



FACULTY OF
**LANGUAGES &
TRANSLATION**
كلية اللغات و الترجمة

Practising Professionalism

in EFL Teaching

A workshop by

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Booklet

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Part 1: Classroom Practices

Input session learning outcomes

By the end of this input session, the participants will have been able to:

- ✓ recall their knowledge of lesson planning.
- ✓ understand how to prepare material.
- ✓ demonstrate their knowledge of the importance of being punctual.
- ✓ understand why there is a need for keeping some time before the commencement of a lesson.
- ✓ understand how to make instructions easy for learners.
- ✓ understand the basic ideas about presenting and focusing on the language.

Warm-up: Classroom practice labyrinth

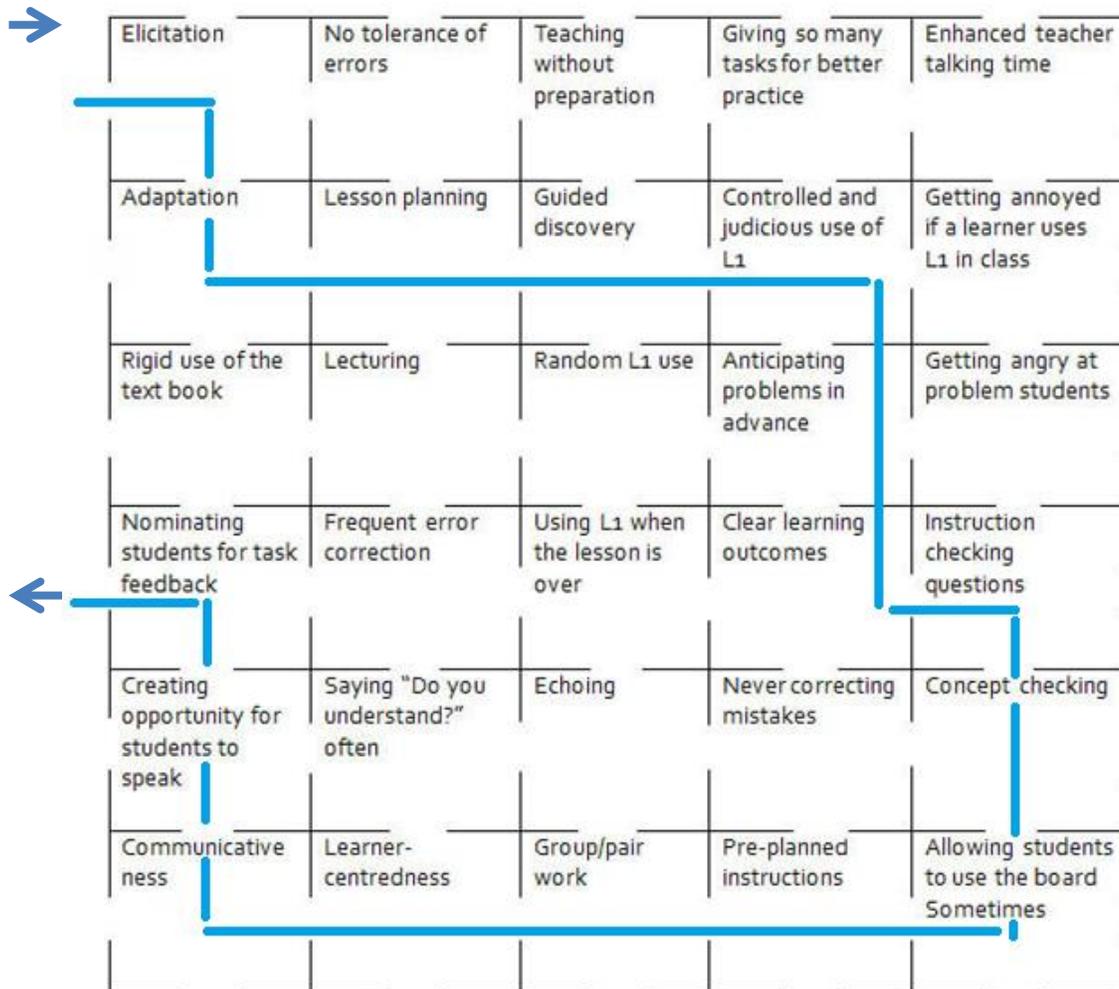
Find your way out through good classroom practices. Start from the arrow. (5 minutes)

