



## Accelerating English Language Learning in Central Asia

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# The Effective Language Teacher

A resource pack for pre-service and in-service language teachers

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## **Preface**

This resource pack has been developed as part of the British Council's AELLCA (Advancing English Language Learning in Central Asia) project, an initiative aimed at enhancing English language education across the region. With a focus on practical, research-informed approaches, this collection of materials is designed to support educators in delivering high-quality English language instruction tailored to local needs.

Under the guidance of Professor Andrew Linn, Project Director, and authored by Dr Anastasiya Bezbordova, this resource pack integrates contemporary pedagogical strategies with real-world applications. It is specifically designed for pre-service and in-service English language teachers in Turkmenistan, equipping them with a range of activities, lesson plans, and insights to foster engaging and effective learning environments.

The materials in this pack were developed based on a series of workshops held in Turkmenistan at Seyitnazar Seydi Turkmen State Pedagogical Institute, International University of Humanities and Development, and Magtymguly Turkmen State University. Feedback from participants in these workshops played a crucial role in shaping the content, ensuring its relevance and applicability to the local teaching context.

In addition to supporting classroom practice, this resource pack serves as a Continuing Professional Development (CPD) tool, encouraging teachers to reflect on their teaching, experiment with new methodologies, and engage in collaborative learning. By fostering a culture of continuous learning and adaptation, it aims to empower educators to enhance their teaching effectiveness and student engagement.

We hope that these materials will serve as a valuable resource for educators, inspiring them to develop professionally while supporting their students in achieving linguistic proficiency and confidence.

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## Instructions

This resource pack is designed to help you learn new concepts and apply them through engaging activities. You can use this pack for self-study, peer or group work, or teacher training activities at your institutions. The pack is available in paperback copies at your institutions and online on the project website. The website stores all the materials in a digitalised format to help you access the links to the online resources. Regardless of the version you use, engage in dialogue with your fellow English language teachers from all over the country on the project Forum (<https://blog.westminster.ac.uk/englishincentralasia>).

The resource pack is divided into three Modules. Each is further subdivided into four Units, which you will see below:

### Module 1: Methodologically Effective Practitioner

Unit 1: 21st Century Classroom: Trends and Issues

Unit 2: Theories, Approaches and Methods

Unit 3: Communicative Language Teaching

Unit 4: Content and Language Integrated Learning

### Module 2: Reflective Practitioner

Unit 1: Reflective Practice and Self-monitoring

Unit 2: Action Research

Unit 3: Team Teaching

Unit 4: Peer Observation

### Module 3: Technologically Advanced Practitioner

Unit 1: Technology in EFL Classroom

Unit 2: GenAI for Language Teaching and Learning

Unit 3: Online-based materials design in EAP

Unit 4: Online-based materials design in ESP

As you engage with the contents in the Units, you will notice the labels for two key sections: **Learn** and **Apply**.

**Learn** – In this section, you will find key information, explanations, and examples to help you understand the topic. Read, watch or listen carefully, take notes, and reflect on the content. Take your time in the **Learn** section since understanding the material will make the **Apply** tasks easier. Feel free to revisit the **Learn** section if you need to refresh your knowledge.

**Apply** – Here, you will put your learning into action! Complete the tasks and exercises and engage in the discussions on the website Forum to reinforce your understanding and practice what you've learned. Engage actively in the **Apply** tasks as they are designed to help you deepen your learning.

# **Module 1: Methodologically Effective Practitioner**

# Unit 1: 21<sup>st</sup> Century Classroom: Trends and Issues

By the end of this unit, you will have:

- A deeper understanding of evolving trends in English education pedagogy, including multilingualism, EMI, and other contemporary approaches.
- Insight into key differences between traditional and modern classroom practices.
- Knowledge of innovative teaching strategies, including flipped classrooms and blended learning approaches.

## Learn

### Task 1

This unit begins with a video providing a general introduction to key concepts that will be explored in more detail in the next unit. Take accurate notes to answer these questions:

1. What is pedagogy?
2. How has the meaning of "pedagogy" evolved over time?
3. What are the core ideas of behaviourism, liberationism, social constructivism, and connectivism?

Please follow the link and play the video from the very beginning:

<https://www.youtube.com/watch?v=QcpwEoW1uY8&t=388s>

**Important Note:** Before you move into Task 2, it is important to disclaim that the comparison between 20th and 21st-century classrooms below highlights the evolution of pedagogy. This material aims to support educators in integrating new ideas while valuing traditional practices and existing expertise. This unit acknowledges the strengths of the 20th-century classroom and the valuable knowledge teachers bring. The goal is to encourage experimentation with innovative methods. By blending proven techniques with 21st-century advancements, this unit can help create dynamic learning environments that prepare students for the modern world.

### Task 2

- A. Based on your understanding of your context and the theories discussed in the video, consider the changes needed to create a more effective classroom.

First, cover the right-hand column before reading on. Then, examine the 20th Century Classroom column (which largely stereotypes and lumps together many kinds of classrooms) in the provided table. Before viewing the 21st Century Classroom column, try to predict the modern equivalents for each row. Focus on areas such as technology use, student engagement, learning styles, assessment methods, and collaboration. Once you've completed the 21st Century Classroom column, compare your ideas with the provided answers. Can you think of any additional points not listed in the table?

20th Century Classroom	21st Century Classroom
Time-based (organised around a fixed amount of time where students progressed through the curriculum based on time rather	Outcome-based (focuses on what students can demonstrate by the end of the learning process rather than how much time they spend in class. This approach emphasises clear learning

than mastery, assessments, and advancement of skills)	objectives, skills, and competencies, ensuring students achieve specific outcomes before progressing)
Focus: memorisation of discrete facts	Focus: education prioritises deep understanding, critical thinking, and personal development over rote memorisation
Passive learning	Active learning
Learners work in isolation	Learners work collaboratively
Teacher-centred: the teacher is the centre of attention and provider of information	Student-centred: the teacher is a facilitator/coach
Little to no student freedom	Freedom (students have flexibility in how they learn, explore, and demonstrate their understanding while working towards educational objectives)
Fragmented curriculum (subjects taught separately, with little connection between them divided into distinct disciplines (e.g., maths, science, history) without integration)	Integrated and interdisciplinary curriculum (connects different subjects, allowing students to see relationships between concepts and apply knowledge across disciplines)
Grades (numerical or letter) averaged over all work (performance was measured by calculating the average of all their scores over a period of time)	Grades based on what was learned (assessment focuses on students' mastery of skills and understanding of concepts)
Typically one chance for assessment per task	May allow for resubmission; repeatable tasks
The teacher is the judge; no one else sees/assesses the student's work	Self, peer, and other assessments; public audience; authentic assessments
Literacy is the 3 R's – reading, writing, and math	Multiple literacies (includes traditional reading and writing literacy alongside digital, media, technological, financial, and cultural literacy, preparing students for a complex, interconnected world)
Driven by standardised testing	Driven by exploration, creativity, and 21st-century skills

B. We are going to take a closer look at behaviourism and social constructivism in Unit 2, but you may want to watch more videos about the following theories (which may be new to you):

### **Connectivism**

<https://www.youtube.com/watch?v=SvhY70C6Drk>

<https://www.youtube.com/watch?v=PRAfYcmBG> 8

## Liberationism (aka Critical Pedagogy)

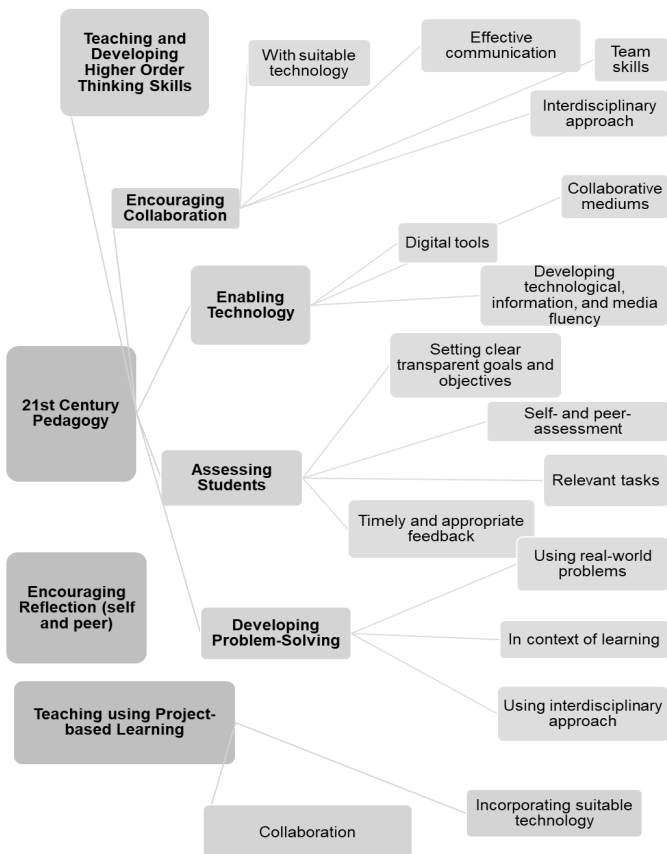
<https://www.youtube.com/watch?v=tyZEJHcY6q8>

<https://www.youtube.com/watch?v=jXUv7plveMA>

### Apply

#### Activity 1

- A. Take your time to carefully study the diagram below, paying close attention to the key elements listed. You'll notice that 21st-century pedagogy is represented as an interplay of various concepts. Do you understand all these concepts? If not, don't hesitate to explore and research them further to deepen your understanding.



Adapted from Zermani (2017)

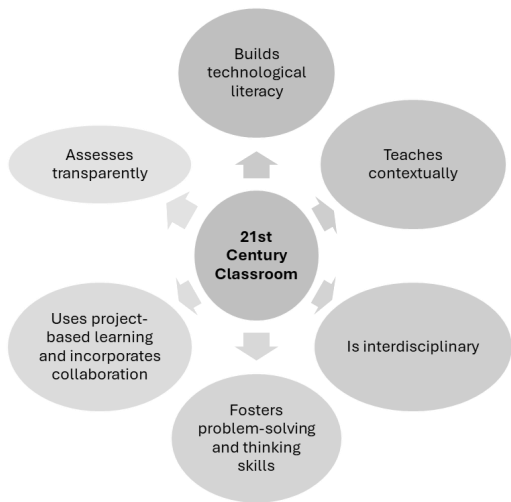


B. To help structure your understanding, answer the following questions while considering the interplaying roles these key concepts play in the modern classroom:

Key Elements	Response
<b>Thinking Skills</b> What strategies from the diagram can you use to develop higher-order thinking skills in your students? How do you develop students' thinking skills?	
<b>Collaboration</b> How does the diagram suggest encouraging collaboration among students? Provide two specific methods. How do you encourage collaboration in your classroom, department, and/or institution?	
<b>Technology Integration</b> What role do digital tools and suitable technologies play in enabling 21st-century pedagogy?	
<b>Problem-Solving</b> According to the diagram, what approaches can be used to teach problem-solving in real-world contexts? Can you give some examples from your own teaching practice?	
<b>Assessment</b> List two types of assessments mentioned in the diagram and explain how they contribute to student learning.	

<b>Project-Based Learning</b> Why would you design a project-based learning activity to engage students in solving real-world problems?	
<b>Reflection</b> How can encouraging reflection (e.g., self and peer review) enhance student learning?	

**Important note:** To summarise the video, the diagram, and the table above, remember, that “How we teach should reflect how our students learn”. The diagram below will help you visualise the key strands. In the 21st-century classroom, this means embracing flexibility in our approaches, incorporating technology, and encouraging collaboration. All these key concepts are revisited and discussed in this resource pack and you will explore them in detail in the following modules and units. By aligning our teaching with how students learn today, we help them develop the skills they need for the future. This pack encourages you to build on this diagram and add more aspects to it as you study the content.



Adapted from Nithyanantham (2019)

## Learn

### Task 3

- A. Study the following table of two relatively recent instructional approaches that integrate technology and student-centred learning strategies. This is only a brief overview and you are encouraged to check the references with the suggested additional resources and read more about these concepts. Further details and references are available in Module 3 for a deeper exploration of technology use in the classroom.

Flipped Classroom	Blended Learning
The model inverts traditional teaching methods by delivering instructional content (e.g., videos, readings) outside of class, and using classroom time for engaging in discussions, problem-solving, or collaborative work.	The model combines traditional face-to-face instruction with digital/online learning resources by providing flexibility for students to learn at their own pace.
<ul style="list-style-type: none"><li>• improve teaching and learning, with instructors highlighting the importance of peer assistance for successful implementation (Long et al., 2016).</li><li>• can foster personalised learning by adapting learning to students' needs, interests, and mutual expectations through online and face-to-face learning (Cevikbas &amp; Kaiser, 2022).</li><li>• may improve student motivation and manage cognitive load (Abeysekera &amp; Dawson, 2015).</li></ul>	<ul style="list-style-type: none"><li>• effectively develops language skills, enhances the English learning environment, and promotes student motivation, but more research is needed to address challenges faced by teachers (Albiladi &amp; Alshareef, 2019).</li><li>• is well-implemented and positively perceived by students, maintaining essential behavioural, cognitive, and emotional aspects in English learning (Maulina, 2022).</li><li>• in English courses in higher education can enhance teaching and learning, but its effectiveness depends on various factors and technologies (Yajie &amp; Jumaat, 2023).</li></ul>

- B. Watch the following videos on Blended Learning and Flipped Classroom to understand these two approaches better (do not forget to take notes):

<https://www.youtube.com/watch?v=paQCE58334M>

<https://www.youtube.com/watch?v=BCIxiKQq73Q>

**Important note:** In addition to the information in the diagrams and the table above, several more areas directly impact the way 21st-century classrooms look today: EMI, Multilingualism, and Translanguaging, which will all be discussed in the following units.

## Task 4

Please read the following carefully. You may want to read more on these three points in the sources provided.

**A big question:** How do we work with all these trends in mind?

**Answer:** We, educators, need to focus on linking attainment of educational objectives, learning modes, and means

**Another big question:** How can we link it all?

**Answer:**

### 1. Research!

"Highly successful pedagogies develop when teachers make outstanding use of their understanding of research and knowledge-base for teaching in order to support high-quality planning and practice. The very best teaching arises when this research base is supplemented by a personal passion for what is to be taught and for the aspirations of learners" (Palali et al., 2018).

### 2. Listen to Students' Voice!

According to Sellman (2009), students' voice plays a crucial role in education by enhancing academic and communication skills while fostering a greater sense of agency, motivation, and engagement with school affairs. It also provides valuable insights for teachers, leading to improved teaching practices and stronger relationships between students and educators. Additionally, student feedback is essential for schools to refine teaching and learning strategies. However, it is equally important for teachers to pay closer attention to voices that are less heard, ensuring that all students have an opportunity to contribute and be acknowledged.

### 3. Develop Effective Materials! (more in Unit 4)

According to Bell and Gower (2011), the expectations of teachers, students, and institutions cannot be fully met by teaching materials alone. To accommodate diverse needs, materials often need to be adapted or "compromised" to align with various expectations. Additionally, teaching and classroom dynamics are complex and multifaceted, with numerous challenges and demands that may not always be feasible to address entirely.

Do you agree with the points? Can you add to this list?

## Apply

### Activity 2

- A) Please read the report titled "**What Makes Great Pedagogy? Nine Claims from Research**", published by the National College for School Leadership (Husbands & Pearce, 2012) (the reference with the link is in the suggested reading list). This report outlines nine key characteristics of effective pedagogies, which include:

1. give serious consideration to the pupil's voice
2. depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do)

3. involve clear thinking about long-term learning outcomes as well as short-term goals
4. build on pupils' prior learning and experience
5. involve scaffolding pupil learning
6. involve a range of techniques, including whole-class and structured group work, guided learning and individual activity
7. focus on developing higher-order thinking and metacognition and make good use of dialogue and questioning to do so
8. embed assessment for learning
9. are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account

B) Critically analyse a classroom case study below and evaluate the presence, absence, or effectiveness of the **nine pedagogical principles** in the teacher's approach. You need to answer the following questions:

- What of the nine principles are present in the lesson? Provide specific examples.
- Which principles are weakly applied or missing?
- How does this teaching method impact student engagement, motivation, and long-term learning?
- What specific adjustments could be made to ensure all nine pedagogical principles are effectively applied?

### Case:

The teacher works at a secondary school in a rural area of Turkmenistan. Their students, aged 15–17, come from diverse linguistic backgrounds, with some speaking Turkmen, Uzbek or Russian as their first language. Their exposure to English is mainly limited to the classroom, as they rarely use it outside school. Today, the teacher's lesson focuses on the past simple tense. The teachers begin by writing example sentences on the board: I went to the market yesterday. She visited her grandmother last weekend. They played football after school. The teacher explains the grammar rule and asks students to copy the sentences into their notebooks. Next, they give the students a worksheet with ten fill-in-the-blank exercises and instruct them to complete it individually. After fifteen minutes, the teacher checks the answers aloud, asking individual students to read their responses. Some students answer correctly, while others hesitate or remain silent. The teacher provides the correct answer but does not ask follow-up questions. At the end of the lesson, the teacher assigns ten more grammar exercises for homework. Before leaving, they remind students that there will be a quiz next week.

### Suggested Reading:

- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research & Development*, 34, 1–14. <https://doi.org/10.1080/07294360.2014.934336>
- Albiladi, W., & Alshareef, K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*. <https://doi.org/10.17507/JLTR.1002.03>

Bell, J., & Gower, R. (2011). Writing course materials for the world: A great compromise. In B. Tomlinson (Ed.), *Materials development in language teaching* (pp. 135–150). Cambridge University Press.

Cevikbas, M., & Kaiser, G. (2022). Promoting personalised learning in flipped classrooms: A systematic review study. *Sustainability*. <https://doi.org/10.3390/su141811393>

Conteh, J., & Meier, G. (Eds.). (2014). *The multilingual turn in languages education: Opportunities and challenges*. Multilingual Matters.

Green, L. S., Banas, J. R., & Perkins, R. A. (Eds.). (2017). *The flipped classroom: Practice and practices in higher education*. Springer.

