

## INTRODUCTION TO DIDACTICS

### Community Language Learning (or Counseling Learning)

#### 1. Background

- A method developed by Curran and La Forge in 1970s-1980s
- Humanistic approach
- Bilingual procedures: language alteration (L1 to L2) or code switching
- Counseling (Rogers, 1951) metaphor: **the teacher (the counselor)** and **learners (clients)** in the language classroom
- Humanistic techniques (Moskowitz, 1978): the whole person – the emotions/feelings (affective realm) and linguistic knowledge and behavioral skills
- **Practice and Overhears:** Presenting a message in **L1 (a learner) to the knower (the teacher)** ▶ **Translating L1 into L2 (the teacher)** ▶ **Repeating L2 (a learner)** ▶ **Addressing L2 to other learners**

#### 2. Approach

##### 1) Theory of language

- Language is more than a system for communication: Language as *Social Process* (social interaction)
- It involves whole person, educational, interpersonal, developmental, communicative, and cultural processes
- The interactional view of language: language is people; language is persons in contact; language is persons in response.
- Two types of CLL interactions: interactions between learners (unpredictable in content, but involve exchanges of affect); interactions between learners and knowers (Stage 1 - dependent; Stage 2 - self-assertive; Stage 3 - resentful and indignant; Stage 4 - tolerant; and Stage 5 - independent)

##### 2) Theory of learning

- Based on humanistic psychology (Rogers, 1951)
- Learning involves the whole-person (whole-person learning: holistic approach - cognitive and affective)
- The development of learner's relationship with the teacher is central.
- Learning by communicating
- Non-defensive learning: need for an unthreatening supportive environment; low stress; important of affect
- Five stages of language learning (vs the development of the child: infant - child - adult) as above
- Convalidation: a key element of CLL classroom procedures
- The psychological requirements for successful learning: **SARD** (**S**ecurity, **A**ttention/aggression, **R**etention/reflection, and **D**iscrimination)
- Teaching grammar inductively and deductively later (for more detailed study)

#### 3. Design

##### 1) Objectives

- No specific objectives, however:
- Near native-like proficiency: Development of ability to communicate fluently and independently
- Fluency and accuracy: No direct correction by the teacher, but correct errors by repeating correctly what learners talked to each other incorrectly)

##### 2) The syllabus

- No set syllabus, however:
- Topic-Based: Learners provide the topics (what learners talk to each other)
- Syllabus emerges from learners' intention and the teacher's reformulations.
- Focus on communicative skills

##### 3) Types of learning and teaching activities

- Combination of innovative and conventional activities
- Teacher's Instruction language: L1 to L2
- Activities:

- *Translation* : The teacher translates a student's utterance in L1 to L2;
  - *Group work* : Small group discussion of a topic;
  - *Recording* : Students record conversations in L2;
  - *Transcription* : The teacher transcribes students' utterances and conversations on the chalk board;
  - *Analysis* : Students and teachers analyze and study transcriptions of TL sentences in order to focus on lexical usage or on the application of grammar rules;
  - *Reflection and observation* : Learners reflect and report on their experience of the class;
  - *Listening*
- \* Human computer (The teacher is the computer. The teacher repeats the phrase which learners want to practice it (and until they are satisfied and stop.)
- *Free conversation*: In advanced levels.

#### **4) Learner roles**

- Learner-centered
- Learners are members of a community.
- Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively.
- Learner (patient and client)

#### **5) Teacher roles**

- Teacher (counselor and parents)
- Teacher provides a safe environment in which students can learn and grow.

#### **6) The role of instructional materials**

- No textbook, tape recorder, blackboard, OHP, etc: Materials are developed as course progressive.

### **4. Conclusion**

#### **Evaluation**

- Integrative test (e.g., oral interview, writing a paragraph)
- Self-evaluation

#### **Problem**

- Burden on the teacher: need native-like proficiency and special training (counseling skills), provide learners with a safe learning environment, etc.)
- Nondirective teaching
- Lack of syllabus: objectives unclear, evaluation difficulty, too much focus on fluency, etc.