Elicitation	No tolerance of errors	Teaching without preparation	Giving so many tasks for better practice	Enhanced teacher talking time
Adaptation	Lesson planning	Guided discovery	Controlled and judicious use of L1	Getting annoyed if a learner uses L1 in class
Rigid use of the text book	Lecturing	Random L1 use	Anticipating problems in advance	Getting angry at problem students
Nominating students for task feedback	Frequent error correction	Using L1 when the lesson is over	Clear learning outcomes	Instruction checking questions
Creating opportunity for students to speak	Saying "Do you understand?" often	Echoing	Never correcting mistakes	Concept checking
Communicativeness	Learner-centredness	Group/pair work	Pre-planned instructions	Allowing students to use the board Sometimes

Please do not move onto the next page until you finish the task

Feedback on the [next page](#)

Warm-up feedback



Commentary 1: About this warm-up task

There is certainly no point in believing that this is the only way out of the labyrinth. Practices may slightly vary from teacher to teacher. But needless to say, at least the practices we have come out through are the most modern and effective ones in terms of learner involvement. Nowadays, emphasis is given to **learner involvement** in the learning process. We therefore need to implement ideas that successfully engage the learners and create a **learner-centred** environment in class.

However, despite the fact that 'lecturing', one of the skipped practices above, is an old-fashioned way to focus on the language, this can be even communicative provided the teacher successfully engages the learners by allowing them to provide frequent input during the lesson.

Before teaching

Preparation

Your preparation involves:

- ✓ having a lesson plan
- ✓ preparing material in advance (worksheets)
- ✓ being punctual (entering the classroom at least five minutes before the class starts). It helps you set up equipment in advance and put worksheets in order.

Commentary 2: Lesson planning

Your lesson plan includes the **class profile**, **lesson aims** (with clear learning outcomes), and **anticipated problems** before you design the main lesson plan showing the actual steps. Below is a lesson plan designed for teaching *transactional speaking* to a group of Turkish students.

The group

The class consists of 18 Turkish pre-intermediate level students aged between 18 and mid-40s. They are interested in learning English because they need it for their jobs. Some of them need English because they want to travel abroad. Below is some information about only the regular ones.

Class profile

Denis Turan	Gender: Male Age: 30 working at a Map company in Maolak	Denis is very intelligent and he picks up new language structures and patterns quickly. He is able to correct himself and other students in class and is apt to notice the target language and use it. He has an active role in classroom interaction. He is here for speaking. In a writing session when the T asks the learners to either write on paper or send an e-mail from their mobile phones, he preferred working on his phone. He is regular and he only skipped three classes.
Yalcin Ozturk	Gender: Male Age: 27 Student - ITU - Masters Electrical Engineering	He is very keen to prepare himself for the work as well. He likes technology, too and enjoys working in teams. He has been learning English for about 14 years and is worried about the fact that he hasn't improved very little. His learning focus is speaking.
Baris Mirzanli	Gender: Male Age: 35 Archeologist, Istanbul Terikapi Excavation	Baris is good at picking up all new language that comes up in the class, a new word, or a new pattern. He likes drilling exercises and painstakingly does everything that the teacher requires. Though Baris willingly gives answers he produces very simple output, in general one-word answers, and is reluctant to give extended ones. Exceptionally, his learning focus is reading.
Fadime	Gender: Female	Fadime is a little shy and prefers to collaborate with her friend

Lesson aims

Lesson Aims

Main Aims

By the end of the lesson, learners will have been **better able to**

- **manage interaction** smoothly in **transactional conversation** by being **more aware of the conversational rules** in a **formal situation**.

This involves

- *understanding topic-shift devices.*
- *revising turn-taking, opening and closing.*
- *raising their awareness of avoiding overlaps.*

Secondary Aims

They will also have been able to

- speak more fluently in transactional interaction.
- pronounce the transaction devices with proper intonation.

Anticipated problems

Problems	Solutions
1. They might not understand the instructions	1. ICQ
2. Some may not want to participate because of mistakes/errors	2. Encouraging them to communicate in English without worrying about errors.
3. Ss might think that the teacher is not correcting mistakes very often. They might ask why they are learning if they are not corrected.	3. Conduct the lesson in such way that Ss feel that they are doing the tasks just to improve their conversational rules not grammar.
4. They may not be familiar with few words (it is unlikely because a simplified model will be presented)	4. Concept checking or scaffolding.
5. Video and power point may not work at the same time.	5. Ask peers for help.
6. More students may show up.	6. Keep 18 copies of worksheets.

