

# Essential problems of Planning of the lesson in English.

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The Qualification paper is devoted to the study investigation is to study Essential problems of Planning of the lesson in English in which presents a certain interest both for theoretical investigation and for practical usage.

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## **Introduction**

Development of a science as a whole and a linguistic science, in particular is connected not only to the decision of actuality scientific problems, but also with features internal and foreign policy of the state, the maintenance of the state educational standards which are to the generators of progress providing social economic society. It forms the society capable quickly to adapt in the modern world.

It is now clearly seen in the economic socio-political and cultural life of the Republic of Uzbekistan today, when we are celebrating the 21th anniversary of the National Independence of our Fatherland, Uzbekistan. Conditions of reforming of all education system the question of the world assistance to improvement of quality of scientific-theoretical aspect of educational process is especially actually put. President I.A.Karimov has declared in the programme speech "Harmonic development of generation a basis progress of Uzbekistan<sup>1</sup>": "... all of us realize that: achievement of the great purposes put today before us, noble aspiration necessary for updating a society". The effect and destiny of our reforms carried out in the name of progress and the future, results of our intentions are connected with highly skilled, conscious staff, the experts who are meeting the requirements of time The Qualification Paper under review is dedicated to the study of the function ' their structural, semantic and functional properties in English used in the contexts (on the material of ) which presents an interest both for theoretical investigation and for practical usage. We have basis to approve that many linguists have brought the invaluable contribution: studying various properties of the function words (more in detail see Barkhudarov, M.Y. Blokh, G.G. Pocheptsov, A.I. Smirtnitsky, Ch.Fillmo Chafe, A.Khudyakov, M.Iriskulov, B.V.Reznik, E.S. Kubrjakova, Ch. I

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<sup>1</sup>I.A.Karimov, "Independent Uzbekistan" мехнат 2009. 56. p

works and etc.), that has created necessary theoretical preconditions for des conjunctions and their types. Also I looked through the works written by the scholars of our university like A. Ismoilov, M.

Iriskulov, A. Sadikov, T. Ikramov, Rasulova, A.Kuldashev, B.Jurayev, I.Ibrogimhodjayev and T.Madraximov.

**The Actuality** present a certain interest both for the theoretical investigation for the is explained on one hand by the profound problems of the teaching english and multimedia information resourses, and on the other hand by the absence of widely approved analysis of the positive and negative effects of using E-text books in teaching English as a foreign language.

**The Aim** of the qualification paper is to define the problems of the teaching english used to introduce linguistic data.

It is our task to prepare learned professionally competent, energetic specialists and real patriots.

In this plan the National programs on training personal was warred out. It is directed to the formation of the new generation of specialists with the high common and professional culture, creative and social activity with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective.

**The Novelty** of the qualification paper is defined by concrete results of the investigations, special emphases is laid on various types of the realties.

The Qualification paper consists of Introduction, Main part, Conclusion and Bibliography.

Introduction gives prove to the choice of the theme of the research, determines the aim, the tasks of the ward, points out language material, the methods of the ward, points out language material, the methods of the ward, practical and theoretical importance of the ward. It also indicates the perspective further investigations in this sphere. The main part includes III Chapters which are followed by several paragraphs:

The aim of a given Qualification paper puts forward the following **tasks**:

- to analyze the literature on the most actual problems of compiling teaching english

-to analyze the different methods of teaching compiled on different subjects earlier in our country and abroad.

-to analyze the problem of the teaching technics related to teaching English.

-to analyze the structure of the lesson planing.

The methods of investigation used in this qualification Paper are as follows: methodological, structural, semantic, stylistic, structural and translational.

**The Practical Value** of the research is that the material and the results of the given “ qualification paper can serve as the material for theoretical courses of lexicology, translation, comparative typology as well can be used for practical classes in analytical reading, practical grammar, home- reading, current events and oral speech practice taught with the help of teaching technics.

**Theoretical Value** of this paper is that it can be used as a theoretical material for compiling e-books on different other linguistic and non linguistic dissepines.

**The object** of our investigation is to study functional aspect off the language teaching.

**The subject** of the investigation is structural, semantic and functional properties of the material used for the teaching technologies.

**The methods** of investigation used in this research are as following: complex approach to the study of the structural, semantic features of simple sentences including their subtypes and subgroups structural, distributional way of analysis of the English language units.

**Methodological bases** of the research is Decrees of the President of Republic Uzbekistan about development of languages, educations and sciences, the national program on a professional training, and also basic researches in the field of the theory of linguistics in particular theoretical grammar, translation theory and typology.

**The structure of the paper-** This Qualification Paper consists of Introduction, Two Chapters, Conclusion and Bibliography.

## **Chapter I Review of the literature on the General and Special Problems of Teaching foreign languages.**

### **1.1. The problem of learning languages**

The problem of learning languages is very important today. Foreign languages are socially demanded, especially at the present time, when the progress in science and technology has led to an explosion of knowledge and has contributed to an overflow of information. Foreign languages are needed as the main and most efficient means of information exchange of the people of our planet.

- Today English is the language of the world. Over 350 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. It is the major international language for communication in such areas as science, technology, business and mass entertainment. English is the official language of some political organizations, such as the United Nations Organization. It is the language of the literature, education, modern music, international tourism.

- Uzbekistan is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today. To know English is absolutely necessary for every educated person, for every good specialist.

- Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. Reading books in the original, listening to the BBC news, communicating with the English speaking people will help a lot. When learning a foreign language you learn the culture and history of the native speakers.

Methods of teaching foreign languages.

There are three principal views at teaching a language:

- The structural view treats language as a system of structurally related elements. Cognitive method.

- The functional view sees language as a vehicle to express a certain function. Communicative method.

- The interactive view sees language as a vehicle for the creation and maintenance of social relations.

Cognitive approach. Introduces the four principle language skills: listening, speaking, reading, and writing. The teaching of grammar consists of a process of training in the rules, which make the students correctly express their opinion, understand the remarks, which are addressed to them, and analyze the texts which they read. The objective is that by the time they leave college, the pupil controls the tools of the language, which are vocabulary, grammar and orthography, to be able to read, understand and write texts in various contexts.

Communicative language teaching. Emphasizes the interaction of both the means and the ultimate goal of learning a language. This acquisition-focused approach consists of three stages: aural comprehension, early speech production, and speech activities, all fostering natural language acquisition. Pairing off of students into small groups to practice newly acquired structures becomes the major focus. Now the classroom becomes more student-centered with the teacher allowing for students to output the language more often on their own.<sup>2</sup>

The direct method. This method is similar to communicative approach, but it uses only target language in teaching. This method encourages the natural acquisition of language. One of the main features of the method is, for example.

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<sup>2</sup>Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide (Michigan Teacher Training) hrenfelt, Johannes, and Neal Watkin. 100 Ideas for Essential Teaching Skills (Continuum One Hundred). New York: Continuum, 2006.

using mono-lingual dictionaries, when an unknown word is explained with the help of the same language. To my mind, this must be the second stage of language education, when a lot of simple words are learned.

Silent Way. The teacher is usually silent, leaving room for the students to talk and explore the language. The role of the teacher is to give clues to the students, not to model the language.

### *Language certificates.*

There are some international organizations, which are responsible for language testing and language certificates. For example the International Language Testing Association organizes conferences, workshops, and a public forum for the discussion of important matters. In Europe, there are two organizations: the Association of Language Testers of Europe and the European Association for Language Testing and Assessment. All of these associations have developed so called Code of Practice which all language assessment professionals are expected to adhere to.

There are some internationally acknowledged certificates of English.

The Test of English as a Foreign Language (TOEFL). It measures the ability of non-native speakers to use and understand English as it is spoken, written, and heard in college and university settings. The test opens more doors than any other academic English test.

Test of English for International Communication (TOEIC). The test is the standard for workplace English language proficiency worldwide.

### *Improving you language and working with vocabulary.*

Language immersion. Language immersion puts students in a situation where they must use a foreign language, whether or not they know it. This creates fluency, but not accuracy of usage.

Learning by teaching. It allows students to prepare and to teach lessons, when students not only convey certain content, but also choose their own methods and approaches.

Working with vocabulary. Foreign languages are the ideal subject area for the use of memory techniques.

The Town Language Mnemonic. A student chooses a town and uses its objects as the cues to recall the images that link to foreign words.

Adjectives should be associated with a garden or park: words such as green, smelly, bright, small, cold, can be easily related to objects in a park. Verbs can most easily be associated with a sports centre or playing field. This allows us all the associations of lifting, running, walking, hitting, eating, swimming, diving.

Remembering genders. A student divides the town into two main zones where the gender is only masculine and feminine, or three where there is a neutral gender.

Many languages, many towns. With the town mnemonic, all you need do is to choose a different city, for each language to be learned.

## **1.2. Teaching aids in Present Day English**

It is not easy to determine whether there are too many or too few language textbooks on the domestic market. The answer to this question depends on the language students are learning, their grade level and the level at which the given language is being taught. The task is made no less difficult by the fact that exact data on the textbooks currently in use is hard to obtain. Publishers create teaching material for many languages, but our study deals only with those mentioned in the Framework Curriculum, and Latin. The following illustrates the quantity of



material for each language based on the textbook database for 2001/2002 at the National Institute for Public Education (OKI):

Language	Total*	Grade 1–4	Grade 5–8	Grade 9–12
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English	448	97	126	180
French	38	–	7	22
Latin	28	–	9	13
German	230	41	75	81
Italian	16	–	3	9
Russian	23	–	5	4
Spanish	14	1	3	8
Total	797	139	228	317

\* This total also includes supplementary material (ex. dictionaries) and is therefore higher than the total for all grades.

At first glance, there seems to be an abundant selection of language textbooks, growing wider with each grade level. The highest quantity of material for all grades is in English, followed by German, which offers approximately half as many textbooks. The supply for other languages – especially on the basic level of training – is exceptionally poor.