#### **Advantages**

- Learner-centered (more than any other methods)
- Humanistic approach and linguistic dimensions as well : the importance of emotional safe learning environment
- Cooperative learning

## **Characteristics of Good Language Learners**

#### **Objectives:**

By the end of this lecture, you should be able to:

1. identify characteristics of good language learners.
2. identify your own characteristics

#### **Introduction:**

Based on their observation, Rubin and Stern in Brown (2001) propose the main characteristics of a good language learner as follows:

#### **Rubin's list:**

1. willing and accurate guesser
2. strong drive to communicate
3. uninhabited
4. attends to forms
5. practices — seeks out conversation
6. monitors own speech and the speech of others
7. attends to meaning

***Stern's list:***

1. a personal learning style or a positive learning strategy
2. an active approach to the learning task
3. a tolerant and outgoing approach to the target language and empathy with its speakers
4. technical know-how about how to tackle a language
5. strategies of experimentation and planning with the object of developing the new language into an ordered system and of revising the system progressively
6. constantly searching for meaning
7. willingness to practice
8. willingness to use the language in real communication
9. self-monitoring and critical sensitivity to language use
10. developing the target language more and more as a separate reference system and learning to think in it.

Brown (2001) writes that “meta-cognitive” refers to “a term used in information-process theory to indicate an ‘executive’ function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension and evaluating learning after an activity is completed.”

**Reflection Tasks**

1. Do you think that you are a good language learner? Why?
2. What are the strength and weakness of being a risk taker?
3. What are your strengths and weaknesses as a language learner?

### **Competencies Required by EFL Teachers**

**Objectives:**

By the end of this lecture, you should be able to:

1. Identify competencies required by EFL teachers;
2. Identify characteristics of a good EFL teacher.

**Introduction:**

The most challenging task of being teachers is the fact that teachers never stop learning. The complexity of managing a teaching-learning process demands teachers to always answer a number of questions, and solve some problems. Every time teachers walk into their classroom, they face some of those issues, such as how well a method and a technique work, how classroom interaction can be improved, how to assess students' learning progress, how to improve students' active participation, or how their teaching style affects students. If you are a growing teacher, undoubtedly you will undergo all these complexities in your teaching profession. That is why it is important to acquire all knowledge and teaching skills required to meet these challenges. Brown (2001) adapted from Pennington (1990:150) outlines some major goals that a teacher has to pursue:

1. A knowledge of the theoretical foundations of language learning and language teaching,
2. The analytical skills necessary for assessing different teaching contexts and classroom conditions,
3. An awareness of alternative teaching techniques and the ability to put these into practice,
4. The confidence and skill to alter your teaching techniques as needed,
5. Practical experience with different teaching techniques
6. Informed knowledge of yourself and your students,
7. Interpersonal communication skills, and
8. Attitudes of flexibility and openness to change.

Brown, further, cites the down-to-earth list of characteristics of good ESL/EFL teachers proposed by Harold B. Allen (1980):

1. Competent preparation leading to a degree in TESL/TEFL
2. A love of the English language

3. Critical thinking
4. The persistent urge to upgrade oneself
5. Self-subordination
6. Readiness to go the extra mile
7. Cultural adaptability
8. Professional citizenship
9. A feeling of excitement about one's work

Finally, the following are the characteristics of a good language teacher outlined by Brown:

#### **Technical Knowledge**

1. Understand the linguistic systems of English phonology, grammar, and discourse
2. Comprehensively grasps basic principles of language learning and teaching
3. Has fluent competence in speaking, writing, listening to, and reading English
4. Knows through experience what it is like to learn a foreign language
5. Understands the close connection between language and culture
6. Keeps up with the field through regular reading and conference/workshop attendance.

#### **Pedagogical Skills**

1. Has a well-thought-out, informed approach to language teaching
2. Understands and uses a wide variety of techniques
3. Efficiently designs and executes lesson plans
4. Monitor lessons as they unfold and makes effective mid-lesson alterations
5. Effectively perceives students' linguistic needs
6. Gives optimal feedback to students
7. Stimulates interaction, cooperation, and teamwork in the classroom
8. Uses appropriate principles of classroom management
9. Uses effective, clear presentation skills
10. Creatively adapts textbook material and other audio, visual, and mechanical aids
11. Innovatively creates brand-new materials when needed
12. Uses interactive, intrinsically motivating techniques to create effective tests and lessons

#### **Interpersonal Skills**

1. Is aware of cross-cultural differences and is sensitive to students' cultural traditions
2. Enjoys people, shows enthusiasm, warmth, rapport, and appropriate humor
3. Values the opinions and abilities of students
4. Is patient in working with students of lesser ability
5. Offers challenges to students of exceptionally high ability
6. Cooperates harmoniously and candidly with colleagues (fellow teachers)
7. Seeks opportunities to share thoughts, ideas, and techniques with colleagues.