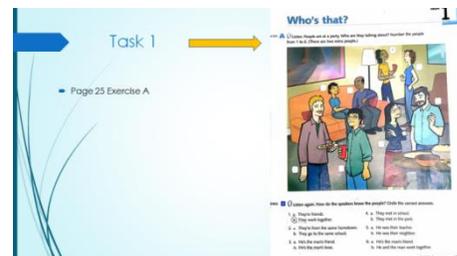
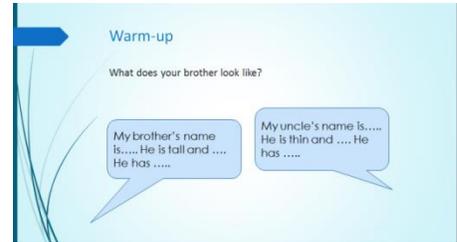
Lesson plan steps

Time	Stage & Stage aims	Procedure	Interaction	Martials
5 minutes	Lead-in: Generate learners' interest and activate their schemata. Feedback	Open the first slide of power point to show images of some job advertisements/letter of acceptance etc. Ask them to look and think about it. Questions: <i>Can you recognize these documents?</i> <i>What are they for?</i> <i>Have you ever written any of them?</i> <i>Whose documents are these?</i> <i>What's going to happen to Paul?</i>	T-SSS SSS-SSS	Power point slide Appendix 1
5-7 minutes	Role-play 1 To test their ability to manage a transactional interaction	After some discussion, show a picture of a job interview (interviewer's number is 1 and interviewee's 2,). Number Ss (e.g. 1s and 2s). Ask 1s to close eyes and picture an interview. Tell them to think about the questions they are asking. Then ask 2s to close their eyes and think of the questions they are asked and how they're answering. <u>Instructions & ICQ:</u> <i>T: Imagine, you're there (pointing at the picture). If you're 1, what will you do?</i> <i>SS: Ask questions.</i> <i>T: Good, if you are 2?</i> <i>SS: Answer.</i> <i>T: Great! So 1s, close your eyes and imagine you're an interviewer.</i> <i>What questions are you asking? Think...</i>	T-SSS SSS-SSS	Power point slide

However detailed the above lesson plan is, you (as a busy teacher) may not have enough time to write such a thing. You may be interested in sometime written to the point or less time consuming. Truly, such lesson plans are used for teacher training purposes only, and therefore your real lesson plan is much shorter and written to the point, that only shows the actual steps.And after all, you are an 'experienced teacher'. In this case, your **PowerPoint** can be a great lesson plan. This does show you the steps guiding you through the entire lesson and help you conduct your lesson without worrying about what to do after what.

The illustration on the right shows the first three slides of my PowerPoint I used in my listening 1 class. It is a good idea to be **green** and depend on technology. This definitely saves a lot of paper and makes your lesson colourful. If you really enjoy your work, designing your PowerPoint can be an interesting activity pushing you to a state of 'flow'.

Some of us, however, are never interested in using PowerPoint realizing that designing such a thing can be time-consuming as well since they are even a lot busier. You may think of a **checklist**. This can be extremely useful in that you already have your worksheets ready. All you are doing is simply look at your checklist and let your students do the tasks accordingly.



Lesson plan checklist

- ✓ Warm-up (5 minutes)
- ✓ Prediction task (5 minutes)
- ✓ Pre-teach vocabulary (10 minutes)
- ✓ Listening task 1 (Gist) (5 minutes)
- ✓ Listening task 2 (Detail) (10 minutes)
- ✓ Oral practices (10 minutes)
- ✓ Feedback (5 minutes)

Your lesson plan can be shaped as follows (Designed at International House, Sydney, Australia).

**1. Text Based Presentation
(Grammar clarification)**

Lead in/ Warm-up	To generate interest in the topic (Pictures, stories, games)
Reading or Listening task	To practise reading or listening to introduce the target language via a text or listening
Highlighting target language	To highlight the target language by eliciting/ a guiding task/ an underlining activity
Clarifying target language	Clarifying (M.P.F) Meaning, pronunciation, form
Language practice	To provide controlled/ freer controlled oral/ written practice
Feedback	To establish correct answers / to deal with results of the task



3. Test-Teach-Test Presentation of Language (Language clarification, vocabulary)

Lead in/ Warm-up	To generate interest in the topic (Pictures, stories, games)
First test (diagnostic)	To test Ss's current understanding and identify gaps in vocabulary
Teach (Clarifying)	To deal with meaning, pronunciation, and form of vocabulary with emphasis on items Ss didn't know or were confused about
Second test (Controlled practice)	To provide controlled/ less controlled written/ oral practice To provide less controlled/ freer oral/ written practice
Feedback	To establish correct answers / to deal with results of the task



