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**DEPARTAMENTO DE INVESTIGACIÓN, POSTGRADOS Y
AUTOEVALUACIÓN**

TOPIC:

**THE USE OF ELT METHODS IN ORDER TO SOLVE PROBLEMS IN
TEENAGERS AT “HISPANO AMERICA” HIGH SCHOOL**

**Tema de investigación previo a la obtención del título de “Diploma Superior en
Metodologías Comunicativas del Idioma Inglés”**

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Tema:

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RESUMEN

La siguiente investigación está basada en la enseñanza del inglés (ELT) como segundo idioma, ya que hoy en día con el avance de la tecnología, estamos inmersos en un mundo muy competitivo, una sociedad más abierta hacia nuevas culturas y tradiciones. De tal modo que en el campo educativo más que una obligación, ha hecho que la necesidad de enseñar un nuevo idioma cumpla un rol muy importante hacia aquellas personas, estudiantes, y profesores sea de tal importancia por la cual es necesario mantenerse actualizado en el uso de métodos, estrategias, recursos, manejo del aula y las estudiantes, además de los problemas que se presentan y acarrear dicha enseñanza en las adolescentes del I.T.S. “Hispano América” como factor a ser investigado en dicha institución. También está dedicada a buscar nuevas formas de hacer que el inglés sea enseñado de una manera no superficial, interactiva, interesante, sobre todo que exista el interés por parte de las estudiantes hacia el aprendizaje de un nuevo idioma como lo es el inglés, y que no sea una forma monótona y sin el interés de aprender un idioma.

ABSTRACT

The previous research is based on the English teaching as a second language (ELT) as a second language, due to that nowadays with the advance of technology, we are involved in a competitive world, a more opened society towards new cultures and traditions. So that in the educational field more than an obligation, has made that the necessity of teaching a new language fulfill an important role towards those people, students, and teachers be important, which is necessary to keep update with the use of methods, strategies, classroom and students management, besides of the problems that presents and carries its teaching among students from the I.T.S. “Hispano América” as factor to be investigated in its institution. Also it’s dedicated to find new ways of making English being taught in a deep, interactive, interesting, and over all that exist interest by students to the learning of a new language as it’s English, and that it won’t be superficial, repetitive and without interest to learn a language.

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CHAPTER I

INTRODUCTION

1.1 TOPIC

THE USE OF ELT METHODS IN ORDER TO SOLVE PROBLEMS IN TEENAGERS AT “HISPANO AMERICA” HIGH SCHOOL

1.2 JUSTIFICATION

The previous research is based on the English teaching as a second language (ELT) as a second language, methods, strategies, classroom and students management, besides of problems that presents and carries its teaching among students from the I.T.S. “Hispano América”. Also it’s dedicated to find new ways of making English being taught in a deep, interactive, interesting, and over all that exist interest by students to the learning of a new language as it’s English, and that it won’t be superficial, repetitive and without interest to learn a language.

Due to this must of us as teachers have to modify our way of teaching by making the same things, we have to go beyond the process of teaching – learning because it will give us a better comprehension among learners, and we as teachers will feel comfortable using different techniques, and not being traditionalist by teaching with the same and old fashion processes of teaching.

The use of technology makes an important role in education; especially when it allows us use it in our classrooms or at any other place that will be used for teaching.

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

- To know the strengths and weaknesses of using ELT in teenagers at “HISPANO AMÉRICA” HIGH SCHOOL.

1.3.2 SPECIFIC OBJECTIVES

- To encourage learners and teachers by using or new ELT strategies, methods, and different ways of teaching at least to be involved in a better learning environment.
- To identify, select and apply new educational ways that allow students improve their process of learning, and though this make an easier and important way of teaching.

CHAPTER II

THEORETICAL FRAME WORK

2.1 ELT IN TEENAGERS

ELT students are students for whom English is a second language. This classification is the British equivalent to ESL, or English as a second language. As these students work to learn the academic skills necessary to pass their grade, they also must put effort into increasing their English competency. Many schools offer special ELT classes to students who are not confident in their English speaking abilities. Through ELT classes, these students receive the assistance they require to successfully complete their academic coursework and communicate effectively. There are many interesting activities ELT teachers can complete with students to assist in developing their language skills. “Teaching can help ELT teenagers succeed in their language teaching”

- It’s important to focus on the correct use of ELT when we as teachers apply to our students, specially the way we plan and use different ways of teaching such as games, role plays, tasks, tests, realia, and other resources applied in our classes.

2.2 THE USE OF MULTIMEDIA IN ELT

Many modern language teachers have come to accept multimedia as a viable means of teaching language acquisition. Those who use multimedia as a teaching tool find that it adds more interest to the class, and because students become interested in multimedia and computers, they learn more language skills. The integration of multimedia is more effective than using the teacher center model solely. Multimedia effectiveness lies in the ability to expose students to real situations, language use and pronunciation through video, sound, graphics and computer interaction. **(By Jennifer Moore, eHow Contributor, www.ehow.com > Education)**

* Due to that technology has made our lives easier and faster we have to be careful at the moment of using it, because nowadays the use of it has to be properly used in the educational field, without forgetting that both teachers and students have to be update.

2.2.1 FUNCTION

Multimedia geared toward language learning combines English sounds, usage, video, pictures, animation and interactive games that help students practice certain grammar structures, concepts and ideas. Most multimedia language programs come on CDs or DVDs, or are offered over the Internet.

