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**APPLIED LINGUISTICS**  
**AN ACTIVITY BOOK FOR STUDENTS**

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## **PREFACE**

This activity book has grown out of six years of teaching experience in the field of applied linguistics, more specifically ELT classes in the fourth year of English language and literature studies. The material was tested with and is primarily intended for students taking a course in Applied Linguistics at the Department of English, Faculty of Philosophy, Novi Sad, but it can also be of use to everyone else interested in the topics the activity book covers.

The topics range from those that observe the student as an individual: first, personality as the broadest factor is considered and its interplay with the foreign language classroom and the influence of various personality factors on the success in foreign language learning. Then we look at another individual characteristic, language learning aptitude, and try to break the myth of “talent for foreign languages” by looking at how aptitude is constructed and what it means for progress in foreign language learning. Then we turn to topics more narrowly connected with the student’s individual preferences in the field of ELT: language learning strategies, learning styles and affective factors, first attempting to make students aware of their own preferences in this respect and then to help them think critically and creatively in solving the problems that may arise in the foreign language classroom that are connected with these three factors.

The next group of topics takes a wider perspective and looks first at what happens when students of different abilities work together in one group. Then we address the topic of language skill integration, reasons for and against it, as well as different degrees of integration. What follows is an ever important topic of cultural elements in ELT after which we tackle the field of classroom management and how the teacher can cope with various issues and problems that may occur in the classroom and beyond it. Additional two global topics in ELT include course organization and planning and the selection and critical observation of coursebooks and other classroom material. Finally, we touch upon the use and role of ICT in ELT with numerous examples on how it can be implemented.

The main idea behind every unit is first the repetition of material covered in lectures and the reinforcement of key concepts and issues in various topics. What follows is a variety of exercises, mainly practical in nature, which provide students with an opportunity to apply theoretical concepts covered in lectures. Each unit ends with a critical incident that has no clear answers and essentially mimics the situations that teachers encounter in real life, which also often do not have any clear answers.

The authors would like to thank the reviewers, Professor Tatjana Paunović from Niš and Vesna Pilipović, Associate Professor from Novi Sad, for their invaluable suggestions and insights which hugely contributed to the quality of the activity book. Needless to say, all responsibility for flaws and errors are the authors’ alone.



## PERSONALITY AND APTITUDE

1. *Think about the following three groups of people: your parents, your friends and your cousins in lower grades of elementary school.*
  - a. Choose one person from each group. Describe them listing their personal and intellectual characteristics.
  - b. Working in small groups compare the lists adding the characteristics others have included (if applicable to the people you chose).
  - c. As a group, check the characteristics of each individual that you think would help them to learn a foreign language.
  - d. For each person list two types of activities they might do well in a language classroom.

	Person 1	Person 2	Person 3
Characteristics – general			
Characteristics – useful when learning a foreign language			
Suggested activities			

2. *Analyze and discuss the results of the Big Five personality test you took at home.*

*3. Fill in the MLAT. Discuss.*

PART I. NUMBER LEARNING

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PART II. PHONETIC SCRIPT

Indicate which of the four syllables you hear.

- |    |      |      |      |     |
|----|------|------|------|-----|
| 1. | bot  | but  | bok  | buk |
| 2. | bok  | buk  | bov  | bof |
| 3. | geet | gut  | beet | but |
| 4. | beek | beev | but  | buv |
| 5. | geeb | geet | buf  | but |

PART III. SPELLING CUES

Recognize the disguised word from the spelling:

- |    |                   |    |                 |
|----|-------------------|----|-----------------|
| 1. | kloz              | 3. | prezns          |
|    | A. attire         |    | A. kings        |
|    | B. nearby         |    | B. explanations |
|    | C. stick          |    | C. dates        |
|    | D. giant          |    | D. gifts        |
|    | E. relatives      |    | E. forecasts    |
| 2. | restrnt           | 4. | grbj            |
|    | A. food           |    | A. car port     |
|    | B. self-control   |    | B. seize        |
|    | C. sleep          |    | C. boat         |
|    | D. space explorer |    | D. boast        |
|    | E. drug           |    | E. waste        |



## PART IV. WORDS IN SENTENCES

Look at the following sample question:

Sample: JOHN took a long walk in the woods.

Children in blue jeans were singing and dancing in the park.

A B C D E

You would select A because the key sentence is about John and the second sentence is about children.

NOW GO RIGHT AHEAD WITH THESE SAMPLE QUESTIONS. In the second sentence find the part that corresponds to the underlined word in the first sentence. Write down your answers so that you can check them when you are finished.

1. MARY is happy.

From the look on your face, I can tell that you must have had a bad day.

A B C D E

2. We wanted to go out, BUT we were too tired.

Because of our extensive training, we were confident when we were out sailing,

A B C

yet we were always aware of the potential dangers of being on the lake.

D E

3. John said THAT Jill liked chocolate.

In our class, that professor claimed that he knew that girl on the television news

A B C D E

show.

4. The officer gave me a TICKET!

When she went away to college, the young man's daughter wrote him the most

A B C

beautiful letter that he had ever received.

D E

## PART V. PAIRED ASSOCIATES

Write down your answers so that you can check them when you are finished.

1. bat  
A. animal  
B. stick  
C. jump  
D. ax  
E. stone

4. kʔab  
A. road  
B. tree  
C. yell  
D. fish  
E. hand

2. kab  
A. juice  
B. cart  
C. corn  
D. tool  
E. run

5. siʔ  
A. look  
B. yes  
C. forgive  
D. cook  
E. wood

3. cʔon  
A. story  
B. gun  
C. eat  
D. mix  
E. bird

6. pal  
A. chief  
B. son  
C. friend  
D. gold  
E. boat

*4. Fill in the PLAB. Discuss.*

PLAB Samples for Parts 3-6

### Part 3: Vocabulary

prolonged  
[a] prompt  
[b] decreased  
[c] difficult  
[d] extended

### Part 4: Language Analysis

The list below contains words from a foreign language and the English equivalents of these words.

jiban.....boy, a boy  
jojo.....dog, a dog  
jiban njojo za.....A boy likes a dog.

By referring to the above list, figure out how the following statement should be expressed in this language. Do this without writing on paper.

A dog likes a boy.

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5. Read and discuss the text about the personality of a teacher.

### **The Personality of Teachers**

It would perhaps not be appropriate to conclude a paper on personality and classroom learning without at least mentioning a little of the research on the personality of the teacher.

Early research (e.g. Evans and Wrenn, 1942) which suggested that extraverts were more successful teachers than introverts, was later questioned in studies on “educational seduction” or the “Dr. Fox effect” (Naftulin, Ware, & Donnelly, 1973). In a meta-analysis of the literature on educational seduction, Abrami, Leventhal, and Raymond (1982) concluded that personal style, being entertaining and charismatic, etc., can merely seduce students into believing they have learned, they found that “instructors expressiveness had a substantial impact on student ratings but a small impact on student achievement. In contrast, lecture content had substantial impact on student achievement but a small impact on student ratings” (p. 446).

The current position (Murray, Rushton, & Paunone, 1990), however, is that teacher personality traits are translated into specific classroom behaviours which are validly reflected in student ratings. Although extraversion is indicated as a distinguishing characteristic of “good teachers”, another major finding from this research is that the specific personality traits which contribute to effective teaching, vary between course types, e.g. “neurotic extraverts” excel in large, lower-level lecture classes, while neuroticism appears less desirable in graduate seminars.

It is notable that all of the above research has, however, been carried out on content teachers. Relating the personality of L2 teachers to language teaching variables is a little-tapped area of considerable research potential.

(adapted from Griffiths, 1991: 126-127)

*Rate yourself in terms of how much your personality is adequate for a teaching position.*

*Work together as a group and try to list personality features of a good teacher for:*

- a classroom of young beginner learners,

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- a classroom of adult beginners,

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- a classroom of C1 teenagers.

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*6. Read about the following critical incident.*

### **Stop talking**

Second years (16-year-olds) were involved in the incident during a lesson. It occurred during a double session, last two classes on Wednesday. The room was stuffy, the climate was very warm. All the pupils were giddy, but more than that, most were in a bad humor for some reason. Two or three couples were beginning to have a conversation. I began to correct this misbehaviour. Two couples stopped, one student would not stop talking, so I called her name and asked her to stop talking. The confrontation then began, she began to become very offensive and spoke loudly in defiance. She would not comply with moving to another seat. I asked her to stay after class and then solved the problem with a cool, quiet word with the pupil on her own.

*Now discuss the following:*

- What are the factors that need to be considered when teaching a class of 16-year-olds?
- Was the teacher's reaction appropriate i.e. did it solve the discipline issue?
- What would you have done?

## LANGUAGE LEARNING STRATEGIES

*1. How good of a test taker are you? Each of the following items refers to classroom tests you have taken. Circle the number that best describes you. Use the following scale:*

- 5 I always do this
- 4 I often do this
- 3 I sometimes do this
- 2 I seldom do this
- 1 I never do this

### Before a test

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I discover everything I can about the test.     | 5 | 4 | 3 | 2 | 1 |
| 2. I create a plan for review.                     | 5 | 4 | 3 | 2 | 1 |
| 3. I review the material thoroughly.               | 5 | 4 | 3 | 2 | 1 |
| 4. I take practice tests or do practice exercises. | 5 | 4 | 3 | 2 | 1 |
| 5. I review with a group of classmates.            | 5 | 4 | 3 | 2 | 1 |
| 6. I tell myself to relax and feel confident.      | 5 | 4 | 3 | 2 | 1 |
| 7. I get a good night's sleep.                     | 5 | 4 | 3 | 2 | 1 |

### During the test

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I arrive at the classroom early.  | 5 | 4 | 3 | 2 | 1 |
| 2. I quickly look over the whole test before answering anything.                       | 5 | 4 | 3 | 2 | 1 |
| 3. I estimate how much time each part of the test will take before answering anything. | 5 | 4 | 3 | 2 | 1 |

4. I concentrate very carefully.                      5            4            3            2            1

5. I leave enough time at the end to check all my answers.  
    5            4            3            2            1

### After the test

1. I think of the test as an opportunity to learn something.  
    5            4            3            2            1

2. I look up questions that I think I might have missed.  
    5            4            3            2            1

3. I pay attention to my teacher's feedback on the test.  
    5            4            3            2            1

4. I use this test experience to be better prepared for the next test.  
    5            4            3            2            1

*2. Writing a poem in English is a good strategy for practicing at the beginning level, since the grammar does not have to be perfect. The point is to practice vocabulary strings and express feelings. In a small group, write a verse. Here is a simple structure for you to follow.*

- Line 1: Noun (or nouns phrase)
- Line 2: Three adjectives
- Line 3: A verb phrase in the -ing form
- Line 4: A verb phrase in the -ing form
- Line 5: One adjective

Here is an example:

Mount Shasta  
 Gigantic, beautiful, powerful  
 Spreading across the land  
 Filling the sky  
 Awesome

*3. In small groups, discuss the following statements concerning the use of social strategies in language learning.*

- a. Most practice in English should be done alone, on your own.
- b. Extroverted people feel happiest when they are with others.