Husbands, C., & Pearce, J. (2012). *What makes great pedagogy? Nine claims from research*. National College for School Leadership. <https://assets.publishing.service.gov.uk/media/5a7e413c40f0b6230268a2a3/what-makes-great-pedagogy-nine-claims-from-research.pdf>

Long, T., Cummins, J., & Waugh, M. (2016). Use of the flipped classroom instructional model in higher education: Instructors' perspectives. *Journal of Computing in Higher Education*, 29, 179–200. <https://doi.org/10.1007/s12528-016-9119-8>

Maulina, M., Andriyani, A., Amin, S., Nasrullah, R., Asdar, A., & Hamsiah, A. (2022). Students' perception in learning English through blended learning. *Journal of Education and Teaching (JET)*. <https://doi.org/10.51454/jet.v3i1.138>

Nithyanantham, V. (2019). Self-perspective of 21st-century educators: A challenge in the globalised educational world. *Educational Research Review*, 4, 325–334. <https://doi.org/10.24331/ijere.573869>

Nithyanantham, V., Paulmony, R., & Hasan, S. R. (2019). Self-perspective of 21st-century educators: A challenge in the globalised educational world. *International Journal of Educational Research Review*, 4(3), 325–333. <https://dergipark.org.tr/tr/download/article-file/730423>

Palali, A., Elk, R., Bolhaar, J., & Rud, I. (2018). Are good researchers also good teachers? The relationship between research quality and teaching quality. *Economics of Education Review*. <https://doi.org/10.1016/J.ECONEDUREV.2018.03.011>

Sellman, E. (2009). Lessons learned: Student voice at a school for pupils experiencing social, emotional and behavioural difficulties. *Emotional & Behavioural Difficulties*, 14(1), 33–48. <https://doi.org/10.1080/13632750802655687>

Stryker, S. B., & Leaver, B. L. (1997). *Content-based instruction in foreign language education: Models and methods*. Georgetown University Press.

Trilling, B., & Fadel, C. (2009). *21st-century skills: Learning for life in our times*. Jossey-Bass.

Yajie, C., & Jumaat, N. (2023). Blended learning design of English language course in higher education: A systematic review. *International Journal of Information and Education Technology*. <https://doi.org/10.18178/ijiet.2023.13.2.1815>

## Unit 2: Theories, Approaches and Methods

By the end of this unit, you will have:

- An understanding of key language teaching theories and their impact on language learning.
- An analysis of various teaching methods and their practical applications in the classroom.
- A set of links for a better understanding of how to adapt these methods in modern classrooms.

### Learn

#### Task 1- Key terminology

- A. We begin this unit by clarifying the meaning of key terminology. Before you read the definitions below, take a moment to reflect on the differences between theories, approaches, and methods. Afterwards, compare your thoughts with the definitions provided.
- **Theories** of learning are sets of ideas that explain a phenomenon, such as how language is learned. They lead to approaches to language learning.
  - **Approaches** set the general rule or general principle to make learning possible. They are based on theories of language learning.
  - **Methods** are the practical realisations of an approach - types of activities, kinds of materials and role of learner/teacher.

Up until the 20th century, there was no coherent theory of learning available to language teachers. However, during the 20th century, several theories of learning emerged:

**Behaviourism** – learning as habit forming

**Mentalism** – learning as a rule-governed activity

**Cognitivism**– learners as thinking beings

**Social Constructivism**- learning as a socially mediated process

**The Affective Filter** – learners as emotional beings

In this unit, you will mostly focus on these theories. For a broader overview, please watch the video below (take notes) that explains how these theories underpin different approaches and teaching methods: <https://www.youtube.com/watch?v=EdGFFoBtj0Y>

How have language teaching methods evolved over time, and what are some key characteristics of major approaches such as the grammar-translation method, audiolingualism, communicative language teaching, and task-based language teaching?

B. An overview of the theories: The table below is a brief reminder of the essence of the main theories in SLA. Please include any additional key details from the readings and videos.

Behaviourism	Mentalism	Cognitivism	Social Constructivism	Affective Filter
<p>In behaviourism, the learner is viewed as a passive receiver of information. Learning is a mechanical process of <b>habit formation</b>.</p> <p><b>2 Key Principles:</b></p> <ol style="list-style-type: none"> <li>stimulus-response concept</li> <li>the assumption that L2 learning should reflect and imitate the process of L1 learning. This means: <ul style="list-style-type: none"> <li>Never translate</li> <li>New language dealt with in the sequence: <i>hear – speak – read – write</i></li> <li>Frequent repetition is essential for effective learning</li> <li>All errors must be corrected immediately</li> <li>The basic exercise of behaviourist methodology is a <b>pattern drill</b></li> </ul> </li> </ol> <p><b>Emphasis on memorisation; a lack of contextualisation</b></p> <p>Provided theoretical underpinning for the Audiolingual method (also</p>	<ul style="list-style-type: none"> <li>Considerable empirical evidence that the Audiolingual Method did not deliver</li> <li>Language learners wanted translation, they asked for the rules of grammar and found repeating things boring</li> <li>Repetition alone did not result in learning</li> <li>Mentalism focuses on the internal, mental processes that influence behaviour, such as thoughts, beliefs, and intentions</li> </ul> <p>Chomsky's- thinking (learning) as <b>rule-governed behaviour</b>:</p> <ul style="list-style-type: none"> <li>Led the first successful assault on behaviourism</li> <li>Questioned how learners could transfer what was learned in stimulus-response sequences to novel situations.</li> <li>Claimed that a finite range of possible situations could not lead to coping with an infinite range of possible situations!</li> </ul>	<p>Learners are <b>thinking beings</b>.</p> <ul style="list-style-type: none"> <li>Cognitivism emerged as a reaction to behaviourism and emphasises the role of mental processes like memory, perception, and problem-solving in learning</li> <li>Naturally emerged from the mentalist view of the <b>mind as rule-seeker</b></li> <li>Learning is a process where the learner <u>actively</u> tries to make sense of data</li> <li>Learning has taken place when the learner has imposed a meaningful interpretation of pattern on the data</li> <li>Basic technique is the problem-solving task</li> <li>Learning reading strategies as part of many EAP classes are underpinned by this theory – learner acquires strategy therefore can apply this to reading texts in an FL</li> </ul> <p>In cognitive theory, learners will learn when actively</p>	<p>It is a learning theory rooted in the ideas of Lev Vygotsky, which emphasises that knowledge is constructed through social interaction and collaboration.</p> <ul style="list-style-type: none"> <li>Learning occurs through dialogue and collaboration with peers, teachers, and other members of society</li> <li><b>Zone of Proximal Development (ZPD)</b>: This is the gap between what a learner can do independently and what they can achieve with guidance and support from a more knowledgeable person</li> <li>Teachers and peers provide temporary support (<b>scaffolding</b>) to help learners move beyond their current abilities until they can perform tasks independently</li> <li>Learners actively engage in constructing knowledge rather than</li> </ul>	<p>These approaches concern the individual and his or her thoughts, feelings and motivations. Learners are <b>emotional beings</b>.</p> <p>Many teachers assume learners always act in a logical and sensible manner – "I have taught them the past tense, therefore they must know it."</p> <ul style="list-style-type: none"> <li>Affective factor – before learners can actively think about something, they must <u>want</u> to think about it</li> <li>It is all about emotional and motivational factors in learning</li> <li>Relationship between cognitive and affective factors is of vital importance to the success of the language learning experience</li> <li>Humanistic approaches stemmed from this theory of learning (see the chart below)</li> </ul> <p>Useful for:</p>



<p>based on stimulus-response)</p> <p>Useful for:</p> <ul style="list-style-type: none"> <li>• practising vocabulary</li> <li>• checking pronunciation</li> <li>• focusing on accuracy</li> <li>• building confidence</li> <li>• noticing the correct form of a word or phrase</li> <li>• helping memorisation and automation of common language patterns and chunks = increased fluency</li> <li>• aural learners</li> </ul>	<ul style="list-style-type: none"> <li>• Concluded that thinking must be rule-governed – a finite, small set of rules allows the mind to deal with an infinite range of experiences</li> <li>• Stated that learning is not about forming habits but acquiring rules = the mind forms a hypothesis and then tests and modifies this by subsequent experience</li> </ul> <p>Useful for:</p> <ul style="list-style-type: none"> <li>• Hypothesis Testing Tasks</li> <li>• Error Analysis Activity</li> <li>• Guided Discovery</li> </ul>	<p>thinking about what they are learning. <b>This presupposes motivation.</b></p> <p>Useful for:</p> <ul style="list-style-type: none"> <li>• Problem-Solving Task</li> <li>• Reading Strategy Practice</li> <li>• Grammar Puzzles</li> </ul>	<p>passively absorbing information</p> <p>Useful for:</p> <ul style="list-style-type: none"> <li>• Group Discussions and Debates</li> <li>• Collaborative Projects</li> <li>• Peer Teaching</li> <li>• Role Plays and Simulations</li> <li>• Problem-Based Learning</li> <li>• Case Studies</li> <li>• Collaborative Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Personalized Speaking/Writing Tasks</li> <li>• Collaborative Storytelling</li> <li>• Encouragement Through Feedback</li> <li>• Relaxation Exercises</li> </ul>
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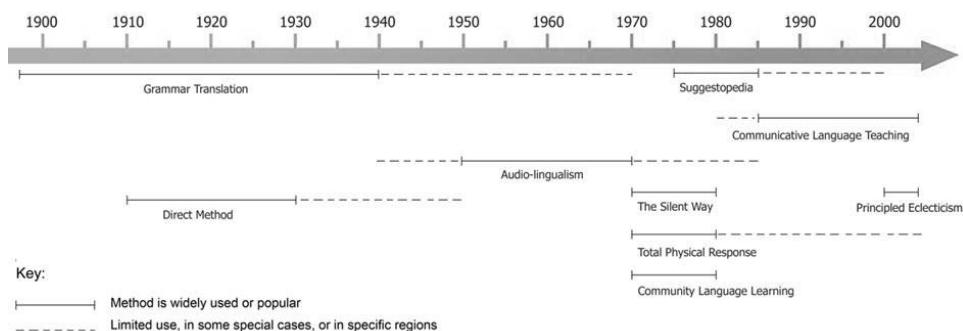
C. You are also advised to engage with the video links and readings on the theories in the list of references. Take your time to watch each video and read the online resources. Below are some thought-provoking questions to engage you in deeper reflection and application of these theories to teaching:

- Which learning theory do you find most aligns with your beliefs about language learning and why?
- How might a teacher's understanding of learning theories shape their approach to lesson planning and instruction?
- How do learning theories help teachers differentiate instruction for diverse learners in an English classroom?
- What challenges do teachers face when applying learning theories in real-world classrooms, and how might they overcome them?

### Task 3- Timeline

- A. Study the timeline of teaching methods, which is only one representation of the topic. Do you know what each of these terms means? What are their main characteristics? If you're unsure, open the following link <https://blog.tjtaylor.net/teaching-methods/> to explore them. At the end of this unit, you will find additional links to online resources.

#### Timeline of Teaching Methods



Source: <https://blog.tjtaylor.net/content/uploads/teaching-methods-timeline-large.png>

- B. In the timeline, you have probably noticed that the most current term is '**principled eclecticism**.' Read more about it here: <https://blog.tjtaylor.net/method-principled-eclecticism/>
- C. Do you see how the field of TESOL has evolved to this point? To understand the changes better, you need to read the following article by Larsen-Freeman, (2012). Here is the link: <https://files.eric.ed.gov/fulltext/EJ982846.pdf>

In this article, Diane Larsen-Freeman reflects on the evolution of language teaching methodologies over the past 50 years. She revisits her 1987 article, where she observed a shift from a unified approach to a diversified array of teaching methods. In the 2012 piece, Larsen-Freeman discusses the emergence of "diversity within unity," highlighting how contemporary language teaching integrates diverse approaches within a cohesive framework. She examines the interplay between language, culture, learners, and teachers, emphasising the importance of adaptable and context-sensitive pedagogy in English language teaching.

**Important note:** Principled eclecticism is considered superior to relying on a single teaching approach because it allows educators to adapt their methods to the diverse needs of learners. By drawing from various teaching strategies, instructors can cater to different learning styles, such as visual, auditory, or kinaesthetic, thereby enhancing student engagement and understanding. This approach also helps to overcome the limitations inherent in any single method, ensuring a more comprehensive and balanced learning experience. Furthermore, it fosters critical thinking and creativity by exposing students to multiple perspectives and

techniques. Ultimately, principled eclecticism empowers teachers to continuously assess and refine their practices, leading to improved academic outcomes and greater student satisfaction.

## **Apply**

### **Activity 1**

After reading Larsen-Freeman's (2012) article, you need to apply the concept of principled eclecticism by designing a short English lesson that integrates multiple teaching approaches.

1. Whenever you design a lesson plan, the first step is to identify the key learning objectives. You may want to check the ones at the beginning of this unit to see a sample.
2. Choose a specific language skill to focus on (e.g., speaking, writing, grammar, vocabulary). Think about why this skill is important for learners.
3. Attempt to incorporate several teaching methods from this unit to experience principled eclecticism in action. Explain how these methods, when integrated at different stages of the lesson, support your learning goal. Justify your choices by highlighting the benefits and addressing potential challenges.
4. Design a 30-minute Lesson Plan including:
  - Warm-up Activity (5-10 minutes): Introduce the topic using one teaching method.
  - Main Activity (15-20 minutes): Use another method to develop the target skill.
  - Assessment (5 minutes): Include a short evaluation (e.g., peer feedback, self-reflection, mini-quiz).
  - Reflection and/or Discussion
5. Write a short paragraph explaining why you combined these approaches. How does your lesson reflect the idea of diversity within unity in TESOL? You may share this on the website forum.

## **Suggested Reading:**

Glossary of TESOL Terms: <https://www.tesolcourse.com/tesol-glossary/>

Hall, G. (2011). Exploring English language teaching: Language in action. New York, NY: Routledge.

Kennedy, S. (2012). Exploring the relationship between language awareness and second language use. *TESOL Quarterly*, 40, 398–408.

Kumaradivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40, 59–82.

Larsen-Freeman, D. (2012). From unity to diversity. . .to diversity within unity. *English Teaching Forum*, 50(2), 22–27.

Lightbown, P., & Spada, N. (2006). How languages are learned (3rd ed.). New York, NY: Oxford University Press.

Richards, J. C., & Rodgers, T. S. (2001). The post-methods era. In *Approaches and methods in language teaching* (2nd ed., pp. 244–255). New York, NY: Cambridge University Press.

## Useful Links:

A series of videos on theories: <https://youtube.com/playlist?list=PLNu0BiogGcWRmG-r4YT2XFRvkcP-1DiDv&si=yEhptdAQ7qNZGcCD>

Stephen Krashen's 5 Hypotheses of SLA: [https://www.youtube.com/watch?v=d2eRUHk\\_v6A](https://www.youtube.com/watch?v=d2eRUHk_v6A)

Vygotsky's Zone of Proximal Development: <https://www.youtube.com/watch?v=sYF5HefF6wA>

### Behaviourism:

<https://www.youtube.com/watch?v=xvVaTy8mQrg>

<https://www.youtube.com/watch?v=eLaa8cgIjKk>

<https://www.youtube.com/watch?v=I9x1KrKJUuU>

### Mentalism:

<http://puneresearch.com/media/data/issues/58e2416225daf.pdf>

<https://samuellundchomsky.wordpress.com/2016/11/20/first-blog-post/>

<https://www.youtube.com/watch?v=7Cgpfw4z8cw>

### Cognitivism:

<https://www.teachingenglish.org.uk/article/cognitive-code-approach>

<https://www.youtube.com/watch?v=sSTiYJ8bLW8>

<https://www.youtube.com/watch?v=8I2hrSRbmHE>

### Social Constructivism:

<https://www.youtube.com/watch?v=Cckbw8dTsfY>

<https://www.youtube.com/watch?v=i3lv-DBh4w8>

<https://www.youtube.com/watch?v=fWm7cF8-WM>

### Affective Filter:

<https://prezi.com/p/2y1ab-oawsi1/affective-factors/>

<https://www.youtube.com/watch?v=iiReZ8D1HXw>

[https://www.youtube.com/watch?v=A79ynoy\\_n\\_L4](https://www.youtube.com/watch?v=A79ynoy_n_L4)

Community language learning: <https://www.teachingenglish.org.uk/article/community-language-learning>

Principled Eclecticism: <https://www.thoughtco.com/what-is-principled-eclecticism-1210501>

Suggestopedia: <https://www.onestopenglish.com/methodology-the-world-of-elt/teaching-approaches-what-is-suggestopedia/146499.article>

Total Physical Response (TPR):

<https://www.youtube.com/watch?v=1Mk6RRf4kKs>

<https://www.teachingenglish.org.uk/article/total-physical-response-tpr>

Silent Way: <https://www.teachingenglish.org.uk/article/silent-way>

## Unit 3: Communicative Language Teaching

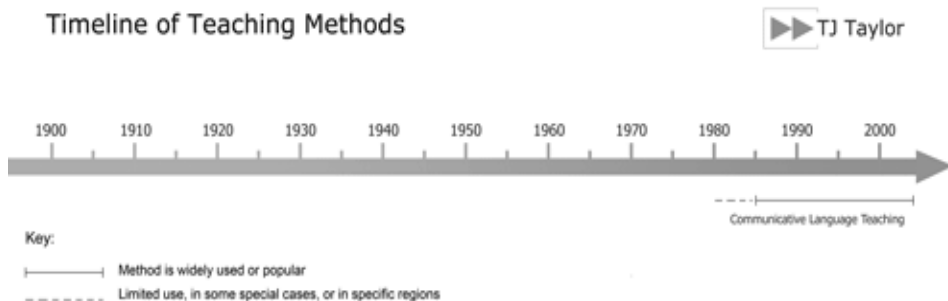
By the end of this unit, you will have:

- A comprehensive understanding of Communicative Language Teaching (CLT), its core principles, and its impact on language learning.
- The ability to analyse and compare two key sub-methods within CLT, identifying their strengths and applications in different teaching contexts.
- Skills to create an engaging classroom activity that fosters interaction and communicative competence among learners.
- A practical framework for integrating teaching theories and methods into your own teaching practice, enhancing both language learning and content understanding.
- Practical experience in designing a CLT-based lesson plan that incorporates meaningful communication and real-world language use.

### Learn

#### Task 1

You are now familiar with TJ Taylor's timeline. Below is a closer look at communicative language teaching, which is our key focus in this unit.



Carefully read the information about CLT: <https://blog.tjtaylor.net/method-communicative/>

Do not forget that the key misconception of CLT is that learning a second language involves just “conversation”.