English language textbooks notwithstanding, the market primarily consists of materials published by Hungarian firms. There are almost twice as many German textbooks produced in Hungary as those imported from abroad or published on the basis of foreign licence. In contrast, less than half of the textbooks and teaching aids for English language training are produced in Hungary. Language learning is an economic factor, and which language students are learning matters a great deal to publishing companies. Hungarian publishers also make adjustments to suit

prevalent trends and strive to produce as much teaching material as possible from the language textbooks most represented in public education, and for the widest possible age group.

Textbooks strongly influence a teacher's view of the given language as well as his/her methodological approach; hence the professional quality of these materials should be ensured by an approval rating system. On the other hand, language textbooks represent a special category, so the current criteria for judgment may not serve to guarantee a high standard of quality. As of yet, criteria that already exist in language pedagogy cannot be transferred to the official rating system. It would be necessary to make these "official" as well since methodological freedom in language teaching is not always a positive phenomena: many interpret it as an opportunity to preserve the traditional grammar-translation method. Such methods will not achieve the desired goals of language training. Textbooks should be qualified on the basis of how suited they are to professional expectations (linguistic, psycholinguistic and pedagogical).

#### Harmony between subjects

In terms of language learning, students' level of competency in their mother tongue is extremely important. Foreign language teaching can (should) also draw on students' knowledge of their native language as well as its reading comprehension strategy. Despite compulsory education, the number of functional illiterates is rising, and language-teaching methods need to be reconsidered from this aspect. Hungarian students' reading comprehension skills in their mother tongue are not very good. The issue is where their native language competency stands in comparison to the ET scale. How much can we expect from foreign language learners who can only express themselves at a low level in their own language? More research in this area is imperative.

Incorporating other subjects would be important because it is impossible to communicate without content, and students' knowledge in other areas can serve to

create realistic communicative situations during language lessons. Topics in connection with other subjects mobilise pupils' existing knowledge in the context of a foreign language, enabling them to expand it further with new information about countries (history, geography) and cultural history (literature, music etc.). Naturally, this does not only mean information about the target country, but about the students' native country and its culture – after all, this is generally what people talk about in a foreign language.

Language teachers are not yet prepared to incorporate new forms of media. Strangely enough, even foreign language curricula do not contain opportunities to make use of information technology, whereas a tremendous amount of educational software and CD-ROMs have appeared over the last few years, and the role of the Internet in language teaching is not to be ignored either. Post-graduate training in this area deals primarily with technical knowledge and hardly focuses on ways to apply information technology in the interest of language learning.<sup>3</sup>

#### Assessment – requirements

As society has strong expectations in connection with language learning, the demand for achievement places a tremendous burden on both teachers and students. The language knowledge of young people completing their studies in the public education system is primarily judged on the basis of whether they have managed to successfully pass independent, state-approved language exams. Tests currently used within the framework of the public education system (final exams, national competitions, entrance exam exercises) are not suited to the goals of either the Framework Curriculum or the NAT system: they do not reflect a communicative approach i.e. they do not strive to create genuine or realistic language situations, they do not use authentic texts, or if they do, those are heavily altered, they neglect receptive skills, including listening comprehension etc.

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<sup>3</sup>Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide (Michigan Teacher Training) hrenfelt, Johannes, and Neal Watkin.100 Ideas for Essential Teaching Skills (Continuum One Hundred). New York: Continuum, 2006.

Furthermore, the correction and assessment guidelines for these exams are not thoroughly established, and so the results cannot even be compared.

It is also worth mentioning problems in connection with the transition from primary to secondary school. Primary schools are practically forced to meet secondary school requirements, which often include entrance exams in foreign languages with tricky, grammar-oriented test exercises. If secondary schools use methods like this to select students, primary school teachers have no choice but to comply, which means they begin to train students for this type of testing as early as the 6th grade level instead of assigning them playful tasks designed to promote cooperation and problem-solving skills.

In the area of assessment and evaluation, serious steps must be taken to ensure that the methods in use are adequately suited to the goals of language learning in schools. And this is especially true with regards to the upcoming introduction of a new final exam system in 2005.

#### Teacher-training and post-graduate study

While the beginning of the 1990s saw a sudden rise in the demand for teachers specialising in Western languages, many instructors who teach so-called “less studied” languages cannot work in their own area of specialisation and are forced to switch. Only English and German still experience an occasional lack of instructors, which means that today there is much less of a need to train large numbers of language teachers than there was ten years ago. For this reason, efforts should be made to raise the quality of training as opposed to the quantity.

In the case of Western languages, teacher training at the university level for a long time focused solely on language instruction in secondary schools, with only a modest number of lessons devoted to pedagogical issues. More recently, the appearance of new schools (6-8 year high schools) and the rising expectations of parents dictate that language instruction must take (should have taken) into account

the age-specific needs of much younger students – even those only 6 years of age – something that a significant number of teachers were/are not at all prepared to do.

Teachers are required to take part in post-graduate training, which is basically a good thing. It was not a good idea, however, to create an open market for training courses. At present, a vast number of different educational service companies offer an extremely heterogeneous assortment of programs. Teachers can “check off” their training obligations by completing any of these courses, but if someone attends an academic conference (as either a lecturer or a student), this does not count as post-graduate training. During the 2000-2001 academic year, there were 101 accredited training courses for language instructors to choose from, conducted by a variety of organisations: universities, public education institutions, foundations, associations, companies etc. Even so, foreign cultural institutions such as the British Council, the Goethe Institute, Österreichisches Institute, AlliansFrançaise etc. are missing from the Hungarian registry despite the fact that the majority of professional training programs are organised by these establishments.

More attention should also be paid to the needs and expectations of teachers. Our survey tells us that methodological training and the opportunity to practice languages rate high on the list of activities teachers would like to participate in. Many of the topics listed are related to professional methodology, and yet this is precisely what most training programs deal with the least. There is also a need for appropriately developed post-graduate training to suitably prepare teachers for upcoming changes in educational policy.

#### Expectations of the labour market

One survey aimed to reveal the expectations of employers with regards to language teaching in schools and in connection with the effectiveness of exams conducted in public education. The data indicates that many companies require language skills in occupations where secondary education is a prerequisite. The

language knowledge of employees dealing with this type of work is satisfactory at approximately half of the companies we examined, but not everywhere. Firms generally check for language skills based on documentation, hence language exam certificates are still the most important form of proof, although there are now companies that also conduct verbal interviews to assess the quality of language knowledge.

If we compare language activities with the requirements of the Framework Curriculum, it turns out that the expectations of the workplace and school requirements are not always compatible.<sup>4</sup>

Concerning the most serious problems that foreign language teaching faces today, responses provided to us by primary school teachers can be grouped in three categories:

The necessary conditions are lacking (time, classrooms, teaching aids, native speakers, direct language exposure).

The work of students is unsatisfactory, and their capabilities are insufficient (indifference, lack of diligence, mixed classes).

The teaching material is inappropriate (poor quality, expensive, grammar and vocabulary are over-emphasised).

The general trend tends to reflect the problems at hand, namely the lack of appropriate conditions for language instruction, although the responses to our questions are not a sound basis for conclusive results. In order to clearly ascertain the causes behind learning problems, a deeper analysis should be made of the work that occurs during lessons in each foreign language, regardless of how many pupils are studying them. Furthermore, this may also shed light on the issues that should be dealt with in the area of teacher-training and post-graduate study. Teacher

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<sup>4</sup>Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide (Michigan Teacher Training) Hrenfelt, Johannes, and Neal Watkin. 100 Ideas for Essential Teaching Skills (Continuum One Hundred). New York: Continuum, 2006.

training takes place within limited framework of lessons where many topics cannot be addressed due to the lack of time. In spite of this, training programs today are not based on providing knowledge that is missing so as to meet the needs of teachers. Instead, they are designed on the basis of which training institution can offer what, to whom, and for how much.

Many see the past decade of foreign language teaching in Hungary as a success story, and this is certainly true if we consider the tremendous changes that have taken place in the profession. At the same time, these changes came about on a spontaneous basis with little advance preparation, and when the NAT system and the Framework Curriculum were introduced, the process came to a sudden standstill.

### **1.3. Teaching English as a foreign language**

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an EFL (English as a Second Language) teacher, you must learn to constantly adapt to your students needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good EFL teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in your teaching methods can help to create a more productive and casual environment for both you and your students. The following will outline 10 of the most common classroom problems faced when teaching English as foreign language, and just how to solve them.

#### **1 Common Classroom Problems**

##### **1. Students become overly dependent on teacher**

Many times, students will automatically look to the teacher for correct answers instead of trying themselves. If the teacher obliges them with the answer each time, it can become a detrimental problem. Instead, focus on giving positive

encouragement to students. This will help to make students more comfortable and more willing to answer (even if incorrectly).

## 2. Persistent use of first-language

When teaching English as a foreign language, this is possibly the most common problem. As an ESL teacher, it's important to encourage students to use English, and only English. However, if students begin conversing in their first language, move closer to the student. Ask them direct questions like "do you have a question?" Another idea is to establish a set of class rules and develop a penalty system for when they use their first-language. For example: if a student is caught using their first-language three times, have them recite a poem in front of the class (in English). Remember, for the 1-2 hours they are in English class, it must be English only.

## 3. Student is defiant, rowdy, or distracting of others

This will happen, no matter what, in every classroom. If the entire class is acting up, it may be the fault of the teacher ie.boring material or poor classroom management. If it one particular student, you should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and discipline the student if needed. If it continues to happen, further disciplinary action through the school's director could be pursued.

## 4. Students "hijack lesson" - The lesson doesn't go where you want it to

When teaching English as a foreign language, you can always count on students hijacking a lesson. To some extent, this can be a good thing. It shows that students interest, and as long as they are participating and conversing in English, it is a productive experience. However, if the lesson strays too far off topic, in a direction you don't want it to go, it's important to correct the problem by diverting the conversation.