2.2.2 HISTORY

Although multimedia is possible because of computer technology, its development has been a long time in the making. The idea of integrating multimedia in foreign language studies began in the 1950s when small language schools began to use the phonograph, movies and the tape recorder as tools in English language teaching. In the '70s and '80s, language audio and video courses were improved through the added use of video projectors and slide shows. By the late '80s and early '90s, language labs were part of many of the more expensive language schools throughout the world. However, by the mid '90s many multimedia language programs became available for teachers over the Internet. These programs used the personal computer and were sold at a much more affordable price to even the smallest of English language schools, allowing teachers to bring more interactivity and fun into the language learning process

2.2.3 INTEGRATION

Even though there are many multimedia programs available in all price ranges, and some integration exercises are even free of charge, multimedia in the classroom is not used as much as it should be. This may be because teachers lack information on multimedia, haven't been trained or can't find the appropriate materials.

2.2.4 ADVANTAGES

In the 20th century, much English language teaching methods were developed based on psychological studies of learning methods. Language courses began to integrate approaches that focused on visual, auditory and sensory learning, because it became known that students have different learning capacities and use one of their senses more often to acquire information. Teachers began to understand that language acquisition was not a passive process but depended on the learner's interest, habits, background and attitude. However, it was difficult for traditional English grammar teaching methods to address these concepts until multimedia was integrated.

Multimedia has become an important classroom teaching tool because it can integrate all of the sensory learning methods and addresses an individual student's needs by requiring total student interaction and response. Because multimedia language programs interest students with visual effects, audio effects and interesting real-life situations, students become enthusiastic and wish to participate more in the language learning process.

Current multimedia packages address specific learning objectives and are oriented towards the learner's cultural background, effectively addressing most students' sensory and cultural learning needs.

2.2.5 DISADVANTAGES

In traditional classes, the information is first transmitted through auditory methods and then possibly through visual aids, leaving the student little else to focus on except the objective of the teacher. For example, in a class where the teacher's objective is to present vocabulary, he may write the vocabulary words, present visuals of the vocabulary and drill with repetitions, thus offering a specific sequence in both auditory and visual presentation.

Multimedia programs offer audio and visual transmission in a more complex manner and need specific teacher training methods. Otherwise, the use of this tool may make the learning objective difficult for the student to understand. For example, a vocabulary lesson may be presented through an interesting story or video. Because of

the audio-visual complexity, the student may want to focus on understanding the story, thereby failing to learn the targeted vocabulary words.

A teacher trained in multimedia use deals with this issue by either explaining where the student focus should be before presenting the multimedia exercise, or by explaining the need to comprehend the new vocabulary words after the presentation. A teacher not trained in multimedia use, however, may believe the vocabulary has been assimilated and continue teaching without verifying the lesson. **(By Jennifer Moore, eHow Contributor, www.ehow.com >Education)**

2.3 PROBLEMS IN ELT

Teaching English to non-native speakers can present challenges to even the most patient teacher. Your experience depends on the school where you teach, the students in your class and the way that you approach lessons. Whenever possible, you should try to anticipate problems in the classroom and take steps to fix them before they become even bigger problems.

2.3.1 MOTIVATION

Student motivation can be a big problem in the classroom. Someone who is taking an ESL course because he will be living abroad for a job is going to be more motivated than a student who is only taking the course because it's a graduation requirement. One way that you can improve student motivation is to tell students that everyone starts out with an A in the class. Make sure the students understand what they must do to keep that A. When students know that their English class can help improve their overall grade average, they're more motivated to work harder.

- Motivation always will be the most important key everywhere, because it allows teachers and students to have self confidence and to increase our self-esteem at the moment of expressing our thoughts, ideas, feelings, especially when we confront a situation in front of many people, like students when they present an exposition or have oral lessons, that's when motivation takes place.

2.3.2 COMMUNICATION

When you're working with people learning to speak English, you have to learn how to communicate effectively. One of the best ways to communicate is to show students what you want them to do by doing it yourself. Try to get comfortable using hand gestures and drawings to get your point across. When introducing yourself, you may want to bring pictures of your home and your family. Pictures will help your students to understand who you are.

2.3.3 MULTILEVEL CLASSROOMS

Another big challenge in ELT is the multilevel classroom. While schools do try to match students by level, it's not always a possibility due to students' schedules. You may have a class with a few students who are either above or below the rest of the class in skill level. This can cause anxiety for the students that don't speak English as well. To counter this, plan your activities well. Make sure that everyone gets a chance to speak, and don't allow the talented student to take over the class. You can also choose activities that allow the better students to interact with the students who need more help. **(By Maggie McCormick, eHow Contributor , www.ehow.com > Education)**

2.3.4 PROMOTING LEARNING

This returns us to the consideration of who we are teaching, and why. Are our students aiming to learn or acquire English? Do they need to know lexical items and linguistic rules as a means of passing an exam, or do they want to be able to interact in English? For those inclined to maintain the dichotomy between learning and acquisition, and who argue that our primary focus is learners, CLT still has relevance. It is timely to review an early definition of CLT. According to Richards and Rodgers, CLT is basically about promoting learning.

Then again, Mark Lowe suggests that we follow Halliday's lead and drop the distinction between learning and acquisition, and refer to language mastery instead. After all, if the students master the language, they will certainly be able to perform

better in exams, if that is their goal. In addition, those who do see a purpose beyond classroom-related English will be better equipped for using the language socially.