Also, watch the following video by Professor Richards (do not forget to take notes):

[https://www.youtube.com/watch?v=XYdUB\\_e8\\_Zc](https://www.youtube.com/watch?v=XYdUB_e8_Zc)

#### Task 2

- A. Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) are approaches that fall under the broader umbrella of CLT. Let's take a look at one more comparative table.

Aspect	Task-Based Language Teaching (TBLT)	Content-Based Instruction (CBI)
<b>Focus</b>	Completion of meaningful, real-world tasks	Learning language through engaging with subject content
<b>Primary Goal</b>	Developing language skills by achieving task outcomes	Acquiring language while understanding specific content
<b>Role of Language</b>	Language is a tool to accomplish tasks	Language is a medium to explore and understand content
<b>Interaction Type</b>	Collaborative, task-oriented communication	Content-driven interaction, often with contextualised input
<b>Assessment</b>	Based on task performance and communication effectiveness	Based on content comprehension and language development
<b>Strengths</b>	<ul style="list-style-type: none"> <li>- Promotes real-world language use</li> <li>- Encourages collaboration and problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>- Integrates language with academic or professional skills providing meaningful context for language learning</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>- Requires carefully designed tasks</li> <li>- May overlook explicit grammar teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Requires subject matter expertise by teachers</li> <li>- Language practice might take a backseat to content understanding</li> </ul>
<b>Learner-Centeredness</b>	High: Learners are active participants in completing tasks	High: Learners engage deeply with meaningful content
<b>Teacher's Role</b>	Facilitator of task completion and interaction	Content expert and language facilitator
<b>Typical Classroom Context</b>	Real-life simulations, project-based learning	CLIL (Content and Language Integrated Learning), EAP (English for Academic Purposes)

B. Now, that you know the core differences and similarities, let's watch the videos:

TBLT <https://www.youtube.com/watch?v=N2yrhgCZa3I>

CBI <https://www.youtube.com/watch?v=2PvZwEh793I>

After watching these videos, can you add any points to the table above?

## Apply

### Activity 1

Do not read below before you come up with the answer to the following:

**Question:** Which approach (TBLT or CBI) would you use to teach a lesson on the topic of "Healthy Eating," and why?

**Answer:** It depends on what the focus is.

**CBI** teaches language through subject content, such as "Healthy Eating." Students learn nutrition-related vocabulary, food choices, and health concepts while exploring the topic. This

approach helps them acquire both language skills and a deeper understanding of healthy eating, including the benefits of a balanced diet and food groups.

**TBLT** can be used with "Healthy Eating" by having students plan a week's meals, ensuring a balanced diet. They discuss and choose foods, use relevant vocabulary, and present their plan and shopping list to the class, explaining the health benefits of their choices.

### Activity 2- Create an activity

Choose one of the methods (TBLT or CBI) and adapt it to a lesson on the topic of "Healthy Eating". Come up with one simple classroom activity based on your adaptation (e.g., a short exercise or teaching strategy). For clarity, check the example below.

Take notes considering the following:

**Technology:** Could you use apps, videos, or online tools?

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**Student-Centered Activities:** How can students actively participate?

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**Classroom Diversity:** How would the method work with learners' various learning styles?

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**Example:** Activity: Planning a Healthy Meal using TBLT

**Technology:** Use Google Docs or Padlet for collaborative meal planning. Show videos on healthy eating from YouTube or use MyFitnessPal to explore nutrition.

**Student-Centred Activities:** Students work in groups to research, discuss, and create a meal plan, using language to explain food choices and justify their selections.

**Classroom Diversity:** Visual learners can engage with videos and visuals. Auditory learners benefit from group discussions. Kinesthetic learners can interact with apps or create physical posters. This allows all learners to actively participate.



## **Learn**

### **Task 3**

**Presentation, Practice, Production (PPP)** is the model that is very commonly used to develop lesson plans following the CLT method. Watch the video to learn more about it:

<https://www.youtube.com/watch?v=jF19Rp2GDgM>

1P: The teacher presents a language item in context (e.g., through a text, dialogue, or situation).

2P: Students then engage in controlled practice, such as repetition or gap-filling exercises, to reinforce correct usage.

3P: Finally, in the production stage, students complete a communication task (e.g., role play), using the target language and any other relevant language they've learned.

To see how PPP can be applied in practice, watch the following demo lessons:

- 1) A lesson demo on "Teaching grammar using the PPP (presentation-production-practice) model" by Diane Doweiko (Wits Language School, Johannesburg):  
<https://www.youtube.com/watch?v=5Re-FWcA03I&t=1306s>
- 2) A lesson taught from the lexical set 'jobs'. These items are practised in three subsequent stages. The video does not have a full extent of the practice activities; just enough to give the idea: <https://www.youtube.com/watch?v=AbRxBPY1vsc>

## **Apply**

### **Activity 3- A Schematic Lesson Plan**

Recall the **TBLT** or **CBI** task you designed earlier (Activity 2) on the topic of "Healthy Eating". Adapt Your Task Using the PPP Structure:

#### **Presentation**

How can you introduce the target language (related to healthy eating) in your task? Consider presenting key vocabulary or phrases (e.g., food groups, balanced diet, nutrition) using a context such as a video, text, or dialogue that connects to your task.

#### **Practice**

What controlled practice activities can help students internalise the language before they perform the task? Think of activities that focus on the use of the vocabulary and structures necessary for the task.

#### **Production**

In the production stage, students should now be ready to use the language more freely in a communicative task. How can they apply the language they've practised in a real-world context? Link this stage to the task you created earlier (meal planning, role-playing, or a similar activity).

## Suggested Reading:

- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.  
<https://doi.org/10.1093/applin/1.1.1>
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Hiep, P. H. (2007). Communicative language teaching: Unity within diversity. *ELT Journal*, 61, 193–201.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Routledge.
- Lam, W., & Wong, J. (2000). The effects of strategy training on developing discussion skills in an ESL classroom. *ELT Journal*, 54, 245–255.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge University Press.
- Pica, T. (2008). Task-based instruction. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed.), Volume 4: *Second and Foreign Language Education* (pp. 71–82). New York, NY: Springer.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press. Retrieved from <https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>

## Online lectures on CLT:

Communicative Language Teaching: Jeremy Harmer and Scott Thornbury

<https://www.youtube.com/watch?v=hoUx036IN9Q>

Communicative Language Teaching: 40 Years On: A Public Presentation by Scott Thornbury

<https://www.youtube.com/watch?v=qf4lfEbxF4s>

## Unit 4: Content and Language Integrated Learning

By the end of the unit, you will have:

- A clear understanding of the key differences between English as a Medium of Instruction (EMI) and Content and Language Integrated Learning (CLIL).
- Familiarity with the structure and components of a typical CLIL lesson plan.
- Insights into the role of translanguaging pedagogy and multilingualism in supporting content and language learning.

### Learn

#### Task 1

- A. Study the continuum of EMI practice by Thompson and McKinley (2018, p.3). Do you know what the abbreviated concepts stand for? If not, please refer to the decoding below.



**EMI:** English Medium Instruction (Teaching academic subjects in English to non-native speakers)

**Immersion:** Full exposure to a second language in education, often from an early age

**CLIL:** Content and Language Integrated Learning (Teaching subjects through a foreign language)

**CBI:** Content-Based Instruction (Language learning through subject content)

**ESP:** English for Specific Purposes (Tailored language instruction for professional or academic fields, e.g., Business English, Medical English)

**EFL:** English as a Foreign Language (English taught in a non-English-speaking country)

**Important note:** CBI (discussed in the previous unit) and Content and CLIL (a focus of this unit) both involve teaching subject content through a second language (L2). The main difference is that CBI focuses more on teaching specific content through L2, often in subject-specific settings. In contrast, CLIL integrates both language learning and content more systematically, with a stronger emphasis on the dual goal of developing both language skills and subject knowledge.

- B. This unit mainly focuses on CLIL, but to gain a deeper understanding, a discussion of EMI is essential. Read the brief explanation below of the core principles of both EMI and CLIL, which you need to familiarise yourself with.

**CLIL** is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood, and Marsh, 2010, p. 1). The term CLIL was launched in Europe in the 1990s and is often linked to teaching through the medium of English (Dalton-Puffer, Nikula and Smit, 2010). CLIL is a great example of

interdisciplinarity because merges English language instruction with academic content from other disciplines, providing a dual-focus framework for both language and subject mastery.

According to Lantolf (2000), CLIL emphasises the development of academic skills that align with students' age, cognitive abilities, and linguistic proficiency. Additionally, it incorporates socio-cultural strategies, explicitly encouraging activities that foster positive attitudes towards the speakers of the target language and their culture. By integrating subject learning with language acquisition, CLIL supports both linguistic and intercultural competence, making it an effective approach to holistic education.

The main characteristics of CLIL programs (Johnson and Swain, 1997) are:

- The L2 is the medium of instruction (Language learning is included in content classes (e.g., math, history, geography, etc.)).
- Overt support exists for the L1
- Learners have a limited knowledge of the L2
- Teachers are sufficiently competent in L2 + subject/content

EMI, according to Macaro (2018, p.19), is "instruction is the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English." EMI originated from the global spread of English, particularly in post-colonial contexts, where its status and prestige led to its adoption as a medium of instruction in education systems worldwide.

## Task 2

What is something that frequently occurs in EMI and CLIL, despite the major focus on English as a target language? Translanguaging! Study the information below to familiarise yourself with the concept.

Williams (1994, cited in Cummins, 2021) states that "Translanguaging is the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system." Translanguaging pedagogy encourages the use of multiple languages to help students understand content and internalise learning. It allows learners to use their full linguistic repertoire to express and share ideas in at least one language, promoting deeper comprehension. This approach creates space for multilingualism in educational contexts, valuing and integrating different languages to support learning and communication, enhancing both cognitive and linguistic development.

Watch a video about Translanguaging by Prof Ofelia Garcia. Take notes and use the questions to guide you: <https://www.youtube.com/watch?v=5l1CcrRck0>

- What is translanguaging?
- How does the speaker describe her own use of language?
- What example does the speaker give from a bilingual child to illustrate translanguaging?
- What are the two perspectives on language that the speaker discusses?
- How does translanguaging differ from multilingualism and plurilingualism?
- What does the speaker mean when they say "Spanish runs through my heart, English rules my veins"?

- Why does the speaker argue that named languages (such as English and Spanish) should not be the starting point when teaching bilingual children?

### **Translanguaging is a Critical Pedagogy because it:**

- can transform the way students think about themselves and about languages and help overcome the idea that some languages are more important than others.
- is a tool for challenging the status quo and affording students the right to employ every resource at their disposal for learning.
- is a learner-centred educational approach that encourages and allows students to use their full linguistic repertoire to support their learning. It aims to make students feel comfortable and motivated by showing them that all their languages are important.

To learn more about the concept, study the Translanguaging Handbook:

<https://ec.europa.eu/programmes/erasmus-plus/project-result-content/80b85e5c-2c8b-408a-a5cd-b9916e9e08a3/Translanguaging-Handbook1.pdf>

### **Task 3: Comparative table**

Study the table below to learn more about EMI and CLIL and to distinguish between them. You will see that EMI is the general practice of using English to teach subjects, making it a common feature of English Medium Education. On the contrary, CLIL is a more specific, purposeful approach within English Medium Education, where both language learning and content acquisition occur in parallel. They both fall under the broader umbrella of English Medium Education, but they differ significantly in their approach and goals within this context.

Aspect	EMI	CLIL
<b>Definition</b>	Teaching academic subjects in English in non-English speaking countries.	Teaching subjects in a foreign language (often English) with a dual focus on content and language learning.
<b>Primary Goal</b>	Delivering content knowledge in English.	Equally focusing on content knowledge and language skill development.
<b>Focus</b>	Content-oriented; English is used as a tool for instruction.	Dual-focused; balances content learning with improving language skills.
<b>Language Proficiency Requirement</b>	Assumes students already have adequate proficiency in English.	Acknowledges varying levels of language proficiency and integrates support.
<b>Target Audience</b>	Typically, university or secondary school students in internationalised contexts.	Often applied across various levels, from primary to tertiary education.
<b>Teacher Competence</b>	Expertise in the subject area and sufficient proficiency in English.	Requires knowledge of subject content, language teaching

		strategies, and scaffolding techniques.
<b>Language Learning Support</b>	Limited or incidental.	Explicitly incorporates language support (e.g., vocabulary building, language structures).
<b>Teaching Methodology</b>	Traditional or subject-specific pedagogy in English.	Interactive, incorporating strategies like scaffolding, group work, and active learning.
<b>Evaluation Focus</b>	Primarily content knowledge.	Both content mastery and language proficiency.
<b>Examples of Usage</b>	Engineering lectures in English at a non-native university.	Teaching history or science with an explicit focus on language features.
<b>Cultural Awareness</b>	May or may not integrate cultural elements.	Often promotes intercultural awareness alongside subject matter.
<b>Flexibility</b>	Less adaptable, as it assumes English proficiency.	Highly adaptable to different linguistic and educational contexts.

**Answer the following questions (do not look at the answers straight away):**

1. What types of subjects or contexts might be better suited for EMI versus CLIL, and why?
2. How could an educational institution decide whether to adopt an EMI or CLIL approach for its curriculum?
3. What are some potential challenges in transitioning from EMI to CLIL in an educational setting?

**Possible answers:**

1. EMI: Suited for higher education and specialised subjects (e.g., engineering, medicine) where students have strong English proficiency, and the focus is on content mastery. CLIL: Better for primary/secondary education and subjects like history or geography, where language development and intercultural awareness are integral alongside content learning.
2. Could decide based on the following: Student proficiency: EMI for proficient learners; CLIL for mixed or lower levels; goals: EMI for content mastery; CLIL for dual language-content objectives; teacher skills: EMI requires subject fluency in English; CLIL needs training in language teaching; subject matter: EMI for technical/professional subjects; CLIL for interdisciplinary or creative fields; resources: EMI is resource-light; CLIL requires tailored materials and structured support.
3. Teacher training: EMI teachers may lack CLIL-specific skills like scaffolding; curriculum redesign: Requires integrating language and content goals; material development: CLIL needs dual-focused resources; assessment: Balancing content and language evaluation is complex; student adaptation: EMI learners may resist CLIL's language-focused methods; administrative support: Requires investment in training, resources, and policy changes.

## Task 4

Multilingualism is closely connected to EMI and CLIL as both involve the use of multiple languages in education. EMI often prioritizes English over local languages, while CLIL encourages the use of multiple languages and **translanguaging**, which supports multilingual development. A well-implemented EMI or CLIL approach should embrace multilingualism rather than limit students to English-only instruction.

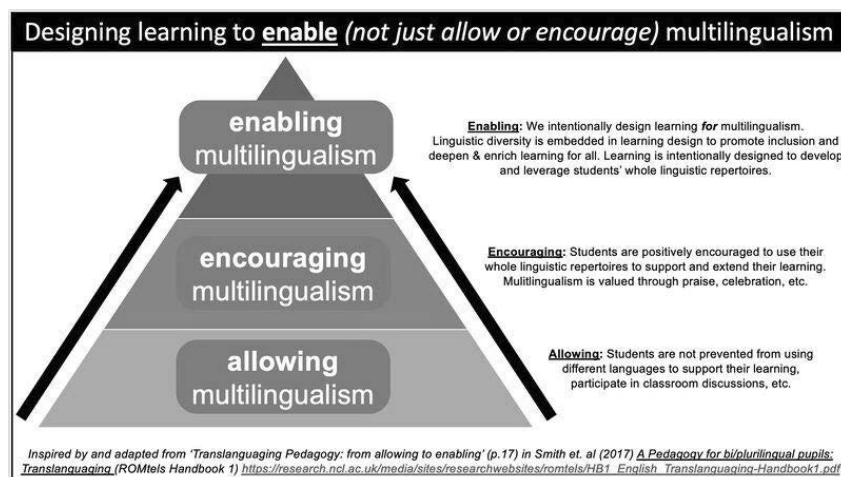
**Question:** Do you agree with the statements by Okal (2014) below on a personal and professional level?

### **Multilingualism has been shown to be beneficial in education:**

- Creation and appreciation of cultural awareness
- Added academic and educational value
- Enhances creativity
- Allows individuals to better adjust in society
- Promotes appreciation of local languages

However, every student's pathway to becoming multilingual is unique, as they come from diverse language backgrounds, experiences, and proficiency levels. Factors such as home language, prior exposure, and cultural influences shape their language-learning journey. Therefore, teachers must have a deep understanding of each student's individual goals, needs, and motivations to provide effective support. By recognising these differences, educators can create inclusive learning environments that foster multilingual development and cater to varied linguistic trajectories.

Study the diagram below and answer the questions.



- Why is it important to move beyond simply allowing multilingualism to actively enabling it?
- How can teachers design learning experiences that intentionally embed linguistic diversity?
- What challenges might educators face when trying to enable multilingualism, and how can they overcome them?

## **Apply**

### **Activity 1: Sample Lesson Plan**

Read the following key aims of CLIL pedagogy by Dalton-Puffer (2007):

- To develop intercultural communication skills;
- To prepare for internationalism;
- To provide opportunities to study content through different perspectives;
- To access subject-specific target language terminology;
- To improve overall target language competence;
- To develop oral communication skills;
- To diversify methods and forms of classroom practice; and
- To increase learner motivation.

Study the CLIL Lesson Plan for EAP/ESP on the topic of Sustainable Energy Solutions( we will look at EAP and ESP materials development in Module 3). Does this schematic lesson plan address the Key Aims of CLIL Pedagogy (Dalton-Puffer, 2007)? How can it be improved?