## Quick resources for ESL teachers



## ESL teaching and learning tips

### Teaching tips

#### 5. Personalities between students clash

Not every student in an ESL classroom will become best of friends. If drama arises between certain students, the easiest solution is to separate them away from one another. If the tension persists, switching a student to another classroom may be your only option.

#### 6. Students unclear what to do to, or do the wrong thing

This happens far too often when teaching English as a foreign language. The fact is, it's often the fault of the teacher. If your instructions to an assignment yield looks of confusion and soft whispers among students, don't worry, there is a solution. In order to avoid this problem, it's important to make sure your instruction are clear. Use gestures, mime, and short concise sentences. Speak clear and strong. Most importantly, use models and examples of the activity. You can use pictures, miming, gestures etc. to model the entire activity exactly how you want the students to do it.

#### 7. Students are bored, inattentive, or unmotivated

Many times, it is the teachers fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will automatically give them some motivation and interest. Get to know your students and identify their interests and needs, then design your course accordingly.

#### 8. Strong student dominance

As an ESL teacher, you will encounter students of different learning capabilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If certain

students begin to constantly "steal the show," take warning. Focus on calling on weaker students in the class to answer questions. Encourage, but gently deflect some answers from the strong students and give production time to other not-so-strong members of the class.<sup>5</sup>

#### 9. Students are unprepared

The last thing you want as an ESL teacher is for students to drop out simply because they felt lost and/or unprepared. Concentrate on a more shared learning experience. Make sure students are all on the same page before moving onto a new topic by concept checking multiple times, and encouraging individual participation.

#### 10. Tardiness

Even I have a hard time arriving places on time. But the truth is, tardiness is not only rude, it can be distracting and disruptive of other students. If tardiness becomes a problem for your students, make sure they are disciplined. Set rules about tardiness and penalties for breaking them.

#### The goal of teaching

Staying awake and interested in class can be difficult. But what's even more difficult is being responsible for keeping students awake and interested. This is the job of an ESL teacher first and foremost. In order to be a great ESL teacher, one must not only teach, but inspire and empower. The goal is to excite the students about learning, speaking, reading, writing, and comprehending English. Keep the advice in this article as a tool to be used often, and you will be one step closer to that goal.

#### More resources for EFL teachers

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<sup>5</sup>Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide (Michigan Teacher Training) Hrenfelt, Johannes, and Neal Watkin. 100 Ideas for Essential Teaching Skills (Continuum One Hundred). New York: Continuum, 2006.

## Advice for EFL Teachers: Problems and Solutions

Being a teacher is not easy. Scratch that. It is easy. Although, to be a good teacher, one who educates, inspires, and encourages is well, not so easy. For an ESL teacher, there are many potential problems...

## **Chapter II Essential problems of Planning of the lesson in English.**

### **2.1.Planning of the English lesson.**

A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children. There may be requirements mandated by the school system regarding the plan.

#### Developing a lesson plan

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

Title of the lesson

Time required to complete the lesson

List of required materials

List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion)

The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons

An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas.

Independent practice that allows students to extend skills or knowledge on their own

A summary, where the teacher wraps up the discussion and answers questions

An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

Analysis component the teacher uses to reflect on the lesson itself —such as what worked, what needs improving.<sup>6</sup>

A continuity component reviews and reflects on content from the previous lesson  
A well-developed lesson plan

A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

Secondary English program lesson plans, for example, usually center around four topics. They are literary theme, elements of language and composition, literary history, and literary genre. A broad, thematic lesson plan is preferable, because it allows a teacher to create various research, writing, speaking, and reading assignments. It helps an instructor teach different literature genres and incorporate videotapes, films, and television programs. Also, it facilitates teaching literature and English together.[3] Similarly, history lesson plans focus on content (historical accuracy and background information), analytic thinking, scaffolding, and the practicality of lesson structure and meeting of educational goals.[4] School requirements and a teacher's personal tastes, in that order, determine the exact requirements for a lesson plan.

Unit plans follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or weeks. Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include

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<sup>6</sup>Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide (Michigan Teacher Training) Hrenfelt, Johannes, and Neal Watkin. 100 Ideas for Essential Teaching Skills (Continuum One Hundred). New York: Continuum, 2006.

specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles.

### Setting an objective

The first thing a teacher does is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. Harry Wong states that, “Each [objective] must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a verb, because verbs state how to demonstrate if accomplishment has taken place or not.” The objective drives the whole lesson, it is the reason the lesson exists. Care is taken when creating the objective for each day’s lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.

### *Selecting lesson plan material*

A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.

### *Types of Assignments*

The instructor must decide whether class assignments are whole-class, small groups, workshops, independent work, peer learning, or contractual:

Whole-class—the teacher lectures to the class as a whole and has the class collectively participate in classroom discussions.

Small groups—students work on assignments in groups of three or four.

Workshops—students perform various tasks simultaneously. Workshop activities must be tailored to the lesson plan.

Independent work—students complete assignments individually.

Peer learning—students work together, face to face, so they can learn from one another.

Contractual work—teacher and student establish an agreement that the student must perform a certain amount of work by a deadline.[3]

These assignment categories (e.g. peer learning, independent, small groups) can also be used to guide the instructor's choice of assessment measures that can provide information about student and class comprehension of the material. As discussed by Biggs (1999), there are additional questions an instructor can consider when choosing which type of assignment would provide the most benefit to students. These include:

What level of learning do the students need to attain before choosing assignments with varying difficulty levels?

What is the amount of time the instructor wants the students to use to complete the assignment?

How much time and effort does the instructor have to provide student grading and feedback?

What is the purpose of the assignment? (e.g. to track student learning; to provide students with time to practice concepts; to practice incidental skills such as group process or independent research)

How does the assignment fit with the rest of the lesson plan? Does the assignment test content knowledge or does it require application in a new context?

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:

Title of the lesson

Time required to complete the lesson

List of required materials

List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion)

The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons.<sup>7</sup>

An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas

Independent practice that allows students to extend skills or knowledge on their own

A summary, where the teacher wraps up the discussion and answers questions

An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

Analysis component the teacher uses to reflect on the lesson itself —such as what worked, what needs improving

A continuity component reviews and reflects on content from the previous t]

A well-developed lesson plan

A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with

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<sup>7</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000



the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

Secondary English program lesson plans, for example, usually center around four topics. They are literary theme, elements of language and composition, literary history, and literary genre. A broad, thematic lesson plan is preferable, because it allows a teacher to create various research, writing, speaking, and reading assignments. It helps an instructor teach different literature genres and incorporate videotapes, films, and television programs. Also, it facilitates teaching literature and English together. Similarly, history lesson plans focus on content (historical accuracy and background information), analytic thinking, scaffolding, and the practicality of lesson structure and meeting of educational goals. School requirements and a teacher's personal tastes, in that order, determine the exact requirements for a lesson plan.<sup>8</sup>

Unit plans follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or weeks. Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles.

### Setting an objective

The first thing a teacher does is create an objective, a statement of purpose for the whole lesson. An objective statement itself should answer what students will be able to do by the end of the lesson. Harry Wong states that, "Each [objective] must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a verb, because verbs state how to demonstrate if accomplishment has taken place or not." The objective drives the

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<sup>8</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

whole lesson, it is the reason the lesson exists. Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.

### Selecting lesson plan material

A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.

### Types of Assignments

The instructor must decide whether class assignments are whole-class, small groups, workshops, independent work, peer learning, or contractual:

Whole-class—the teacher lectures to the class as a whole and has the class collectively participate in classroom discussions.

Small groups—students work on assignments in groups of three or four.

Workshops—students perform various tasks simultaneously. Workshop activities must be tailored to the lesson plan.

Independent work—students complete assignments individually.

Peer learning—students work together, face to face, so they can learn from one another.

Contractual work—teacher and student establish an agreement that the student must perform a certain amount of work by a deadline.

These assignment categories (e.g. peer learning, independent, small groups) can also be used to guide the instructor's choice of assessment measures that can

provide information about student and class comprehension of the material. As discussed by Biggs (1999), there are additional questions an instructor can consider when choosing which type of assignment would provide the most benefit to students. These include:

What level of learning do the students need to attain before choosing assignments with varying difficulty levels?

What is the amount of time the instructor wants the students to use to complete the assignment?

How much time and effort does the instructor have to provide student grading and feedback?

What is the purpose of the assignment? (e.g. to track student learning; to provide students with time to practice concepts; to practice incidental skills such as group process or independent research)

How does the assignment fit with the rest of the lesson plan? Does the assignment test content knowledge or does it require.

## **2.2.The Essentials of Language teaching**

### ***2.2.1.Structure the Lesson***

A language lesson should include a variety of activities that combine different types of language input and output. Learners at all proficiency levels benefit from such variety; research has shown that it is more motivating and is more likely to result in effective language learning.

An effective lesson has five parts:

Preparation

Presentation

Practice

Evaluation

Expansion

The five parts of a lesson may all take place in one class session or may extend over multiple sessions, depending on the nature of the topic and the activities.<sup>9</sup>

The lesson plan should outline who will do what in each part of the lesson. The time allotted for preparation, presentation, and evaluation activities should be no more than 8-10 minutes each. Communication practice activities may run a little longer.

### 1. Preparation

As the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics.

Use discussion or homework review to elicit knowledge related to the grammar and language use points to be covered

Use comparison with the native language to elicit strategies that students may already be using

Use discussion of what students do and/or like to do to elicit their knowledge of the topic they will address in communication activities

### 2. *Presentation/Modeling*

Move from preparation into presentation of the linguistic and topical content of the lesson and relevant learning strategies. Present the strategy first if it will help students absorb the lesson content.