2.3.5 ACCURACY AS WELL AS FLUENCY

It might also be argued that the extent of some of the structures or functions may never be used in real life. One example is adjective order; I have given students an exercise where they have to produce a phrase with a string of adjectives, such as "a strong, orange, Norwegian, canvas tent." This is very unnatural, as most times we only combine two or three adjectives. The other example is directions we have students follow a map and negotiate exhaustive directions which suggest maze-like complexity. In reality, most of us probably are only involved in a three-phase set of directions. In fact, what we are doing with these exercises is exposing students to patterns which they can later activate.

This focus on accuracy versus fluency is one of the issues not often considered in a discussion of CLT. The teacher decides to pay attention to one or other end of this band, depending on the type of lesson, or the stage of a particular lesson, and accuracy is their choice if they want to deal with students getting things right, take an opportunity for correction, or gauge the success of their teaching, for example. Freer speaking involves more choice, therefore more ambiguity, and less teacher intervention. While CLT implies the lessons are more student-centered, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens. There is a lot of preparation; accuracy practice is the bridge to a fluency activity. By implication, CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully.

The reference to strategies introduces the matter of grammatical versus communicative competence. If we view the two as mutually exclusive, then we are likely to champion one over the other, in terms of approach, curriculum or whatever else determines and defines our classroom teaching. In fact, Canale and Swain's model of communicative competence, referred to by Guangwei Hu, includes four

sub-categories, namely grammatical, sociolinguistic discourse and strategic. They consider someone competent in English should demonstrate both rules of grammar and use. (Varios, <http://iteslj.org/Articles/Belchamber-CLT.html>, 2007)

2.4 WHEN PARENTS SHOULDN'T BE THE FIRST OPTION

Most schools advise teachers to call or arrange a face-to-face meeting with parents as soon as a student causes any 'problem' or presents low results. It is the teachers' duty to get in touch with the students' parents in order to solve the problem or discuss with them what the best way to solve it is. Sometimes, these meetings are arranged with the parents and the school coordinator. In general, parents should be the first ones to know about their children's progress not only through report cards, but also through meetings, phone calls, notes, or even e-mails.

It is of general knowledge that parents are not only responsible for their children financially, but also play a big role in the students' academic development. However, from my experience teaching teenagers, either early or late teens, I've learnt that sometimes, parents shouldn't be the first option.

In the world of ELT, there can surely be no other age group with as bad an image as teenagers. Some teachers might think that the best thing to do in order to anticipate problems or avoid possible ones is to invite their parents to a meeting. By doing this, you are skipping an important process in education: student-teacher relationship. By talking to their parents and not listening to the students' opinions or possible solutions, you are expanding the pre-existing gap between you and your student.

So how should teachers proceed in cases like the ones above? These extracts below were taken from the book *Teenagers* by Gordon Lewis:

Make students responsible for their actions: Teenagers strive to be independent. They want more responsibility. Grant this responsibility and all the rights and obligations it implies, but hold students accountable for both their work and their behavior. Negotiate rules with the students. Let them have input, and then hold them to the decisions that have been made.

Take an interest in your students' lives: Teenagers, especially younger ones are the center of their own attention. Ask questions about the student. How do they feel? What do they think? Treat the teen as a mature thinker, even if the ideas he or she expresses are very dogmatic and one-sided. (<http://eltbakery.edublogs.org/2011/05/04/when-parents-shouldnt-be-the-first-option>)

- It's important to let students make their own activities, making from them more responsible, self sufficient, capable, and creative; but without forgetting that they need some help yet.

2.5 DISCIPLINE IN THE EFL CLASSROOM

The best way to deal with discipline issues in the EFL classroom is to have a good lesson that is active and encourages the participation of every student in the room. An active student is not usually a problem student.

That said, many students are not in the EFL classroom because they want to be. Many are there because their school or university program requires it, their company/employer requires it, or their parents put them in the class. A few parents even use language schools as a babysitting service. So, sometimes, problems can be expected.

No matter what the problem, the best policy is to keep your cool. In fact, the best advice is to always act on a problem BEFORE you get upset, while you can still think rationally and calmly about solving it. Plan ahead for dealing with common problems.

Set clear rules and explain them to students the first day of class. Be serious about the rules, enforce them consistently, without showing any upset, and you are on your way.

Students who talk a lot, or misbehave in a mild manner, can often be quieted just by your presence if you stand next to them. Even quite disruptive teenagers can often

be settled down with a simple gentle hand placed on their shoulder. You don't have to say anything, they get the message. Try not to take things too seriously, just enforce rules with a smile on your face so as to not upset the rest of the class. Adults generally are not too problematic, though in some cultures they can be.

Children present a special challenge. Remember the old rule that the length of an activity for a child should be no longer than double their age minus two and some suggest age equals length of activity. Thus a four-year-old child at maximum can probably only tolerate an activity of six minutes or less then you should move on.

Children will often act out for your attention and it would be best to study some basic psychology and behavior modification techniques to keep a handle on them. Generally speaking, giving a child attention for unwanted behavior is not a good idea. It is far better to target the child right next to the misbehaving child and reward them for doing what you want the problem child to do (like sitting down, or working on the assigned task).

It is important to get some idea from your employer what rules they feel should be enforced and what they recommend you do about discipline problems. Language schools are typically private businesses and need you to deal with any problem gently, positively and in a way they don't chase their customers away. Ask the other teachers at a school what the school enforces and if they "back up" their teachers. Some don't and it is far better to know that BEFORE you have to press a point – and lose.

Know that what might be perceived as "cheating" in the Western world might be considered "helping your friends" in some other cultures. Here, prevention is the best action – spreading desks far apart and even all the way up to the front and back walls if need be – during examinations. Don't allow cheating, but don't get too stressed by it. It is a cultural issue more than anything else.