<b>Lesson Stage</b>	<b>Activities</b>	<b>Content Objectives</b>	<b>Language Objectives</b>	<b>Timing</b>
<b>Introduction</b>	Warm-up: -Discuss a visual (e.g., graph of energy consumption). -Set lesson objectives (content and language).	- Activate students' prior knowledge of sustainable energy.	- Practice speaking fluently about familiar concepts.	5-10 mins
<b>Input/Content Delivery</b>	- Short lecture, video, or infographic on sustainable energy. - Provide vocabulary handouts with definitions and examples.	- Understand the principles of renewable energy production.	- Learn key vocabulary (e.g., carbon-neutral, renewable).	15-20 mins
<b>Language Focus</b>	- Vocabulary matching exercise or gap-fill activity.	- Reinforce knowledge of renewable energy concepts.	- Build vocabulary and context-specific phrases.	10-15 mins



	- Review grammar relevant to the topic (e.g., passive voice for technical writing).			
<b>Skills Practice</b>	- Speaking: Pair discussion on "Advantages and challenges of solar energy in your country."	- Analyse the pros and cons of renewable energy in different contexts.	- Use academic phrases and target vocabulary in speaking.	20-30 mins
	- Listening: Comprehension activity with an expert interview.	- Extract key points from expert discussions.	- Improve note-taking and comprehension of technical terms.	
	- Reading/Writing: Case study analysis and summary writing.	- Identify and summarise key ideas from a case study.	- Write clear and concise academic summaries.	
<b>Task/Application</b>	- Group project: Propose a renewable energy project using visuals (charts, graphs, etc.).	- Apply knowledge of renewable energy to a practical scenario.	- Present ideas using academic and technical language.	15-20 mins
<b>Feedback and Reflection</b>	- Peer/teacher feedback on group presentations.	- Reflect on the understanding of sustainable energy principles.	- Receive feedback on language use and presentation skills.	10 mins
<b>Assessment and Homework</b>	- Summative: Review summaries or presentations.	- Demonstrate comprehension of renewable energy concepts.	- Write a paragraph or complete a reading on energy topics.	Ongoing

#### Possible answer:

**To develop intercultural communication skills:** The lesson plan could address this by incorporating global or culturally diverse content, especially if the subject matter connects to international themes (e.g., world history, global issues in science, or cultural studies). If the lesson involves discussions about different cultures or perspectives, this objective is met.

**To prepare for internationalism:** The lesson plan could include tasks that prepare students for international interaction, such as discussions on international contexts related to the subject (e.g., English-medium scientific advancements or historical events). This goal would be supported if the content encourages an understanding of global trends or intercultural exchange.

**To provide opportunities to study content through different perspectives:** If the lesson includes activities that encourage students to explore content from different viewpoints (e.g., analysing a historical event from different countries' perspectives or discussing scientific discoveries in a multicultural context), this objective is met.

**To access subject-specific target language terminology:** The lesson plan should ensure students are exposed to and encouraged to use specific vocabulary related to the subject matter. For instance, in a science lesson, terms related to biology or physics should be included. If the lesson emphasises subject-specific language alongside content, it fulfils this criterion.

**To improve overall target language competence:** CLIL aims to integrate language learning with subject content. The lesson plan should encourage language development through tasks like reading, speaking, or writing in English while studying the content. This goal would be supported if language tasks were integrated with content comprehension tasks.

**To develop oral communication skills:** If the lesson involves speaking tasks, group discussions, or presentations in English, this goal will be achieved. Tasks like debates, presentations, or role-playing could be integrated to develop oral communication.

**To diversify methods and forms of classroom practice:** The lesson plan could address this by incorporating a variety of teaching strategies, such as group work, collaborative tasks, problem-solving activities, or project-based learning. If the lesson uses different methods beyond traditional lectures, it fulfils this objective.

**To increase learner motivation:** Motivation can be enhanced by ensuring the content is relevant, engaging, and connected to real-world issues or students' interests. The lesson should include activities that encourage active participation and make learning enjoyable. If the lesson is interactive and challenges students to apply knowledge in meaningful ways, it is likely to increase learner motivation.

## **Suggested Reading:**

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Cummins, J. (2021). Translanguaging: A critical analysis of theoretical claims. *Pedagogical translanguaging: Theoretical, methodological and empirical perspectives*, 7-36.

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# **Module 2: Reflective Practitioner**

# Unit 1: Reflective Practice and Self-monitoring

By the end of this unit, you will have:

- A clear understanding of reflective practice and its importance in enhancing teaching effectiveness.
- Knowledge of various reflection methods and how to use them to improve your teaching.
- An understanding of Kolb's Experiential Learning Cycle and how to apply it to your own practice.
- A personal reflection template for your ongoing professional development as a future teacher.

## Learn

### Task 1

- A. Before exploring the definitions of reflection and the journey to becoming a reflective practitioner, take a moment to read the quotes below. How do they challenge, reshape or confirm your approach to professional practice? Take a few minutes to reflect on them and jot down your thoughts.
1. *'If you always do what you always did, then you'll always get what you always got'.*
  2. *'One definition of insanity is to keep doing the same things, but expect a different result'.*

- B. Now, let's explore the definitions. As you read, consider how these ideas apply to your teaching practice. When and where do you find yourself reflecting on action and in action?
1. **Reflection in action** concerns thinking about something while engaged in doing it, having a feeling about something and practising according to that feeling (Schon, 1983).
  2. **Reflection on action** occurs after the event has taken place. It forces teachers to think about what they would ideally do if the situation happened again (Schon, 1983).

Reflecting on these definitions and their application in your teaching practice, identify three keywords that you associate with reflection.

Now, carefully read the following quote. Do any of the keywords you identified appear in it? Pay close attention to the words in bold. Can you see the connection between teaching and reflection?

*'Reflective action involves a willingness to engage in **constant self-appraisal and development**. Among other things, it implies **flexibility, rigorous analysis and social awareness**' (Pollard, 2005, p.13).*

One way teachers engage in reflection is by self-monitoring. As defined by Richards and Farrell (2005), it refers to a teacher's awareness of their abilities and their use of this awareness to reflect on their teaching practice or implement productive changes in pedagogy. Merglová (2008) emphasises that self-monitoring requires 'a willingness to engage in constant development and involves 'flexibility, analysis, and social awareness' (p. 7). Similarly, Boody (2008) highlights the connection between self-reflection and moral or ethical considerations in teaching, as well as students' beliefs about their education.

## **Apply**

### **Activity 1- Cases**

Read the cases below carefully and respond to the provided questions. Take time to reflect on your answers, considering real-life applications.

#### **Case #1: Forgetful Fredrick**

Fredrick has just completed a great class! His students were prepared, as was he, for their class together. Students were attentive during his introduction and fully engaged with the classwork that followed. Some students even specifically mentioned how much they enjoyed class that day. Several months later, while working on his course outline for the following semester, Fredrick remembers that this class was particularly successful, though he cannot specifically recall why. Confident that this class will be a hit again this year, he scheduled it earlier in the term. To his shock and surprise, the students were unengaged and appeared uninterested in the topic this time, and some students even specifically mentioned how disappointed they were with this class on his teaching evaluations at the end of the year.

- Drawing on your own teaching experiences, what might have led to Fredrick's initial success with his class?
- What might Fredrick have done differently to repeat his success from the previous year?

#### **Case #2: Diligent Diana**

Diana is frustrated! This is her first year teaching a large, required class for first-year students. While she is a bit nervous teaching large classes, she is very confident with the course material. In her one-hour lectures, she uses approximately 60 PowerPoint slides. In addition to her PowerPoint slides, she writes detailed speaking notes. After each session, she immediately writes down her reflections on the class. Although she is only a couple of weeks into the course, she notices that attendance has started to drop each class and that the students who do show up appear disinterested or unengaged with the material. She has noted her observations in her teaching reflection journal. Diana has begun to worry that students will not do well in the upcoming mid-term.

- What might Diana be doing wrong?
- How might she go about improving her and her students' learning experiences in this class?

Case studies developed by Amy Gullage, McMaster Institute for Innovation and Excellence in Teaching and Learning (MIETL), July 31, 2014.

## **Learn**

### **Task 2**

- A. It is clear that Fredrick and Diane do not engage in much reflection or self-monitoring. Do you? If not, do not forget that these are very powerful tools because they allow a teacher to:
1. systematically gather information about one's own teaching (Usha Rani, 2012)
  2. scrutinise one's teaching practices for teacher development (Rich & Hannafin, 2009)

Why engage in self-monitoring? Exploring its rationale, benefits, and potential challenges will help you develop a more reflective and adaptive teaching practice. Let's take a closer look at these key aspects.

### **Rationale**

Self-monitoring is important for:

- avoiding stagnancy in one's practices and providing evidence of effective teaching (Rich & Hannafin, 2009).
- increasing a sense of development-autonomy that does not rely on the observations of outside observers and validating one's choices in the classroom (Richards & Ferrell, 2005)

### **Associated Benefits**

Self-monitoring benefits teachers by:

- allowing teachers to engage in the ongoing evaluation of their teaching and improving a teacher's analytic ability to evaluate student learning in the classroom (Kamhi-Stein & Galván, 1997)
- empowering teachers as they become more autonomous in their development (Richards & Ferrell, 2005)
- exposing areas of one's teaching that have previously been eclipsed and enabling opportunities for self-encouragement
- allowing teachers to conduct private, self-motivated research to improve student learning
- enabling the evaluation of experimental classroom techniques

### **Caveats**

In general, self-monitoring should be balanced and should include opportunities to be self-congratulatory as well as self-critical. Teacher development not only results from identifying problematic issues in one's teaching but also from identifying points of strength (Usha Rani, 2012).

- B. To help you structure and refine your self-monitoring practices and engage in reflection more systematically, watch the video below: <https://www.youtube.com/watch?v=8ccfT25vywA>

The video introduces Kolb's Model of Reflection, also known as the Experiential Learning Cycle. As you watch, take notes on the stages discussed in the model. Below, you'll find a brief explanation of how these stages apply to teaching.

**Concrete Experience:** The event (class, an activity, any learning episode)

**Reflective observation:** Consider what has happened from a variety of perspectives e.g. own feelings, the group's, an individual student's view

**Abstract conceptualisation:** Re-package and process your reflections into a theoretical understanding (use theory to analyse the event)

**Active Experimentation:** Armed with this new understanding, you do it again, differently this time.

Kolb, D. (1984). *Experiential learning*. New Jersey: Prentice Hall.

## Apply

### Activity 2- Kolb's Model for Reflection

Think about a recent teaching practice (e.g., a lesson you taught during your practicum, a peer teaching session, or a simulated classroom experience). If you haven't taught yet, reflect on a lesson plan you developed or a teaching technique you would like to try.

Use the table below to help you organise your thoughts systematically. It will guide you through each stage of Kolb's cycle. Please fill out the "Your Reflection" column with your insights after each section.

Stage	Guiding Questions	Your Reflection
<b>1. Concrete Experience</b> (Describe the experience)	<ul style="list-style-type: none"><li>• What was the experience (lesson) about?</li><li>• What were the goals and objectives; your role in the session (e.g., instructor, facilitator, observer); methods or activities used (e.g., lectures, group work, discussions)?</li><li>• Who were the learners (e.g., age, skill level) and how they responded to the lesson (e.g., engaged, confused, excited)?</li></ul>	
<b>2. Reflective Observation</b> (Reflect on what you noticed during the lesson)	<ul style="list-style-type: none"><li>• What went well?</li><li>• What challenges did you encounter?</li><li>• What was the student response (e.g., participation, questions, feedback)?</li></ul>	



<b>3. Abstract Conceptualisation</b> (Analyse the experience and connect it to teaching theories or concepts)	<ul style="list-style-type: none"> <li>• What did you learn from this experience?</li> <li>• What teaching techniques worked well and why?</li> <li>• How does this relate to educational theory or pedagogy?</li> <li>• What might you do differently next time?</li> </ul>	
<b>4. Active Experimentation</b> (Plan for future teaching based on reflections)	<ul style="list-style-type: none"> <li>• What would you try next time (new strategies or techniques)?</li> <li>• How would you modify your teaching approach or lesson plan to improve student outcomes?</li> <li>• What changes would you make to the classroom environment or student engagement?</li> </ul>	
<b>Conclusion</b> (Summarise your reflection and next steps)	<ul style="list-style-type: none"> <li>• How has this reflection process helped you understand your own teaching practice better?</li> <li>• What are your next steps in improving your teaching?</li> </ul>	

## **Learn**

### **Task 3**

To engage effectively in reflection and self-monitoring, it's important to systematically explore and experiment with different reflective tools and methods. This approach will help you gather valuable insights about your teaching practice. As you experiment with these tools, ensure that you stay objective in your analysis and observations to get the most accurate and meaningful feedback. Staying objective is essential because teachers can easily lose their objectivity and create a reflection that is either critical or lax, and then the tool loses its usefulness. Therefore,

teachers need to make sure that they record events truthfully, giving only the facts, in order for the reflection to be productive.

### **Some useful tools and methods in self-monitoring and reflective practice:**

**Reports** (reflective journals, diaries, logs, blogs, and narratives)- are ways to record what actually occurred during a particular lesson (Richards & Ferrell, 2005; Usha Rani, 2012).

**Recordings** (audio/video) - Video recording can provide teachers with a somewhat objective sense of their teaching (Richards & Ferrell, 2005; Widodo, 2009), while audio recording can enable a teacher to focus on spoken elements of one's teaching (e.g., instructions, student-teacher interactions) (Richards & Ferrell, 2005).

**Checklists**- allow teachers to catalogue the features in a lesson (Richards & Ferrell, 2005).

**Critical Incidents** (case studies such as the ones you looked at in this unit)

**Students' feedback** (e.g., collected through questionnaires)

**Action Research**- more in Unit 2 of this module

**Team Teaching** – more in Unit 3 of this module

**Observations** (peer, tutor-led)- more in Unit 4 of this module

**Important note:** If you reflect and experience doubt or discouragement when looking critically at your teaching, and see areas for change, remember that this is a natural part of the growth process. Reflection is not only about identifying weaknesses but also about recognising opportunities for improvement and development. Use these moments as a chance to explore new strategies, adjust your approach, and strengthen your practice. Embrace the discomfort as part of becoming a more effective and self-aware educator. Don't forget: *"If you always do what you always did, then you'll always get what you always got."*

### **Suggested Reading:**

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Pollard, A. (2005). *Reflective teaching: Effective and evidence-informed professional practice* (2nd ed.). Continuum.

Rich, P. J., & Hannafin, M. (2009). Video annotation tools: Technologies to scaffold, structure, and transform teacher reflection. *Journal of Teacher Education*, 60(1), 52–67.

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## Unit 2: Action Research

By the end of this unit, you will have:

- An awareness of action research and how to use it to address specific teaching challenges.
- An action plan for your ongoing professional development as a future teacher.

### Learn

#### Task 1

- A. Read the explanation of action research, its rationale, benefits, and caveats below carefully and take notes as you go along, focusing on key points and ideas.

#### **What is Action Research?**

It is small-scale teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems (Richards & Farrell, 2005) and is devoted to a better understanding of the quality of teaching (Allwright, 2005). Action research is research initiated by teachers who want to improve their teaching practice by understanding it more fully. It involves systematic observations and data collection which can be then used by the teacher-researcher in reflection, decision-making, and, as a result, the development of more effective classroom strategies. It involves a cycle of activities centred on identifying immediate problems or opportunities for improvement (Richards & Farrell, 2005). Action research may be a solo project or it may involve colleagues in investigating a question of shared interest. The main goal of action research is change, which may lead to future investigations about the effects of such change.

#### **Associated Benefits**

- Encourages positive change and empowers all participants
- Leads to professional development and inspires a commitment to continuously improve
- Increases awareness of certain teaching aspects that you want to improve or know more about
- Shifts the responsibility for improvement from an outsider to teachers themselves
- Builds confidence in teachers as they collect evidence of successful teaching and enhances decision-making
- Develops useful classroom investigation skills
- Promotes teacher reflection
- Impacts teaching practice directly

#### **Caveats**

- Concern about adding research activities to a teacher's normal classroom routines, which may be difficult and time-consuming.
- There is some debate over the generalisability of action research because it is generally small-scale and context-specific (but these are factors which can also be considered advantages from other perspectives).

B. To deepen your understanding of these ideas, watch the following video providing an overview of action research. You may want to take notes.

<https://www.youtube.com/watch?v=ICqJk5RIBI0>

If you would like to explore each step in more detail, you can watch the videos in the series below.

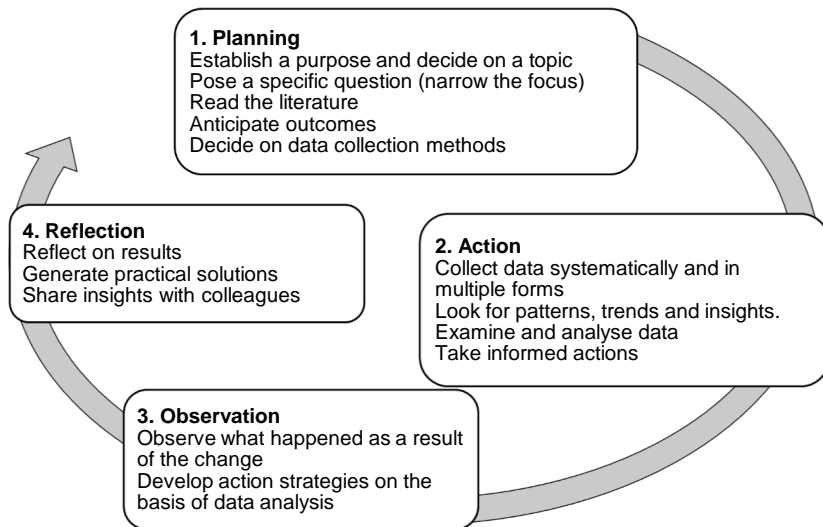
Step 1: <https://www.youtube.com/watch?v=gsmdH5k0TnE>

Step 2: <https://www.youtube.com/watch?v=la1GR6XMRyl>

Step 3: <https://www.youtube.com/watch?v=-brZC8CBya4>

## Task 2

To help you visualise the process, attentively study the Action Research diagram below (Richards & Farrell, 2005). Pay close attention to each step, noting how the cycle progresses and how reflection informs action. Consider how you might apply these steps in your own practice.



By following the action research process, you can take a proactive approach to addressing teaching challenges, continuously improve your practice, and create a more engaging and effective learning environment for your students. This approach not only improves your teaching but also empowers you to be more responsive and adaptive to your students' needs.

## **Apply**

### **Activity 1- Identifying the common issues in the classroom**

Look at the list of common issues in the classroom. The identified issues in the brackets can potentially be further explored in your action research. Identify the ones that you have encountered in your own teaching practice. Which of these issues resonate with you? Note any challenges you have faced that could also be explored through action research. Can you think of any additional issues not listed?