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<sup>9</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

Presentation provides the language input that gives students the foundation for their knowledge of the language. Input comes from the instructor and from course textbooks. Language textbooks designed for students in U.S. universities usually provide input only in the form of examples; explanations and instructions are written in English. To increase the amount of input that students receive in the target language, instructors should use it as much as possible for all classroom communication purposes. (See Teaching Goals and Methods for more on input.)

An important part of the presentation is structured output, in which students practice the form that the instructor has presented. In structured output, accuracy of performance is important. Structured output is designed to make learners comfortable producing specific language items recently introduced.

Structured output is a type of communication that is found only in language classrooms. Because production is limited to preselected items, structured output is not truly communicative.

### 3. Practice

In this part of the lesson, the focus shifts from the instructor as presenter to the students as completers of a designated task. Students work in pairs or small groups on a topic-based task with a specific outcome. Completion of the task may require the bridging of an information gap (see Teaching Goals & Methods for more on information gap). The instructor observes the groups and acts as a resource when students have questions that they cannot resolve themselves.

In their work together, students move from structured output to communicative output, in which the main purpose is to complete the communication task. Language becomes a tool, rather than an end in itself. Learners have to use any or all of the language that they know along with varied communication strategies. The criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

Activities for the practice segment of the lesson may come from a textbook or be designed by the instructor. See Identify Materials and Activities for guidelines on developing tasks that use authentic materials and activities.

#### *4. Evaluation*

When all students have completed the communication practice task, reconvene the class as a group to recap the lesson. Ask students to give examples of how they used the linguistic content and learning or communication strategies to carry out the communication task.

Evaluation is useful for four reasons:

It reinforces the material that was presented earlier in the lesson

It provides an opportunity for students to raise questions of usage and style

It enables the instructor to monitor individual student comprehension and learning

It provides closure to the lesson

See Assessing Learning for more information on evaluation and assessment.

#### *5. Expansion*

Expansion activities allow students to apply the knowledge they have gained in the classroom to situations outside it. Expansion activities include out-of-class observation assignments, in which the instructor asks students to find examples of something or to use a strategy and then report back.

#### *Teaching Goals and Methods*

This section outlines the goals and methods that characterize language teaching in colleges and universities in the United States, and provides guidelines for implementing those methods in the classroom.<sup>10</sup>

Two worksheets, available as pdf files, help language instructors assess their overall teaching approach and their ways of using current methodology in specific lessons. A third worksheet allows supervisors to provide specific feedback after observing an instructor in the classroom.

### Section Contents

Goal: Communicative competence

Method: Learner-centered instruction

Guidelines for Instruction

Provide appropriate input

Use language in authentic ways

Provide context

Design activities with a purpose

Use task-based activities

Encourage collaboration

Use an integrated approach

Address grammar consciously

Adjust feedback/error correction to the situation

Include awareness of cultural aspects of language use

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<sup>10</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

### **2.3. Teaching 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 nonprestige 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.

### **2.3.1. Teaching 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.<sup>11</sup>

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

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<sup>11</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

### **2.3.2. Teaching 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.

### **2.3.3. Teaching 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.

#### **2.3.4. Teaching Culture**

Of all the changes that have affected language teaching theory and method in recent years, the greatest may be the transformation in the role of culture. This change reflects a broader transformation in the way that culture itself is understood.

Traditionally, culture was understood in terms of formal or "high" culture (literature, art, music, and philosophy) and popular or "low" culture. From this perspective, one main reason for studying a language is to be able to understand and appreciate the high culture of the people who speak that language. The pop culture is regarded as inferior and not worthy of study.

In this view, language learning comes first, and culture learning second. Students need to learn the language in order to truly appreciate the culture, but they do not need to learn about the culture in order to truly comprehend the language. This understanding can lead language teachers to avoid teaching culture for several reasons:

They may feel that students at lower proficiency levels are not ready for it yet

They may feel that it is additional material that they simply do not have time to teach

In the case of formal culture, they may feel that they do not know enough about it themselves to teach it adequately

In the case of popular culture they may feel that it is not worth teaching

In contemporary language classrooms, however, teachers are expected to integrate cultural components because language teaching has been influenced by a significantly different perspective on culture itself. This perspective, which comes from the social sciences, defines culture in terms of the knowledge, values, beliefs, and behaviors that a group of people share. It is reflected in the following statement from the National Center for Cultural Competence:

NCCC defines culture as an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. The NCCC embraces the philosophy that culture influences all aspects of human behavior. (Goode et al., 2000, p. 1)

In this understanding of "deep culture," language and culture are integral to one another. The structure of language and the ways it is used reflect the norms and values that members of a culture share. However, they also determine how those norms and values are shared, because language is the means through which culture is transmitted.

The communicative competence model is based on this understanding of the relationship between language and culture. Linguistic, discourse, sociolinguistic, and strategic competence each incorporate facets of culture, and the development of these competences is intertwined with the development of cultural awareness. "The exquisite connection between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both" (National Standards in Foreign Language Education Project, 1999, p. 47).

Lesson Planning for EFL Classes

### **2.3.5.Motivating Learners**

Learning to communicate in another language takes a long time. It is one of the most challenging tasks your students are likely to undertake, and they can easily become discouraged and bored with it. This section presents techniques that language teachers can use to keep their students interested and motivated by helping them understand the language acquisition process, connect language learning with their larger educational and life goals, and succeed as language learners.

A self-evaluation worksheet, available in pdf format, allows instructors to assess their current and potential motivation techniques. A supervisor observation worksheet enables supervisors to support instructors' development of such techniques.

### **2.3.6. Assessing Learning**

One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are actually learning. Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate.

This section provides guidance on ways of using traditional tests and alternative forms of assessment. Popup windows on the Alternative Assessment page illustrate the use of checklists and rubrics for evaluation. The page on the ACTFL Guidelines includes popup windows on specific languages.

### **The aim of foreign language training**

The aim of foreign language training is to provide students with thoroughly applicable language knowledge for use in everyday life. This has increasingly become a prerequisite for employment as well as entrance to institutions of higher education. Consequently, Hungarian society places an extremely high value on

knowledge of languages and public education is expected to provide this key skill to as many students as possible.<sup>12</sup>

Both the National Core Curriculum (NAT) and the Framework Curriculum clearly define the goal of language teaching in schools: to ensure that students acquire a functional knowledge of languages, in turn contributing to their personal development. These curricula do take into account the age-specific needs of students, but they also set a slower and more reserved pace of language learning. Moreover, newer plans stipulate that pupils should reach an acceptable level of proficiency in at least one foreign language before they begin to study another.

Parents expect their children to acquire foreign language proficiency within the framework of public education, and in theory, schools are prepared to provide this opportunity. For the most part, however, this does not occur in practice since the necessary conditions are lacking (professionally trained instructors, lesson framework, level of intensity, technical aids etc.). As a result, families who feel that language knowledge is important – and can afford to do so – will pay for private lessons or language courses to ensure that their children’s foreign language education, and it is these students who will have better opportunities on the job market. Taking this into consideration, foreign language teaching at present does not contribute to creating equal opportunity, and in fact tends to favour those who can afford to pay for extra services.

This study is based on extended research planned in several stages and designed to assess the situation of various subjects taught in schools – including foreign languages – with a focus on the prevalent goals and teaching materials currently used in primary school training. The first part of the survey was successfully conducted and evaluated over the course of the year 2002. Answers to our questions concerning foreign languages were given by 238 teachers from the schools participating in the survey.

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<sup>12</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

## The effectiveness of language teaching in schools

Students in many schools learn one or two foreign languages successfully, but in other institutions the quality of language training remains well below the required standard. There are several reasons for this. Language teaching conducted in a small number of lessons over an extended period of time is far less effective than short-term, intensive training, and so it is primarily opportunities for concentrated language study that schools offer when they wish to attract applicants. Bilingual schools operate most efficiently in this regard since they teach a given language not for its own sake, but as a tool for learning.

There has been a long-standing professional debate about how to structure language teaching and the amount of lesson time that can and should be devoted to languages in order to produce worthwhile results. The issue is whether students are capable of motivating themselves to learn the same language continuously in the same number of lessons over a period of 9 or even 12 years. Current European trends advocate the study of several languages for different purposes and with varying degrees of intensity. Although statistics indicate that compared to other subjects it is lessons in foreign language that have increased the most dramatically over the last 10–12 years, many still believe the low rate of effectiveness can only be attributed to an insufficient number of lessons. Tests have shown, however, that students achieve similar results in both a high and a low number of lessons, which means how teachers make use of the time available is at least as important as the quantity of lessons.

In terms of public education, only secondary schools and certain vocational schools (mainly bilingual ones) can demonstrate effective language training, and only rarely are they able to build on what students have learned in primary school.

Which languages do students in the public education system learn?

Students do not learn all languages with the same results, and in addition to many other factors, this may largely depend on which languages they have the



opportunity to learn in a given school. Free choice exists in theory, but the availability of language teachers as well as preferences in the family environment often play a major role in determining which language children decide to study. Two foreign languages are dominant in Hungarian public education today: English and German. According to one research study, language learning is influenced by the following factors:

What part of the country pupils are studying in

The size of their community

Their mother's (parents') level of education

The students' degree of capability

Their achievement based on test exercises

The researcher goes on to mention that with the exception of two counties in Western Hungary, English is the language of choice throughout the rest of the country. Those students who begin their training in languages other than English or German may face great difficulty in continuing their studies when they enter secondary school, where they are likely to be placed in beginner's classes. They are "fortunate" in that the rest of their classmates do not possess enough language knowledge to be placed on a higher level either. Under circumstances like these, the freedom to choose languages is nothing more than an illusion.

According to data presented in the Report on Public Education 2000, the distribution of students per language over the last eight school years took place as follows:

Primary school

Secondary school

The present curricular system mainly favours English and German – at least for now – but not so with other languages that can be taught in schools: these

hardly appear at the primary school level due to the lack of textbooks, and secondary schools generally teach them only as a second foreign language. There is a growing separation between the study of “foreign languages” and the so-called “universal language” – the decisive trend in Hungary points to the fact that English will eventually become the most widely used second language among those with language knowledge, while fewer and fewer people will have either the desire or the opportunity to learn other languages.