Discipline in the EFL classroom is no different than discipline in any other type of classroom with the simple exception that you have one more thing to frustrate your

student and that is language. (<http://teflbootcamp.com/tefl-skills/student-discipline-efl-classroom>)



- Discipline takes an important place in our classes, especially when it isn't managed correctly, due to that we as teachers allow students do what they want, we'll have plenty of problems such as mess, disorder, noise, disrespect between students or to the teachers, dirtiness inside and outside school, and other aspects that are involved with discipline. At the beginning of classes we have to take the control of discipline in a right way by not being rude, but being flexible without forgetting the respect towards us as teachers and other people.

2.6 TOP 10 TIPS FOR CLASSROOM DISCIPLINE AND MANAGEMENT

✓ *Classroom discipline and management:* causes the most fear and consternation in new teachers. However, classroom management is a skill that is not only learned but practiced daily. Here are ten tips that can lead to successful classroom management and discipline. These tips can help you cut down on discipline problems and leave you with fewer interruptions and disruptions.

2.6.1 IT'S EASIER TO GET EASIER

Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline techniques.

However, it is never tough to get easier as the year goes on. While you don't have to follow the adage, "Never smile until Christmas," it does have its merits.

2.6.2 FAIRNESS IS KEY

Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labeled as unfair students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it.

2.6.3 DEAL WITH DISRUPTIONS WITH AS LITTLE INTERRUPTION AS POSSIBLE

When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

2.6.4 AVOID CONFRONTATIONS IN FRONT OF STUDENTS

Whenever there is a confrontation in class there is a winner and a loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

2.6.5 STOP DISRUPTIONS WITH A LITTLE HUMOR

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.

2.6.6 KEEP HIGH EXPECTATIONS IN YOUR CLASS

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

2.6.7 OVERPLAN

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, overplan. Write additional activities into your lesson plans just in case your main lesson runs short. When you have too much to cover, you'll never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons.

2.6.8 BE CONSISTENT

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

2.6.9 MAKE RULES UNDERSTANDABLE

You need to be selective in your class rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking your rules are also clear and known beforehand.

2.6.10 START FRESH EVERYDAY

This tip does not mean that you discount all previous infractions, i.e. if they have three tardiest then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Julie has disrupted your class everyday for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy). Read a personal example of this with my best teaching experience. (<http://712educators.about.com/od/discipline/tp/disciplinetips.htm>)

2.7 THE INTERNET IN ENGLISH LANGUAGE TEACHING: ADVANTAGES, DISADVANTAGES AND ITS APPLICATION IN THE ENGLISH TEACHING PROCESS.

Abstract

Nowadays, the Internet is vastly employed in developing the English language. This paper presents the advantages and disadvantages of using the Internet in English language teaching (ELT). A possible method to overcome the online service problem has been indicated. In addition, two of the most common applications of the Internet in ELT: electronic mail and live chat are discussed. E-mail is often regarded as asynchronous communication which improves English writing skill and English communication. Live chat, on the other hand, is considered synchronous communication which develops speaking skill in the English language.

“We all know the Internet is the greatest boon to English teaching”

Kenneth Beare

- Internet has played an important role in the educational field since it appeared, because it has allowed and allows any type of person that wants to improve its learning, research, and any other way of getting information through the Internet

in order to increase its level of knowledge. Due to this people generally are update and are be able to face challenges, especially in teachers that are needed to use the technology as an important, interesting, funny, faster, easier, and useful resource in education, and of course learners which will be able to use it as an important tool in their lives through the Internet. So due to the use of it, teachers save time and its classes won't become boring, useless, or without interest of paying attention by students.

The Internet offers a variety of services that can be employed in a wide range of fields. These fields may include: data collection, fun and entertainment, advertisement, communication and education. Of course in this paper, I will focus my discussion on some of the possible uses of the Internet in education, especially, in English language teaching (ELT). My concern here is to indicate how the global phenomenon of utilizing the World Wide Web in English language learning and teaching has been invested to fulfil the requirements of different English language activities. Today, the Internet provides vast opportunities to develop skills in all four language areas; listening, speaking, reading and writing. As a matter of fact, the Internet seems to be successfully employed to facilitate the improvement of the learner's English proficiency.

2.7.1 WHY USING THE INTERNET IN ELT

Most educators and teachers regard the internet as a valuable tool in ELT. It provides variety of materials that meet individual student abilities and address individual student goals, leading to purposeful, constructivist learning. The authors of *Internet for English Teaching* have listed five reasons to why we should introduce the Internet in ESL classroom. These are:

- It provides authentic language materials.
- It enhances the student's level of literacy in conducting on-line communication;
- It enables the student to interact with native and nonnative speakers for 24 hours on end;

- It makes the learning process lively, dynamic, and interesting;
- It gives both the student and the teacher the power to work efficiently (**Li, 2005**).

In general, I may list four reasons that make me want to use the Internet in ELT.

1. The Internet is a perfect source to get a bundle of information regarding English language learning and teaching. There are countless English education sites that may offer great helpful tips on English teaching techniques and English learning strategies. Regarding this reason I may add what The Northeast ABLE Resource Centre (2004) has stated:

The Internet provides greater variety of information: It has the ability to provide a large variety of information formats. There is a great amount of information readily available in on-line encyclopaedias, hundreds of types of dictionaries, atlases and other materials.

