

PRESENTATION: THE FUTURE OF ENGLISH TEACHING

Description of the case:

A language school (that has groups of kids, teenagers and adults of all levels) is interested in changing its teaching approach. One of their main objectives is innovation, since they believe they're not keeping up with other schools and business is going under. Up until now they've used textbooks and found that this is not the best way to go; most students aren't engaged during class and they aren't really improving their speaking skills. Aside from that, more than 25% fail their Cambridge exams. The might hire you as their director if you present a good-enough project on what they can do, pedagogically, to become a state-of-the-art language school. Also, there are many interviews being held, so you can't take more than 10 minutes to explain your proposal. Aside from that, the requirements are:

1. Innovation
2. Show knowledge of other approaches and methods
3. Include what the approach would focus on students learning (and who your market would be)
4. What's expected from teachers, what their roles and tasks would be
5. What's expected from students, what their roles and tasks would be
6. Describe the approach by specifying:
 - Organization of the course
 - Class structure
 - Materials that would be used
 - If there would be some kind of homework and which
 - How assessment would be carried out
 - If the use of the mother tongue would be allowed and why
7. Changes that would be made depending on age
8. Changes that would be made depending on level
9. Give arguments and justify decisions alluding to knowledge on how people learn, language acquisition, motivations, etc.

Assessment:

These presentations are worth 15 points of the final grade of the module and they will be graded as follows:

Criterion	Points
1. Presentation is well thought out and shows construction on the subject	0 1

Criterion	Points
2. Show knowledge of other approaches and methods	0 1 2
3. Specifies learning goals	0 1
4. Specifies teacher's and learners' roles	0 1
5. Specifies how the course and classes would be organized	0 1
6. Describes the types of material that would be used, homework and use or prohibition of L1 in the classroom	0 1
7. Describes assessment system	0 1
8. Changes depending on age are consistent with theories on how people learn and language acquisition	0 1 2
9. Changes depending on level are consistent with theories on how people learn, developing accuracy and fluency, etc.	0 1 2
10. Assessment by peers	0 1 2 3

Your peers will grade using the following checklist:

Presentation

- Approach is innovative
- There was a clear exposition of ideas (including appropriate use of aids)
- Covers all essential points that describe an approach

Questions

- Presenter answered questions in an informed manner

ASSIGNMENT ON OWN APPROACH TO TEACHING

Description of the task:

For this module you must write an assignment (1500±150 words) on how you would approach teaching English. You should aim to **design an approach with a personal touch always explaining why it would be the most beneficial for your students.**

Points you need to cover:

- What you want them to learn
- How you would consider students' needs, students' reasons for learning, motivations and affective factors
- Language skills and language areas you would give more importance to
- How you would structure a course (i.e. organize the syllabus)
- An example of a how a class would be structured:
 - Brief description of activities you would do and objectives of each
 - Materials you would use, including why you'd choose them
 - How practice of TL would be carried out
- Interaction conditions, including:
 - the teacher's attitude towards errors
 - the teacher's roles
 - the students' roles
- Which would be the vehicular language of the classroom and why
- How you would assess learning outcomes and why
- How your approach would change considering:
 - differences between teaching beginners and advanced students
 - different age groups

Concepts you have to mention:

- | | |
|---|--|
| <input type="checkbox"/> objectives/teaching and learning goals | <input type="checkbox"/> syllabus |
| <input type="checkbox"/> students' needs | <input type="checkbox"/> teacher's roles |
| <input type="checkbox"/> motivation | <input type="checkbox"/> students' roles |
| <input type="checkbox"/> affective factors | <input type="checkbox"/> interlanguage |
| <input type="checkbox"/> language skills: speaking, listening, reading and writing | <input type="checkbox"/> target language |
| <input type="checkbox"/> language areas: grammar, vocabulary, pronunciation, spelling | <input type="checkbox"/> mother tongue |
| | <input type="checkbox"/> assessment |
| | <input type="checkbox"/> graded language |

The more personal input the better, but don't forget that arguments based on what you have read and we have discussed are essential. We want you to show us what you have personally learnt; what your take on teaching will be, and not what you may have memorized or can quote.

Assessment:

This assignment is worth 50 points of the final grade, and it must be delivered on Day 1 of the next module. If any delays were to occur, 2 points will be subtracted per day. The following table describes the grading criteria:

REQUIREMENTS	Maximum Points per requirement
The assignment has the required length (1500±150 words)	2
Excellent spelling & correct use of grammatical structures	6
Clear and ordered ideas, easy to understand and logical exposition (including format; intro, body and conclusion)	6
Arguments are supported, by theory or general information	2
Sources are quoted and referenced (no plagiarizing of any sort)	2
Trainee shows understanding of the following concepts by using them correctly:	
<input type="checkbox"/> objectives/teaching and learning goals	2
<input type="checkbox"/> students' needs	2
<input type="checkbox"/> motivation	2
<input type="checkbox"/> affective factors	2
<input type="checkbox"/> language skills: speaking, listening, reading and writing	2
<input type="checkbox"/> language areas: grammar, vocabulary, pronunciation, spelling	2
<input type="checkbox"/> syllabus	2
<input type="checkbox"/> teachers' roles	2
<input type="checkbox"/> students' roles	2
<input type="checkbox"/> interlanguage	2
<input type="checkbox"/> target language/L2	2
<input type="checkbox"/> mother tongue/L1	2
<input type="checkbox"/> assessment	2
<input type="checkbox"/> evaluation	2
<input type="checkbox"/> graded language	2
Consistency between objectives and skills	5
Students' goals and motivations are considered when defining objectives	2
Consistency between organization of the syllabus and class structure	5
Students' motivations are considered when choosing materials	2
Affective factors are considered when defining the teacher's attitude towards errors	2
Consistency between teacher's roles, objectives and interaction conditions	5
Consistency between students' roles, objectives and interaction conditions	5
The permitted or forbidden use of L1 is theoretically justified	3
Assessment tools and techniques help identify students' needs and give information of different abilities, being consistent with objectives	3
Arguments are given for choosing those assessment tools	2
Differences between teaching beginners and advanced students consider principles that have been discussed in class	6
Differences between teaching children, teenagers and adults consider principles that have been discussed in class	6
PERSONAL INPUT. Assignment includes a personal touch, regarding they way it reflects: their construction of knowledge, personality, preferences, informed opinions, creativity.	6
Total of points	100

Example activities from methodologies.

Grammar-translation method activity

1. Distribute the dialogues so each student has one.
2. Give them some time to fill in the gaps.
3. Go over their answers by asking them to each read a sentence. Remember that you're not checking pronunciation, since it receives little or no attention in this method.
4. To elicit understanding make them translate the dialogue into their native tongue (Spanish in this case) in a separate piece of paper.

A: you..... (live) in Barcelona?

B: No, I..... (not live) in Barcelona. I..... (live) in Cerdanyola. But my sister..... (live) there.

A: And..... she..... (like) it?

B: Yes, she..... (love) Barcelona. She..... (work) in a bank in the mornings. In the afternoons, she..... (play) tennis with her boyfriend or she..... (watch) TV at home. In the evenings, she usually (go) for a walk on the beach or she..... (do) her English homework. She..... (study) English on Saturdays.

A: she..... (visit) you in Cerdanyola?

B: She..... (not come) to Cerdanyola very often. I usually..... (visit) her in Barcelona.