The Framework Curriculum prescribes subject content based on an additive approach; it assumes material that has already been taught will not have to be dealt with again. This is a mistake and one of the main reasons why language learners often have to start over when they happen to get stuck at some point along the way and are left with nothing to build new knowledge on.

With regards to the teaching methodology used in practice, we may be able to get some impression from the primary school survey. The use of various methods is best reflected in the activities teachers assign and the learning arrangements students applied in the classroom. Teachers’ responses to our first question on this issue indicate that some progress has been made among language instructors towards implementing a variety of study arrangements during their lessons, although explanation by the teacher still takes precedence over alternative methods, just as in the case of other subjects. This is followed by pair-work, and group activity is also high on the list. Unfortunately, project work is given a low priority.

Also important is the type of language activity students engage in and how frequently they do so. These include the following: reading comprehension, reading texts out loud, listening comprehension, dialogues, situations, oral presentations on specific topics, debate on a given subject, producing written texts, problem-solving tasks, projects, vocabulary practice, grammar exercises, translation, language games, songs, memorisation, written tests. Our data shows that vocabulary and grammar practice are the activities used most often with

students in all grades. The frequency of other activities increases somewhat as classes advance, but also decreases in certain cases.<sup>13</sup> The use of songs and language games during lessons, for example, drops sharply: the higher the class level, the more seldom these activities occur. Listening comprehension remains at a low level throughout, while practice dialogues and reading comprehension show little development and are used with almost the same degree of frequency. The production of written texts, oral presentation and debating skills takes place at an even lower rate.

Examined collectively, the data above suggests that the higher the grade level at which students are studying the language, the greater the risk that language learning becomes a formal exercise to the detriment of communicative skills.

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<sup>13</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

## Chapter III Using modern information and teaching technologies In Teaching English.

### 3.1. Innovation Technologies in Present Day English Teaching.

The **classical way of teaching** the English language with the help of books, pictures, cassettes, videos, etc. has been becoming obsolete and uninteresting for both teachers and students as it possesses not as many opportunities as the modern means of teaching with the help of information technologies, the Internet in particular. The main goal of teaching the languages is to help students understand and develop strategies for understanding English language material and for using their language skills for their own purposes outside the classroom. **The classical way is not as effective as the modern way of teaching the language as it has less resource.**

Nowadays information technologies are widely used for classroom teaching the languages all over the world, especially in European countries for they provide authentic and up-to-date resources and materials to make the lessons far fruitful. There are authentic resources and materials place where you can find prepared lesson plans, ideas and worksheets. There is also an opportunity to share your ideas and thoughts with others around the world. The information technologies can enrich the lessons providing with useful information.

Computer-based language learning is getting more and more popular nowadays as the advantages of using the Internet are obvious:

- A wide range of authentic and up-to-date materials
- Interactivity and the opportunity to learn and have fun at the same time
- Motivation of students for they work individually
- Interactive testing and assessments
- A wide range of various quizzes, exercises, tests, explanations, etc.
- Communications across the globe among teachers and students

- Distant learning
- Teaching plans and materials both printable and interactive for classroom use
- Ease and speed up the teaching process

However, the teachers of the English language all around the world have been facing big problems connected with the application of various information technologies, the Internet in particular in the classroom. In Latvia most of the English teachers do not use any IT in teaching process despite the Internet with a lot of advantages has existed for many years. The research carried out by the author shows that the language teachers are even not aware of advantages of information technologies for classroom work, therefore they have never tried to use them. There were 100 respondents within the survey carried out in different educational establishments in Latvia with two questions “What kind of method do you use to teach the languages?” (fig.1) and “Have you ever applied IT for teaching the languages?”

The analysis shows that the Internet for teaching the languages has not getting popular in Latvia because of the following facts:

- Lack of well-developed infrastructure for using IT (computer classes, Internet access, software, etc.)
- Teachers and students are not computer literate
- Teachers are not aware of modern IT and their resources
- Lack of IT at the educational establishments
- Teachers often do not want to change the old teaching method
- Lack of worked-out method for teachers on how to use IT
- No state programmes encouraging the application of IT
- Lack of information about the advantages of such teaching methods

The research carried out by the author shows that in comparison with other

European countries teachers in Latvia seldom use IT to teach the English language despite the fact that almost all educational establishments are more or less equipped with modern information technologies.

## **Modern pedagogical Technologies in Present Day Teaching English.**

### **Mind Mapping: Learning and Teaching with Both Sides of the Brain (by Hobie Swan)**

One of the more undiscovered or, in some cases, underutilized teaching methods is the use of mind maps. While the exact origin of this approach to learning is lost in the mists of time, mind mapping has for decades been a regular feature of primary and secondary education in Europe—in Germany and Britain, in particular.

Mind maps are used all around the world, in education and in business. In education, they serve three powerful functions:

As a student presentation tool (a welcome alternative to PowerPoint)

As a pre-writing tool

As a teaching tool (By chunking language, mind mapping makes English more accessible to non-native English speakers. More about that later.)

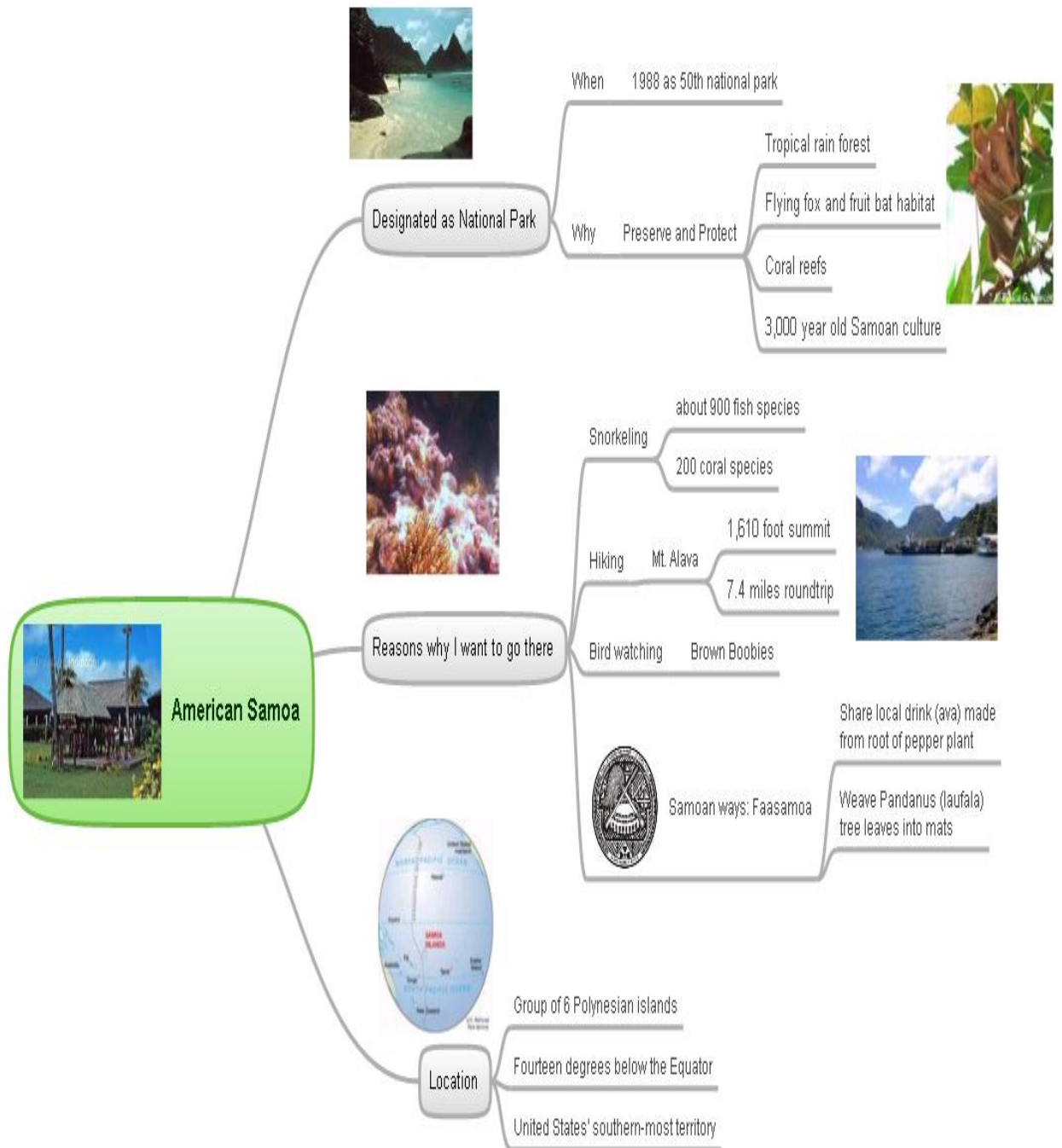
One of the modern proponents (some say the originator) of modern mind mapping is Sir Tony Buzan, knighted for his contributions to our understanding of how the brain functions. Buzan traces the development of mind mapping to research performed in the 1950s. That research found that one side of the brain, the left side, was the home of rational and linear thinking, of language and numbers. The right side was home to holistic, associative, artistic thinking—of pictures and music and color. By combining elements that appeal to each side of the brain, Buzan reasoned, mind maps would optimize the brain's ability to create, to learn, to remember.<sup>14</sup>

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<sup>14</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

Last year, my 9-year-old daughter's class was assigned to choose an American national park, research the park, and then present information about it to their classmates. Here's the map she created on America Samoa National Park.