International House
Sydney City | Bondi
Darwin | Melbourne

4. Receptive skills – Listening and reading

Pre-reading/ Listening tasks	
Lead in/ Warm-up	To generate interest in the topic (Pictures, stories, games)
Prediction task	To encourage students to predict or think about the content
Pre-teach lexis	To teach contextual vocabulary in advance for Ss's better understanding
While reading/ listening tasks	
Reading/ Listening for gist	To encourage Ss to listen/ skim for gist/ general understanding
Reading/ Listening for detail	To practise reading/ listening for detailed comprehension
Reading/ listening for specific information	To practise scanning for specific information
Post reading/ listening tasks	To develop oral/ written fluency

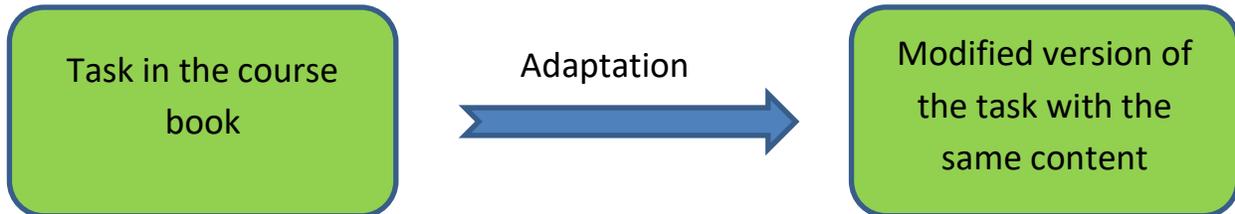
5. Productive Skills – Speaking or writing

Lead in/ Warm-up	To generate interest in the topic (Pictures, stories, games)
Preparing to write/speak	To generate ideas, brainstorm/ think about the subject
Useful language	To provide and clarify language which Ss may find useful or competing the task (But this is not the target language. It means that students don't have to use it.)
Speaking/ writing task	To develop oral/ written fluency
Feedback	To establish correct answers / to deal with results of the task

(Note: 2 is not included)

Commentary 3: Preparing material

If you use a textbook, you need to have a critical look at the tasks recommended in the syllabus just to make sure they are **useful**. Also see if they are **interesting** enough and of course **culturally appropriate**. If not, simply **adapt** provided that your modified version meets the **learning outcomes**.



Commentary 4: Being punctual

Here punctuality certainly does not mean showing up in the nick of time. The emphasis here is on showing up at least five minutes before the commencement of class. This helps you feel mentally relaxed before you start teaching. You have some time to **prepare the equipment** (e.g. computer, data projector). Having prepared the equipment, you need to make sure your **worksheets are in order**.



While teaching

While teaching, you need to consider the following:

- ✓ Giving instructions
- ✓ Handling lessons
- ✓ Using the whiteboard
- ✓ The amount of L1 use

Commentary 5: Giving instructions

First of all our instructions should be **simple, logical** and **clear**.

To improve instructions, we need to '**be aware of our own instruction giving**'. It is a good idea to '**pre-plan instructions** analyzing them beforehand so as to give only essential information in **simple, clear** and sequence of **sensible order**'. We also need to '**separate instructions clearly**'. While giving instructions to students, we have to '**create silence** beforehand and make **eye contact**' with as many students as possible. More importantly, '**demonstrate** rather than explain whenever possible'. Having finished giving instructions, a teacher needs to ask '**Instruction Checking Questions (ICQ)**, not by saying "**Do you understand?**". (Scrivener, 2005)

Commentary 6: Handling lessons

Your teaching method is **Principled Eclecticism** and approach is **learner-centred**.

What you do in class:

- ✓ Asking students to work in groups/pairs
- ✓ Elicitation
- ✓ Concept checking
- ✓ Controlled L1 use
- ✓ Effective feedback

In class, you may present or focus on the language in one of the following ways. The stars (*) indicate my **personal rating** of these teaching paradigms.

- ✓ PPP (Presentation-practice-production) **
- ✓ Directly from the course book **
- ✓ Lecturing *
- ✓ Through a situation ***
- ✓ Guided Discovery *****
- ✓ Test-teach-test *****

PPP is “a procedure used in traditional British-based language teaching methodology which refers to three stages in a language lesson, particularly one that is grammar-based” (Richards and Schmidt, 2010).

Teaching directly from the course book is a common practice. In this case the teacher does not have to work hard in advance. Most of the course books have well-sequenced tasks that make you follow a particular lesson plan automatically. Still, the main issue is the suitability or appropriateness of the tasks in those course books.

Lecturing is my least liked method. This makes the learners passive. Apparently, your students are listening to you, but in reality they may be daydreaming. Moreover, lecturing makes you speak a lot, which may harm your voice (Your valuable asset). However, lecturing may be very effective provided that it includes frequent elicitation and learner input.