[In addition], the Internet provides teachers with resources: There are extensive numbers of Gateway sites – sites with lists of links to other resource sites – that are great timesavers when looking for materials. Teachers can look at information provided by professional organizations, publishers, journals and newsletters.

2. The World Wide Web enforces collaborative learning. Since the web is a huge database reference, it will be effective to ask students to group and search for a particular topic. Students then can meet in class and discuss their findings.

3. It offers many different ways of teaching English language. There are quite few English teaching sites that are designed to suit the learner's proficiency level and to meet the learner's needs.

4. In the general sense, the Internet provides a diversion from the traditional means of teaching and learning. Students start to take part in their learning process and participate in this process. According to The Northeast ABLE Resource Centre (2004):

The Internet empowers students: Using the Internet provides students with much more control over their learning. They can control the pace, so that they can spend as much time as they feel necessary on a topic and can review or drill as much as they need. Students experience a sense of privacy and confidentiality while working on a topic repeatedly. Learners can have some control over the choice of learning topics and the sequence of learning as well as more control over their use of their learning time.

Muehleisen (1997) has given a number of reasons for using the internet in English classes. I found a couple of reasons that are useful to present in this paper. These include:

The Internet places English in an international context. Students quickly discover for themselves that a majority of the information on the Internet is in English; they also discover that they can use English as a means of learning about and communicating with people around the world, and not just in English speaking countries.

Internet projects are interactive. Even when students are simply browsing, they are actively choosing what they will look at next. Searching for information involves work on the part of the students, as do sites which ask the user to fill out forms. Most web sites have e-mail addresses so that viewers can ask questions or send comments to a creator of a site, something which makes the web more easily interactive than a book or magazine.

2.7.2 CHALLENGES AND LIMITATION

Up to this point in time, the above discussion has described some of the potential benefits of the Internet in English language teaching. However, such a discussion would be incomplete without addressing the disadvantages or obstacles related to the use of the Internet in the language teaching and learning. “While the Internet and its various facets offer a great deal to the language learner, it is not without its problems” (Singhal, 1997, Researchers and book authors in this field have indicated several difficulties regarding the use of the Net in ELT or in education in general.

These will be referred to in time, but first I would like to list and discuss the reasons to why using the Net in teaching in my country is such a great challenge.

2.7.3 FACILITY QUALIFICATIONS

This simply means whether the school, college or institute is fit to carry on this technology or not. Some schools or colleges are financially ready to bring in such technology; however, they cannot provide the right place to have it in. Furthermore, an educational facility may accommodate 60 students in one class and afford all the necessary requirements to use the web (e.g., computers, on-line service...etc), nevertheless, there is the issue of class control and management to be maintained. It will be nearly impossible to check on every student in such a class with huge number of learners. You cannot guarantee that all the students have used the Net properly and achieved the intended goal.

2.7.4 SYSTEM REQUIREMENTS

Conveniences for using the Internet are not often readily available. Most computers come equipped with the tools needed to connect to the Internet. All one needs is a modem, a telephone line (or DSL adopter and DSL phone line) and an Internet service provider. These requirements, however, are not easily obtained. There is always the financial issue regarding the phone line bill. As a result, some students just cannot afford it.

2.7.5 USERS' ACCEPTANCE

This point involves three agents: the teacher, the student and the parents. It is probably agreeable that integrating the Internet in ELT demands from the teachers' competence and proficiency in using this technology. If teachers are not qualified, then a training programme is of necessity. Providing a training period on using the Internet in ELT will definitely eliminate such an obstacle.

Still, some teachers may be quite familiar with using the World Wide Web, yet, they may refuse or are reluctant to employ it in their EL classes. This is due to the fact that Internet integration in ELT requires a lot of work. This work, as a matter of fact,

is regarded as an additional task that compiles with the other responsibilities. Teachers have to surf the web and find suitable materials to their students. Teachers, in addition to that, have to come up with new methods to introduce this technology into their classes and curriculum. And most importantly, they have to change their teaching style. The teaching process will not be totally on the teachers to do. The Internet will have to pull its share in this process.

Moreover, since the Internet allows for most of the English language activities to be done after school hours, the teachers have to keep on checking and monitoring their students' progress after job hours. This seems to the teachers like bring work back home with them. They have to look at students' e-mails or join with them in any chat session. This will definitely take up from the teachers' personal time. Parents are essential participants in the process of integrating the Internet in ELT successfully.

2.7.6 A POSSIBLE SOLUTION: THE INTERNET UNPLUGGED

For English language teachers who wish to use the Internet in ELT but are handcuffed by the unavailability of the online service, they may try the Internet unplugged method. This method is not so hard to apply, but it requires a lot of work from the English language teachers. The Internet unplugged simply requires from the teachers to surf the Net and download all kinds of materials they feel suitable for their students. Websites downloading process should be done through the *save as* option. This way the Websites may open even if the user is offline. The downloaded pack can be put on a CD which then can be used in the classrooms computers. Several copies can be even made and distributed among the students. Students then can open the CD at home, search the content and use the materials there for their learning. The material saved on the CD has to be of a great amount and variety so students feel like they are actually surfing and searching the Net themselves.

Another way to create an offline Internet service is via developing and making your own Website. Teachers may design their own Web using Web authoring applications and then save them to a disk. Even without specific Web page designing programs, teachers may still do it through PowerPoint and Word. These programs have a Save

as HTML function, enabling the file to be converted into a Web page. I would say creating your own Website is better simply because you can direct your material to subject the most common weakness among your students. You may add animation, images, sounds, text...etc that suites your learners without fearing exposing them to unaccepted ideas or indecent pictures.