1. Some of the students in my class never seem to take part in activities (Participation Issues).
2. No matter how many times I correct certain errors in my students' writing/speaking, they seem to continue making them (Dealing with Persistent Errors).
3. I'd like to change the way I do group work. It doesn't seem to be very effective in my classes (Improving Group Work Effectiveness).
4. Students struggle to stay engaged during long lessons (Maintaining Student Engagement).
5. My students often hesitate to ask questions, even when they seem confused (Encouraging Student Inquiry).
6. Some students dominate discussions while others remain silent (Balancing Classroom Participation).
7. Despite clear instructions, students frequently misunderstand tasks (Improving Instruction Clarity).
8. My students rely too much on me for answers instead of thinking critically (Fostering Independent Thinking).
9. Students complete homework inconsistently, and some don't do it at all (Increasing Homework Completion and Accountability).
10. Classroom transitions take too long, causing lost learning time (Streamlining Transitions Between Activities).
11. Students are easily distracted by technology during lessons (Managing Technology Use in the Classroom).
12. Assessments don't seem to fully reflect what my students have learned (Enhancing Assessment Accuracy and Effectiveness).
13. My students struggle with collaborating effectively in group projects (Developing Teamwork and Collaboration Skills).

## **Learn**

### **Task 3**

Let's explore a few examples of how action research connects to the challenges you identified. Consider how the research process can help address these issues and lead to meaningful improvements in your teaching practice.

1. **Addressing Participation Issues:** For example, if you notice that some students are not participating in activities, action research can help you systematically investigate why this is happening and implement changes. Through the process of action research, you can explore various strategies for increasing participation and test them to see what works best for your students.
2. **Dealing with Persistent Errors in Student Writing/Speaking:** If you find that certain errors keep recurring despite repeated corrections, action research allows you to explore why these errors persist, experiment with different teaching techniques, and track how these changes affect student outcomes.
3. **Improving Group Work Effectiveness:** If group work isn't working well in your classes, action research provides a method for assessing the current situation, trying new strategies (like smaller groups, clearer roles, or different activities), and evaluating whether those strategies lead to better outcomes.

#### **More topics for action research:**

**Classroom dynamics** (interaction which occurs in the classroom)

**Learner engagement** (active participation that is generated by specific activities)

**Use of materials** (different ways in which materials are used)

**Error correction strategies** (examining the effectiveness of different approaches to correcting students' language errors in speaking and writing)

**Teaching vocabulary effectively** (investigating techniques that help students retain and use new vocabulary)

**Developing speaking confidence** (exploring methods to reduce learners' anxiety and encourage spontaneous speaking)

**Scaffolding writing skills** (evaluating structured approaches to improve students' writing proficiency)

**Enhancing listening comprehension** (investigating activities that improve students' ability to process spoken English)

**Encouraging peer feedback** (examining how peer review impacts students' learning and motivation)

**Using technology in language teaching** (assessing the role of digital tools, apps, and multimedia in language learning)

**Code-switching in the classroom** (investigating when and how using students' first language supports or hinders learning)

**Pronunciation improvement techniques** (studying strategies to help students develop clearer pronunciation)

**Learner autonomy** (exploring ways to encourage students to take more responsibility for their learning)

**Teaching grammar in context** (examining how contextualised grammar instruction improves understanding and use)

**Flipped classroom approach** (assessing how pre-class learning impacts classroom interaction and learning outcomes)

**Assessment policies and techniques** (forms of assessment currently used in classes and their outcomes)

Adapted from: Richards, J. C. and Farrell, T. S., (2005). Professional development for language teachers: Strategies for teacher learning. New York: Cambridge University Press.

## **Apply**

### **Activity 2 – Plan your future Action Research Study**

1. Choose one of the issues above that reflects a challenge you've observed in your teaching.
2. Conduct a small review of literature or research to understand why the issue might be occurring.
3. Based on your research and understanding of the problem, outline an action plan to address the issue. Your plan should include:
  - Specific actions: What strategies or changes will you implement to improve the situation
  - Timeline: How long will you try these changes? What will be the duration of your action research cycle (e.g., 4 weeks)?
  - Data Collection: What methods will you use to collect data on the effectiveness of your changes? (e.g., student surveys, classroom observations, student work samples, participation tracking)
  - Reflection: How will you reflect on your progress and adjust your strategies if needed?
4. After implementing the action plan for a specific period, evaluate the results and reflect on the following:
  - Did your actions lead to positive changes in student participation, understanding, or performance?
  - What worked well, and what didn't work as expected? Why?
  - How could you modify your approach to further improve outcomes?

## **Suggested Reading:**

Allwright, D. (2005). Developing principles for practitioner research: The case of exploratory practice. *Modern Language Journal*, 89(1), 353–366. <https://doi.org/10.1111/j.1540-4781.2005.00310.x>



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Levin, M. (2012). Academic integrity in action research. *Action Research*, 10(2), 133–149. <https://doi.org/10.1177/1476750312445034>

McDonough, K. (2006). Action research and the professional development of graduate teaching assistants. *The Modern Language Journal*, 90(1), 33–47. <https://doi.org/10.1111/j.1540-4781.2006.00383.x>

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Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.

## Unit 3: Team Teaching

By the end of this unit, you will have:

- An understanding of team teaching and its models.
- Enhanced ability to collaborate effectively in team teaching.
- Strategies and tools to assess and enhance the effectiveness of team teaching in your future classrooms.

### Learn

#### Task 1

Let's watch a video that introduces five different co-teaching models. You can access it here: <https://www.youtube.com/watch?v=kkgmOATcC1c>. The final model covered in the video is **team teaching**, which will be our main focus in this unit. However, the table below outlines the other models, allowing you to explore them further. You may want to add your notes to the table.

Team Teaching Model	Description	Roles of Teachers	Best Used For	Challenges
<b>One Teach, One Support</b>	One teacher leads instruction while the other observes and collects data.	One actively teaches; the other gathers student progress or behaviour insights.	Assessing student needs, classroom management, or data-driven instruction.	The observing teacher may feel less engaged.
<b>Parallel Teaching</b>	The class is split into two groups, with each teacher instructing the same material simultaneously.	Each teacher works with half of the class at the same time.	Small-group instruction, increasing student participation, and targeted support.	Requires careful lesson planning to maintain consistency.

<b>Station Teaching</b>	The class is divided into small groups that rotate between different stations. Each teacher instructs at separate stations.	Both teachers actively lead different stations while students move.	Hands-on activities, differentiated instruction, and interactive learning.	Requires strong coordination and time management.
<b>Alternative Teaching</b>	One teacher instructs most students, while the other provides targeted instruction to a smaller group.	One teaches the main lesson; the other supports struggling students or extends learning.	Remediation, enrichment, or differentiated instruction.	The small group may feel singled out or left behind.
<b>Team Teaching</b>	Both teachers share responsibility for planning and delivering the lesson simultaneously.	Both teachers are equally involved, co-presenting and interacting.	Engaging lessons, modelling collaboration, and fostering dynamic instruction.	Requires strong communication, equal participation, and trust.

## Task 2

Read the explanation of team teaching, its rationale, benefits, and caveats below carefully and take notes as you go along, focusing on key points and ideas.

### What is team teaching?

**Team teaching** is a process in which two or more teachers share the responsibility for jointly teaching a class (Richards & Farrell, 2005). The ultimate goals of team-teaching are to take collective responsibility for maximizing learning, to become better at teaching, and to provide greater opportunities for students to learn. Thus, teachers' collaborative work is a key element in their professional growth (Richards & Farrell, 2005). Sandholtz (2000) states that team teaching can manifest itself in many ways, such as (a) two or more teachers loosely sharing responsibilities, (b) team planning with individual course instruction, and (c) joint planning, teaching, and assessment (as cited in Stewart & Perry, 2005). Furthermore, Richards and Farrell (2005) suggest that these different team teaching collaborations may allow for team teachers to better address their own personal needs, as well as those of their students in their teaching environment. Team teaching might be a simple distribution of responsibilities between two teachers, team planning but with individual

instruction, or cooperative planning, instruction, and evaluation of their learning experiences. Another type of team teaching is when an experienced teacher is paired up with a novice teacher to act as a mentor and enhance teaching (Giles, Koenig, & Stoller, 1998). In an EFL context, team teaching can be done when one is a native speaker of the target language and the other is a non-native speaker of the language.

### **Why should teachers engage in team teaching?**

On an individual level, team teaching serves as an excellent form of self-reflection and personal growth. Furthermore, because each teacher must take equal responsibility in the team teaching process, it serves as a learning opportunity. Teachers have the chance to explore their own teaching styles through engagement in discussions, lesson planning, implementation, and assessment. Finally, through collaboration, team teaching allows teachers to identify the approaches that worked for their students and themselves, leading to greater insights into team teaching and its importance in professional development.

### **Associated Benefits**

- Promotes the growth of personal and professional bonds, which can help strengthen the camaraderie in a school (collegiality)
- Develops engagement in self-reflection, organization, and collaboration
- Combines expertise since planning lessons collaboratively allows teachers to share their varied experiences and gain new perspectives regarding teaching and learning (Laughlin, Nelson, & Donaldson, 2011; Richards & Farrell, 2005)
- Establishes a platform upon which to develop and conduct informal observations, which can promote modelling of best teaching practices
- Promotes feedback and criticism, which can inform teacher's own pedagogical approach to lesson planning, classroom teaching, and assessment (Cárdenas Ramos, 2011; Richards & Farrell, 2005)
- Encourages better organization, a positive atmosphere, and opportunities for more meaningful participation (Laughlin, et al., 2011)
- Grants the chance to work as both observer and teacher within one setting
- Leads to exposure to increased and varied input and perspectives, as well as modelling of cooperative behaviours, positive teamwork skills and attitudes (Cárdenas Ramos, 2011; Laughlin et al., 2011; Richards & Farrell, 2005)
- Provides more individualized attention since there is a lower teacher-student ratio

### **Caveats**

- Finding the time to meet, discuss, plan, prepare, and evaluate is challenging since it demands extensive preparation time prior to implementation
- Teachers may have different teaching styles, personalities or intelligence types (Cárdenas Ramos, 2011)
- Students may feel frustrated and uncomfortable about having two teachers in one class
- A lessened amount of continuity and repetition could be challenging for students with attention deficit disorders or disabilities (Laughlin et al., 2011)

## **Apply**

### **Activity 1- Practical Guide to Team Teaching**

To encourage collaboration with your peers, you will be guided through the process of planning and implementing an effective team-teaching lesson. Follow the structured steps outlined below. You may choose to use an existing lesson plan you've developed or refer to the lesson plan sample from Modules 1 or 3.

**Step 1:** With your peer, choose a lesson plan and discuss how team teaching will enhance student learning.

**Step 2:** Clearly outline each teacher's role and responsibilities (e.g., who will introduce content, facilitate discussions, or assess student understanding). Ensure both teachers actively contribute to the lesson delivery. At this stage, you need to plan smooth transitions between different teaching segments. When planning and discussing lesson delivery, do not forget about the following tips:

- Prioritise team development
- Show shared commitment to team teaching
- Be respectful
- Set clear goals
- Communicate clearly and honestly
- Take responsibility for assigned roles and responsibilities
- Learn to compromise (this may also mean being flexible)

**Step 3:** Deliver the lesson as planned, keeping an eye on student engagement and understanding. You may want to use student observations, informal assessments, or quick check-ins to gauge effectiveness. More tools will be provided in the following units.

**Step 4:** After the lesson, reflect on your team's performance, lesson plan, and students' engagement. You may want to discuss: What went well? What challenges did you face? How did students respond to the team teaching approach? You may also want to apply Kolb's Reflective cycle to guide you in your reflection. If possible, conduct a short student feedback survey on their experience with team teaching. This feedback will help you refine your approach and improve future collaborations.

### **Activity 2 – Team Teaching Checklist**

Looking back at the stages of team teaching we've discussed, your task is to create a checklist for reflecting on your team-teaching experiences. Consider each stage of the teaching process, from planning to execution and post-lesson reflection, and develop questions that will help you evaluate the effectiveness of your collaboration. The checklist will help you assess how well you worked together, how the students responded, and where improvements can be made for future lessons. Once completed, use your checklist or a sample below after each team-teaching lesson to guide your reflections and improve your teaching practice. Feel free to change the sample and adapt it to your needs.

## Team Teaching Reflection Form

### Pre-Lesson Planning

1. Did both teachers clearly define the goals and objectives for the lesson?

☐ Yes

☐ No

Comments: \_\_\_\_\_

2. Did both teachers agree on their individual roles during the lesson?

☐ Yes

☐ No

Comments: \_\_\_\_\_

3. Did teachers discuss and agree on the teaching strategies and models to be used?

☐ Yes

☐ No

Comments: \_\_\_\_\_

4. Did both teachers prepare collaboratively for the lesson?

☐ Yes

☐ No

Comments: \_\_\_\_\_

5. Was there a plan for conflict resolution if disagreements arose during the lesson?

☐ Yes

☐ No

Comments: \_\_\_\_\_

### During the Lesson

6. Did both teachers actively participate in delivering the lesson?

☐ Yes

☐ No

Comments: \_\_\_\_\_

7. Did the students seem engaged with both teachers' perspectives?

☐ Yes

☐ No

Comments: \_\_\_\_\_

8. Did teachers manage classroom transitions effectively between each other?

☐ Yes

☐ No

Comments: \_\_\_\_\_

9. Were both teachers seen as equal partners?

☐ Yes

☐ No

Comments: \_\_\_\_\_

### Post-Lesson Reflection

10. Did the students respond positively to the team-teaching approach?

☐ Yes

☐ No

Comments: \_\_\_\_\_

11. Were both teachers' teaching styles well-aligned and complementary?

☐ Yes

☐ No

Comments: \_\_\_\_\_

12. Did both teachers reflect on the success and challenges of the lesson?

☐ Yes

☐ No

Comments: \_\_\_\_\_

13. Are there adjustments needed to improve the next team-teaching experience?

☐ Yes

☐ No

Comments: \_\_\_\_\_

14. Did both teachers express mutual respect and openness to feedback during the lesson?

☐ Yes

☐ No

Comments: \_\_\_\_\_

15. Were students asked for feedback on the team-teaching approach?

☐ Yes

☐ No

Comments: \_\_\_\_\_

General thoughts on the team-teaching experience:

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## Suggested Reading:

Benoit, R. (2001). Team teaching tips for foreign language teachers. *The Internet TESL Journal*, 8.

Carless, D. (2006). Good practices in team teaching in Japan, South Korea, and Hong Kong. *System*, 34, 341–351. <https://doi.org/10.1016/j.system.2005.11.003>

Giles, G., Koenig, S., & Stoller, F. L. (1998). Team teaching in intensive English programs. *TESOL Matters*, 7.

Goetz, K. (2000). Perspectives on team teaching. *EGallery*, 1(4). Retrieved October 5, 2011, from <http://people.ucalgary.ca/~egallery/goetz.html>

Jang, S. (2006). Research on the effects of team teaching upon two secondary school teachers. *Educational Research*, 48, 177–194.

Laughlin, K., Nelson, P., & Donaldson, S. (2011). Successfully applying team teaching with adult learners. *Journal of Adult Education*, 40(1), 11–18.

Liu, L. (2008). Co-teaching between native and non-native English teachers: An exploration of co-teaching models and strategies in the Chinese primary school context. *Reflections on English Language Teaching*, 7(2), 103–118.

Ploessl, D. M., Rock, M. L., Schoenfeld, N., & Blanks, B. (2010). On the same page: Practical techniques to enhance co-teaching interactions. *Intervention in School and Clinic*, 45(3), 158–168.

Richards, J. C., & Farrell, T. S. C. (2005). Team teaching. In *Professional development for language teachers: Strategies for teacher learning* (pp. 159–170). Cambridge University Press.

Stewart, T., & Perry, B. (2005). Interdisciplinary team teaching as a model for teacher development. *TESL-EJ*, 9(2), 1–14.

Tajino, A., & Tajino, Y. (2000). Native and non-native: What can they offer? Lessons from team-teaching in Japan. *ELT Journal*, 54(1), 3–11. <https://doi.org/10.1093/elt/54.1.3>

Vanderbilt University Center for Teaching. (n.d.). *Team/collaborative teaching*. Retrieved from <http://cft.vanderbilt.edu/guides-sub-pages/teamcollaborative-teaching/>



## Unit 4: Peer observation

By the end of this unit, you will have:

- Understanding of lesson observation and its role in professional development.
- Ability to observe and analyse teaching practices effectively.
- Strategies and tools to assess and provide constructive feedback on lesson delivery and classroom interactions.
- Awareness of diversity in the classroom and how to observe inclusive teaching practices.

### Learn

#### Task 1

- A. Read the explanation of peer observation, its rationale, benefits, and caveats below carefully and take notes as you go along, focusing on key points and ideas.

#### **What is peer observation?**

Chamberlain, D'Arthey, and Rowe (2011) describe peer observation as involving a teacher whose teaching session and performance are monitored by a colleague who will provide feedback at the end of the lesson instruction; further, peer observation may happen at a stipulated frequency or as an activity for continued professional development. The rationale for Peer observation may serve as a two-prong tool:

- A developmental model for a novice or less experienced teacher observed by an experienced mentor in order to assist in developing teaching practice;
- Reciprocal collaboration between two peers working towards developing their teaching practice (Chamberlain, D'Arthey, & Rowe, 2011)

Many schools and universities integrate peer observation as a strategic approach to enhancing the quality of teaching and learning (Hendry & Oliver, 2012). Also, peer observation may be used as a tool to aid in the teacher appraisal and review process.

#### **Associated Benefits**

- The main goal of peer observation is the sharing of instructional ideas and teachers learning from each other (Hansen, 2010).
- Observers may benefit from peer observation by learning new strategies and gaining confidence to implement the strategy in their own teaching (Hendry & Oliver, 2012).
- Observers may also benefit from a developmental model for a novice or lesson-experienced teacher observing another teacher.
- Critical Friends Group (CFG), a technique involving two peers using a prearranged format and focus for observation, is advocated by research studies as an effective model of teacher professional development (Vo and Nguyen, 2010).
- CFG gives opportunities to exchange professional ideas (Vo and Nguyen, 2010)
- The observer has an opportunity to see teaching methods from a different perspective (Estep, Roberts, & Carter, 2012).

## Caveats

- Though feedback received from the observer is generally useful, the action of being observed has been shown to develop feelings of vulnerability for some teachers.
- The process of peer observation makes some teachers feel judged during the observation.
- During peer observations, some teachers judge whether what their colleague does is useful or not (Hendry & Oliver, 2012).

B. In addition to other reflective practices, peer observation plays a crucial role. Below are key guidelines for teachers observing a class and engaging in peer observation. Do you already follow any of these practices?