### Technology 1: Mind Mapping







One could have communicated this information by writing a report. And as a professional writer, I have nothing against a well-written report. But consider the benefits of the mind map:

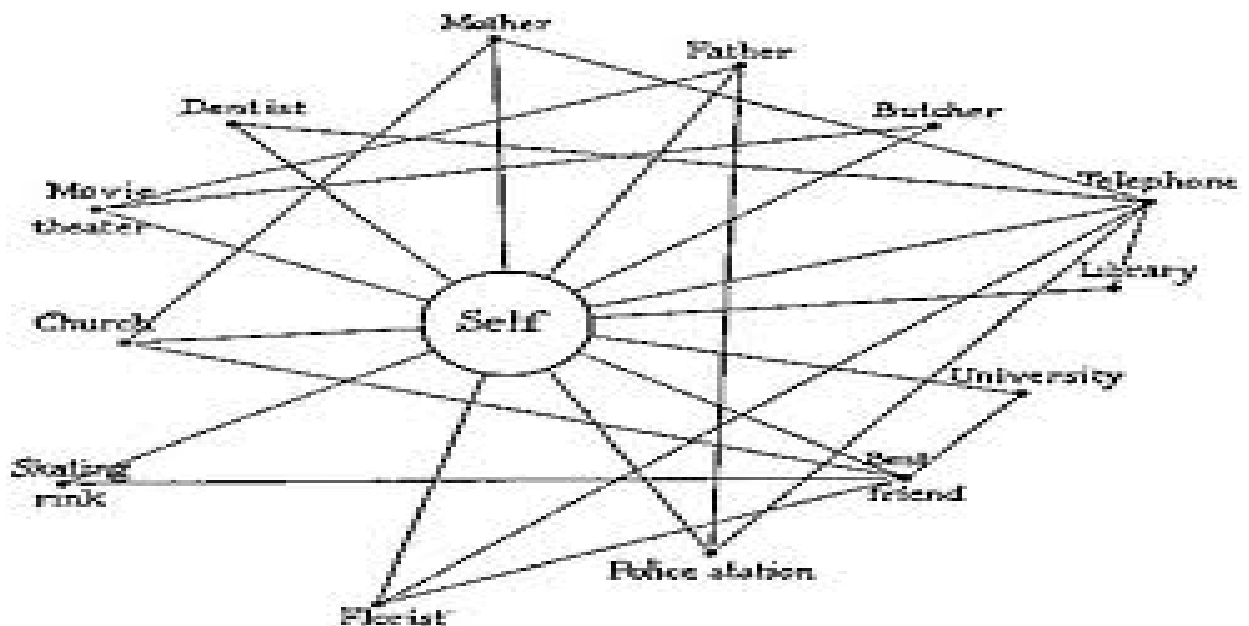
It helped her to organize her thinking into clear categories

It communicated a great deal of information very quickly and very visually (useful when the audience may not have all the patience in the world).

Whether they draw them by hand, or create them on a computer, kids generally grasp the concept of mapping very quickly. They can make the maps colorful and bright—almost like works of art. The structure of the maps helps them think in terms of concepts and associations, to build hierarchies of information. Since the entire subject can be captured in one map, they learn to think holistically. And the combination of words, colors, images or drawings, and spatial orientation really gets young brains humming.<sup>15</sup>

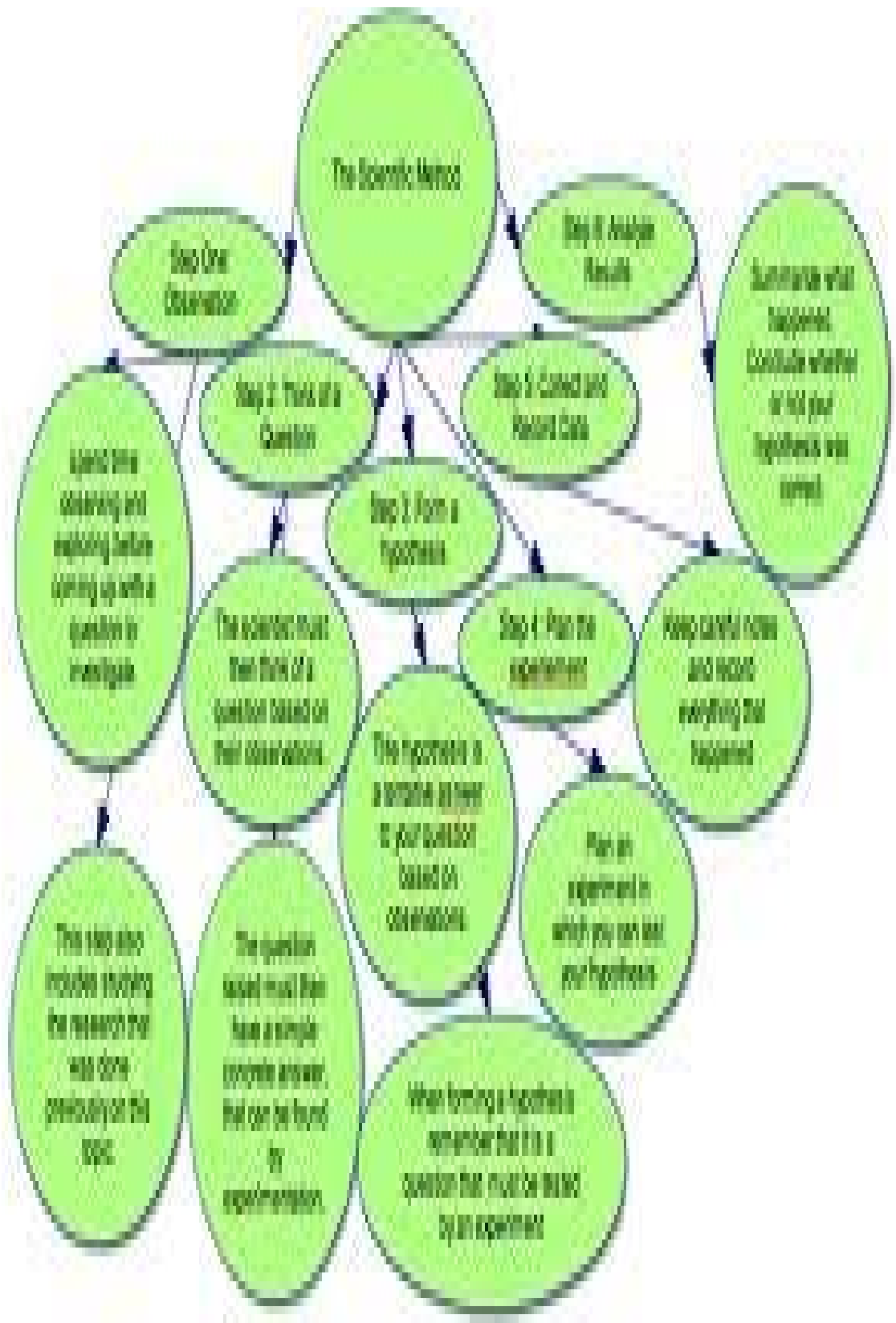
I'll get back to the other two uses of mind maps. But first, let's look at how you make a mind map. Again, this can be done on paper or by computer.

## Technology 2: Boomerang



<sup>15</sup>Gagne, Robert; Briggs, Leslie (1974), Principles of instructional design (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

### Technology 3: Clusters



## Fishbone Diagrams What are Fishbone Diagrams?

A Fishbone Diagram is a tactic that can be used to teach learning objectives that have been written at the K5: Synthesize level. A Fishbone Diagram is a visual illustration that clearly shows the relationship between a topic and the various factors related to it. The shape of the diagram looks like the skeleton of a fish. The bones of the fish represent factors that have been combined or synthesized to form categories. The categories, in turn, come together to form the topic that is depicted in the head of the fish.

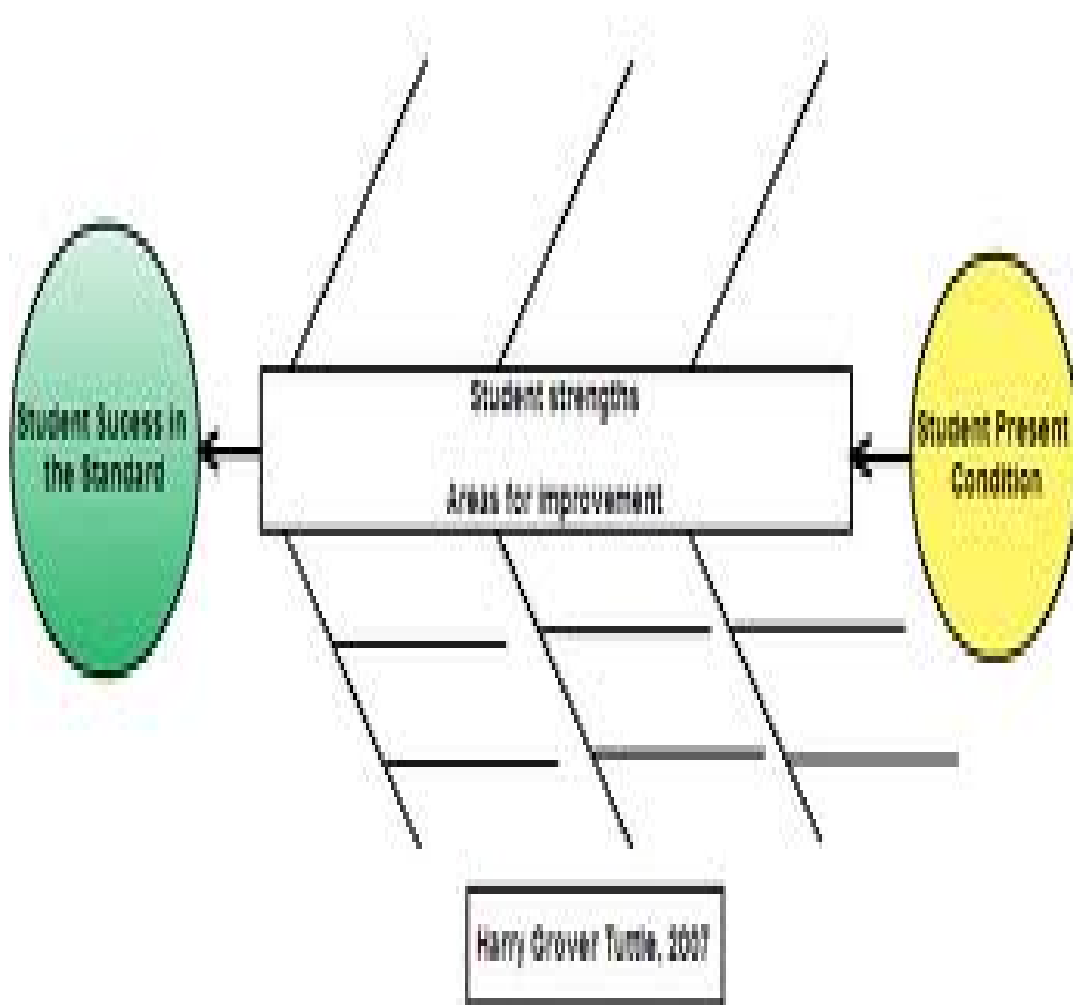
Fishbone Diagrams are sometimes called cause-and-effect diagrams when they are used to represent a group of factors or causes that come together to influence some result or effect.<sup>16</sup>