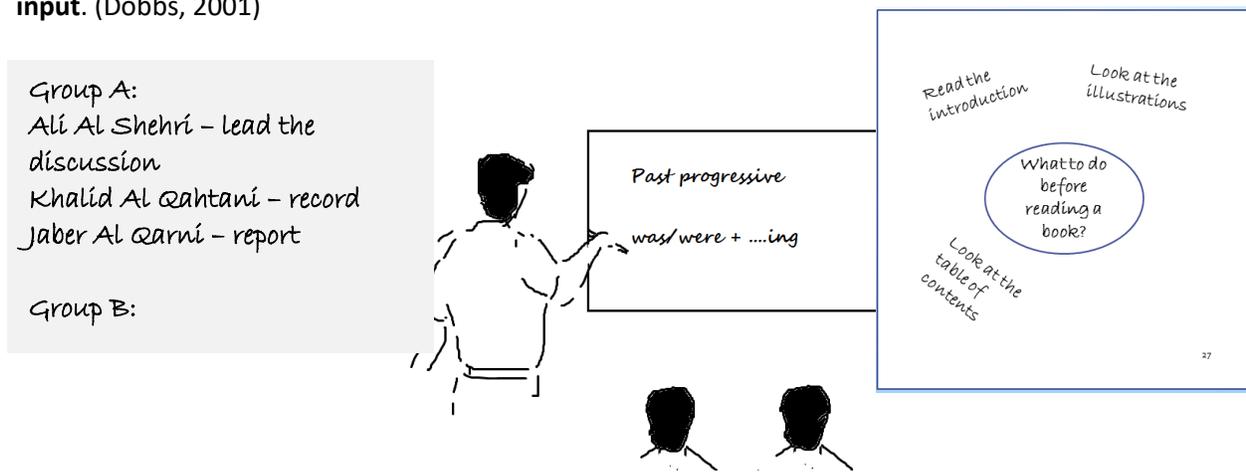
Sometimes, the teacher creates a situation that covers the language focus. This can make concepts easier for the students.

Guided Discovery is “an inductive teaching technique in which the teacher provides examples of a target language item and then guides the students to work out the meaning or underlying rules for themselves” (Richards and Schmidt, 2010). For example, you may give your students a text (a passage or a conversation) from which you ask them find out expressions that indicate future time.

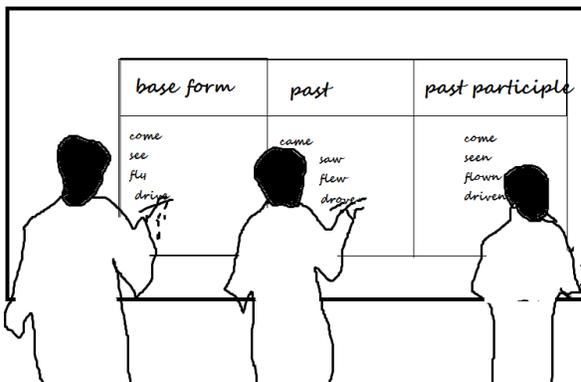
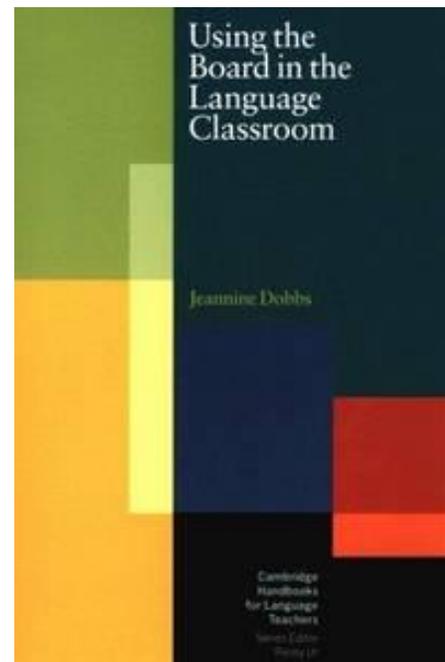
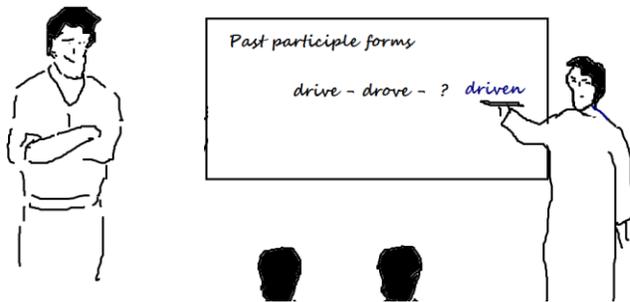
Test-teach-test is “an approach to teaching where students first do an activity without teacher support (the first Test) to see how well they know a target item. The teacher then presents the new learning item (Teach), then asks the students to carry out another task to assess their learning (the second Test)” (Richards and Schmidt, 2010).