- Teachers should be involved in designing the peer observation process to ensure its effectiveness and relevance to teaching practices (Hansen, 2010).
- Building trust and confidence among teachers is crucial. Observers should feel comfortable asking questions and seeking clarification about teaching strategies they encounter (Hansen, 2010).
- School leaders and teachers should assess their institution's schedule and determine an appropriate time for peer observation, ensuring minimal disruption to instruction (Hansen, 2010).
- Any feedback or insights shared during the observation process should remain confidential and under the control of the observed teacher (Hendry & Oliver, 2012).

Watch the following series of videos to learn about more classroom observation strategies:

<https://www.youtube.com/playlist?list=PLp5PwTABmIC-1lhpwTDDRoqC5ewd3Obxq>

## Apply

### Activity 1- Let's observe the class!

#### Before the observation

**Step 1:** You are going to observe a class, but before watching the class, it is important to establish clear criteria for observation. Rather than watching passively, the goal is to analyse the lesson with a structured approach. To do this, a set of observation criteria should be developed beforehand. The first step is to consider what makes a lesson effective. Key questions to reflect on include:

- What strategies does the teacher use to engage students?
- How is the lesson structured?
- How does the teacher check for understanding?

These questions will help guide the observation process. A brainstorming session will help generate criteria to focus on while watching the class. These may include (but are not limited to) aspects such as:

**Instructional Strategies** – The clarity of explanations, use of visuals, or engagement techniques.

**Student Engagement** – The level of participation, interactions, or responsiveness.

**Classroom Management** – Strategies used to maintain focus and manage the online environment.

**Assessment and Feedback** – Methods for checking understanding and responding to student needs.

**Step 2:** Take your time to come up with the list of criteria. When the list is ready, you may watch the video where Diane Doweiko (you have observed another of her classes in the previous Module) demonstrates the stages of a reading skills lesson. Each phase of the lesson is clearly annotated.

### **During the observation**

**Step 3:** While watching, observations should be noted with specific examples that align with the chosen criteria. You may want to pause the video to read the annotations. Please click the link: <https://www.youtube.com/watch?v=iu-yLD8qQM0>

### **After the observation**

**Step 4:** After viewing the class, do not forget to reflect and discuss. You may want to share your thoughts with your peers on the website forum. This will include evaluating whether the criteria were effective in guiding observations and considering any adjustments for future analyses. By following this process, the observation will be more focused and meaningful, leading to a deeper understanding of effective online teaching practices.

## **Activity 2- Observation form**

The following **English Language Teaching Observation Form** serves as a structured guide for observing and evaluating an online or in-person English lesson. However, observation needs may vary based on specific goals, teaching contexts, and individual preferences. Study the example of the observation form provided below. How does this form compare to your list or criteria? Do you see any areas that you missed? Do you see any areas that are missing in the example? Use the steps below to review and adapt the form to best suit the intended purpose.

Before using the form, determine the primary focus of the observation.

- Are you evaluating general teaching effectiveness or a specific aspect (e.g., student engagement, use of technology, feedback strategies)?
- Will the observation be formative (for professional growth) or summative (for assessment purposes)?
- Is the observation focused on online, hybrid, or in-person teaching?
- Is the observation framework manageable (feasible to use) for an observer?

Go through each category in the table below and assess its relevance and feasibility. Modify, add, or remove criteria to reflect specific teaching objectives (e.g., If certain aspects of teaching (e.g., use of technology) are not relevant, adjust or replace them with more applicable criteria. If the observation has a specific focus (e.g., pronunciation instruction, classroom interaction), add additional criteria under the relevant section).

Category	Criteria	Yes	No	Comments
<b>Lesson Planning and Structure</b>	Are the lesson objectives clearly stated at the beginning?			
	Does the lesson follow a logical sequence (introduction, practice, application, conclusion)?			
	Are transitions between activities smooth and well-managed?			
	Is time effectively managed throughout the lesson?			
<b>Instructional Strategies</b>	Are instructions clear and easy to understand?			
	Does the teacher use a variety of methods (discussion, pair work, multimedia)?			
	Does the teacher model correct language use?			
	Are explanations and examples sufficient?			
<b>Student Engagement/Interaction</b>	Are students actively participating in the lesson?			
	Does the teacher encourage student interaction (pair work, group discussions)?			
	Are questioning techniques used to involve students?			

	Do students have opportunities to practice speaking, listening, reading, or writing?			
<b>Language Development and Feedback</b>	Does the teacher provide corrective feedback appropriately?			
	Are pronunciation and grammar corrected in a supportive manner?			
	Are key vocabulary and expressions reinforced?			
	Are students encouraged to use the target language?			
<b>Resources and Technology</b>	Are teaching materials (slides, visuals, handouts) clear and relevant?			
	Is technology (videos, online tools) integrated effectively?			
	Is the whiteboard or screen used to support explanations?			
<b>Classroom Management and Atmosphere</b>	Does the teacher maintain students' attention and minimise distractions?			
	Do students feel comfortable asking and answering questions?			
	Is the classroom atmosphere positive and supportive?			

	Does the teacher use appropriate strategies to handle disruptions?			
Strengths of the lesson:				
Areas for improvement:				

This flexible observation form allows for adaptation based on individual goals, making it a useful tool for evaluating English language teaching practices in various educational settings.

## **Learn**

### **Task 2- Addressing Diversity Through Observation**

Classroom diversity is a sensitive subject to address because it is easy to offend people when discussing the matter. Teachers should maintain diversity in the classroom to create an inclusive learning environment that respects different perspectives, fosters cultural awareness, and enhances student engagement and learning outcomes.

The issue of diversity is especially important to address because it helps teachers to broaden their minds and be free from a biased understanding of their own and someone else's teaching practices. Thus, the adaptation of the diversity assessment tool by Taylor and Sobel (2007) for the Central Asian context is very helpful because supervisors and teachers can address the responsiveness of the teacher to diversity.

Study the tool below very attentively. As with Activity 2 above, feel free to change this form and adjust it to your own classroom needs.

## Diversity Responsiveness Assessment Tool

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_  
 Area of focus: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Please, respond to the following questions by placing a checkmark in the appropriate column, briefly describing the situation, and/or writing comments. Feel free to focus on any section of the tool as discussed with the teacher. There are five sections, sections 1, 2, 3 and 5 may be filled out by either a teacher himself/herself or an observer. Section 4 is aimed only at the teacher and can be answered either in an interview form with an observer or by the teacher on his/her own. All the answers should focus on diversity factors, such as culture, age, ethnicity, gender, language, abilities/disabilities, religion, and socioeconomic status.

### Section 1

#### TEACHER

A. Answer the questions by putting a checkmark in the appropriate column (i.e., Yes/No) and writing comments.

Questions	Yes	No	Comments
Does the teacher appear to be knowledgeable about the religious, cultural, linguistic, and socioeconomic backgrounds of students?			
Does the teacher model respect for, and inclusion of, people who are different (e.g., religion, ethnicity, language, abilities, disabilities, socioeconomic class)?			
Does the teacher exhibit any form of bias regarding students' differences and diversity?			
Does the teacher promote high self-esteem for all students in the classroom, regardless of differences?			
Does the teacher actively confront instances of stereotyping, bias, and discrimination when they occur?			
Does the teacher express equal expectations of all students, regardless of their differences?			

Does the teacher pay equal attention to all students, regardless of their diverse abilities?			
Does the teacher link the instructional content to students' backgrounds, and different learning styles, and ensure that students understand the instructions?			
Does the teacher provide feedback and assess students equally, regardless of their different abilities?			

B. What differing instruction regarding diversity factors does the teacher use across the content of the lesson?

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C. What does the teacher do to encourage interactions across diverse groups in the classroom?

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## Section 2

### STUDY ENVIRONMENT AND ASSESSMENT

A. Answer the questions by putting a checkmark in the appropriate column (i.e., Yes/No) and write comments.

Questions	Yes	No	Comments
Are there images in the teaching materials, environmental print, and wall posters that address diversity present in abundance in the program/classroom/lesson?			
Are there displays of children and adults from diverse ethnic groups, different ages, religions, and socioeconomic statuses?			
Are images of diversity in family styles: (single parents, interracial and multiethnic families, adopted families, differently abled people) displayed in the classroom?			
Are the displays an accurate representation of diversity for students of different ages, religious beliefs, and cultures?			



- B. How are the tables and chairs in the classroom situated (i.e., in horizontal or vertical rows, semi-circle, random)? Are they mobile and easy to rearrange? How often do you change students' seating?
- 
- 
- 
- C. Elaborate on grouping strategies that enhance student achievement and promote interaction between diverse students in your class. Label students and provide a brief description of the reasons why these particular students were grouped, paired or worked as a whole class. Focus on the diversity factors listed in the directions above.

Grouping strategies	Students	Rationale
Pairs		
Small Groups (2-3 students)		
Big groups (5-6 students)		
Whole class		

- D. Are students aware of the assessment criteria for each task? Are those criteria specific and clear?
- 
- 
- 

### Section 3

#### TEACHING MATERIALS

- A. Answer the question by putting a checkmark in the appropriate column (i.e., Yes/No) and write comments.

Questions	Yes	No	Comments
Are contributions and perspectives of different cultures integrated into textbooks and other curriculum materials?			
Are people of diverse backgrounds and factors portrayed in a non-stereotypical manner?			
Are there materials available for limited-English-proficiency students in their native language?			
Do the teaching materials allow all students to participate and feel challenged and successful?			
Do the teaching materials reflect the diversity of gender roles and racial, and cultural backgrounds?			

B. Describe the specific instructional material that promotes the understanding of diversity factors.

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#### Section 4

##### SELF-REFLECTION

Answer the questions by putting a checkmark in the appropriate column (i.e., Yes/No) and write comments.

Questions	Yes	No	Comments
Am I knowledgeable about the diversity of my students?			
Do I model respect for and inclusion of people who are different?			

Do I know where to find resources regarding diversity?				
Do I respectfully accommodate diverse students in my classroom?				
Do I recognise and acknowledge the value of students' language abilities, different accents, and literacy levels?				
Do I give accurate feedback to my students?				
Do I cater to all my students' needs?				
Do I encourage program staff to involve themselves in the education of students about diversity?				
Do I analyse and reflect on my diversity-responsive teaching?				
Do I use the appropriate type of humour with my students?				

## Section 5

### ANALYSIS AND RECOMMENDATIONS

List all the possible strengths and suggestions for improvement. below.

<b>Areas of strengths</b>	
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<b>Suggestions for improvement</b>	
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### Apply Activity 3

Observe the class or watch the video in Activity 1 again, paying close attention to how diversity and inclusion are addressed. As you watch, use the provided **Diversity Assessment Tool** to guide your observation and take notes on key aspects of the classroom environment. Consider how the teacher interacts with students, whether all learners feel included, and how teaching materials and discussions reflect diverse perspectives. After completing your observation, reflect on what you have seen and feel free to discuss your thoughts and reactions on the project forum.

### **Suggested Reading:**

Chamberlain, J. M., D'Arthey, M., & Rowe, D. A. (2011). Peer observation of teaching: A decoupled process. *Active Learning in Higher Education*, 12(3), 189–201. <https://doi.org/10.1177/1469787411415092>

Estepp, C. M., Roberts, T. G., & Carter, H. S. (2012). An experiential learning model of faculty development to improve teaching. *NACTA Journal*, 56(1).

Hansen, S. D. (2010). Inviting observation. *Principal Leadership*, 11(2), 52.

Hendry, G. D., & Oliver, G. R. (2012). Seeing is believing: The benefits of peer observation. *Journal of University Teaching and Learning Practice*, 9(1), 7.

Taylor, S., & Sobel, D. (2007). Diversity-responsive assessment tool: Assessing and mentoring effective teaching in multilingual, multicultural classrooms. In C. Coombe, M. Al-Hamly, P. Davidson, & S. Troudi (Eds.), *Evaluating teacher effectiveness in ESL/EFL contexts* (pp. 213–231).

Vo, L. T., & Nguyen, H. T. M. (2010). Critical Friends Group for EFL teacher professional development. *ELT Journal*, 64(2), 205–213. <https://doi.org/10.1093/elt/ccp039>

Also, check the following link:

<https://www.yumpu.com/en/document/read/31253811/equality-and-diversity-checklist-for-teaching-and-learning>

# **Module 3: Technologically Advanced Practitioner**

# Unit 1: Technology in EFL Classroom

By the end of this unit, you will have:

- An understanding of the advantages and disadvantages of technology in education.
- Insight into the challenges of integrating technology into the classroom.
- Familiarity with the use of several online educational tools.

## Learn

### Task 1 - Advantages, Disadvantages, and Challenges of Technology in Teaching

Reflect on the use of technology in EFL/ESL teaching. Consider both the benefits and challenges it presents. Answer the questions in the table:

Question	Response (you may want to list)
<b>Advantages of Using Technology</b> <i>What benefits does technology bring to teaching?</i>	
<b>Disadvantages of Using Technology</b> <i>What drawbacks might arise from using technology?</i>	
<b>Challenges of Using Technology in the Classroom</b> <i>What challenges might you face with technology?</i>	

Here is what Golonka et al (2012) state about technology in EFL classrooms:

#### **Pros**

- Could increase learner interest and motivation
- Provide learners with increased access to target language input
- More interaction opportunities and feedback
- Provide instructors with more efficient methods to organise the course and provide student support

#### **Cons**

- Could result in inappropriate input
- Shallow interaction between peers and instructors
- Inaccurate feedback
- Student frustration with software and hardware
- Distraction from learning tasks

Johnson et al (2016) list the following challenges associated with the use of technology in the classroom:

- It may be difficult for schools to keep up with the rapidly changing technology
- Social dynamics may change within the classroom (less face-to-face interaction)
- Current research is limited with respect to the effectiveness of technology
- There needs to be a stronger alignment between technology, curriculum, and instruction
- If learning can take place at home, what is the purpose of school?

## Task 2

- A. Study the list of the most common electronic-based English learning tools. Can you add anything else to the list? Do you know all of these? Which ones do you use? Which ones do you think your students use?
- LMS (i.e., Blackboard, Moodle)
  - ePortfolio
  - Corpora
  - Electronic dictionary
  - Electronic annotation
  - Grammar checker
  - Online tutoring system
  - Automated speech recognition (ASR) or pronunciation program
  - Chat (e.g., ChatGPT looked at in more detail in Unit 2)
  - Blog
  - Social networking
- B. Let's take a closer look at two studies on different digital media that you are also likely to use in your classroom. Read the articles by Malik and Asnur (2019) and Türkmen (2020) (you will find them in the list of references). Do you use social media and/or Netflix (or any other broadcasting source) in your classroom? If yes, how? Do you agree with the key points provided below? What else can you add to the list?

**Study 1:** Using Social Media as a Learning Media of Foreign Language Students in Higher Education (Malik & Asnur, 2019)

- Smartphones allow users to access information anywhere (including language-related inquiries)
- Networking with native speakers via social media can motivate students
- Survey revealed that YouTube was the most popular resource among English learners

**Study 2:** Utilising Digital Media as Second Language (L2) Support: A Case Study on Netflix with Translation Applications (Türkmen, 2020)

- Students often watch Netflix for language learning purposes, although not primary
- Netflix was particularly helpful in learning new vocabulary and its language usage as well as in improving listening, grammar, vocabulary, and writing competencies
- Materials on Netflix can be used as educational materials (if controlled)

## **Apply**

### **Activity 1**

Think about an electronic-based tool (e.g., application, software) that you use or would like to use in your classroom. You may want to use one of the above tools from studies 1 and 2. For this task, you will need to use Kolb's model to reflect on the use of the tool. The table below will guide you in the steps.

#### **1. Concrete Experience**

*(Engaging in the Task)*

- How did using the digital tool impact the lesson compared to traditional methods?
- What were the benefits and challenges of integrating this tool?

#### **2. Reflective Observation**

*(Analysing the Experience)*

- Did the tool enhance or hinder student engagement and participation?
- How did it affect collaboration, comprehension, and creativity?
- Were there any distractions, technical issues, or an over-reliance on the tool?

#### **3. Abstract**

**Conceptualisation**

*(Developing Theories)*

- What types of English classroom activities are best suited for this tool?
- What are the potential downsides of integrating too much technology into lessons?

#### **4. Active**

**Experimentation**

*(Applying Learning in Practice)*

- How can you adjust your use of the tool to make learning more effective?
- What did you learn from this experience that will guide future technology integration?

## **Learn**

### **Task 3- Using Corpora**

A. Another useful digital tool that many English language teachers use in their classroom is a Corpus (Corpora is the plural form). Read the information below very attentively.

#### **What is a Corpus?**

"A corpus is a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research" (Sinclair, 2005). It is a written, transcribed speech, typically stored in electronic form. McCarthy and McCarten (2022,p.180) also discuss the concept of multimodal corpora as "other technological affordances that could feed positively into the corpus-informed materials writer's task may come about in the form of multi-modal corpora, where audio, video,



and transcript evidence can be scrutinised simultaneously, offering the potential for corpus-informed pronunciation materials as well as overall improved materials for the teaching of speaking”.

With corpora, you can:

- Browse a frequency list of words or phrases (may be able to filter by L1, genre, text type, etc.)
- Search individual words
- Search string of words (i.e., collocation, phrases, parts of speech)
- Search by using part-of-speech-tags

Examples of Corpora:

- **COCA** (Corpus of Contemporary American English) – Native Speaker (NS) corpus
- **BNC** (British National Corpus) – NS corpus
- **BAWE** (British Academic Written English Corpus) – NS corpus
- **CLC** (Cambridge Learner Corpus) – learner corpus
- **LINDSEI** (The Louvain International Database of Spoken English Interlanguage)- learner corpus

You will learn more about the Corpus Linguistics by watching the following video:

<https://www.youtube.com/watch?v=zeEKc50sk-4>

- B. Before you read the list that rationalises the use of corpora in teaching English, listen to a podcast on “Using Corpora in the ESL Classroom”. Take notes and then compare them to the list below. How many of these points are listed? Can you add anything else to the list? Here is the link: <https://www.youtube.com/watch?v=R0mIMQ7HYil>

### Why use Corpora?

- An evidence-based way of identifying patterns in language usage
- Can be used for both quantitative and qualitative techniques
- Provides ‘big picture’ perspectives
- Can identify patterns of vocabulary, grammar, and even lexico-grammatical associations
- Provides a description for the language used in specific contexts (ESP, EAP)
- Serves Pedagogical purposes: 1) Helps understand errors that are particularly problematic for L2 learners; 2) Provides L2 learners with real-world examples of language usage
- Useful for teaching vocabulary (corpus-based dictionaries; collocation, chunks, formulaic sequence; disambiguating use of related words or multifunctional words)
- Useful for teaching grammar (comparative reference grammar; features of spoken vs. written language; lexico-grammar associations)

### Using corpora is not unproblematic and there are several issues to consider:

- How representative is the corpus?
- Does the language use represent a target for most learners? (Are there different dialects of English? Does the use of language happen in academic vs. everyday contexts?)
- How reliable is NS corpus when teaching L2 learners?