An example of a Fishbone Diagram at the K5: Synthesize level is presented below:

### Technology 4: Fishbone Diagram



<sup>16</sup> Gagne, Robert; Briggs, Leslie (1974), Principles of instructional design (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000



## **Assessment technology**

### Assessment Methods

There are three main ways to see what your students have learned (assessment methods) – formal assessment, informal assessment and self-assessment.

Formal assessment usually involves testing children. These tests can measure achievement or progress, and they can give the teacher information about whether a student is ready for the next level or about the student’s language strengths and weaknesses.

Informal assessment involves observing students, either by listening to them in class or by marking their homework. In this way, teachers can see if any individual children need extra help or get an idea of the problems common to the class. To assess students informally, teachers may need to take notes during the class so that they can keep a good record of the students' learning.

Self-assessment involves children assessing what they themselves have learned and can do in English. It also helps them focus on what they need to improve. To do this, students can write short lesson reports in Chinese, rating their own performance, correcting their own mistakes, or testing themselves. This method will require a lot of guidance from teachers at first, as children may not be used to it. All types of assessment are useful. Formal assessment may motivate students to review before the test or continue learning after receiving a good mark. Informal assessment can help the teacher prepare lesson plans which reflect the classes needs, and self-assessment helps students and teachers focus in on strengths and weaknesses.

### Technology 5: Assessment technology



The term blended learning has become extremely fashionable nowadays, particularly in corporate and higher education settings. But what, in fact, does blended learning mean? The term itself is quite difficult to define since it is used in diverse ways by different people. Overall, the three most common meanings for blended learning are the following: 1) integration of traditional learning with web-based on-line approaches; 2) the combination of media and tools.

### **3.2. Modern Information Technology in Primary English Teaching**

E-teaching, as a modern teaching method, has been deep into the subjects of teaching. In primary school English teaching, I use audio-visual means to organize classroom instruction, and it has received a certain effect. Now, about my practice and experience.

First, to stimulate students' interest in learning, create an active classroom atmosphere.

In primary English, interest comes first. As the English saying: You can lead the horse to the river, but you cannot make it drink. Only when the student has interest and desire to learn, he is willing to learn. With the application of information technology, the teaching situation presented according to the teaching content, the teaching process becomes vivid, lively, and creates a good learning atmosphere, so that students enjoy learning, love learning, and stimulate the desire for knowledge. In the classroom teaching, learning and practicing the process of dialogue, the text is a more boring and tedious process. The use of modern educational techniques can turn boring to interesting, of cumbersome as concise a sentence into a blunt real fact, make the student understand, stimulate interest in learning.

Such as: the Oxford Primary English 3B Unit 1 lesson on doing pattern practice teaching, the use of computer media played an important role. This lesson focuses on the sentence "What's this / that on the ...? What's this / that in the ...?"

Properly designed, learning materials inspired by modern technology and delivered by modern technology add value to a teaching environment in which

contact hours are limited. But balancing between the potential of technology and the careful grooming and attention students sometimes require is critical. Technologically inspired teaching materials should create a “cognitive apprenticeship” and use story telling to convey messages in powerful, attention getting ways. They should help develop underlying thought processes such as critical thinking, analysis, and problem solving. Technology can do other things as well. New materials delivered via the Internet that help with the repetition necessary for developing reading, writing, and listening in English can eliminate drudgery for educators and can be entertaining. Because of

### **Using new technology**

Many courses can combine old and new technologies and thus create a more effective and dynamic classroom. The successful combination of old and new means blending the delivery of class materials and creating “rich-text materials”. Blending delivery is delivering educational materials in multiple means, including textbook, online Learning Management Systems, the Internet, the Intranet, and CD ROM. Rich-text materials are those that combine multimedia such as print, audio, and video into one well thought out and designed package. With careful consideration, each educational technology can be used for what it does best.

That is because both blending and creating rich-text maximize the affordances of a technological medium: what the medium offers, what it provides, what it furnishes, and what it invites. For example, paper offers several common affordances. Paper is thin, light, porous, opaque and flexible. That means you can write on it, fold it and bind it. Digital technology offers several unique affordances too. It is dynamic, keyboardable, and can manage large amounts of information. That means you can create interactivity and dimensionality and can simultaneously appeal to more senses than paper.

Because of complexities and the need for expertise, educators should not be expected to create solutions on their own. While they should be familiar with the

technology and the software that powers it, they are not full-fledged technicians and should not be expected to be. Because of workload, lack of dedicated time, and occasional technological intimidation, educators should partner with others in “production cells” to author rich-text material and to determine means of delivery. Some who have had success in integrating multimedia into course structures have found that these production cells should include a content expert, an instructional designer, and a software expert. The content expert (teacher) develops the objectives, thinks about the skill set and knowledge, and the values and ethics.<sup>17</sup>

The use of computers in the teaching and learning of Foreign Languages (FLT & FLL) in universities dates back to the 1960s, but it was not until the advent of the personal computer (PC) in the late 1970s that computers became accessible to a wider audience. By the mid-1980s computers were in widespread use in European schools and the acronym CALL (Computer Assisted Language Learning) had been coined. Nowadays it is more appropriate to talk about Information and Communications Technology (ICT) and FLT & FLL rather than CALL, thereby emphasising the important role that computers play in enabling teachers and students of languages to communicate with one another across the globe. The growing importance and globalisation of ICT in FLT & FLL was reflected in the establishment in 1986 of *EUROCALL* and in 1998 of *WorldCALL*, European and global organisations of professional associations that aim to outreach to nations currently underserved in the area of ICT and FLT & FLL. ICT is ubiquitous in contemporary society and permeates almost all forms of human interaction. Its presence and usage have brought about changes of paradigms in communicative behaviour, above all in the spheres of business and administration, and governments in Europe and beyond have become increasingly aware of the need to

provide education and training to meet the challenges and opportunities which the global economy, fuelled by developments in ICT, presents. The new technologies

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<sup>17</sup> Gagne, Robert; Briggs, Leslie (1974), *Principles of instructional design* (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000



are breaking down borders and barriers at a faster rate than is possible in physical terms. Sudden, unexpected encounters with other languages and cultures confront European citizens with new choices, opportunities and challenges. Thanks to the WWW, access to authentic materials has never been easier; vast linguistic resources and an exhaustive range of materials are available in all languages of the European Union and beyond, ready for immediate exploitation. The aim of this report was to survey current developments in ICT, to measure its impact on FLT & FLL in Europe and to predict possible future developments. One important fact that has emerged from this study is that **Foreign Languages** as a subject area is **“different”** from most other subject areas in the curriculum, namely that it is skill-based as well as knowledge-based, and in this respect it has more in common with Music than, say, History or Geography. This has implications both for the types of hardware and software that are used in FLT & FLL, but also for FLT pedagogy and methodology. The acquisition of new skills, referred to in the report as **“the new literacies”** (technical, critical, linguistic and cultural), plays an **extremely important role** in the acceptance, adoption and use of ICT in FLT. **Teacher training** is shown to be **the key** to the successful introduction and deployment of the new media. Special efforts are required to overcome observed gender and generation divides and to redress the balance by providing specific training programmes which encourage female teachers and older faculty to become acquainted with ICT and its attendant advantages.

With regard to pedagogy and methodology, research has shown that a **“shift of paradigm”** is necessary in teacher / learner roles. Co-operative, collaborative procedures are called for to harness the wide range of possibilities the new media offer.

Teachers are called upon to abandon traditional roles and act more as guides and mentors, exploring the new media themselves as learners and thus acting as role models for their learners. The case studies show that there is closer interaction between teacher and students when the new media are employed.

Concerning the general **availability** of the necessary **technology**, recent statistics indicate that all Member States of the European Union are well on the way to achieving a satisfactory state of “network-readiness” which will facilitate and promote **eLearning**.

The same is largely true of the pre-accession countries, which are making remarkable efforts to catch up and to bridge the **digital divide**.