Downloading pages from the web and creating pages from scratch are two possible ways to involve the Internet in ELT classes and to encourage students to use their English outside classes.

2.7.7 INTERNET APPLICATION IN ELT

Regardless to these difficulties, it must be acknowledged that the role of the Internet in ELT is undeniable. The Net can be manifested in ELT in various manners. Eastment, Hardisty & Windeatt (2000) have written:

The Internet is especially useful for integrating the skills because of its flexibility, the variety of source material (audio/written texts to be used as input), and the multiple platforms (e-mail, bulletin boards, and Internet relay chat) that it provides for student production and interaction with other learners and native speakers of the target language.

Now, I would like to bring to light two of the Internet applications in ELT. These are: electronic mail and live chat.

2.7.8 ELECTRONIC MAIL.

E-mail exchanges can promote English language learning. Sakar (2001) has written that exchanging e-mails “is a good opportunity to practice English and learn to communicate”. Since e-mails require the skill of writing, it goes without saying that they are best employed to improve English writing. What so good about e-mail is that it allows students to keep on practicing their English after school. In addition, availability of computers at schools or colleges is not necessary. Students can carry on the task from their homes, offices or public libraries. For that reason, e-mail

exchanges are considered asynchronous learning. Students carrying on this task do so during their own preferred time and at their own pace. In other words, e-mail exchanges among students do not happen simultaneously.

Roseanne Greenfield, a teacher at a secondary school in Hong Kong, has conducted an e-mail exchange project where her students communicated with native English speakers. According to Meloni, Shetzer & Warschauer (2000, p. 97) Greenfield's e-mail exchange has involved three elements: project-base learning, cooperative learning and process writing. Greenfield's students have exchanged personal letters and worked with their international partners on two types of academic essay writings, descriptive essays and imaginative essays.

Another project performed by Karen Fedderholdt, a teacher at Toyama University, Japan, has involved e-mail writing between non-native speakers (NNS) of English. Below are two of the objectives of this project as Fedderholdt (2001) has stated:

1. Increase motivation for writing by:
 - a.- Giving students genuine reasons for writing.
 - b.- Having NNS as 'key-pals', to create a less stressful environment.
2. Give students experience in using English as a lingua franca, and let them see how learners in other countries write English.

The project has shown that an international e-mail exchange between English language learners from different countries gave in a number of positive results.

Students were keen to write to their key-pals, and delighted with the e-mails they received from them. [They] could easily and pleasurably complete their...assignments...[and their] first experience of writing continuous texts was enjoyable. A measure of [the project] success was...that a number of students chose to *continue writing* [italics added] to their key-pals after the project was completed (Fedderholdt, 2001).

- Through mail, especially at Universities nowadays teachers and learners have its own mail, because it is used for sending or receiving information, such as: tasks, researches, or any other kind of data. At the moment of receiving them, especially teachers are able to score and to send the grades according to the research done by students, allowing teachers save time at the moment of scoring, saving paper and ink.

2.7.9 LIVE CHAT.

“Live chat offers users the possibility to chat in real-time with other users from around the world” (Chinnery, 2005, p. 13). The great thing about this is- like e-mail- students can do it after school hours in their homes and during their free time. Most chat sites depend on typing. My core of interest here is to present chats performed orally either through microphones or web cams, that is, voice chat. There is also the possibility of recording one’s voice and sending it via the messenger. Yahoo, msn messengers and Google talk provide such a service. Before I start discussing the role and the results of using live chat in improving speaking, let me indicate a couple of points that present crucial difficulties in using and advising students in my country to sign up in English chat sites.

A teacher or a supervisor should be there when students chat mainly to monitor the talk and to make sure nothing inappropriate is said. The supervisor will also make certain that all participants talk during the session.

In point of fact, voice chatting with others, either native or non-native speakers of English, is a great way to practice speaking skills in a stress-free and uninhibited environment. This is a particularly good method for students who are shy about speaking English. Voice chatting will help in building their confidence to eventually speak the language face to face. By joining one of the voice chat rooms, students can discuss any special interest topic they like. Voice chatting provides a strong motivation for interactive and communicative use of language. ELT teachers can use chat sessions as a means for meaningful authentic communication with the real audience. The learner can join several chat groups according to his/her own interest.

In conclusion, the Internet is a real asset to ELT. It is a beneficial tool in teaching English. The World Wide Web puts forward a number of various resources to improve the English language skills. The preceding discussion has presented the advantages and disadvantages of using the Internet in ELT. In this paper, I have, also, discussed one possible way to invest the Web into the process of teaching English. Towards the end, I have displayed two of the Internet most common and easily applicable activities; the electronic mail and the live chat. Both e-mail and live chat motivate English learners to interact in many ways. This interaction has been spotted and referred to as a positive one. E-mail seems to empower students writing skill, while live chat encourages and improves the speaking skill. I would urge English teachers to make use of the Internet in their English classes since it is a good way of motivating students to use English outside the classroom and to make English a part of their daily lives. I really hope that one day we will use the Internet in our ELT classes as easily as we use the chalk and board.

Varios. King Saud University. 2007

faculty.ksu.edu.sa/Mashael.Al-Salem/.../TheInternetELT.asp

CHAPTER III

METHODOLOY

3.1 COMMUNICATIVE LANGUAGE TEACHING

Communicative language teaching (CLT) is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”.