- c. Introverted people are not very strong because they are lonely.
- d. Extroverts are more cooperative than introverts because they enjoy other people.
- e. Extroverts are better language learners than introverts because they are talkative.
- f. Both extroverts and introverts can benefit from using new strategies.
- g. It's important to compete with your classmates.

*4. Form six teams with one of the six groups of strategies as suggested by Oxford (1990) assigned to each team. Each team will list the types of activities or techniques that illustrate its strategy group. Then decide which list of activities is better for what kinds of purposes. Share the results with the rest of the class.*

*5. In small groups, discuss whether you believe dictionary use is a useful learning strategy. What are the factors at play and how should dictionary use be managed?*

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*6. The best strategy instruction is one that is based on multiple strategies. Imagine you are teaching a lesson on wilderness survival to a group of adults at an intermediate level of English. Write your lesson plan down and compare it to your classmates'.*

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*7. Read about the following critical incident.*

### **Group competition**

Anne-Marie was concerned about the way her 12-year-old students seemed unable to discuss things with each other, so she divided the class into groups, giving half of the group the task of developing an argument for something, the other half, against it. She then had them debate the issue, group against group. I asked if she thought that by asking people to cooperate in developing a wholly one-sided position that they didn't necessarily agree with in order to use it to oppose the views of other people was a good idea. She said no, it wasn't a good idea, it was an obvious problem, but that she'd never seen it like that.

*Now discuss the following:*

- What kind of behavior are 12-year-old students likely to develop from this activity?
- What affective responses can be expected from the students?
- What would you do to teach students how "to discuss things with each other"?



## AFFECTIVE FACTORS

1. Look at Bloom's five levels of affectivity. Put language into each level and give examples of how language is inextricably bound up in our affective processes of receiving, responding, valuing, organizing values and creating value systems. How do such examples help to value the fact that foreign language acquisition is more than just the acquisition of language forms (nouns, verbs, rules, etc.)?

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2. Teaching is primarily an act of "tuning in" – the more you are able to understand the group, the more successful the lesson is likely to be. The essential engine of a richer, more productive learning environment is communication, two-way feedback from learners to teachers and vice versa. However, many teachers do not ask for feedback, whereas many students do not provide feedback. Look at the pictures of a teacher's and a student's possible reasons for avoiding feedback. Can you add anything else?





(illustrations adapted from Scrivener, 2005)

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Can you imagine a course in which the students genuinely direct, influence or affect the program on a consistent basis and with positive outcomes? How could this come about?

3. What are some examples of learning a foreign language in an integrative orientation and in an instrumental orientation? Offer further examples of how both orientations of one's motivation may be either high or low. Is one orientation necessarily better than the other? Think of situations where either orientation may contain powerful motives.

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4. In small groups, make a list of activities or other things that happen in a foreign language class. Then decide whether each activity fosters extrinsic motivation or intrinsic motivation, or degrees of each type. Which activities seem to offer a deeper, more long-term success?

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5. Among many beliefs teachers might hold, few are as powerful as their self-efficacy for teaching. Teacher efficacy is the teacher's belief in her or his ability to organize and execute the courses of action required to successfully accomplish a specific teaching task in a particular context. Study the model of teacher self-efficacy and in small groups write a short sequence of actions based on the model using a specific classroom situation (e.g. teaching new content, revising, dealing with discipline problems).

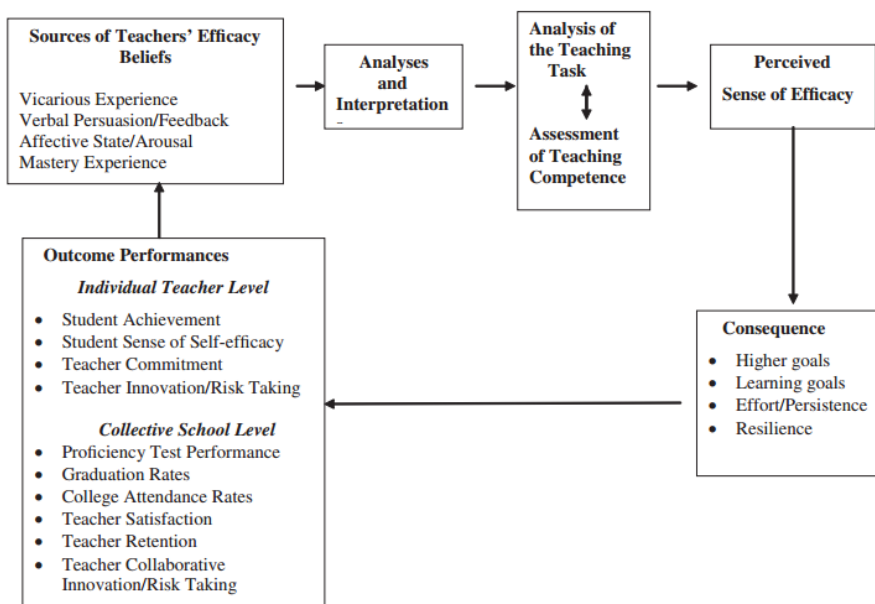
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6. *“The hidden cost of reward” or “the overjustification effect” refers to the paradoxical tendency for external rewards to damage pre-existing intrinsic motivation. Most teachers likely dread the perennial question from students, ‘Will this be on the test?’ because the teacher’s emphasis is on the students’ mastery of the material, but the students’ emphasis is getting the highest possible grade (reward) on the test. In pairs, go through the following list and decide whether the reward is likely to lower intrinsic motivation:*

- rewarding students during routine tasks and practice,
- rewarding students while you are exposing them to new content,
- rewarding students during tasks with specific and deliberate learning goals (e.g. drilling relative clauses after a lesson on relative clauses),
- rewarding students during tasks that require critical thinking or inferencing, or when accidental learning takes place,
- rewarding students for participating in tasks.

7. *There are a large number of strategies that teachers can use to reduce test anxiety in the classroom. Discuss the potential effectiveness of following strategies suggested by Zeidner (1998).*

- provide more time to complete the test
- modify test item difficulty and order
- provide students with opportunities to comment on the test or test items
- reduce social comparison and public display of test scores
- reduce the performance-oriented nature of testing situations to focus on mastery and formative assessment purposes.

*What can you add to this list?*

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8. *Read about the following critical incident.*

### **Cheating during a Quiz**

Larisa Petrova, a student from Russia, won a scholarship to go to an American university. She was very excited about going to the United States and did a lot of reading about American culture. Before her arrival to the United States, Larisa had read several books about America, its people and its culture. Despite her preparation, however, several confusing and frustrating incidents occurred during her first weeks in the United States.

Larisa stayed up all night long writing a term paper for her psychology class. Next morning, during her Spanish class the teacher unexpectedly announced that they were going to have a pop quiz on the material they covered in the last two classes.

Larisa was afraid that she was going to fail it as she neither did her homework nor reviewed the material from the previous class. Bill, Larisa's friend from the tennis club and also a classmate in Spanish, seemed to be unconcerned about the quiz. During the quiz, Larisa was asking Bill for the answers to the questions she was not sure of. However, Bill seemed to be annoyed by her questions and did not want to share his answers. Larisa's feelings were hurt. To make the matter worse, the teacher, having seen what Larisa was doing, asked her to hand in her incomplete test and to leave the class.

*Now discuss the following:*

- What motivated Larisa to act the way she did?
- What attitudes or values appear to be important in Russian society based on Larisa's actions?
- Why do you think Bill behaved the way he did?
- What attitudes or values appear to be important in American society based on Bill and the teacher's behavior?

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## LEARNING STYLES

*1. Read about two different students in the same English class.*

### Student 1

Maria is 18 years old and wants to go to a university in the USA. She has been an excellent student all her life, getting lots of A's on her report cards. In her English class, she is very shy. She seldom speaks in class unless the teacher calls on her. Whenever she speaks English, she likes to plan what she is going to say, so she takes a long time to say things. Her English has good grammar, but her pronunciation is not very clear. She prefers to write things down in English before saying them. She has high scores on her written quizzes and tests, but her scores on pronunciation quizzes are only average. She studies very hard, by herself, outside class. She almost never goes to parties.

### Student 2

Manuel is also 18 years old and also wants to go to a university in the USA. His grades in school have been average. In his English class he talks a lot. He always raises his hand to speak. He never really plans what he is going to say. His grammar is average, but his pronunciation is excellent and he talks very naturally. He doesn't write things down very often. His written test scores are average, but on pronunciation quizzes he usually gets an A+. Outside class, Manuel rarely studies, but he has a lot of American friends and talks with them a lot. He loves to go to parties.

*Now discuss the following:*

- Which of the two students is more successful? Why?
- What are the differences between them in terms of the use of strategies?
- What are the differences between them in terms of learning styles?
- Work together in groups or pairs and determine their learning styles, both cognitive and perceptual, to any possible extent. Explain your choices.