## Apply

### Activity 2

You need to start by opening <https://www.english-corpora.org/> and registering with the working email. Then, please watch the video: [https://www.youtube.com/watch?v=kDRpyJSE\\_6s](https://www.youtube.com/watch?v=kDRpyJSE_6s)



The screenshot shows the English-Corpora.org website. The header includes the site name and navigation links: corpora, PDF guides, videos, related resources, users, my account, upgrade, and help. The main content area is titled 'Overview: brief | detailed' and contains text about the corpora and a table of available corpora. The table lists various corpora with their download status, word counts, dialects, time periods, and genres.

Corpus	Download	# words	Dialect	Time period	Genre(s)
News on the Web (NOW)	Download icon	20.1 billion+	20 countries	2010-yesterday	Web: News
iWeb: The Intelligent Web-based Corpus	Download icon	14 billion	6 countries	2017	Web
Global Web-Based English (GloWbE)	Download icon	1.9 billion	20 countries	2012-13	Web (incl blogs)
Wikipedia Corpus	Download icon	1.9 billion	(Various)	2014	Wikipedia
Coronavirus Corpus	Download icon	1.5 billion	20 countries	2020-2023	Web: News
Corpus of Contemporary American English (COCA)	Download icon	1.0 billion	American	1990-2019	Balanced

Try to use the corpus and explore the following (but feel free to explore more):

- Emotion words: "happy," "excited," "frustrated"
- Legal terms: "contract," "liability," "witness"

You can also watch this video to get acquainted with COCA:  
<https://www.youtube.com/watch?v=VUQpPgdPhH0>

## Suggested Reading:

Curado, A. (2023). Corpus affordances in foreign language reading comprehension. Retrieved from [https://www.researchgate.net/publication/368993618\\_Corpus\\_Affordances\\_in\\_Foreign\\_Language\\_Reading\\_Comprehension](https://www.researchgate.net/publication/368993618_Corpus_Affordances_in_Foreign_Language_Reading_Comprehension)

Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2012). Technologies for foreign language learning: A review of technology types and their effectiveness. *Computer Assisted Language Learning*, 27(1), 70–105.  
<https://doi.org/10.1080/09588221.2012.700315>

Johnson, A. M., Jacovina, M. E., Russell, D. E., & Soto, C. M. (2016). Challenges and solutions when using technologies in the classroom. In S. A. Crossley & D. S. McNamara (Eds.), *Adaptive educational technologies for literacy instruction* (pp. 13-29). Taylor & Francis.

Malik, A. R., & Asnur, M. N. A. (2019). Using social media as a learning media of foreign language students in higher education. *Online Submission*, 18(2). Retrieved from <https://files.eric.ed.gov/fulltext/ED620822.pdf>

McCarthy, M., & McCarten, J. (2022). Writing corpus-informed materials. In J. Norton & H. Buchanan (Eds.), *The Routledge handbook of materials development for language teaching* (pp. 170–184). Routledge.

Mishan, F. (2022). Language learning materials in the digital era. In J. Norton & H. Buchanan (Eds.), *The Routledge Handbook of Materials Development for Language Teaching* (pp. 17-29). Routledge.

Mai, T. M. (2023). Utilizing media-based materials to design authentic tasks for information technology students. *TESOL Journal*, 14, e705. <https://doi.org/10.1002/tesj.705>

Sinclair, J. (2005). Corpus and text—Basic principles. In M. Wynne (Ed.), *Developing linguistic corpora: A guide to good practice* (pp. 1-16). Oxbow Books. Retrieved from <http://ahds.ac.uk/linguistic-corpora/>

Türkmen, B. (2020). Utilising digital media as a second language (L2) support: A case study on Netflix with translation applications. *Interdisciplinary Description of Complex Systems*. Retrieved from [https://www.researchgate.net/publication/345253413\\_Utilising\\_Digital\\_Media\\_as\\_a\\_Second\\_Language\\_L2\\_Support\\_A\\_Case\\_Study\\_on\\_Netflix\\_with\\_Translation\\_Applications](https://www.researchgate.net/publication/345253413_Utilising_Digital_Media_as_a_Second_Language_L2_Support_A_Case_Study_on_Netflix_with_Translation_Applications)

Introduction to Corpus Linguistics:

[https://www.pala.ac.uk/uploads/2/5/1/0/25105678/00\\_general\\_handout.pdf](https://www.pala.ac.uk/uploads/2/5/1/0/25105678/00_general_handout.pdf)

A very useful resource with 72 Amazon Free Online Tools for Teachers:

<https://www.growthengineering.co.uk/72-amazing-free-online-tools-for-teachers/>

## Unit 2- GenAI for Language Teaching and Learning

By the end of this unit, you will have:

- Knowledge of the role of Generative AI (Gen AI) in education.
- Insight into the challenges of integrating AI-powered tools into the classroom.
- Familiarity with the use of several AI-powered online educational tools.

### Learn

#### Task 1- Gen AI

A. Read the information below about generative artificial intelligence.

Generative artificial intelligence (AI) describes algorithms that can create new content, including audio, code, images, text, simulations, and videos.

Stuart Russell (computer science professor at the University of California, Berkeley) states that:

*"AI systems pose significant risks to democracy through weaponised disinformation, to employment through displacement of human skills and to education through plagiarism and demotivation."*

- Do you agree with this statement?
- What are your main concerns about the use of GenAI in education?
- What opportunities do you see? How can this technology be used to enhance/transform learning?

To learn more about GenAI for education, read this useful article on AI-powered tools for teachers: [40 AI tools for the classroom - Ditch That Textbook](#)

- B. Gen AI does present a challenge to maintaining academic integrity, but this is neither new nor unique. So, what should we as educators do: embrace or resist it? There are four key routes:
- **Denial** (head in the sand)
  - **Entrench** (outright ban)
  - **Grudging acceptance** (allowed with reservations)
  - **Embrace** (innovate and work with students)

Which one do you support? Why?

#### Task 2 - Chat GPT

Chat GPT is probably, the most popular AI-powered chat that many educators and students use around the world. ChatGPT and AI text generators are designed specifically for natural language processing tasks such as language translation, question answering, and conversation

generation. ChatGPT can be a valuable tool in teaching EFL in several ways. As you read the points below, critically analyse each of them and decide if you would implement this in your teaching. Here's how it can support both teachers and students (this is ChatGPT's response!):

### Conversation Practice

- **Role-playing:** ChatGPT can simulate real-life conversations, helping students practice speaking in a safe, low-pressure environment. For example, students can practice ordering food, making requests, or having a casual conversation in English.
- **Dialogue Generation:** Teachers can use ChatGPT to generate dialogue examples for students to analyse and mimic, improving their speaking and listening skills.

### Vocabulary Building

- **Contextual Vocabulary:** ChatGPT can provide definitions, usage examples, and context for new words, helping students learn how to use vocabulary correctly.
- **Personalized Vocabulary Lists:** Teachers can ask ChatGPT to create customized word lists based on specific topics or student levels.

### Writing Support

- **Grammar and Style:** Students can ask ChatGPT to check their writing for grammatical errors or ask for explanations of specific grammar rules.
- **Writing Prompts:** Teachers can use ChatGPT to generate creative writing prompts or practice exercises to encourage students to write more in English.
- **Essay Structuring:** ChatGPT can help students understand essay structure, offering advice on how to organize their writing effectively.

### Listening and Comprehension

- **Text-to-Speech:** ChatGPT can assist in generating text that can be read aloud or converted to speech (via additional tools), providing listening practice for students.
- **Comprehension Questions:** After reading a passage, students can ask ChatGPT questions to test their understanding, and ChatGPT can generate further questions to challenge their comprehension.

### Pronunciation Help

- **Phonetic Transcriptions:** ChatGPT can provide phonetic transcriptions for words or sentences, helping students understand pronunciation.
- **Correcting Mistakes:** Students can type out words they are unsure about, and ChatGPT can give them phonetic feedback or guide them to correct pronunciations.

### Grammar Explanations

- **Clarifying Rules:** ChatGPT can explain difficult grammar rules in simple terms and provide examples to illustrate how to use them.
- **Exercises:** Teachers can use ChatGPT to create grammar exercises tailored to student needs, reinforcing what was taught in class.

### Cultural Context

- **Cultural Insights:** ChatGPT can explain cultural references or idiomatic expressions in English, helping students understand language beyond just grammar and vocabulary.

- **Contextual Examples:** ChatGPT can provide real-world examples of how English is used in different cultures or settings, giving students context for their language learning.

### Assessment and Feedback

- **Quizzes and Tests:** Teachers can generate quizzes with ChatGPT on vocabulary, grammar, or comprehension to assess student progress.
- **Instant Feedback:** ChatGPT can provide immediate feedback to students on their writing, helping them learn and correct mistakes in real time.

### Tailored Learning Plans

- **Personalized Learning:** Based on a student's level, ChatGPT can offer customized exercises, explanations, or activities, helping students progress at their own pace.
- **Identifying Weaknesses:** ChatGPT can help both teachers and students identify areas of improvement by providing specific exercises based on challenges students are facing.

### Engaging Activities

- **Games and Puzzles:** Teachers can use ChatGPT to create word games, crossword puzzles, or other interactive learning activities to make lessons more engaging and fun.
- **Storytelling:** ChatGPT can help create short stories or collaborative writing exercises where students contribute sentences or paragraphs, fostering creativity and language practice.

### Motivation and Encouragement

- **Positive Reinforcement:** ChatGPT can provide encouraging responses and feedback to students, boosting their confidence and keeping them motivated.
- **Setting Goals:** ChatGPT can help students set language learning goals and track their progress, making the process more structured and rewarding.

Watch this video to see some of these techniques in practice:

<https://www.youtube.com/watch?v=3Ft5G1VYoFE>

## Apply

### Activity 1- Exploring the tools

1. Take your time to browse through the list of tools and choose **one tool** that interests you or seems relevant. Here is the link: <https://www.growthengineering.co.uk/72-amazing-free-online-tools-for-teachers/> (if you want, you may also explore the tools in Task 1). You can select any tool from the list, but make sure to choose one that you think could be useful for teaching English as a foreign language.
2. Once you have chosen a tool, click on it and explore its features, functionality, and interface. Consider the following while exploring:
  - How does this tool work?
  - How can it be used to teach language skills (e.g., listening, speaking, reading, writing)?
  - What are the potential benefits and challenges of using this tool in your future classroom?

3. Share your findings on Padlet: [https://padlet.com/bezborodova\\_anastasia/technologically-advanced-practitioner-t5ub4yfnzjyn42dj](https://padlet.com/bezborodova_anastasia/technologically-advanced-practitioner-t5ub4yfnzjyn42dj)  
You can also scan the QR code.



On Padlet, create a post (press a + button) that includes:

- The name of the tool and its hyperlink.
  - A brief description of the tool (just copy and paste).
  - Key features and how they can be applied to language teaching.
  - Your evaluation of why you would consider using this tool in your teaching practice.
4. After posting your findings, review some other posts on Padlet. We can all then use this Padlet as a useful resource. If you are new to Padlet but would like to incorporate it into your teaching, I suggest you watch the tutorials on their channel:  
<https://www.youtube.com/@padlet>

## Suggested Reading:

Law, L. (2024). Application of generative artificial intelligence (GenAI) in language teaching and learning: A scoping literature review. *Computers and Education Open*, 100174.

Liu, D. (2024, November). 9 Using Generative AI in Language Learning and Teaching: A Narrative Review of Its Use, Benefits, and Challenges. In *Selected Papers from the Thirty-third International Symposium on English Language Teaching and Learning* (p. 108).

Mollick, E., & Mollick, L. (2023, April 27). Let ChatGPT be your teaching assistant: Strategies for thoughtfully using AI to lighten your workload. Harvard Business Publishing.  
<https://hbsp.harvard.edu/inspiring-minds/let-chatgpt-be-your-teaching-assistant>

Moorhouse, B. L., & Kohnke, L. (2024). The effects of generative AI on initial language teacher education: The perceptions of teacher educators. *System*, 122, 103290.

Octavio, M. M., Argüello, M. V. G., & Pujolà, J. T. (2024). ChatGPT as an AI L2 teaching support: A case study of an EFL teacher. *Technology in Language Teaching & Learning*, 6(1), 1142-1142.

A great YouTube Channel that looks at Technology in Education:  
<https://www.youtube.com/@ericcurts/videos>

50 Ways Teachers Can Use Chat GPT to Save Time:  
<https://www.youtube.com/watch?v=2qDjTJeqZ-Q>

Interesting Talks on AI in EFL by Oxford University Press:

Episode 1 <https://www.youtube.com/watch?v=CPfU5XSizmc>

Episode 2 [https://www.youtube.com/watch?v=8S8PfL\\_BWAU](https://www.youtube.com/watch?v=8S8PfL_BWAU)

Episode 3 <https://www.youtube.com/watch?v=sIMnnBQb8tw>

A useful article on AI-powered tools for teachers: [40 AI tools for the classroom - Ditch That Textbook](#)

'ChatGPT in Education: Padlet set up by the University of Kent  
[https://padlet.com/p\\_c\\_anthony/chatgpt-in-education-jm9scrmkfn9xzz35](https://padlet.com/p_c_anthony/chatgpt-in-education-jm9scrmkfn9xzz35)

## Unit 3: Online-based materials design in English for Academic Purposes (EAP)

By the end of the unit, you will have:

- A clear understanding of the advantages and disadvantages of materials development and materials-associated challenges in EAP
- A usable list of key principles of materials design
- Online resources available for EAP teachers

### Learn

#### Task 1

This unit begins with an overview of two key concepts: EAP (task 1) and materials design (task 2). Read the section very attentively and answer the questions at the end of this section.

Teaching EAP refers to teaching learners who need English to study in an educational setting (Hardwood, 2005). It teaches how to study through the medium of English, regardless of the subject matter of the studies (Hamp-Lyons, 2001). In EAP learners are typically currently higher education students, members of staff, or hoping to go on to higher education. Close attention in these courses is paid to learners' aims and needs.

Study the table below devised by Alexander, Argent, and Spencer (2008) to see the difference between General English and EAP. Do you agree with the points? Can you add anything else to the table?

Context	General English	EAP
<b>1. What drives the syllabus?</b>	Level-driven: the main focus is what a student can and cannot do now.	Goal-driven: the main focus is where a student has to get to often in relation to a specific academic course.
<b>2. Time available</b>	Relatively flexible: a student may opt-in and out of ELT at various points in adult life with different motivations.	Not flexible: time is strictly limited and an EAP course is probably a "one-off" endeavour for a student.
<b>3. What is at stake for the student?</b>	For most students, the outcome is a sense of personal achievement or certification of the language level attainment, not necessarily involving high stakes.	For almost all students, the only relevant outcome is entry to or successful completion of university study. Failure is costly in time, money and career prospects.



<b>4. Student motivation</b>	Motives are varied and general. Students often learn General English out of interest in the language and associated cultures or a wish to become part of a global community.	Motives are specific. A high proportion of EAP students learn English as a means of entering a course at an English-medium university or in order to access a particular academic community.
<b>5. Teachers</b>	Attracts predominantly graduates, e.g., English (usually literature), linguistics or European languages.	Attracts a significant number of graduates in evidence-based academic disciplines, such as science, social science, and business studies.

## Task 2

**Important note:** Online materials and activities play a significant role in modern education by providing flexible, accessible learning opportunities. When integrated into a **blended learning approach** (discussed in Module 1, Unit 1), these materials combine traditional classroom learning with digital resources, offering students the chance to engage with content both in and outside the classroom. Similarly, the **flipped classroom** (also discussed in Module 1, Unit 1) model leverages online materials, such as videos, interactive activities, and readings, to deliver content outside of class time. This allows face-to-face class sessions to be used more effectively for collaborative work, discussions, and problem-solving. By incorporating online activities, educators can cater to diverse learning styles and create a more interactive and engaging learning experience.

### A. What are teaching materials?

Tomlinson (2012) defines materials as **anything** which is used by teachers or learners to facilitate the learning of language. Materials can be:

- **Stimulus** (for learning) – source of ideas and content
- **Models** – representative samples which illustrate particular features of a text and/or structures of target genres
- **Reference** – text or web-based information, explanations and examples of language use

According to Tomlinson (2012), materials should be:

- **Informative:** inform learners about the target language
- **Instructional:** guide them in practising the language
- **Experiential:** provide exposure to the language use
- **Eliciting:** stimulate language use
- **Exploratory:** facilitate discoveries about language use

The analysis of English language teaching materials by Masuhara and Tomlinson (2010) shows that materials often include the following issues:

- Dull and dry texts
- Too many activities
- Repetitive formats
- Texts and activities are not authentic
- Texts and activities seem to be culturally biased
- Texts and activities do not engage the interest of students

To address the issues identified by Masuhara and Tomlinson (2010), online materials and tasks offer more dynamic solutions:

- Dull and Dry Texts: Use multimedia (videos, podcasts) and authentic content (news, blogs) to engage students.
- Too Many Activities: Tailor online tasks to students' needs, ensuring each activity is purposeful and manageable.
- Repetitive Formats: Vary task formats with interactive quizzes, discussions, and gamified learning.
- Lack of Authenticity: Incorporate real-world materials like online articles, podcasts, and videos.
- Cultural Bias: Use diverse, global resources to reflect multiple cultural perspectives.
- Lack of Engagement: Engage students with collaborative tools, interactive tasks, and content creation.

Incorporating these online methods into a blended or flipped approach can make learning more engaging, relevant, and diverse.

B. Watch a video (do not forget to take notes) with Masuhara and Tomlinson on Materials Development in TESOL: Trends and Issues:

<https://www.youtube.com/watch?v=LCme36nU5rU&t=1s>

Study the table below to know a range of factors that should be taken into consideration when developing materials. Can you add any other points to the table?

