>Bloom's Taxonomy</li> <li>Components of a Lesson Plan</li> </ul> <p>❖ <a href="#">Midterm #2</a></p> | <ul style="list-style-type: none"> <li>Guidelines for a Lesson Planning</li> <li>Format of Official Planning</li> </ul>                                                                                                                       |
| PERIOD 16- DATE:                                                                                                                                                                                                                                                                                                                                                                                     | PERIOD 17- DATE:                                                                                                                                                                                                                                                                                 | PERIOD 18- DATE:                                                                                                                                                                                                                                   | PERIOD 19- DATE:                                                                                                                                                                                          |                                                                                                                                                                                                                                               |
| <p>❖ <a href="#">Model Class (Microteaching)</a></p>                                                                                                                                                                                                                                                                                                                                                 | <p>❖ <a href="#">Model Class (Microteaching)</a></p> <p>❖ <a href="#">Class Observation report</a></p>                                                                                                                                                                                           | <p>➤ <b>CHAPTER VI: BLENDING TECHNOLOGY INTO THE CLASSROOM:</b></p> <ul style="list-style-type: none"> <li>Breaking Paradigms: Technology and its positive effect in Learning</li> <li>Didactics Resources Reference</li> </ul>                    | <p><a href="#">Final Test</a></p>                                                                                                                                                                         |                                                                                                                                                                                                                                               |



|                   |
|-------------------|
| Graded Activities |
|-------------------|

|     | Name                        | Description | points            |
|-----|-----------------------------|-------------|-------------------|
| 1.  | Classroom observation       |             | 5 points          |
| 2.  | Midterm #1                  |             | 10 points         |
| 3.  | Topic Presentation 1        |             | 5 points          |
| 4.  | Topic Presentation 2        |             | 5 points          |
| 5.  | Midterm #2                  |             | 10 points         |
| 6.  | Microteaching (Model class) |             | 5 points          |
| 7.  | TTS (participation)         |             | 5 points          |
| 8.  | Research Project            |             | 15 points         |
| 9.  | Extension Project           |             | 10 points         |
| 10. | Final Exam                  |             | 30 points         |
|     | <b>Total</b>                |             | <b>100 points</b> |

# REFERENCES

## REFERENCES

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