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*2. Read the text about man landing on the Moon.*

### Man takes first steps on the Moon

American Neil Armstrong has become the first man to walk on the Moon. The astronaut stepped onto the Moon's surface, in the Sea of Tranquility, nearly 20 minutes after first opening the

hatch on the Eagle landing craft. Armstrong had earlier reported the lunar module's safe landing with the words: "Houston, Tranquility Base here. The Eagle has landed."

As he put his left foot down first Armstrong declared: "That's one small step for man, one giant leap for mankind." He described the surface as being like powdered charcoal and the landing craft left a crater about a foot deep.

The historic moments were captured on television cameras installed on the Eagle and turned on by Armstrong.

Armstrong spent his first few minutes on the Moon taking photographs and soil samples in case the mission had to be aborted suddenly. He was joined by colleague Edwin "Buzz" Aldrin and the two collected data and performed various exercises – including jumping across the landscape – before planting the Stars and Stripes flag.

They also unveiled a plaque bearing President Nixon's signature and an inscription reading: "Here men from the planet Earth first set foot upon the Moon July 1969 AD. We came in peace for all mankind." After filming their experience with a portable television camera the astronauts received a message from the US President.

President Nixon, in the White House, spoke of the pride of the American people and said: "This certainly has to be the most historic telephone call ever made." Many other nations – including the UK – sent messages of congratulation. Moscow Radio announced the news solemnly in its broadcast.

As Aldrin and Armstrong collected samples, Michael Collins told mission control in Houston he had successfully orbited the Moon in the mother ship Columbia, and take-off was on schedule for this evening.

(adapted from

[http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid\\_2635000/2635845.stm?first=9](http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid_2635000/2635845.stm?first=9))

*Now imagine you are a teacher in the primary school and your task is to teach this lesson to a group of 12-year-olds. Bearing in mind the variation in learning styles among children as well as factors that govern the learning process, especially with children, write a lesson plan which caters for as many different perceptual styles as possible in order to aid the retention of information. Prepare to show all the materials and visual aids you plan to use during the lesson.*



3. *Imagine you have to teach a lesson on countable and uncountable nouns to a class of B2 adults. Bearing in mind the learners' general characteristics, write the lesson plan which caters for as many different cognitive styles.*

4. *Revise the curriculum of your fourth year so as to cater for as many different cognitive styles. If necessary, focus on one half of the subjects.*

5. *Read about the following critical incident.*

### **Verbosity**

There is a student in my class who is always late. That is not the only problem. When I ask him a question, he goes on and on and on and makes the rest of the class wait and wait. I want to tell him to get to the point. Finally, I have to cut him off because he loses track of the time he is taking up in class on his issue. I tell him that if he wants to continue talking about it, he'll have to do it on his coffee break. He doesn't understand our concept of time. We are on a strict schedule and things have to be done by a certain time; as well, things are scheduled to take a certain amount of time. I don't like it either – I hate it.

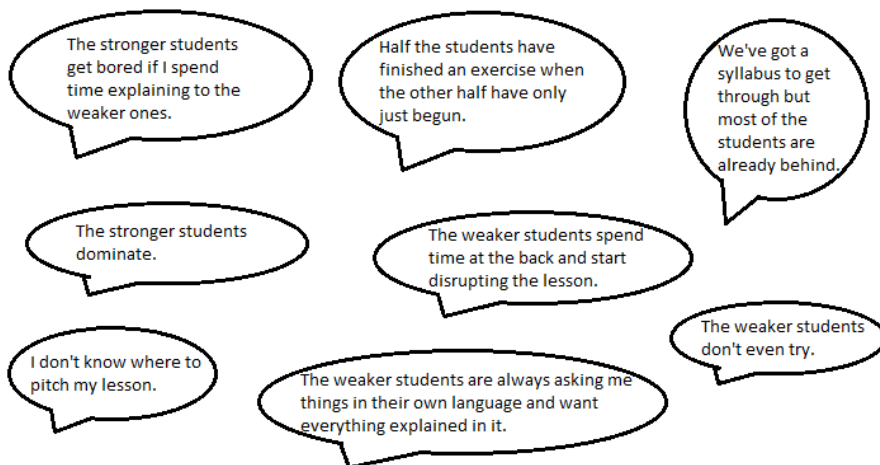
*Now discuss the following:*

- What is this teacher's strategy in dealing with a verbose student? Does it work?
- What can you conclude about the teacher's personality traits?
- In small groups, make a list of suggestions for managing classroom discussions so as to minimize this sort of behaviour.



## TEACHING ENGLISH IN A MIXED ABILITY CLASS

1. Teachers may encounter a number of problems when teaching in mixed ability environments. These are some comments made by teachers about their experiences of teaching mixed ability classes:



Think back to your high-school English classes. From a learner's perspective, identify affective and cognitive factors in both advanced and weaker students that might affect language acquisition and retention.

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2. In small groups, make a list of ideas for how you can support weaker students and offer extension activities for stronger students whilst using the same materials as the starting point for the class (this way the preparation time involved for the teacher is not drastically higher and the groups can still work together for most of the class).

	Extension activities for stronger students	Support for weaker students
Reading		
Listening		
Writing		
Speaking		

*3. Each group of students will be given a set of rules and materials relating to a particular cooperative/collaborative technique used in teaching English. In groups, decide what kind of learners will benefit most from that kind of instruction. Act out a typical group dynamic for the rest of the class.*

4. Adapt the following text into a reading lesson so as to cater for both advanced and weak students in your class. Make sure you include both pre-reading and post-reading activities.

**Is Stephen Hawking right about aliens?**

*Stephen Hawking thinks that making contact with aliens would be a very bad idea indeed. But with new, massive telescopes, we humans are stepping up the search. Have we really thought this through?*

**Alok Jha**

30 April, 2010

The hunt for intelligent species outside Earth is something we often see in literature and film – but it is happening in real life, too. Space probes are searching for planets outside our solar system, and astronomers are carefully listening for any messages coming to us through space. How incredible it would be to get confirmation that we are not alone in the universe and to finally speak to an alien race. Wouldn't it?

Well, no, according to the eminent physicist Stephen Hawking. "If aliens visited us, the result would be the same as when Columbus landed in America, which didn't end well for the Native Americans," Hawking says. He argues that, instead of trying to find and communicate with life in the cosmos, humans should be doing everything they can to avoid contact.

Hawking believes that because of the huge number of planets that scientists know must exist, we are not the only life form in the universe. There are billions and billions of stars just in our galaxy, and we should expect that an even larger number of planets orbit these stars. And we can also expect that some of that alien life will be intelligent, and capable of interstellar communication. So, when someone with Hawking's knowledge of the universe advises against contact, it's worth listening, isn't it?

Seth Shostak, a senior astronomer at the SETI Institute in California, the world's leading organization searching for signs of alien existence, is not so sure. "This is an unwarranted fear," Shostak says. "If their interest in our planet is for something valuable that our planet has to offer, there's no particular reason to worry about them now. If they're interested in resources, they have ways of finding rocky planets that don't depend on whether we broadcast or not. They could have found us a billion years ago."

If we were really worried about letting aliens know we were here, Shostak says, the first thing to do would be to shut down the BBC, NBC, CBS and the radars at all airports. Those broadcasts have been sending messages into space for years – the oldest is already more than 80 light years from Earth – so it is already too late to stop aliens watching our TV programmes.

There are lots of practical problems involved in hunting for aliens, of course, mainly the distance. If our nearest neighbours were life forms on the (fictional) moon of Endor, 1,000 light years away, it would take a millennium for us to receive any message they could send us. If the Endorians were watching us, the light reaching them from Earth at this very moment would show them our planet as it was 1,000 years ago; in Europe that means lots of fighting between knights around castles and, in North America, small bands of natives living on the Great Plains. It is not a timescale that allows for a quick conversation – and, anyway, they might not be communicating in our direction.

The fact that we have not received any messages from aliens has not, however, prevented astronomers and biologists (not to mention film-makers) from producing a whole range of ideas about what aliens might be like. In the early days of SETI, astronomers were trying to find planets like ours – the idea being that, since the only biology we know about is our own, aliens would be something like us. But there's no reason why that should be true. You don't even need to step off the Earth to find life that is very different from our experience of it.

'Extremophiles' are species that can survive in places that would quickly kill humans and other 'normal' life forms. These single-celled creatures have been found in boiling hot jets of water that come through the ocean floor, or at temperatures many degrees below the freezing point of water. The front ends of some creatures that live near deep-sea jets are 200°C warmer than their back ends.

On Earth, life exists in water and on land but, on a huge gas planet, for example, it could exist high in the atmosphere, eating food from the air around it. And, as aliens would be so different from us, guessing their motives and intentions if they ever got in touch seems to be something that even Hawking cannot explain.

Paul Davies, an astrophysicist at Arizona State University argues that alien brains, with their different architecture, would interpret information very differently from ours. "Lots of people think that because they would be so clever and knowledgeable,

they would be peaceful,” adds Stewart. “I don’t think you can say that. I don’t think you can put human views onto them; that’s a dangerous way of thinking. Aliens are alien. If they exist at all, we cannot simply believe they’re the same as us.”

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5. Read about the following critical incident.

### **I shouldn’t be here**

At the beginning of each school year, teachers who teach English as a selective course at the Faculty of Philosophy organize a placement test for potential new students. Based on the results of this test, the students are divided into three levels (pre-intermediate, intermediate and upper-intermediate). Students who score lower have to take a different language. Top test-scorers (those that score above the upper-intermediate level) can choose not to attend classes regularly in exchange for other self-study requirements.

Student X took the test and was placed at the upper-intermediate level. During first few classes the students showed up for class, but he was apathetic and did not participate voluntarily. Some time after the beginning of the school year, student X approached the teacher and said that the class was too easy and he felt bored all the time. He wanted to be excused from classes like the other students who scored high on the placement test.