Factors	Explanation/Examples
<b>Context</b>	<ul style="list-style-type: none"> <li>- Curriculum mandated by the school/state (Materials need to be aligned with the curriculum, syllabus, and assessment)</li> <li>- ESL, EFL, ESP, EAP</li> </ul>
<b>Learners</b>	<ul style="list-style-type: none"> <li>- Needs/wants of the learners are essential (needs analysis can help collect this information)</li> <li>- Background/Experience (prior education, international experience, years of study, etc.)</li> <li>- L1, L2</li> <li>- Interest</li> </ul>

<b>Resources</b>	- Availability of choice (library resources, copies of materials, technology, etc.)
<b>Personal Confidence</b>	- Teachers (years of teaching experience, language proficiency) - Students (years of study experience, language proficiency)
<b>Time</b>	- Teaching hours (classroom and independent study time)
<b>Copyright Compliance</b>	- Copying and distribution (in the country) - Policy (in the country and institution)

### Task 3- Principles of materials design

A. **Question:** How can EFL teachers strike the right balance between methodology, course objectives, target language, teaching style, and other key factors?

**Answer:** Developing their own materials (Do It Yourself- DIY)!

List as many advantages and disadvantages of developing your materials (not simply following a textbook) as you can think of. Then, check your answers against the ideas in the table below:

#### Advantages

Contextualisation (DIY helps meet the course objectives)

Ability to meet individual needs (There is no one-size-fit-all material and DIY caters to students' needs better)

Personalisation (Teachers have their own 'style' of teaching and they know their students)

Build confidence (Experienced teachers know more than any commercial coursebook writers)

Assurance of quality (Not all commercial materials/ coursebooks are 'good')

#### Disadvantages

Time and effort (DIY can be very time-consuming)

Lack of resources/quality (Often, teachers don't receive proper training in materials development; funds for the additional training may be limited)

Pressure on the teacher (materials development comes on top of other responsibilities, which can be overwhelming for instructors)

Lack of consistency/organisation (Unless thorough records are kept, it could be hard to replicate the lesson (especially if taught by a different instructor))

B. Effective EFL materials are more than just textbooks. They shape the learning experience, influence motivation, and determine how language is acquired. Before you look at the list of principles of materials design by Tomlinson (2011), answer the following questions:

- What makes language learning materials effective?
- Think about textbooks, worksheets, or online resources you have used. What features helped you learn best, and what did not work for you?

## 16 Principles of Materials Design

Materials should:

1. achieve an impact
2. help learners feel at ease
3. help learners develop confidence
4. help learners perceive content as relevant and useful
5. require and facilitate learner self-investment
6. help learners develop readiness to acquire the points being taught
7. expose the learners to language in authentic use
8. draw learners' attention to the linguistic features of the input
9. provide learners with opportunities to use the target language for communicative purposes
10. take into account that the positive effects of instructions are usually delayed
11. take into account that learners differ in learning styles
12. take into account that learners differ in affective attitudes
13. permit a silent period at the beginning of instruction
14. maximize learning potential by encouraging intellectual, aesthetic and emotional involvement
15. not rely too much on controlled practice
16. provide opportunities for outcome feedback

The application of all of the principles may not be feasible. Pick and choose what seems to be the most valuable to your own teaching philosophy and your learners (their needs, wants, and lacks). Remember, there are no one-size-fits-all teaching materials/methods - be flexible!

### Apply

#### Activity 1

Critically evaluate one of the lesson plans that you have developed, a class or workshop that you have taught, or seminar materials that you facilitated against the list by Tomlinson. Answer the following questions rationalising your answer. Do not forget about the role of theories, approaches, and methods studies in Module 1.

- How many of the 16 principles were followed?
- How effectively do your materials support language learning?
- What improvements would you suggest to make them more effective?
- How can you adapt your lesson plan to incorporate flipped or blended learning approaches, using online materials and activities to enhance student engagement and flexibility?

## **Learn**

### **Task 3 - Academic Word List (AWL) Highlighters**

When teaching EAP, the AWL Highlighters are useful online tools that are designed to help students identify and learn academic vocabulary from the AWL by highlighting these words in texts, making it easier for learners to build essential academic language skills for reading and writing tasks. You can check the lists and learn more about AWL here:

<https://www.wgtn.ac.nz/lals/resources/academicwordlist>

Then, watch a video about AWL and take notes:

<https://www.youtube.com/watch?v=CfZnqhynhsl&t=5s>

- How do the highlighted AWL words contribute to the academic tone of the text?
- How could you teach these words effectively to students in an EAP setting?

## **Apply**

### **Activity 2**

1. Choose an academic article or passage relevant to your field of teaching (e.g., a journal article, research paper, or academic excerpt).
2. Visit one of the AWL Highlighter tools (Lextutor, Nottingham, or EAP Foundation). Paste your selected text into the tool. The tool will automatically highlight words from the AWL. Review the highlighted words carefully and create a sample EAP task that focuses on AWL.

**Lextutor:** <https://www.lex tutor.ca/vp/eng/>

**University of Nottingham:**

<https://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>

**EAP Foundation:** <https://www.eapfoundation.com/vocab/academic/awllists/>

### **Activity 3**

Below, you will find a table with multiple online resources that you can use to develop your materials in EAP materials. Explore these links, choose one online resource and develop EAP activities that would address the 16 Principles of Materials Design by Tomlinson. In your free time, feel free to share more resources on the project forum.

Resource	Description	Usefulness for EAP
<b><u>British Council - EAP</u></b>	Offers a variety of resources for teaching EAP, including articles, lesson plans, and professional development content.	Provides valuable articles and practical tips for EAP teachers. Great for both newcomers and experienced instructors.
<b><u>UEfAP</u></b>	A comprehensive website dedicated to resources for EAP,	Essential for developing reading and writing skills. It's particularly

	focusing on writing, reading, and academic vocabulary.	helpful for students preparing for academic work in English.
<b><u>Purdue OWL (Online Writing Lab)</u></b>	Provides extensive writing guides and resources on academic writing, citations, and research papers in various formats (APA, MLA, etc.).	A go-to reference for academic writing. Great for teaching writing conventions, citations, and style for academic contexts.
<b><u>Academic Phrasebank</u></b>	A rich collection of academic phrases and expressions for use in academic writing.	Excellent for helping students structure their academic writing. Ideal for mastering the formal academic language.
<b><u>EAP Foundation</u></b>	Free resources on academic writing, listening, reading, speaking, and study skills are offered specifically for university students.	A comprehensive resource for EAP teachers and students. Includes useful study skills content along with writing and speaking strategies.
<b><u>Write &amp; Improve (Cambridge)</u></b>	A tool that allows students to submit writing and receive instant feedback.	Ideal for helping students improve their writing through real-time feedback. Encourages self-study and revision.
<b><u>Academic English UK (YouTube Channel)</u></b>	A YouTube channel with instructional videos covering a wide range of EAP topics such as writing, grammar, vocabulary, and study skills.	A helpful resource for both students and teachers. Videos offer clear explanations and practical tips on various academic topics.
<b><u>More EAP Links</u></b>	A collection of useful links related to EAP skills such as writing, reading, listening, and speaking.	Great for students and teachers looking for extra resources. A good hub for exploring various sub-skills within EAP.

**Important note:** Do not forget that materials development is challenging but exciting. The use of technology and online resources can make this process less time-consuming for the teachers and more engaging for the students. In this process, you will often be guided by theories of language acquisition and current knowledge of how the target language is used (reflected in the 16 Principles). Also, do not forget about the value of the systematic observation/evaluation of materials in use and your reflection in and on action.

## Suggested Reading:

Alexander, O., Argent, S., & Spencer, J. (2008). *EAP essentials: A teacher's guide to principles and practice*. Reading, UK: Garnet.

BALEAP - Competency Framework for Teachers of English for Academic Purposes:  
<https://www.baleap.org/wp-content/uploads/2016/04/teap-competency-framework.pdf>

Flowerdew, L. (2001). The exploitation of small learner corpora in EAP materials design. In M. Ghadessy, A. Henry, R. L. Roseberry, and J. Sinclair (Eds.), *Small corpus studies and ELT: Theory and Practice*, 363-379. Amsterdam: John Benjamins.

Hamp-Lyons, R. (2001). English for academic purposes. In R. Carter and D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*, 89-105. Cambridge: Cambridge University Press.

Hardwood, N. (2005). What do we want EAP teaching materials for? *Journal of English for Academic Purposes*, 4(2), 149-161.

Kırkgöz, Y. (2022). Writing EAP materials. In J. Norton and H. Buchanan (Eds.), *The Routledge Handbook of Materials Development for Language Teaching*, pp. 321-333. New York: Routledge.

Kohnke, L. and Jarvis, A. (2023). Developing infographics for English for academic purposes courses. *TESOL Journal*, 14, e675. <https://doi.org/10.1002/tesj.675>

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), pp. 143-179.

Tomlinson, B. (2022). The discipline of materials development. In J. Norton and H. Buchanan (Eds.), *The Routledge Handbook of Materials Development for Language Teaching*, pp. 3-16. New York: Routledge.

## Unit 4: Online-based materials design in English for Specific Purposes (ESP)

By the end of the unit, you will have:

- A clear understanding of materials-associated intricacies in ESP
- A usable route of ESP materials design
- Online resources available for ESP teachers

### Learn

#### Task 1

A. Read the information below for an overview of the key characteristics of ESP in materials design. For further details, refer to the list of references.

Teaching ESP refers to teaching learners who need English to study a specific discipline. ESP is a goal-directed approach to language learning, designed for students who need English for their professional. Unlike general English courses, ESP focuses on the specific language skills and vocabulary relevant to a particular field, ensuring learners can effectively communicate in real-life situations. This approach is **needs-based** (Masuhara, 2011), meaning that course content is tailored to the learners' requirements, whether for business, medicine, engineering, or other disciplines.

Examples of ESP courses are:

- English for Aviation (for air traffic controllers or pilots)
- English for Hospitality (for hotel staff)
- English for Tourism (for travel agents and tour guides)
- English for Medicine (for nurses, doctors and other medical staff)
- English for Banking
- Legal English

\*\* Business English and EAP are under the category of ESP but they belong to their own categories

**Question:** Who should teach LSP courses? Should that be practitioners in the field or ESL/EFL teachers?

According to Hutchinson and Waters (1987):

- an **ESP practitioner** is a teacher, course designer, materials provider, collaborator, researcher, and evaluator.
- an **ESP student** is a learner with a specific goal in mind (related to their lives or jobs), some foundation in English, and often high motivation.

The characteristics of the ESP course, according to Dudley-Evans and St. John (1998) are:



### Absolute Characteristics

Is designed to meet the specific needs of the learner

Makes use of the underlying methodology /activities of the discipline it serves

Is centred on language, skills, discourse and genres appropriate to these activities

### Variable Characteristics

May be designed for a specific discipline

May use a different methodology to general English in specific teaching situations

Likely to be designed for adult learners (but could be used for learners at the secondary school level)

Generally designed for intermediate or advanced students (assumes basic knowledge of language system but can be used with beginners)

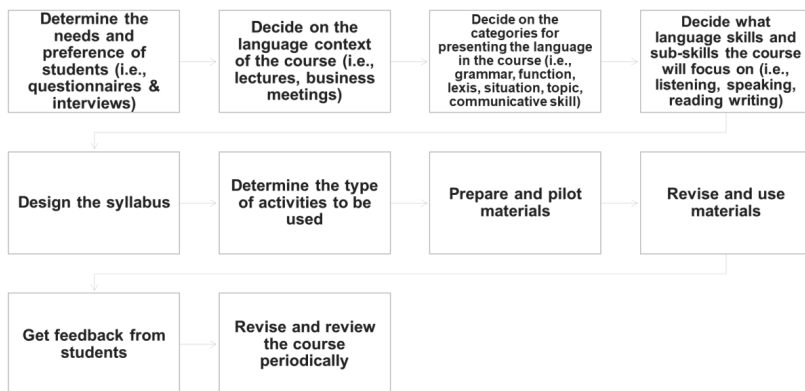
B. Listen to the British Council TeachingEnglish Podcast about ESP. Do not forget to take notes on an overview of ESP, discussing its history, present and future:

<https://www.youtube.com/watch?v=QnQ0Tw1eudI>

### Task 2- Preparing ESP teaching materials

“ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners but are expected to do so with no, or very limited, preparation time” (Johns, 1990, p. 91). Publishers are also often reluctant to produce materials for a limited market (Marjanovikj- Apostolovski, 2019), therefore DIY in ESP is an ongoing practice.

A. Study the process map for ESP materials design by Barnard and Zemach (2003). Compare this process map with your own experiences in using or designing ESP materials. What similarities or differences do you notice? Choose a specific ESP context (e.g., English for Business, Medicine, or Engineering) and outline how you would follow this process to create a learning module.



Barnard and Zemach (2003) also suggest that when preparing ESP materials, special attention should be given to...

- Background, experience and knowledge about the ESP speciality of the teacher who would be using them
- Developing the teaching materials according to guidelines which have been indicated in the course syllabus
- Ensuring that materials allow for personal preference and modification by the teacher
- Providing guidelines and templates to aid less experienced teachers to use and develop materials
- Design materials to allow for practical changes to be made

Watch a video about ESP materials: <https://www.youtube.com/watch?v=bdSrZTiqFPk>. The video is very rich in content, so do not forget to take notes and pause it to go over the points.

## **Apply**

### **Activity 1- Materials Analysis**

Study the sample ESP lesson plans below. Choose the one you would like to evaluate by answering the following questions:

- Is the material relevant to the learners' profession or academic needs? Is it age-appropriate?
- Is the language level appropriate, and does it include key industry-specific vocabulary?
- Does it develop the necessary skills (listening, speaking, reading, writing) for real-world use?
- Does it use authentic and practical materials (e.g., reports, emails, case studies, dialogues)?
- Is it engaging, interactive, and designed to promote communication in professional settings?
- What principles of materials design by Tomlinson are addressed?

<b>Banking and Finance (Tim Bowen)</b>	<b>Nursing (Marie McCullagh &amp; Ros Wright)</b>	<b>Hospitality and Tourism (Keith Harding)</b>
length: 60-75 minutes Level: pre-intermediate Age: 18+ Main aim: presentation and practice of finance-related vocabulary	Level: Advanced Pre-reading and post-reading questions Vocabulary related to pain assessment	Length: 90 minutes Level: Intermediate to upper intermediate Age: 16+ Grammar/language objective: checking in and polite question forms

<a href="https://www.onestopenglish.com/download?ac=2402">https://www.onestopenglish.com/download?ac=2402</a>	<a href="https://www.onestopenglish.com/download?ac=3799">https://www.onestopenglish.com/download?ac=3799</a>	<a href="https://www.onestopenglish.com/esp-lesson-plans/checking-in-at-hotels-and-airports/157464.article">https://www.onestopenglish.com/esp-lesson-plans/checking-in-at-hotels-and-airports/157464.article</a>
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## Activity 2

Design your own lesson plan using the online sources in the table below. Refer to a lesson plan structure from Activity 1 in Module 1, Unit 2, but feel free to change the timing and structure.

1. Whenever you design a lesson plan, the first step is to identify the key learning objectives. You may want to check the ones at the beginning of this unit to see a sample.
2. Choose a specific language skill to focus on (e.g., speaking, writing, grammar, vocabulary). Think about why this skill is important for learners.
3. Choose one of the online resources that you will explore in the table below. How do these resources support your learning goal?
4. Design a 30-minute Lesson Plan including:
  - Warm-up Activity (5-10 minutes)
  - Main Activity (15-20 minutes)
  - Assessment (5 minutes): Include a short evaluation (e.g., peer feedback, self-reflection, mini-quiz).
  - Reflection and/or Discussion

## ESP Online Resources

Resource	Description	Usefulness for ESP
<b><u>ESP Resources</u></b>	A dedicated collection of ESP resources, including lesson plans, worksheets, and practical activities.	Comprehensive for teaching English in specific professional fields. Covers a wide range of topics from business to healthcare.
<b><u>Ted Ed</u></b>	A platform offering animated educational videos and lessons on a variety of subjects, including business and technical topics.	Engaging and interactive, TED-Ed videos are great for improving listening skills in professional contexts. Can be used to spark discussion.
<b><u>British Council ESP</u></b>	Provides resources, lesson plans, and professional development opportunities for teaching English for specific purposes.	A well-established resource for ESP teachers, covering diverse fields such as business, law, and medicine.
<b><u>ESP Webinars</u></b>	Webinars focusing on teaching ESP, offering insights into strategies, challenges, and best practices.	Useful for professional development and keeping up-to-date with the latest ESP teaching trends.
<b><u>ESP Lesson Plans (Onestopenglish)</u></b>	Offers ready-to-use lesson plans for ESP topics.	Ideal for ESP teachers who need quick, structured lesson plans.

## Suggested Reading:

Barnard, R. & Zemach, D. (2003). Materials for specific purposes in B. Tomlinson (ed). *Developing Materials for Language Teaching*. London: Continuum.

Basturkmen, H. (2012). Needs analysis and syllabus design for language for specific purposes in book: *The Encyclopedia of Applied Linguistics*, doi: <https://doi.org/10.1002/9781405198431.wbeal0861>.

Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes*. Cambridge University Press.

Gatehouse, K. (2001). Key issues in English for specific purposes (ESP) curriculum development. *The Internet TESL Journal*, 7(10), 1-10.

Grapin, S. E., Haas, A., Llosa, L. and Lee, O. (2023). Developing instructional materials for English learners in the content areas: An illustration of traditional and contemporary materials in science education. *TESOL Journal*, 14, e673. <https://doi.org/10.1002/tesj.673>

Harsono, Y. M. (2007). Developing learning materials for specific purposes. *Teflin Journal*, 18(2), pp. 169-179.

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Johns, A. M. (1990). English for specific purposes (ESP): Its history and contributions. In M. Celce-Murcia & L. McIntosh (Eds.), *Teaching English as a second or foreign language* (pp. 91-108). Newbury House.

Jolly D., and Bolitho, R. (2011). A framework for materials writing. In B. Tomlinson (Ed.) *Materials development in language teaching*, 107-134. Cambridge: Cambridge University Press.

Marjanovikj-Apostolovski, M. (2019). Developing teaching materials for ESP courses: The last option many ESP teachers resort to. *SEEU Review*, 14(1), 160-177. <https://doi.org/10.2478/seeur-2019-0009>