Despite a number of criticisms, it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

In recent years, Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI), has grown steadily in popularity. TBLL is a further refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction. (Varios, www.wikipedia.org, 2011)

3.1.1 MICROFUNCTIONS (used for speaking)

- Identifying
- Reporting
- Correcting
- Asking
- Answering

3.1.2 MACROFUNCTIONS (used for written communications)

- Descriptions
- Narrations
- Commentary
- Exposition
- Exegesis (religious description)
- Explanation
- Demonstration
- Instruction
- Argumentation

* It's important to choose the correct method at the moment we manage our class, due to that it'll be the key to make us being understood by students, because every method has different strategies, uses, etc. CLT allows us to work in a natural way because we interact with learners by using "communication" as the principal key in the process of teaching – learning.

3.1.3 RELATIONSHIP WITH OTHER METHODS AND APPROACHES

Historically, CLT has been seen as a response to the audio-lingual method (ALM), and as an extension or development of the notional-functional syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

3.1.4 THE AUDIO-LINGUAL METHOD

The audio-lingual method (ALM) arose as a direct result of the need for foreign language proficiency in listening and speaking skills during and after World War II. It is closely tied to behaviorism, and thus made drilling, repetition, and habit-formation central elements of instruction. Proponents of ALM felt that this emphasis

on repetition needed a corollary emphasis on accuracy, claiming that continual repetition of errors would lead to the fixed acquisition of incorrect structures and non-standard pronunciation.

In the classroom, lessons were often organized by grammatical structure and presented through short dialogues. Often, students listened repeatedly to recordings of conversations (for example, in the language lab) and focused on accurately mimicking the pronunciation and grammatical structures in these dialogs.

Critics of ALM asserted that this over-emphasis on repetition and accuracy ultimately did not help students achieve communicative competence in the target language. Noam Chomsky argued “Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy”. They looked for new ways to present and organize language instruction, and advocated the notional functional syllabus, and eventually CLT as the most effective way to teach second and foreign languages. However, audio-lingual methodology is still prevalent in many text books and teaching materials. Moreover, advocates of audio-lingual methods point to their success in improving aspects of language that are habit driven, most notably pronunciation.

3.1.5 THE NOTIONAL-FUNCTIONAL SYLLABUS

A notional-functional syllabus is more a way of organizing a language learning curriculum than a method or an approach to teaching. In a notional-functional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the ALM, but in terms of “notions” and “functions.” In this model, a “notion” is a particular context in which people communicate, and a “function” is a specific purpose for a speaker in a given context. As an example, the “notion” or context *shopping* requires numerous language functions including asking about prices or features of a product and bargaining. Similarly, the notion *party* would require numerous functions like introductions and greetings and discussing interests and hobbies. Proponents of the notional-functional syllabus claimed that it addressed

the deficiencies they found in the ALM by helping students develop their ability to effectively communicate in a variety of real-life contexts.

3.1.6 LEARNING BY TEACHING

Learning by teaching is a widespread method in Germany (Jean-Pol Martin). The students take the teacher's role and teach their peers.

CLT is usually characterized as a broad *approach* to teaching, rather than as a teaching *method* with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's (1991) five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and as it used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.

In the mid 1990s the Dogma 95 manifesto influenced language teaching through the Dogme language teaching movement, who proposed that published materials can stifle the communicative approach. As such the aim of the Dogme approach to language teaching is to focus on real conversations about real subjects so that communication is the engine of learning. This communication may lead to explanation, but that this in turn will lead to further communication.

3.2 CLASSROOM ACTIVITIES USED IN CLT

Example Activities:

- Role Play – simulations and interviews
- Interviews
- Information Gap
- Games
- Language Exchanges
- Surveys
- Pair Work
- Learning by teaching
- Plays based on a script
- Discussions and debates
- Project work
- Questionnaires
- Presentations (power point)
- Scrambled sentences

However, not all courses that utilize the Communicative Language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance.

3.2.1 OBJECTIVES

- To get students talk / involve the whole class.
- Develop students' confidence in realistic situations.
- To use and review studied language.
- To prepare students for oral proficiency tests.

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ANEXES

- **Anexe 1**

Communicative Language Teaching Lesson Plan

EFL 505

Overview of Tesol Methodology

Dec. 7, 2005

Instructor: Gary Carkin and Fran Kelly

Shiho Tsumura

Communicative Language Teaching Lesson Plan

Class Description: Intermediate
 Ages between 18 and 22
 16 students
 They attend class 12 hours a week.

Location: University in Japan

Length of Class: 70 minutes

Language Skills: Speaking, Listening and Writing

Topic of the Lesson: Traveling to the U.S.A.

Materials: chairs and desks, pieces of papers for “Karuta”
 game (matching cards), pieces of papers of vocabulary
 for the practice.

Vocabulary: make a reservation, occupied, tired, take a rest, go
 shopping, take a bus, check in, check out, round-trip,
 delayed,

Objectives: Students will be able:

- * To express or explain what they want to say when they don't know the exact words.
- * To be more confident to communicate with native English speakers.
- * To know basic vocabulary that is related to the trip

- **WARM-UP / REVIEW:** (15 minutes)

- **Opening Discussions:** (5 minutes)

- * Which countries have you been to?
- * Did you have any troubles with the language when you went there?
- * What do you need to do before you go there?
- * How do you think you can explain the word which you don't know in English?

Review: "Karuta" game (matching cards): (10 minutes)

- Have students get into groups of 4.
- Place vocabulary / idiom cards on desk at random.
- Students of each group stand around the desks.
- The teacher reads a sentence / a couple of sentences, which is showing / describing the meaning of cards without using the word.
- Students take cards which match with the sentence/s the teacher reads.
- (Whoever takes cards the most is a winner.)