*Now discuss the following:*

- Do you think it is a good idea to excuse students who scored higher than the upper-intermediate level from regular class attendance?
- Should student X be allowed to be excused from classes?
- If student X has to attend classes, how would you handle the classroom situation?





## INTEGRATING LANGUAGE SKILLS

*For activities 1, 2 and 3 in this unit consider the following questions:*

- *Which skills are integrated?*
- *What type of integration is used?*
- *What are the effects on the students' affective states?*
- *Do the activities help the retention of the material?*

*1. Read the transcript of an interview with Eddie Edwards and decide which synopsis gives the most accurate description of the story.*

- a) Eddie Edwards was working for a school group in Italy. An Italian skier raced him downhill. The prize was to take a girl out to dinner. At the bottom of the mountain the Italian took a corner sharply and crashed into Eddie, who was hurt badly. Later, Eddie married the girl and now they have two children.
- b) Eddie Edwards was in a downhill race in Italy. The prize was the job of technician for a school group. He was racing an Italian skier downhill. At the bottom of the mountain he took a corner sharply, flew into the air and crashed into a girl spectator. He was hurt badly, but later asked the girl out to dinner.
- c) Eddie Edwards was working as a ski technician with a school group in Italy. An Italian skier raced him downhill. The prize was to invite a girl out to dinner. At the bottom of the mountain Eddie took a corner sharply, flew into the air, crashed into the Italian and then fell against rocks, hurting himself badly.

Interviewer: In your skiing and in the jumping you've injured yourself a number of times, haven't you?

Eddie: Oh gosh, yes.

Interviewer: What sort of things have you done to yourself?

Eddie: In Italy, when I ... I raced a guy ... he was the local champion and he was ranked sixth in Italy for downhill at the time, and I just went out to work for a company called 'Schools Abroad', a travel company that dealt specifically with schools, colleges, um, all youth groups of all ages I think ... um, and I worked for them as a ski technician and that allowed me to work for about two hours a week and I'd ski eight hours a day seven days a week, you see; and after about a month I was getting pretty good, 'cos I was a good skier anyway but after spending about two months out on the snow I was getting really hot and er, so everybody started to hear about this Englishman who was getting on really well at the skiing and getting

really fast and things, and then this local guy came up to me – he was getting on for about twenty-six I think but he was really ...

Interviewer: Very old.

Eddie: Very old, yeah, I mean ancient! But he was the super-hot skier of the whole sort of country and er he came up to me and offered me a race, you see, and we said that ... 'cos he was having a bit of a, let's say a flirt with the rep of Schools Abroad who was there with me. And she was a nice-looking girl, a blonde and all this sort of thing, so I said OK, but I'll race you and the winner can take the girl out – June, her name was – so the winner ... we'd go from the top of the mountain to the bottom and the winner could take her out to dinner, you see; and so we went up to the mountain one day, up to the top. We went straight away first thing in the morning so that we knew there was nobody down the slope because that was the most important – we didn't want to, we didn't mind killing ourselves, but we didn't want to kill anybody else – and so we got to the top. All the er lift guys were at the bottom watching and all the ski school; and for a few days beforehand they were saying, 'Don't race him, don't race him he'll hammer you, you know, you'll get hurt,' all this sort of thing, 'you haven't got a .. you can't stand a chance,' and all this sort of thing. So we took off together at the top of the mountain and we were going down, and he was just in front of me by about ten metres but it wasn't it wasn't a great deal, and I knew I could catch it up any time so I just sort of stuck behind him. And we were doing about seventy, seventy-five miles an hour and we were coming towards the bottom and on the ... at the bottom there was a left-hand bend going into the finish but on this bend there was a ridge, you see. Now if you took this bend nice and long on the outside it was only a slight ridge and you wouldn't take off but the sharper you took the bend the bigger the ridge so the further you would fly in the air, you see. And I was catching this guy up; we were about two metres, within two metres two metres of each other so I decided I'd take the bend a little bit sharper than him; so I took off, was going towards the finish but er going in the air and I was going across the slope and so er ... you know although I was in control I couldn't do anything until I landed obviously; and we were doing about seventy miles an hour and I landed right on top of him and er as soon as I hit him my skis released. I didn't have a helmet on, and I hit him, skis released, and I went over and I was rotating sideways but still travelling about seventy miles an hour. I didn't know where I was and then all of a sudden I had a great thump on the back of my head and er I hit rocks and went into trees and all sorts of things, and er they rushed me off to hospital with suspected broken neck, broken back, and I paralyzed my shoulder and arm; and er he didn't finish either so nobody won ...

Interviewer: So she didn't get to have any dinner.

Eddie: No. In fact now they're married and they've got two kids!

(From *The Listening File* by Jeremy Harmer and Steve Elsworth)

*In pairs, choose one of the following scenarios and write a short text:*

- Eddie rings his dad to ask for some money for his hospital bill.
- Eddie is asked to make the speech at the Italian's wedding reception.
- You are a reporter who is asked to interview Eddie Edwards.
- You have read about Eddie and the Italian's race in the newspaper. You object strongly.

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2. Read a student's description of one of the two main characters in the story 'The Twits' by Roald Dahl.



# THE TWITS

Illustrations by Quentin Blake

Mr. Twit is a trollish person, having hair that covers his whole face, except for his forehead, eyes and his nose. His hair (which he believes makes him look wise and grand) is spiky and hard rather than smooth and soft. He is 60 years old and he never washes. His beard contains scraps of food dropped there while he ate, including tinned sardines, stilton cheese and corn flakes. Occasionally he picks these scraps out and eats them. Mr. Twit is a beer drinker, even at breakfast. He is known to go very quiet when he is plotting his latest evil trick, the victim of which is usually his wife.

### TASK 1

Now listen to the next part of the story which describes Mrs. Twit. Take notes while you listen and then write your own essay to describe Mrs. Twit.

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### TASK 2

Group A: Read one part of the story where Mrs. Twit plays a nasty trick on her husband and he pays her back. Take notes and write your essay.

Group B: Read another part of the story where Mrs. Twit plays an even nastier trick on her husband and he pays her back again. Take notes and write your essay.

Now pair up with someone from the other group and exchange essays to find out more about the Twits and their life.

*3. In group or in pairs, define an audience and context, then design a theme based lesson or module on environmental action and awareness. As you plan the techniques, discuss any 'political' implications of what you might ask students to do. Share your lesson with the rest of your class.*

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4. Read about the following critical incident.

**Lots of staring at the shoes**

There is that fine line we walk in my liberal arts college. We want to challenge our often-sheltered students to see the world in a new way, to explore their own privilege and prejudices, and to do things that make them feel uncomfortable. But, and I speak for myself here although others must experience the same thing, I don't want to push them so far that I alienate them. My real goal is to draw them in, draw them in to conversations, to ideas, and to self-reflection.

In my first-year language classes, we come back frequently to the idea that race and class are socially constructed and rooted in structural and historical issues. We use our limited language skills to name and describe the categories, structures, and historical events that unite and divide us.

This week, while talking about skin color specifically, I sensed very deeply that a couple of kids in the class were uncomfortable. Lots of staring at the shoes. No eye contact. Not what I intended.

*Now discuss the following:*

- Are there topics in foreign language classes that should be avoided? Why/Why not?
- What would you do if you felt your questions embarrassed your students?



## **CULTURE IN AN EFL CLASSROOM**

*1. Evaluate the textbook you brought to class by using the following checklist:*

*(adapted from Kilickaya, 2004)*

- a. Does the book give any information, instructions or suggestions about how the book may be used and how the cultural content may be handled?
- b. Does the book address specific learners or are there any characteristics of the learners that the book addresses to?
- c. Does the book suggest any role that the teachers using it should have?
- d. Does the book include a variety of cultures or just specific ones such as British or American culture?
- e. Does the book represent the reality about the target culture or the author's view?
- f. Where is the cultural information taken from? Author's own ideas or empirical research?
- g. What subjects do they cover? Are these specific to the target culture? Are there any topics that might not be culturally suitable for the learners in class?
- h. What cultural and social groups are represented? Is this adequate coverage of a variety of people or is this limited to a chosen people? If so, what kind of people are these? Are there any stereotypes?
- i. Does the book include generalizations about the culture? Does it inform the audience of the fact that what is true of the parts is not necessarily true of the parts?
- j. Is the cultural information presented with comments such as being good or being bad? Or is it presented without such comments?
- k. Are there illustrations? If so, are these appropriate to the learners' native culture? Would additional information be necessary to explain them or are they self-explanatory?
- l. What are the activities asked of the learners? Are they familiar to the learners?
- m. Would a teacher using this book need specialized training to be able to use it or is there enough information given?
- n. What are the learners supposed to do with the cultural information such as use it actively or just be aware of it for a better understanding of the target culture?
- o. What is your overall view of the textbook?

*2. Answer the following questions in order to build your own cultural profile. How would some of your friends from other cultures answer the questions below?*

**Community**

- ☐ Describe what the term “community” means to you.
- ☐ Were you brought up in a community of people from your ethnic background?
- ☐ Do you now live in a community of people from your ethnic background?

**Sense of space**

- ☐ How do you like to be greeted?
- ☐ How close or distant do you like people to stand when next to you?
- ☐ What voice pitches and volume and what speed of spoken communication are you comfortable with?
- ☐ What gestures and body language do you find challenging or confusing? For example, do you make eye contact with some people but not others?
- ☐ What does eye contact mean to you?
- ☐ How do you define privacy? What kinds of questions do you consider to be an invasion of privacy?

**Time**

- ☐ What does time mean for you?
- ☐ What are some proverbs about time in your language? i.e. “A stitch in time saves nine.” “The early bird catches the worm.”
- ☐ What is “late” for you?
- ☐ What do you typically do if you are late?
- ☐ How do you react if someone else is late?
- ☐ Do you feel that time is plentiful or scarce?