#### **Personal Qualities**

1. Is well organized, conscientious in meeting commitments, and dependable
2. Is flexible when things go awry
3. Maintains an inquisitive mind in trying out new ways of teaching
4. Sets short-term and long-term goals for continued professional growth
5. Maintains and exemplifies high ethical and moral standards.

#### **Reflection Tasks**

1. Do you think that you will be a good language teacher? Why?
2. What are your strengths and weaknesses as a future language teacher?

## **CLASSROOM MANAGEMENT**

#### **Objectives**

By the end of the lesson, students should:

- be able to understand the concept of classroom management,
- be familiar with the areas of classroom management,
- be equipped with practical tips for classroom management,

## Introduction

The primary task of a teacher is to create the conditions in which learning can take place. Classroom management may be the key to the success of the course. It covers teacher's attitudes, intentions, personality, and relationships with the learners as well as certain organizational skills.

### I. What is classroom management?

It means the ways in which student behaviour, movement, interaction, etc., during a class is organized and controlled by the teacher (or sometimes by the learners themselves) to enable teaching to take place most effectively. Classroom management includes procedures for grouping students for different types of classroom activities, use lesson plans, handling of equipment, aids, etc., and the direction and management of student behaviour and activity.

### II. Areas of classroom management

<b>Activities</b>	<ul style="list-style-type: none"><li>• Setting up activities</li><li>• Giving instructions</li><li>• Monitoring activities</li><li>• Timing activities (and the lesson as a whole)</li><li>• Bringing activities to an end</li></ul>
<b>Grouping and seating</b>	<ul style="list-style-type: none"><li>• Forming groupings (singles, pairs, groups, mingle, plenary)</li><li>• Arranging and rearranging seating</li><li>• Deciding where you will stand or sit</li><li>• Reforming class as a whole group after activities</li></ul>
<b>Authority</b>	<ul style="list-style-type: none"><li>• Gathering and holding attention</li><li>• Deciding who does what (ie answer a question, make a decision, etc)</li><li>• Establishing or relinquishing authority as appropriate</li><li>• Getting someone to do something</li></ul>
<b>Critical moments</b>	<ul style="list-style-type: none"><li>• Starting the lesson</li><li>• Dealing with unexpected problems</li><li>• Maintaining appropriate discipline</li><li>• Finishing the lesson</li></ul>
<b>Tools and techniques</b>	<ul style="list-style-type: none"><li>• Using the board and other classroom equipment or aids</li><li>• Using gestures to help clarity of instructions and explanations</li><li>• Speaking clearly at an appropriate volume and speed</li><li>• Use of silence</li><li>• Grading complexity of language</li><li>• Grading quantity of language</li></ul>
<b>Working with people</b>	<ul style="list-style-type: none"><li>• Spreading your attention evenly and appropriately</li><li>• Using intuition to gauge what students are feeling</li><li>• Eliciting honest feedback from students</li><li>• Really listening to students</li></ul>

### III. Tips for classroom management

<b>the physical environment of the classroom</b>	- the classroom must be clean, neat and tidy - chalkboard is erased - the classroom is free from external noises - acoustics are good - heating or cooling systems are working
<b>seating arrangements</b>	- avoid military sitting if this helps interaction, seeing each other - you may use a different 'mix' of students
<b>chalkboard</b>	- the board is essential (gives visual input) - be neat and orderly in using the board ( <b>a messy, confusing board makes students crazy</b> )
<b>equipment</b>	- when you use other equipment make sure it is properly placed - everyone should be able to see/ hear - you should know how to operate a machine - practical problems can throw the lesson away -
<b>voice and body language</b>	<ul style="list-style-type: none"><li>● you need to be heard by all students</li><li>● articulate clearly</li><li>● keep a natural flow of language ( be clear not slow)</li><li>● show confidence through body posture<ul style="list-style-type: none"><li>• Let your body posture exhibit an air of confidence.</li><li>• Your face should reflect optimism, brightness, and warmth.</li><li>• Use facial and hand gestures to enhance meanings of words and sentences that might otherwise be unclear.</li><li>• Make frequent eye contact with all students in the class.</li><li>• Do not "bury yourself" in your notes and plans.</li><li>• Do not plant your feet firmly in one place for the whole hour.</li><li>• Move around the classroom, but not to distraction.</li><li>• Follow the conventional rules of proxemics (distance) and kineshetics (touching) that apply for the culture(s) of your students.</li><li>• Dress appropriately, considering the expectations of your students and the culture in which you are teaching.</li></ul></li></ul>
<b>make midstream lesson changes when necessary</b>	- you should be able to deal with the unexpected <ul style="list-style-type: none"><li>• a student is disruptive in class,</li><li>• you are asked a question you don't know the answer to</li><li>• your students digress and throw off the plan for the day,</li><li>• you digress and throw off the plan for the day,</li><li>• an unexpected but pertinent question comes up,</li><li>• some technicality prevents you from doing an activity (e.g.</li></ul>