In the fast developing 21st century various innovative technologies are being introduced to teach English in the classrooms. Knowledge base is fast doubling and tripling in so short a time. To cope up with this trend, we have to use modern technologies to teach English to the technical students. Students have to update their knowledge by using modern technologies. Otherwise they will be relegated in the job market. Maggie Sokolik observes:

Machines are now used as tools for communication rather than simply as ways of delivering automated drills or exercises. Vast amount of reading on any topic and in many languages are now available on the web, and the chance to participate in discussions with people from all walks of life is motivating for many learners.<sup>18</sup>

Modern technologies available for teachers of English today are:

Communication lab

Video conferencing

Video Library

CALL (Computer Assisted Language Learning)

TELL (Technology Enhanced Language Learning)

Pod casting

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<sup>18</sup> Gagne, Robert; Briggs, Leslie (1974), Principles of instructional design (1 ed.), New York: Holt, Rinehart and Winston, ISBN 978-0-03-008171-2, hdl:2027/mdp.39015004151000

Quick Link Pen

Quicktionary

Programmes through educational satellites

Blogging

The integration of technology was started in the early 1960s and 1970s. In the preliminary stage, people used tape recorders as a technological device to instruct the students, which later evolved as communication laboratory. Every day people are getting access to some new technologies, which join hand with English teaching. As the conventional teaching method such as the chalk and talk method seems to be outdated, these technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. Indumathi observes:

New technologies in language learning by multiple intelligence and mixed abilities replace with old methods of teaching. In the multi-cultured community, the four basic skills are imparted in the teaching with a variety and novelty. Hence they are enthusiastic in learning the language. Language can be learnt by imitation. So one should hear more to develop his/her listening skills. Naturally they try to speak in the same styles as we learnt our mother tongue. The usage of Internet has brought tremendous change in the field of teaching and enhancing English learning. It is believed that people tend to forget everything within three days after they hear.<sup>19</sup>

How to Use these Technologies

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<sup>19</sup>.Carey, Lou; Dick, Walter (1978), *The Systematic Design of Instruction*.(1 ed.), Glenview: Scott, Foresman, ISBN 978-0-673-15122-3

## 1. Video Tapes

Scenes from popular English films can be screened first without any running script on the scene. Then the students are asked to identify the words, script etc., Again the scene will be repeated with the scripts on the scene. This kind of telecasting videotape with and without script makes the students to get access with the pronunciation, accent and word usage of English with interest. This method will make the students to repeat it again in their homes voluntarily.

## 2. Communication Labs

Software's are available to develop LSRW skills. By incorporating suitable software through computers the students will play it again and again with their own interest and try to improve their LSRW skills, which are most essential in this modernized IT world.

Listening skills make one to understand what another person speaks. Speaking skills is essential to convey the desire and idea of a person in the right way to the other. Reading skills is important to interpret what is given in the text. Writing is used to express our thoughts. The usage of headphones in the lab makes the students to have interest over the subject and induces them to repeat again and again instead of feeling boredom.

## 3. Video Conferencing

Videoconferencing is the method in which one person can access to the speeches of other persons in some other parts of the world. It is the live relay of a programme, which is mostly used to view the lecture of a professor who resides in foreign country. In short it is very helpful for the students to understand what is going in this world and to hear the speech of the top most personalities in a lively manner. The most notable point in video conferencing is that the students can post questions immediately and get their answers at once.

## 4. Video Library

Video Libraries are most essential in our fast and modernized world. This is helpful for the students to those who miss some interesting session. In this process the teaching of the faculty will be recorded and made available to the students. The students can view the tapes in their leisure hours. The advantage in this method is that students can replay it when there is a necessity.

#### 5. Blogging

Blogging can be used for instructing the candidates when the teacher is off campus. The teacher can post his article or the instruction to the students, where the students are allowed to post their comments and queries. The teacher can answer the question through his blog. Blogging seems to be widely in use.

#### 6. Messages through Mobile Phones

Mobile phones can also be utilized to enrich vocabulary skills by receiving new words daily. There are certain websites and services to provide new words everyday. The only thing we have to do is that we should register our mobile number in the particular websites. This makes the students to get access with certain new words daily.

#### 7. CALL

The educational role of Computers in learning a second language and the role of CALL (Computer Assisted Language Learning) is significant. The teacher can use the latest technologies, which have the potential to transform the students from passive recipients of information into active participants. CALL is defined as the search for and study of applications of the Computer in language teaching and learning.

#### 8. TELL

TELL is the use of computer technology including hardware, software and the Internet to enhance teaching and learning of languages. It allows the students to get access with all the technologies available for the enhancement of English learning. Students are allowed to use online dictionaries, chat, and to view the various happenings around the world.

#### 9. Educational Satellites

In the college we can create Educational Satellite lab, whereby satellite programs of educational value like UGC's country wide classrooms, Anna University programmes and other world wide programmes are recorded and students are given access to the recording either through big screen or small monitor.

#### 10. Internet

Internet is a commonly acknowledged term and widely used by people throughout the world. Students now use Internet in the class to learn English. Online teaching inside the classroom seems to be interesting and makes the students to find out the suitable materials for them. Students are instructed to do the grammar exercises which are available online. Through Internet we can collect data from various sources for any instruction.

#### 11. The Web

There are many 'self exercises' in the Internet. English Exercises Online at [www.smic.be](http://www.smic.be) has over 100 free exercises covering grammar and vocabulary. Another interactive site is [www.eslgo.com](http://www.eslgo.com). In this site a student can learn English language with an ESL teacher. There are two examples out of thousands of websites, which combine ICT and English teaching. Discussion forums, course management systems are also available in the Internet as advanced tools.

#### 12. Pod casting

Pod casting is the integration of audio files where we can feed our own materials and ply it inside and outside of the classroom. Students use i-pods to hear their favorite music files. In the same way they have their education in the form of entertainment. Vijayalakshmi observes:

Podcasting allows students to use their tech-based entertainment systems for educational purposes. With it we are able to move away from the traditional face-to-face training without losing the student-to-trainer relationship that is so effective in any learning process. Podcasts enables students and teachers to share information with anyone at anytime. An absent student can download the podcast of recorded lesson and is able to access the missed lectures. They could also access lectures of experts which may not otherwise be available because of geographical distance and other reasons.

### 13. Quick Link Pen

Quick Link Pen allows learners to copy and store printed text, Internet links. It helps to transfer the data to computers and enables the reader to get the meaning of the word from a built in dictionary. Accessing this type of machine seems to be a more convenient method. Recent developments in machine translations presents translation engines like GO Translator and Bablefish.

### 14. Quicktionary

It is a pen-like device. It allows the reader to easily scan the word and get its definition and translation on its own LCD screen. Technology such as Enounce and Sound-Editor enable learners to adjust the speech rate of listening materials to assist their comprehension, and present spectrum of speech waves and visual depictions of mouth and tongue movement to ease the learning and refine pronunciation.

## **Conclusion**

Coming to conclusion we can say that the modern tools are in addition to the inputs given by the teachers in the classrooms. The magic is real in that it helps the students to enhance their language learning in a fruitful way. The general trend tends to reflect the problems at hand, namely the lack of appropriate conditions for language instruction, although the responses to our questions are not a sound basis for conclusive results. In order to clearly ascertain the causes behind learning problems, a deeper analysis should be made of the work that occurs during lessons in each foreign language, regardless of how many pupils are studying them. Furthermore, this may also shed light on the issues that should be dealt with in the area of teacher-training and post-graduate study. Teacher training takes place within limited framework of lessons where many topics cannot be addressed due to the lack of time. In spite of this, training programs today are not based on providing knowledge that is missing so as to meet the needs of teachers. Instead, they are designed on the basis of which training institution can offer what, to whom, and for how much.

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an ESL (English as a Second Language) teacher, you must learn to constantly adapt to your students needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good ESL teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in your teaching methods can help to create a more productive and casual environment for both you and your students. The following will outline 10 of the most common classroom problems faced when teaching English as foreign language, and just how to solve them.

When teaching English as a foreign language, you can always count on students hijacking a lesson. To some extent, this can be a good thing. It shows that



students interest, and as long as they are participating and conversing in English, it is a productive experience. However, if the lesson strays too far off topic, in a direction you don't want it to go, it's important to correct the problem by diverting the conversation.

Quick resources for ESL teachers

ESL teaching and learning tips

Teaching tips

Personalities between students clash

Not every student in an ESL classroom will become best of friends. If drama arises between certain students, the easiest solution is to separate them away from one another. If the tension persists, switching a student to another classroom may be your only option.

Students unclear what to do to, or do the wrong thing

This happens far too often when teaching English as a foreign language. The fact is, it's often the fault of the teacher. If your instructions to an assignment yield looks of confusion and soft whispers among students, don't worry, there is a solution. In order to avoid this problem, it's important to make sure your instruction are clear. Use gestures, mime, and short concise sentences. Speak clear and strong. Most importantly, use models and examples of the activity. You can use pictures, miming, gestures etc. to model the entire activity exactly how you want the students to do it.

Students are bored, inattentive, or unmotivated

Many times, it is the teachers fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will

automatically give them some motivation and interest. Get to know your students and identify their interests and needs, then design your course accordingly.

#### Strong student dominance

As an ESL teacher, you will encounter students of different learning capabilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If certain students begin to constantly "steal the show," take warning. Focus on calling on weaker students in the class to answer questions. Encourage, but gently deflect some answers from the strong students and give production time to other not-so-strong members of the class.

#### Students are unprepared

The last thing you want as an ESL teacher is for students to drop out simply because they felt lost and/or unprepared. Concentrate on a more shared learning experience. Make sure students are all on the same page before moving onto a new topic by concept checking multiple times, and encouraging individual participation.

#### Tardiness

Even I have a hard time arriving places on time. But the truth is, tardiness is not only rude, it can be distracting and disruptive of other students. If tardiness becomes a problem for your students, make sure they are disciplined. Set rules about tardiness and penalties for breaking them.

#### The goal of teaching

Staying awake and interested in class can be difficult. But what's even more difficult is being responsible for keeping students awake and interested. This is the job of an EFL teacher first and foremost. In order to be a great ESL teacher, one must not only teach, but inspire and empower. The goal is to excite the students

about learning, speaking, reading, writing, and comprehending English. Keep the advice in this article as a tool to be used often, and you will be one step closer to that goal.

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