*Now consider the following situations. How are they related to the concepts of community, sense of space and time you discussed in the previous task?*

a) A man in his early twenties was walking home from school one day when he passed by a small group of girls of junior high school age. The girls laughed at him, and he felt very upset and disrespected. If he had been at home, he would have disciplined them right there in the street and then taken them home to their fathers and the fathers would have supported him. He knew that he couldn’t do that here.

A man was walking past a cemetery when he noticed something very odd. To make sure he wasn’t mistaken, he went in to take a closer look. He was very surprised to see two names on the tombstone he was looking at. One was the name of someone



who had already died, and next to it was the name of someone who was still living. The tombstone had a birth date but no death date on it. He just couldn't believe it!

b) "My classmate burps. It is disgusting."

"One day I met a student at London Drugs and I was so embarrassed when she came up to me and kissed me on the cheek, but that was just the way she greeted people."

Len teaches the evening TOEFL (Test of English as a Foreign Language) class. One day there was a conflict between a student who wanted to do more listening practice in class and a student who wanted to focus only on grammar. The next day, one of the two students came to Len's office to talk to him about the class. She told him that she thought they had studied enough grammar and that they needed more listening practice. She assured him that she was not trying to tell him what to teach. A week later she invited Len to come to her home so that she could show him something. He did not go. Then she sent him an e-mail, thanking him for his teaching and complimenting him on his looks. This made him very uncomfortable, so he made a conscious attempt to avoid her outside of class.

c) "I don't think they understand that one minute late is one minute late – black and white."

"Why are people in such a hurry?"

Peter went downtown to an office to pick up some documents. When he arrived, he went to the front desk and talked to the receptionist. The receptionist was very helpful and seemed to go out of his way to make sure Peter wouldn't have any trouble getting what he needed. Peter was very happy with the service and thought about how different it was from the service in his country. About half an hour later, he was just getting ready to leave the office when he realized that he had one more question. The receptionist was not at his desk, but Peter saw him in the hallway so he rushed out to catch him. Instead of helping Peter, the man told him that he was on his break and that Peter would have to wait until he got back. Peter was surprised by the receptionist's response.

### *3. Read about the following critical incident*

#### **Pagans and Saints and Dyngus Day, oh my!**

This happened at the very beginning of my teaching career. I was a young, enthusiastic teacher who, with much excitement, prepared a lesson on different holidays as they are celebrated around the world and various customs related to them. The lesson began and we hit the first hurdle – St. Valentine's day was, and forever will be, St. Trivun's day. After some discussion, our next hurdle came in the

form of Halloween with its' ties to unchristian, pagan worship. The straw that broke the camel's back was the mention of Dyngus Day, a celebration held on Easter Monday in certain Catholic countries when boys spray girls with water, which is supposed to evoke youth and strength. Most of the students had no objections to learning about different cultures and discussing their customs, save for two students who were very vocal in their disapproval. Slowly, the focus of the lesson went from teaching all students new cultural content to me trying to convince the two students that they can benefit from learning about different cultures.

*Now discuss the following:*

- Was the teacher right to try to persuade the two students to widen their horizons? How did this affect the lesson?
- What would you have done?

## ROLES OF THE TEACHER. CLASSROOM MANAGEMENT

*1. Look at the situations described below. For each one say which of the teaching roles needs to be focused on for the learners to become more successful. For each role try to think about precisely what it involves and why it is important.*

### *Example*

*The teacher has arranged the class into eight pairs and each pair is talking to each other. One pair finishes the exercises very quickly and then the students say very little to each other.*

### **Observer**

a. The students complain that they do not like the material being used in the lesson because it is not relevant to them.

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b. The teacher's lessons are well planned and the material seems interesting but the students often complain that they feel bored during them.

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c. A student asks a grammar question but the teacher is unable to answer it.

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d. The teacher asks the students to work in groups to discuss a topic. A few students do but most ignore the teacher and chat to each other in their own language.

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e. The teacher usually explains grammar by standing at the front of the class and telling the students about the new language. Students often seem to forget these rules and seldom apply them.

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f. The teacher feels that s/he is no longer improving as a teacher.

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g. The teacher asks the students what they think about crime. Nobody answers.

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h. The students like activities in which they talk in pairs and groups, but sometimes feel frustrated because they know they make mistakes but the teacher rarely corrects them. The learners ask for more correction but the teacher answers they did not make any mistakes.

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i. The teacher gives instructions on how to do the following activity, but when the class starts doing the activity they all do different things.

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2. Plan a brief demonstration or role-play of **bad** non-verbal communication – what you should not do in the classroom both as a teacher and as a student. Present your demonstration to your classmates.

3. Here is a list of some of the things that can go wrong in the classroom:

- ☐ Your students digress and throw off the plan for the day.
- ☐ You digress and throw off the plan for the day.
- ☐ An unexpected, but pertinent question comes up.
- ☐ Some technicality prevents you from doing an activity (e.g. a machine breaks down or your handout is illegible).
- ☐ A student is disruptive in class.
- ☐ You are asked a question you do not know the answer to (e.g. a grammatical point).
- ☐ There is not enough time at the end of a class period to finish an activity that has already started.

*What can you add to the list? In a small group, brainstorm some possible 'solutions' to each problem. Then report your group's ideas.*

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4. How would you rate yourself on each of the following continua? Check the box that most appropriately describes you:

shy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	gregarious
formal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	informal
reserved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	open, transparent
understated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dramatic
rational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	emotional
steady	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	variety of moods
serious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	humorous
restrictive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	permissive

Do you feel that you need to change some of those natural styles when you enter a classroom? If not, why do you feel that your present styles are adequate? Are there any tendencies that might work against you? What should you do to prevent such a problem?

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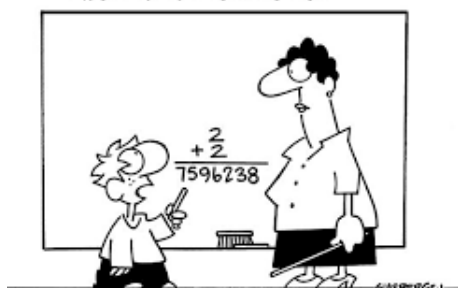


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5. In pairs, provide reasons why you believe the following items on the list should or should not be unlearned.

### 10 things teachers should unlearn

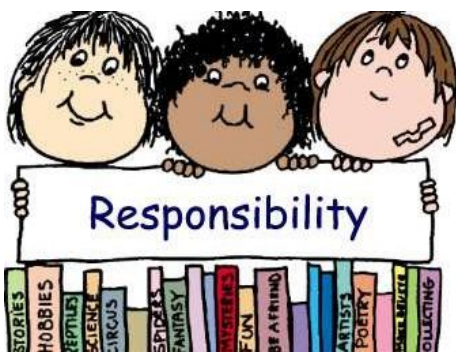
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"In an increasingly complex world, sometimes old questions require new answers."

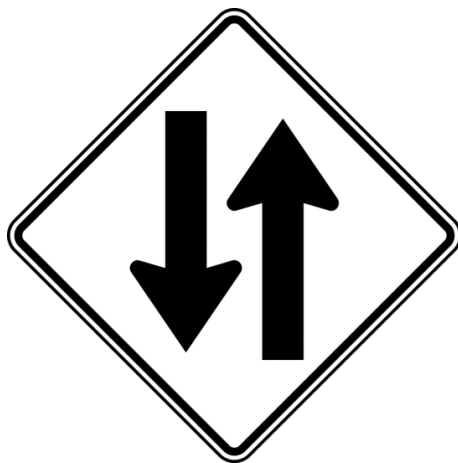
*Teachers know all the answers.*

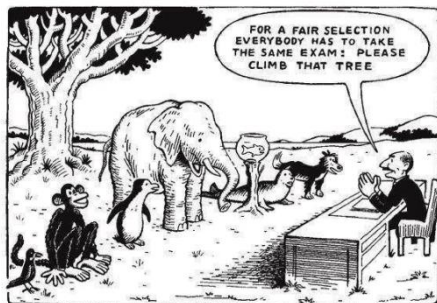
*Teachers have to be in control of the class.*



*Teachers are responsible for the learning.*

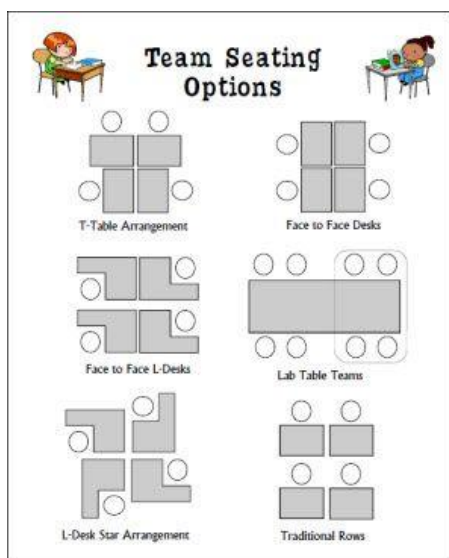
*Students are obliged to respect teachers.*





*Learning can be measured by a letter or a number.*

*Teachers should plan activities and then assessments.*



*Learners need to sit quietly and listen.*

*Technology integration is optional.*





*Learning looks the same as when you went to school.*

*Homework is an essential part of learning.*



6. Read about the following critical incident.

### **Walking the line**

Karen began her year of pre-service teaching wanting to facilitate learning. Midway through the year, she began to vacillate between being a learning guide and being a disciplinarian: the two roles did not seem compatible to her. She enjoyed making games and planning for pair work but resented misbehaviour in class as an intrusion on her other roles.

*Now discuss the following:*

- What was Karen's idea of the main role of a teacher?
- How did that change?
- Can the two different roles be compatible?
- When you plan for pair or group work, what kind of behavior do you expect/should you tolerate?