Commentary 7: Using the whiteboard

A teacher may use it for classroom **management purposes**, as a **teaching tool** and for recording **student input**. (Dobbs, 2001)



A teacher may let his/her student use the whiteboard for them to **respond to teacher prompts** or let them **use it spontaneously**. (Dobbs, 2001)



Commentary 8: The amount of L1 use

It is better to avoid using L1 in class if possible. It means **controlled or judicious use of L1** can make a learner-friendly environment. In the case of abstract ideas or difficult lexical items (when concept checking fails), it is a good idea to **nominate a fast learner to translate them**.

However, frequent L1 use may affect learners' cognitive development. Students, along with the improvement of four skills, should be able to **'think in English'** as well. Creating an English environment in class can greatly pay off.

How to improve practices

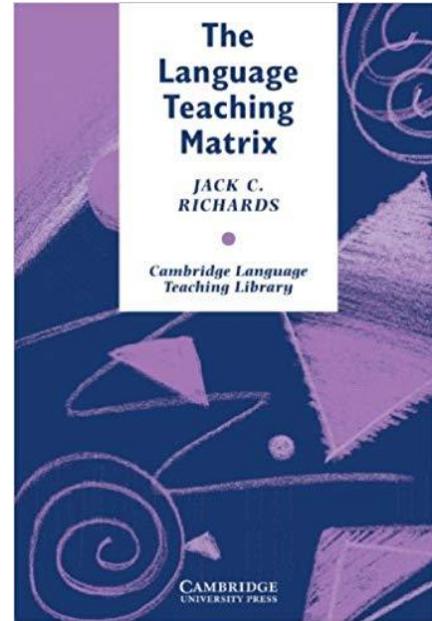
You may carry out **self-monitoring**

Commentary 9: Self-monitoring

While doing this, focus on the following:

- Classroom management
- Teacher-student interaction
- Grouping
- Structuring
- Tasks
- Teaching resources
- Classroom interaction
- Opportunities for speaking
- Quality of input
- Communicativeness
- Questions
- Feedback

(Richards, 1990)



Part 2: Testing

Input session learning outcomes

By the end of this input session, the participants will have been able to:

- ✓ understand what to consider before designing a test.
- ✓ demonstrate clear understanding of test designing.
- ✓ understand the importance of proofreading after the test is finalized.
- ✓ understand how to avoid exam designing stress.
- ✓ understand what to do to help students become used to exam situations.

Before designing a test

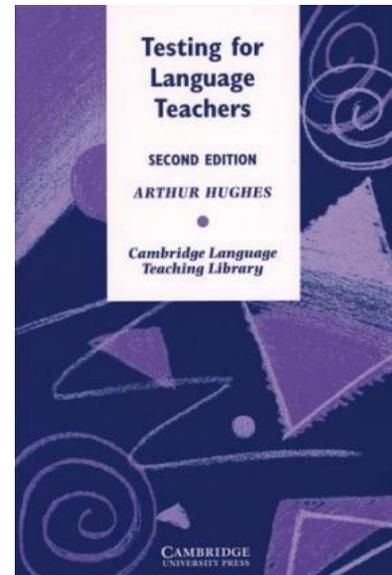
Commentary 10: What to consider before designing a test

We must remember that the test should:

- ✓ be properly aligned with the **learning outcomes**.
- ✓ include **sufficient tasks** with variety (provided they can be completed with the time allotted)
- ✓ meet the testing criteria (**validity, reliability, practicality and backwash**)

You may be interested in reading the following book.

Huges, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press



While designing a test

Commentary 11: What to remember while designing a test

We should make sure ...

- ✓ the instructions are **clear and easy** to understand.
- ✓ there are **example answers** (not always, sometimes for objective questions).
- ✓ the key words in the **instructions are underlined** or in **bold** type.
- ✓ there is **enough space** for answering.
- ✓ there is **consistency in numbering**.

Extract 3: Listen and underline the wrong piece of information in each statement and write the correct one in the space provided. There is an example for you.