## VI. Teaching in adverse circumstances

Under the category of “adverse circumstances” are a number of management concerns of widely divergent nature. What is implied here is that no teaching-learning context is perfect. There are always imperfect institutions, imperfect people, and imperfect circumstances for you to deal with. How you deal with them is one of the most significant factors contributing to your professional success.

### A. Teaching large classes

Try to make each student feel important (and not just a “number”) by learning names and using them. Name tags or desk “plates” serve as reminders in the early days of the course.

Use peer-editing, feedback, and evaluation in written work whenever appropriate.

Don’t collect written work from all of your students at the same time

Optimize the use of pair work and small-group work to give students chances to perform in English. In grouping, consider the variation in proficiency levels (see next section, below).

### B. Teaching mixed-ability classes

Do *not* overgeneralize your assessment of students’ proficiency levels by blanket classifications into “the good students” and “the bad students.”

For most students, competencies will vary among the four skills, within each skill (e.g., in reading, lexical knowledge, meaning-seeking strategies, speed, efficiency, etc.), and by context. As much as possible, identify the specific skills and abilities of each student in your class so that you can tailor your techniques to individualized needs.

Offer choices in individual (written and extra-class) techniques that vary according to needs and challenges. In doing so, sensitively convey to your students that they *all* have challenges and goals to pursue and that if some students seem to be “ahead” of others, it is no doubt due to previous instruc-

Obviously, the tenor of your classroom teacher talk (instructions, explanations, lectures, etc.) will need to be gauged toward the middle of the levels of proficiency in your class. But group work tasks offer opportunities for you to solve multiple-proficiency issues. Sometimes you can place students of varying ranges in the same group, and at other times students of the same range in a group together. Both scenarios offer advantages and disadvantages.

### C. Other Constraints

- **Compromising with the institution** (large classes, bad physical conditions, curriculum problems, imposed methodology, institutional grading at the expense of learning, test-oriented teaching)

- Discipline

- Learn to be comfortable with your position of authority.
- Gain the respect of your students by treating them all with equal fairness.
- State clearly and explicitly to your students what your expectations are regarding their behavior in class (speaking, turn-taking, respect for others, group work, individual work, test-taking, etc.), attendance (tardiness and absence policy), and any extra-class ("homework") obligations.
- Be firm but warm in dealing with variances to these expectations.
- If a reminder, reprimand, or other form of verbal disciplinary action is warranted, do your best to preserve the dignity of the student (in spite of the fact that you could be frustrated enough to want to humiliate the student in front of classmates!).
- Try, initially, to resolve disciplinary matters outside of class time (ask to see a student after class and quietly but firmly make your observation and let the student respond) so that valuable class minutes aren't spent focusing on one student.
- In resolving disciplinary problems, try to find the source of the problem rather than treating symptoms

- **cheating:** the most important thing is that you should minimize opportunities for cheating rather than try to treat it after it occurs. Try to know why students cheat. Tips include:

- improving your teaching
- improving seating during the test
- improving test form

## V. Creating a positive classroom

**climateZero:** Master your subject

**One:** Establish rapport with students (built on trust and respect)

- showing interest in each student as a person,
- giving feedback on each person's progress,
- openly soliciting students' ideas and feelings,
- valuing and respecting what students think and say,
- laughing *with* them and not *at* them,
- working *with* them as a team, and not *against* them, and
- developing a genuine sense of vicarious joy when they learn something or otherwise succeed.

**Two:** balance praise and criticism

**Three:** generate energy

## References:

- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Scrivener, J. (2011). *Learning teaching* (3rd ed.). Macmillan.