## COURSE ORGANIZATION

*1. In pairs or teams of three, draw up a detailed work plan for one semester of an EFL course using the syllabus provided. Follow the eleven-step method for planning.*

1	<b>Decide the duration</b>	Decide how long you want to plan for (the whole course? one week? a term?).
2	<b>Consult the syllabus</b>	Consult the syllabus to see the intended course content. Check what work has not been done.
3	<b>Review learner needs</b>	Review any Needs Analysis data you have gained from your students.
4	<b>Decide the aims</b>	Write down a number of things learners should achieve in the course (or part of the course): these are the course aims.
5	<b>Choose the components</b>	Decide if you want to plan in terms of a) language systems and skills, b) tasks, c) something else (e.g. exam items? texts? topics?).
6	<b>Prepare a grid</b>	Draw a blank grid showing the number of lessons you have to plan for. Each grid cell should have enough space for you to write in some lesson information.
7	<b>Make cards</b>	Cut up a number of rectangles of paper, each the same size as the cells.
8	<b>Select activities</b>	Think of some activities that are appropriate for your learners and help lead towards the course aims you set. Write these down, one item to each piece of paper.
9	<b>Arrange the cards</b>	When you have a number of filled-in pieces of paper, lay them on the blank grid. Play around with them, move them, order them and rearrange them until you start to feel that certain sequences work effectively.
10	<b>Complete the skeleton</b>	Fill in more scraps to complement and complete the grid, making a coherent skeleton timetable.
11	<b>Flesh out the timetable</b>	Remove the cards one by one and write in a more detailed description of what you intend to do on the timetable grid underneath it.

## *2. Read about the following critical incidents*

### **Parent involvement**

Some of the most challenging parents are those who overparent their children. These helicopter parents will pounce on me seemingly from the moment an assignment is given; they will micro-analyze every grade that goes home; they will look constantly for signs of progress or struggle; they will show far more concern about the student's work than the student does.

#### **The head of Ofsted wants to fine 'feckless' parents. Is he in the wrong job?**

Written by Freddy Gray

Sir Michael Wilshaw may have been in charge of Ofsted since January 2012 — he is arguably the most important educationalist in the land — but in his head he is still very much a head teacher. He wants to fine parents he doesn't think are trying hard enough. He has told the Sutton Trust that, when he ran a school, he 'would have loved' to impose fines on mothers and fathers who didn't turn up to parents' evenings. Asked to clarify what he meant, he added: 'If it's a parent that's doing their very very best but they can't because of all sorts of personal circumstances, fine,' he said, 'but the feckless parent who just does not support the school, they should be told unequivocally that they're not supporting it and, if necessary, be fined.'

(adapted from <http://blogs.spectator.co.uk/2015/07/the-head-of-ofsted-wants-to-fine-feckless-parents-is-he-in-the-wrong-job/>)

*Now discuss the following:*

- Often, it feels like there are just two kinds of parents: The ones hunkering in a cave somewhere and the ones camping in your pocket. Unreachable? Or unavoidable. Either way, teachers wish for the kind of parent involvement that supports learning. Brainstorm the possible ways teachers can make sure that parent involvement supports learning.

## **COURSEBOOK SELECTION. TEACHING MATERIALS**

*1. Evaluate the textbook you brought to class by using the following checklist:*

### **Textbook evaluation criteria**

(adapted from Robinett, 1978: 249-51)

1. **Goals of the course** (Will this textbook help to accomplish your course goal?)
2. **Background of the students** (Does the book fit the students' background?)
  - a. age
  - b. native language and culture
  - c. educational background
  - d. motivation or purpose for learning English
3. **Approach** (Does the theoretical approach reflected in the book reflect a philosophy that you and your institution and your students can easily identify with?)
  - a. theory of learning
  - b. theory of language
4. **Language skills** (Does the book integrate the "four skills"? Is there a balanced approach toward the skills? Does the textbook emphasize skills which the curriculum also emphasizes?)
  - a. listening
  - b. speaking
  - c. reading
  - d. writing
5. **General content** (Does the book reflect what is now known about language and language learning?)
  - a. validity – does the textbook accomplish what it purports to?
  - b. authenticity of language
  - c. appropriateness and currency of topics, situation and contexts?
  - d. proficiency level – is it pitched for the right level?
6. **Quality of practice materials**
  - a. exercises – is there a variety from controlled to free?
  - b. clarity of directions – are they clear to both students and teacher?
  - c. active participation of the students – is this encouraged effectively?
  - d. grammatical and other linguistic explanation – inductive or deductive?
  - e. review material – are there sufficient spiraling and review exercises?

**7. Sequencing** (How is the book sequenced?)

- a. by grammatical structure
- b. by skills
- c. by situation
- d. by some combination of the above

**8. Vocabulary** (Does the book pay sufficient attention to words and word study?)

- a. relevance
- b. frequency
- c. strategies for word analysis

**9. General sociolinguistic factors**

- a. variety of English – American, British, dialects or international varieties
- b. cultural content – is there a cultural bias?

**10. Format** (Is the book attractive, usable, and durable?)

- a. clarity of typesetting
- b. use of spatial notation (phonetic symbols, stress/intonation marking, etc)
- c. quality and clarity of illustrations
- d. general lay out – is it comfortable and not too “busy”?
- e. size of the book and binding
- f. quality of editing
- g. index, table of contents, chapter headings

**11. Accompanying materials** (Are there useful supplementary materials?)

- a. workbook
- b. tapes – audio and/or video
- c. posters, flash cards, etc.
- d. a set of tests

**12. Teacher’s guide** (Is this useful?)

- a. methodological guidance
- b. alternative and supplementary exercises
- c. suitability for nonnative-speaking teacher
- d. answer key

2. *There are a number of general areas to think about when planning a lesson. These include:*

1. Atmosphere
2. The learners
3. The aims
4. The teaching point
5. The tasks and teaching procedures
6. The challenge
7. Materials
8. Classroom management

*The list below shows some more factors you might consider when planning a lesson. Decide which items go with each of the above areas.*

- How many separate activities will there be?
- Where will I stand or sit?
- What do learners need?
- What skills will learners be working on?
- How will I control timing?
- What are some of the things that could cause difficulties or go wrong?
- How am I going to deal with mistakes?
- Is there going to be a variety of activities in the lesson?
- How do the lesson aims fit in with longer-term goals?
- What do they already know?

3. *Read about the following critical incidents.*

### **(Un)realistic requirements**

\*\*\*

Jane has two years of teaching experience working with individual students in private lessons. She applied for and got the job teaching ESP classes to young adults at a vocational faculty. The dean in charge of student affairs informs her that the only aim of the course is to get students to pass a (very boring) written grammar and essay exam at the end of the term.

\*\*\*

Anna was told by her superior that she needs to cover two pages of the coursebook every day. The whole book must be covered by the end of the term.

*Now discuss the following:*

- *Jane's students have to take a grammar test and write an essay – how can she make both tasks less 'boring'? Does she have to focus only on grammar and writing in order to accomplish course aims? Why/Why not?*
- *Anna has to follow the coursebook closely and in the exact order of presentation. How can she compensate for a) the lack of variety in teaching procedures, b) reduced range of responses to individual student needs, c) lack of spontaneity, and d) a reduced level of creativity in teaching technique and language use?*

# INFORMATION COMMUNICATION TECHNOLOGIES IN ENGLISH LANGUAGE TEACHING

1. From the following table choose a tool and prepare a short, interactive presentation. Focus on the benefits the tool has for EFL teachers and demonstrate how the tool can be used in class.

Please Note: This document is a work in progress. This document is open to anyone with the web-link for editing and will remain so for a while. Please, if you have any additional tools or comments/corrections on what is here, feel free to add to your heart's content. Give yourself credit for your contributions if you want.

(Adapted from: Federico Espinosa "Blended and Online Learning Tips and Tricks Handout" presented at TESOL Greece Convention on March 30<sup>th</sup>, 2013)

Tool	Description	Link
<b><u>Learning Management Systems</u></b>	LMSs are great, you can create, upload and track pretty much anything you want for individual students, and there is a great variety of pedagogical as well as evaluative tools. LMSs, however, are not generally something an individual teacher chooses. Institutions (universities, larger schools/businesses) will use them because they have the resources (servers, support staff, etc.) to manage these.	Does not really matter, your school either has one of these, or it does not. Not much you can do with them as an individual teacher.
<b><u>Virtual Classrooms</u></b>	These web conferencing tools combine VoIP video chats with a chat window, easy file sharing, PowerPoint displays and usually have a means of recording the sessions. It is possible to do most of these on other tools for free, but this puts it all in one neat and professional package.	
Adobe Connect	Adobe's web conferencing software has many professional functions and allows for use on a wide array of platforms and devices.	<a href="http://www.adobe.com/products/adobeconnect/elearning.html">http://www.adobe.com/products/adobeconnect/elearning.html</a>

WizIQ	Cheaper than Adobe's software, it has similar functionality and is geared more towards education (whereas Adobe is more of a business tool). Lots of great ways to integrate with other tools including learning management platforms.	<a href="http://www.wiziq.com/">http://www.wiziq.com/</a>
Cisco WebEx	Very similar to Adobe's software in function and original aim (business meetings). Worth looking into both if you are willing to make the investment. Decide for yourselves which is best for you.	<a href="http://www.webex.com/whywebex/overview.html">http://www.webex.com/whywebex/overview.html</a>
MS Office	Live Meeting Microsoft's tool complements SkyDrive and Hotmail accounts well, and does the same as the others. It is part of the MS Office Suite professional tools. A bit expensive for most of us though.	<a href="http://www.livemeetingplace.com/">http://www.livemeetingplace.com/</a>
<b><u>Internet Voice Chat Platforms</u></b>		
Skype	Skype is one of the pioneers of Voice over Internet Protocol (VoIP) chat programs. Essentially it is meant to allow you to call other Skype members for free, or call phone numbers for a small fee, using your internet connection. You have the option of sharing video through your webcam Recently Skype has exploded with extra functions including multi-person conversations (but no multi-person videos, you need pro for that), file sharing, and most exciting: direct screen casting (rather than seeing a video of you, your partner sees what is happening on your computer screen). All of these functions are just asking to be exploited for lessons.	<a href="http://www.skype.com">www.skype.com</a>