Example: The weather in the north of the country is windy and hot cold

19. In the north, there is a chance of some snowfall too. _____
20. In the east, it's sunny all day today. _____
21. In the east, the temperature is around 30 degrees. _____
22. In the west and middle of the country, the weather is dry but sunny. _____
23. In the west, the temperature is just 9 degrees. _____
24. In the south of the country, it's sunny this morning. _____
-

When the test is finalized

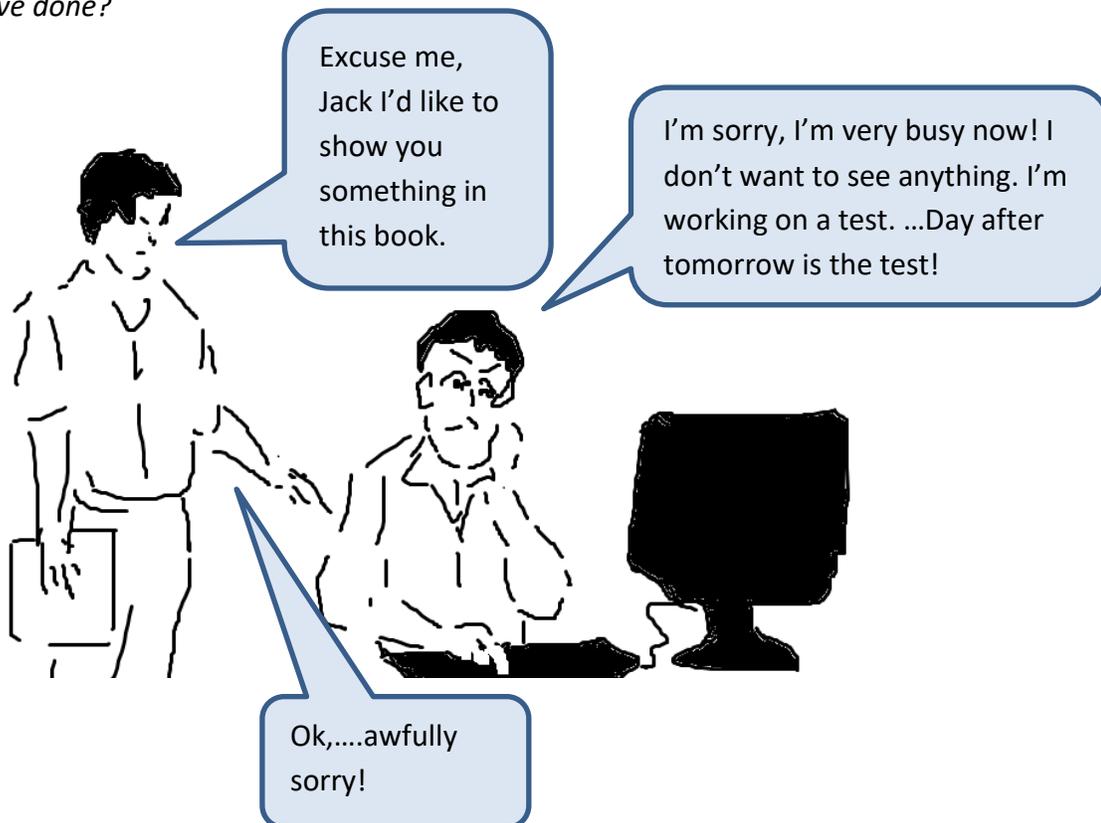
Commentary 12: Proofreading

You should get your test proofread by someone else. It is necessary because typos are usually left unnoticed by the writer. In this case the writer is the test designer. Naturally he/she is unlikely to proofread his or her own work properly. In this case, there is a need for a proofreader.

You must **print it out** for proofreading.

What if?

Task 1: Is designing a test stressful? What would you do in the following case? Or what should you have done?



Work with a partner and write down a possible solution to this kind of stress.

Feedback on the [next page](#)

Task 1: feedback

You could have done the following 'during the course' (not just before the test)

- ✓ Create a **test template** in advance.
- ✓ **Design a task** just after **each lesson**.
- ✓ **Insert the task** into the template.
- ✓ **Keep on doing the same** whenever you finish a lesson.

TASK 1: Use the following information to complete the following paragraph. 06

Name: Al Khobar
City/town/village: City
Situatid: East coast
Country: Saudi Arabia
Population: About 170,000
Famous for: Prince Mohammad Bin Fahd University
Interesting places: Bahrain Bridge, Al-Rashid Mall, Half Moon Beach and some corniches

Al Khobar _____
_____. It _____ about
170,000. It _____ Prince
Mohammad Bin Fahd University. It is a beautiful city. It _____
_____ such as Bahrain Bridge, Al Rashid,
Mall, Half-moon Beach and some corniches.
|

FACULTY OF LANGUAGES & TRANSLATION كلية اللغات و الترجمة		DEPARTMENT OF ENGLISH 2ND MIDTERM EXAMINATION Second Term 1439-1440 (2018-19) Writing 2 ENG ...		VISION 2030 التحول الرقمي Digital Transformation	
Section No.		Serial No.		Time Allocated	1 Hour
Name in English					
Name in Arabic					Total Marks 20
University ID No.					Marks Obtained