Introduction: (5 minutes)

Explain Guessing game which is going to do in the presentation.

Presentation: (30 minutes)

Guessing game:

- One volunteer student sits on the chair face to other students.
- The teacher writes down vocabulary / idiom on the whiteboard.
- Students except the volunteer have to give the volunteer a hint what the word on the white board is without using the word.
- Each student gives one hint until the volunteer can get a correct answer.

Practice: (20 minutes)

Role play:

- Have students get a pair.
- The teacher gives students a topic.
- Students explain the word which is given to each other.

Application / Review: (10 minutes)

- Summary what they have learned from this lesson.
- Pick up any word from newspaper, radio, TV and so on, and write a paragraph to explain the word without using the word.
- Prepare for the Karuta game for next lesson. (Kelly, 2005)

- **Anexe 2**

PRE- INTERMEDIATE GAMES WITH:**Comparative adjectives**

Ask students to stand up and move around the class talking to other students to find someone in the group to answer each of the questions. Encourage students to speak to as many different people in the class as possible. When most of the class have completed the table, feedback some of the more interesting answers with the whole group.

	<i>Find someone who...</i>	Name of student and answers
1	...can tell you the names of three animals which are smaller than a	

	mouse.	
2	...has smaller feet than you.	
3	...has a larger CD collection than you have.	
4	...can tell you three jobs which are more dangerous than teaching.	
5	...can say the English alphabet more quickly than you can.	
6	...can tell you the name of a cheaper car than a BMW.	
7	...can tell you two irregular comparative adjectives.	
8	...thinks that women can learn languages more easily than men.	
9	...can tell you three food items which are more fattening than bread.	
10	...can tell you two sports which are more boring than football.	
11	...is worse than you at singing.	
12	...goes swimming more often than you do.	

- **Anexe 3**

ICT(Information Communications Tecnology) for ELT

A wide range of research shows that the quality of learning [e.g. Davis et al. (1997)] can be significantly enhanced when ICT is approached and utilised as an intellectual ‘multi-tool’, adaptable to learners’ needs. Research [e.g. Bransford et al, 1994] also shows that ICT can enhance:

- critical thinking;
- information handling skills;
- higher level conceptualisation
- and problem solving.

ELT Tasks Using ICT Tools

ELT Tasks	ICT Tools that help
Composing Texts	Word processing; E-mail, Computer Conferencing; Digital Digital cameras; voice recording software
Focusing on Audience/ Purpose; Presenting Texts	E-mail; Computer and Video Conferencing, Desk top Publishing; Web authoring; Databases and Spreadsheets; Multimedia software; Presentation software
Transforming Texts	Word processing; Desk Top Publishing; Hypermedia
Exploring Information	CD ROM; Internet; video conferencing; electronic mail
Reading Texts	Internet; CD ROM; Talking Books
Asking ‘What If?’ Questions	Simulation; Data bases; Internet text debates; video conferencing
Identifying features of text	Word processors; Text Disclosure Programme
Developing knowledge about language	Text Disclosure Programme; Internet; CD-ROM

eltnotes.wordpress.com/2010/05/13/5-ict-for-elt/ Originally published in ELT Chat of www.Free_esl.com

- **Anexe 4**
Dictation 2- The senses

These notes on dictation come from a talk presented by Edna Equihua. The senses

The students take dictation and express feelings about the words. The teacher dictates words and they sort them out according to the sense(s) that the word awakens in their feelings. For example,

I SEE: church, computer ,cloud, rainbow, rabbit
 I HEAR: yesterday, typewriter, radio, rain, music
 I TASTE: pie, rabbit
 I SMELL: pie, rabbit
 I FEEL: typewriter, rabbit, rain, music

When they finish, they can sit in pairs and compare their tables and discuss their feelings about the words, why did they put them in the columns

- **Anexe 5**

Think about meaning

Quantifying sentences

Teacher dictates sentences using adjectives. Students have to add a quantifier to the adjective used. For example,

SENTENCE DICTATED	QUANTIFIERS ADDED
He gets home late in the evening	at 7 pm
They live in a large flat	100 square meters
It saves time	many hours
She's overweight	20 kilos
He spends a lot of time in the bathroom.....	1 hour a day
It's efficient.....	very
She gets up fairly early at the weekend	at 7 a.m.
It's noisy	100 decibels
It often breaks down	every week

- **Anexe 6**

Fill the gap

Dictate, leaving blanks by saying "mmmmm". They have to fill the gaps.

For example, HIM or HER. The students complete the sentence with an appropriate pronoun (with "him, her, she or he").

1. _____ is a good goal keeper.
2. _____ was 80 and lived alone, but _____ lives happily knitting all day long.
3. They made _____ study medicine.
4. _____ went to visit _____ in prison.
5. Her parents gave her a present but _____ didn't like it.

- **Anexe 7**

Associations

Set the groups in pairs, student 1 and student 2.

Dictate 2 words that are similar, student 1 writes word 1 and student 2 word 2.

They add 2 words related to the words.

EXAMPLE:

PERSON 1	PERSON 2.....	ADDED WORDS
wood	dark	trees, chair
would.....	may.....	modal, might
dear	wife	sir, sweetheart
deer.....	brown	Bambi, fast
bee	buzz.....	honey, sting

www.britishcouncil.org/.../france-english-teaching-activity...