Google Hangouts	Google Hangouts is an extension of the Google Talk chat function. It is very similar to Skype but has the advantage of allowing multiple video chats for free (up to 9 videos). Skype is more common, but depending on your needs, Google Hangouts might work better. It fits in well with other Google tools (Drive, Calendar, Mail, etc.).	<a href="http://www.google.com/+learnmore/hangouts/">http://www.google.com/+learnmore/hangouts/</a>
ooVoo	Another VoIP platform, ooVoo allows for the most video chat users at once (12 videos on a free account) and allows for recording of your conversations which could be a useful alternative to screen casting tools.	<a href="http://www.oovoo.com/home.aspx">http://www.oovoo.com/home.aspx</a>
Facetime	Facetime is an Apple product that works like Skype with similar functionality for face to face voice chats. It allows users of Apple products (iMacs, MacBooks, iPads, iPhones, and even iPods) to speak to each other for free. Useless if both parties are not on an Apple device.	<a href="http://www.apple.com/mac/facetime/">http://www.apple.com/mac/facetime/</a>
<b><u>Blogs</u></b>		
Blogger	Blogger is Google's blogging platform. It complements the other Google Apps well (Calendar, Gmail, Drive, Hangouts, Plus, etc.) and has a very easy to use format which is very user-friendly and easy to customize. As demonstrated in the session, blogger has lots of possibilities for extra features including the ability to link to externally hosted interactive exercises. However the basic functionality already has plenty to work with for a course site.	<a href="http://www.blogger.com">www.blogger.com</a>

Wordpress	WordPress is a different blogging service that is ever so slightly more complicated than blogger, but is even more flexible and customizable when you get into the nitty-gritty details. There is a great introductory video on the site for beginners. All the functions seen on blogger are possible, and when combined with a server for file uploads it is a very powerful tool. Dropbox hosted files would work in the same way as on Blogger.	<a href="http://wordpress.com/">http://wordpress.com/</a>
Edublogs	Edublogs is a Wordpress service for teachers and schools. It has more specific support for education and has a great community for advice on education blogging. Has the advantage of being accessible through most school internet filters that may block other blogging domains. Even if your blog is not on Edublogs, there is lots to learn here. Also 32 GB memory for free! Great introductory video on the site	<a href="http://edublogs.org/">http://edublogs.org/</a>
TypePad	<p>The only blogging service listed that is not free (10-30 USD per month depending on plan).</p> <p>It has more support and more visual control for the price, thus could be used to make really beautiful and graphic heavy blogs. Could be worth the price difference for those interested in their brand/public image.</p>	<a href="http://www.typepad.com/benefits">http://www.typepad.com/benefits</a>

<b><u>Wikis</u></b>		
WikiSpaces	Tons of functionality, WikiSpaces provides a platform to create collaborative pages with many widgets (polls, maps, images, video, forums, etc.) that can be added on by you or your students. This can serve as a simple course page with links and extra materials - or could be really exploited for out of class projects and materials design.	<a href="http://www.wikispaces.com/">http://www.wikispaces.com/</a>
PBWorks	A similar platform to WikiSpaces.	<a href="http://pbworks.com/education">http://pbworks.com/education</a>
<b><u>Audio Recording</u></b>		
Audacity	<p>Audacity is a powerful piece of audio recording software available for free for PC, Mac or Linux. It has a slightly complex interface but allows for mixing, editing, amplifying, echo effects and much more if you dig into the details.</p> <p>As a basic audio recording tool it works just fine (just ignore the bells and whistles) and it produces very high quality audio files. The main trick to this one is selecting “export to mp3” from the file menu when your audio file is done. Otherwise it will save it as an Audacity file which is larger and only opens on Audacity.</p>	<a href="http://audacity.sourceforge.net/about/">http://audacity.sourceforge.net/about/</a>

Vocaroo	Vocaroo is a website that provides audio recording “for dummies”. You simply go to the site, and there are two options “Record” as a big button, or “upload” as a small discrete link. You click, and the site begins recording your audio. When you finish your options are to save or to share your file. A very easy way to get students to submit recordings online, or to collaborate on their own projects.	<a href="http://vocaroo.com/">http://vocaroo.com/</a>
Voxopop	Voxopop is a genius audio recording tool that functions as a voice-based message board. You can create “talkgroups” and invite students to join and discuss via this service. Within the talkgroup you can have several topics (like on a message board) and you can reply back and forth (like on a message board) but it is all done through short audio recordings done directly on the site. Provides a great way for students to practice speaking at home, and because they get to listen to themselves and re-record as many times as they want before submitting, it gives lots of opportunity for self-reflection and correction on pronunciation.	<a href="http://www.voxopop.com/">http://www.voxopop.com/</a>
Quickvoice (Free iPhone/iPad app)	Simple recorder and playback tool which will store multiple recordings and allow you to email them as sound files or ringtones. Use to gather samples of authentic language for analysis in class or to record any activity for later language analysis.	App Store
YouTube	A very versatile tool - YouTube could be exploited for audio recording as a place for students to upload video projects for class submission. Either by sharing a course “Channel” or by simply having them upload the videos to their personal accounts then sharing the links in class.	<a href="http://www.youtube.com/">http://www.youtube.com/</a>

<b><u>Special Online Dictionaries</u></b>		
Urban Dictionary	A wiki-style (open collaboration) dictionary of English slang. Even native speakers look here to find the meaning to new language that is created all over the English speaking world. A great resource for students seeking out words and phrases that are not in regular dictionaries. For example: I am a shameless pepperazzi. Look it up!	<a href="http://www.urbandictionary.com/">http://www.urbandictionary.com/</a>
Howjsay	An audio dictionary for English pronunciation. Has a recorded voice speaking all (or most) words in the English language. Useful for students preparing oral presentations who are unsure of how to say things like “onomatopoeia” or “plait”.	<a href="http://www.howjsay.com/">http://www.howjsay.com/</a>
Phrasal Verb Dictionary	A fantastic dictionary containing tons of phrasal verbs organized by either verb or preposition. Also has links to quizzes and lists of common phrasals.	<a href="http://www.usingenglish.com/reference/phrasal-verbs/">http://www.usingenglish.com/reference/phrasal-verbs/</a>
<b><u>Media Sources</u></b>		
<i>Disclaimer: I do not encourage taking videos that are protected by copyright, do this at your own risk.</i>		
YouTube	Lots of videos available here, obviously. I am a big fan of CGP Grey’s videos, but you can find anything from short clips from TV shows, news stories, TV bloopers, travel advertising, and much, much more.	<a href="http://www.youtube.com/">http://www.youtube.com/</a>
BBC	Great source of text and video news clips.	<a href="http://www.bbc.co.uk/news/">http://www.bbc.co.uk/news/</a>
NPR	Lots of great written and audio files here. Especially in some of the specialty channels like “The Salt” (food), “It’s all Politics”, “Kruulwich Wonders” (science), etc.	<a href="http://www.npr.org/">http://www.npr.org/</a>

TED	Talks is a great collection of videos of people presenting at various TED talk events. Longer and more advanced, but great for higher level students.	<a href="http://www.ted.com/talks">http://www.ted.com/talks</a>
ELT Pics	Fantastic resource created by ELT teachers for ELT teachers. It is a collection of public domain (copyright-free) images categorized and labeled for ease of use in classes or online activities.	<a href="http://www.flickr.com/photos/eltpics/">http://www.flickr.com/photos/eltpics/</a>
UVic's Language Teaching Clipart	This is a collection of clipart images created by the makers of Hot Potatoes for use in online activities. It is all public domain and can be used to write up activities or lessons with simple clipart images for vocabulary. The images are well organized by topic.	<a href="http://hcmc.uvic.ca/clipart/">http://hcmc.uvic.ca/clipart/</a>
The Moth Podcast	True stories, told live. This is the tagline for this series of public storytelling performances that are recorded and broadcast in a weekly podcast. Topics are wildly different and while some will make you laugh out loud, others will make you cry (I once got weepy on the NYC Subway on my way to work listening to a mother tell the story of her 7 year old's fight with cancer). All are very well told because most of the performers are professional writers or actors. Great variety of (American) accents and better for advanced students.	<a href="http://themoth.org/">http://themoth.org/</a>
YouTube Video Downloader for Firefox	A handy add-on for Firefox browsers that allows you to download video from many sites including YouTube. (Disclaimer: I do not encourage taking videos that are protected by copyright, do this at your own risk).	<a href="https://addons.mozilla.org/enus/firefox/addon/video-downloadhelper/?src=ss">https://addons.mozilla.org/enus/firefox/addon/video-downloadhelper/?src=ss</a>