QUESTION ONE:



QUESTION TWO:

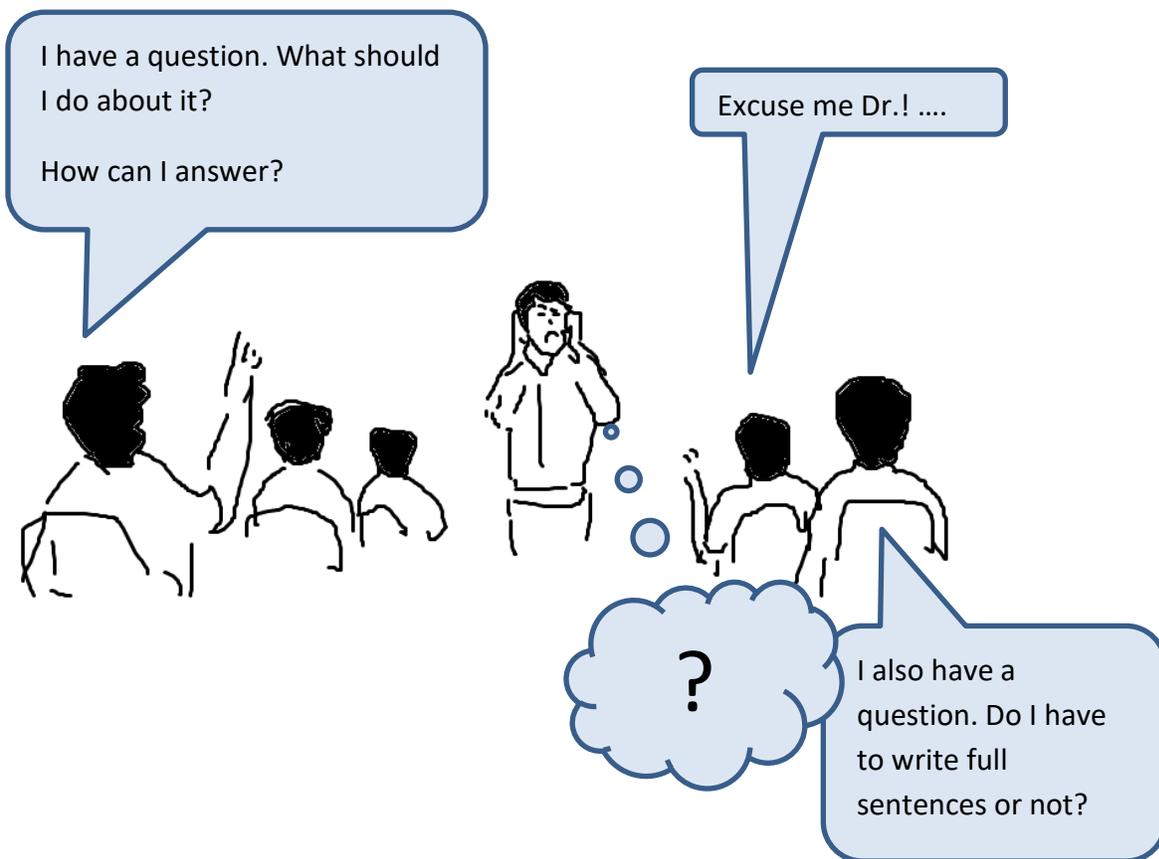
Eventually you will discover that the **test is ready!**

Task 2: No proofreader is around!

Work with a partner and write down a possible solution to this problem.

Feedback on the [next page](#)

Task 3: Students do not understand the questions during the test! You are tired of their questions.



Work with a partner and write down a possible solution to this problem.

Feedback on [page 19](#)

Task 2 feedback

Pretend to be a student and take the exam!

How does it help?

- ✓ You can **gauge** the **time** the test takes more **accurately and precisely**.
- ✓ You can have a more **critical look** at your test.

[Go back](#)

Task 3 feedback

Provide your students with exam training in every lesson.

How does it help?

- ✓ Students get used to **real exam situation**.
- ✓ The **exam phobia** among students **gradually wears off**.
- ✓ You can **take a break** while teaching.

Add a **five-minute exam training session** to each of your lesson.



Conclusion

“Practising professionalism is a burden unless you enjoy your profession”

“Your profession is a burden if you do not practise professionalism”

References

Dobbs, J. 2001. *Using the Board in the Language Classroom*. Cambridge: Cambridge University Press.

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