Video Downloader for Chrome	Similar to the add-on for Firefox - this allows you to download video from many sites (though, oddly, not from YouTube - I usually use Firefox for this). (Disclaimer: I do not encourage taking videos that are protected by copyright, do this at your own risk).	<a href="https://chrome.google.com/webstore/detail/fvd-video-downloader/lfmhcmkdbkbgbmkjoioppeegenkdikp?hl=en">https://chrome.google.com/webstore/detail/fvd-video-downloader/lfmhcmkdbkbgbmkjoioppeegenkdikp?hl=en</a>
The Cloud Dropbox	A great tool for keeping your files in an online location for security (in case you drop your computer in a river), as well as for remote access (from any computer with an internet connection) and collaboration (as part of shared folders or public folders). There is a great tutorial video on the main Dropbox site, definitely worth looking into. Starts at 2GB storage, but easy to upgrade to more than 16GB by referring friends/liking on Facebook, etc. Disclaimer, the link on the right is a "referral link", which means that if you download, install and create a new Dropbox account from it then both you and I get an additional 500MB storage added to our free Dropbox account.	<a href="http://db.tt/yqdpe9sl">http://db.tt/yqdpe9sl</a>
Google Drive	If you're reading this on a computer screen, odds are you are already in Google Drive. This is where this document is hosted. It is a way to create and share documents online through your Google account. You can share documents and collaborate with people with a few different layers of security (invite only, anyone with link, or the general public). Great for its ability to connect to your Google account tools (Gmail, calendar, etc.).	<a href="https://drive.google.com/">https://drive.google.com/</a>
Skydrive	Microsoft's version of online storage, similar to the above, but hosted by Microsoft and with good connections to Hotmail, etc. One advantage is it has more free space initially than Dropbox (7GB instead of 2GB on Dropbox).	<a href="http://windows.microsoft.com/en-us/skydrive/download">http://windows.microsoft.com/en-us/skydrive/download</a>

iCloud	Apple's version. Very pretty (like all Apple products) but as usual, only available on apple devices.	<a href="https://www.icloud.com/">https://www.icloud.com/</a>
<b><u>Activity Writing</u></b>		
Hot Potatoes	Hot Potatoes allows you to create interactive multiple choice, short answer, jumbled sentence, crossword, matching/ordering and gap-fill exercises that can then be completed online by students. It is freeware and very user friendly.	<a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a>
NetQuiz Pro	An interactive quiz writing tool, Netquiz requires some very minor programming through a user friendly interface to create complete lessons based on media (text, video, images, audio). This is explained in detail in the slides from the presentation as well as the video from slide 35 (linked above).	PC Download: <a href="http://en.eureka.ntic.org/display_lo.php?oai_id=oai%3Accdmd.qc.ca%3Aproduit_17000.xml">http://en.eureka.ntic.org/display_lo.php?oai_id=oai%3Accdmd.qc.ca%3Aproduit_17000.xml</a> English Manual: <a href="https://docs.google.com/file/d/0B5E7uVjDcVyUbXNXZF5ZGNXYIE/edit?usp=sharing">https://docs.google.com/file/d/0B5E7uVjDcVyUbXNXZF5ZGNXYIE/edit?usp=sharing</a>
Puzzlemaker	Discovery Education's Puzzlemaker allows for the creation of various puzzle types based on your input. Could be used to make a crossword with target language or to review a vocabulary set with a word search. Lots of options, all free.	<a href="http://www.discoveryeducation.com/free-puzzlemaker/?CFID=572521&amp;CFTOKEN=10290515">http://www.discoveryeducation.com/free-puzzlemaker/?CFID=572521&amp;CFTOKEN=10290515</a>
Survey Monkey	Survey Monkey allows you to create interactive surveys with drop down menus, multiple choice or essay type questions. Great for surveys/course evaluations, but can also be exploited for needs analyses or other comprehension checks outside of class.	<a href="http://www.surveymonkey.com/">http://www.surveymonkey.com/</a>



Google Drive	It is possible to create forms in Google that can be used as a test of sorts, or as a class survey. It is under the create tab of Google Drive and allows users to submit answers to a variety of question formats.	<a href="https://drive.google.com/">https://drive.google.com/</a>
<b><u>Screencasting</u></b>		
Screencast-o-Matic	Available as an online tool or for download Screencast-o-Matic allows for the creation of videos of your screen lasting up to 5 minutes with audio from your computer's microphone for free with only their name in the lower left of the screen. The pro service has no time limit and no logo. My favorite tool for screencasts.	<a href="http://www.screencast-o-matic.com/">http://www.screencast-o-matic.com/</a>
Jing	Jing is another free screenshot tool, one that is quite well known. I have had issues with the free version because the files are not standard video files (MP4, AVI, etc.) but rather a special Jing file. It has a very nice interface however, worth playing around with and considering for the pro service.	<a href="http://www.techsmith.com/jing.html">http://www.techsmith.com/jing.html</a>
AVI Screen	PC only, but a good freeware for screen captures. As a mac user I have not been able to play around with it but it has good reviews online.	<a href="http://aviscreen-classic.en.softonic.com/">http://aviscreen-classic.en.softonic.com/</a>
Copernicus	Copernicus is another screen capture tool (for Mac), however doesn't do audio and saves only to one file type.	<a href="http://download.cnet.com/Copernicus/3000-2072_4-10122936.html">http://download.cnet.com/Copernicus/3000-2072_4-10122936.html</a>
<b><u>Online Activity Sources</u></b>		
English Grammar Online 4U	Tons of lessons and web quizzes on this site for students to reinforce material covered in class, or to practice skills that they lack compared to their peers in a class.	<a href="http://www.ego4u.com/">http://www.ego4u.com/</a>

BBC Learning English	The BBC has created a wonderful site aimed at all levels to practice reading, listening and writing skills along with general grammar and language work. Lots of options in terms of activities on this site.	<a href="http://www.bbc.co.uk/worldservice/learningenglish/">http://www.bbc.co.uk/worldservice/learningenglish/</a>
Voice of America Learning English	VOA has created a section of their news site that is tailored to various levels in English for reading and video comprehension combined with activities. Very good source of comprehension tasks that are graded to a particular level.	<a href="http://learningenglish.voanews.com/">http://learningenglish.voanews.com/</a>
UsingEnglish.com	Another great source of material both for student self-practice, and for teachers to find and use in class. Sorted by category and very useful. Worth exploring.	<a href="http://www.usingenglish.com/">http://www.usingenglish.com/</a>
Activities for ESL/EFL Students	Clearly organized site with tons of web quizzes and mini lessons. Good resource for students since the layout is very clear and easy to navigate even for a learner.	<a href="http://a4esl.org/">http://a4esl.org/</a>
<b><u>Organizational Tools</u></b>		
goo.gl	goo.gl is a Google product that takes any URL you give it and shortens it down to goo.gl/XXXXXX (where X is some random set of numbers and letters). Great for sharing links that are usually too complex or long. goo.gl also creates a QR or Flash Code for the link automatically, and gives you statistics on the use of the link.	<a href="http://goo.gl">http://goo.gl</a>
Kaywa QR Generator	Another QR/Flash code generator, this does not provide a short link though.	<a href="http://qrcode.kaywa.com/">http://qrcode.kaywa.com/</a>
TinyURL.com	TinyURL is similar to goo.gl, it creates shorter links and allows you to pick the address of your link, if available. They follow the format tinyurl.com/XXXXXX (where X can be random or chosen by you).	<a href="http://tinyurl.com/">http://tinyurl.com/</a>

Doodle Scheduling	A tool for scheduling events. You pick several time options and send the survey out, participants can tell you if they are available and you can thus pick the final date for an event. Integrates with calendar tools and is quite handy for scheduling extra lessons. Pro service can be customized for branding.	<a href="http://www.doodle.com/">http://www.doodle.com/</a>
Google Calendar	Google's calendar service allows you to organize your schedule and even share a full or limited version with clients for scheduling lessons. Events can be shared with other users and modified across all participants' calendars. A good tool for course scheduling or private lesson organization.	<a href="http://calendar.google.com">http://calendar.google.com</a>
iCal	iCal is Apple's calendar service. Great integration with all Mac products, easy syncing with cloud/doodle, etc.	App Store
<b><u>Social Media</u></b>		
Facebook	The easiest way to get your students online is Facebook because it is so widely used. Can be exploited for general updates, news or information about your classes. Or even used as a "word of the day" if you're interested in updating it this often. Mostly just a good way to communicate with students and have them communicate with each other out of class.	<a href="http://www.facebook.com">http://www.facebook.com</a>
Twitter	Like on Facebook, a good way to network with your students and access them out of class - however fewer people use/are active on Twitter.	<a href="http://www.twitter.com">http://www.twitter.com</a>
Google Plus	Same as Facebook, but less commonly used for now. The Circles organization makes separating your private and professional life a little easier.	<a href="http://plus.google.com">http://plus.google.com</a>

Padlet	Somewhere between a social network and a blog is Padlet, formerly Wallwisher. Allows you to create pages and share them complete with video, comments, etc.	<a href="http://padlet.com/features">http://padlet.com/features</a>
Instagram	A picture sharing social network that links to Facebook, Instagram allows you to share pictures with your students for projects. They can be asked to comment on pictures to describe what they see, or share how they feel about it. They could also be asked to contribute pictures to a class feed by using the #hashtag of your choice.	<a href="http://instagram.com/">http://instagram.com/</a> or AppStore
<b><u>Tutorials and Instructions</u></b>		
About.com	About.com has tons of articles about everything under the sun. Often have good clear explanations of grammar (see section on Online Activity Sources)	<a href="http://teaching.about.com/od/tech/Technology-In-Education.htm">http://teaching.about.com/od/tech/Technology-In-Education.htm</a>
Teacher Training Videos	Russell Stannard has compiled a collection of screencasted video tutorials to an incredibly vast array of teaching tools including smartboard software, online tools, downloadable software and much more. They are clear and well-presented explanations of how to use these tools in your teaching. Fantastic site!	<a href="http://www.teachertrainingvideos.com/index.html">http://www.teachertrainingvideos.com/index.html</a>
YouTube (again)	Searching YouTube for any of the above software and Online tools will probably turn up some video explaining how to do something you want. This is pretty much how I taught myself to moodle. Just search for what you want and dig through the results, is probably there.	<a href="http://www.youtube.com/">http://www.youtube.com/</a>

2. *Are you a Digital Native or a Digital Immigrant? How are the following factors and situations related to this division?*

*(Remember, this division is not about what people know, or can do, with technology – instead, it concerns culture and attitudes. Digital Immigrants lived in two cultures: the pre-digital and the digital. Digital Natives have known only the digital culture.)*

- ☐ Age
- ☐ A device/mode you use to listen to music
- ☐ Where you first go to look up an answer
- ☐ The way you work out new programs/devices (by using them, by reading the manual, some other way)
- ☐ How often you upgrade your phone
- ☐ If you prefer to print out material to read later or read online
- ☐ How you order takeaway
- ☐ How you document photos from a holiday or an important event
- ☐ If you remember a time before the web was everywhere



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