CLASSROOM MANAGEMENT

DRAFT

Textbook for S-1 Program
English Education Department
Faculty of Education and Teacher Training
State Islamic University Sunan Ampel Surabaya

The Author:

Ana Nurul Laila, M. TESOL

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PREFACE RECTOR OF UIN SUNAN AMPEL

According to PP 55 Year 2007 and Kepmendiknas No 16 Year 2007, Kepmendiknas No. 232/U/2000 about writing university's curriculum and the assessment of the students' learning result; Kepmendiknas No. 045/U/2002 about the core curriculum for university; and KMA No. 353 Year 2004 about the guidance for writing university's curriculum, UIN Sunan Ampel produces the textbooks as one of the efforts to develop the curriculum and the lecturers' professionality.

To produce the qualified textbooks, UIN Sunan Ampel which is in coorporation with *Government of Indonesia* (GoI) and *Islamic Development Bank* (IDB) have conducted *Workshop on Writing Textbooks for Specialization Courses* and *Workshop on Writing Textbooks for vocational Courses* for the lecturers of UIN Sunan Ampel. Through this, every lecturer produces scientific products needed by the students.

The textbook entitled Classroom Management is one of other textbooks written by the lecturers of S-1 program English Education Department Faculty of Education and Teacher Training UIN Sunan Ampel. This book is used as a guidance in conducting the course in one semester. By publishing this textbook, the course is expected to go actively, effectively, contextually, and fun, so that the quality of the students graduated from UIN Sunan Ampel is increased.

The author and the facilitators would like to thank *Government of Indonesia* (GoI) and *Islamic Development Bank* (IDB) which have supported in publishing this textbook. Hopefully, this textbook will be significant for developing academic tradition at UIN Sunan Ampel Surabaya.

Rector
UIN Sunan Ampel Surabaya

Prof. Dr. H. Abd. A'la, M.Ag.

ACKNOWLEDGEMENT

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Author

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COURSE OUTLINE CLASSROOMM MANAGEMENT

A. General Information

1. Name : Ana Nurul Laila, M. TESOL

2. Office : English Education Department, Faculty

of Education and Teacher Training,

UIN Sunan Ampel Surabaya

3. Name of the course : Classroom Management

4. Department : English Education Department

5. Credit : 2 credits

B. Course Description

This course provides the students with knowledge of classroom management in general, the students, teaching techniques and classroom management techniques. During the course, the students will reflect on their experience when they were students themselves, evaluate it, and then attempt to implement the result of the evaluation in their own teaching and learning plan.

C. Significance of the Course

This course provides students with practical knowledge on how they can manage their future classrooms in different settings and with various kinds of students. It is expected that the knowledge with help the students to be better English Language Teachers.

D. Basic Competence and Indicators

Week	Basic Competence	Indicators	Topic
1.	Understanding the	• Students are able to	Classroom
	basic concept of	describe classroom	management
	classroom	atmosphere.	
	management		
		• The students	
		understand and are	
		able to understand the	
		definition of	
		classroom	
		management	
		• The students are able	

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		to mention the purpose of classroom management	
2.	Understading of how it is to be a good teacher	The students are able to explain characteristics of a good teacher	How to be a good teacher
3.	Understanding of the teacher's roles	 The students are able to identify what teacher's roles are The students are able to create lessons that encourage teachers to do various roles 	Understanding teacher's role
4.	Understanding of the learner's roles	 The students are able to identify learner's roles The students are able to design lesson that will encourage a particular role 	Understanding learner's roles
5.	Understanding of the learner's learning styles and strategies	 Students understand different learner's learning styles Students understand different learner's learning strategies 	Understanding learner's learning • Learning style • Learning strategies
6.	Understanding and demonstrating how to	Students are able to explain reasons why good rapport is	Building Rapport

	build rapport	 important in every classroom Students are able to explain the caracteristics of a good rapport Students are able to demonstrate some techniques in building rapport 	
7.	Understanding of different classroom layouts and their purposes	Students are able to mention different classroom layouts and their different purposes	Effective Classroom Layouts
8.	Understanding of the tools available in the classroom and the techniques to use them in the teaching process	 Students are able to understand what and how to use different tools available in class in the teaching process Students are able to design activities that will make use of the tools available in the classroom. 	Teaching Media in the Classroom
9.	Understanding of boardworking and how it cal help engage the students during the lesson	 Students are ablt to mention the caracteristics of good boardworking Students are able to plan board use in the 	Board working

		lesson plan	
10.	Understanding of the concept of reward and punishment	 Students are able to explain the good use of reward and punishment in the classroom Students are able to mention different kinds of rewards and punishments 	Why, when and how to reward and punishment Kinds of comprehensive reward and punisment
11.	Understanding of t he importance of classroom contract	 Students are able to explain the importance of classroom contract Students are able to explain what should be covered in classroom contract 	Why classroom contract What to do in classroom contract

E. References

Scrivener, J. (2012). Classroom Management Techniques. Cambridge: Cambridge University Press.

Chapter 1 CLASSROOM MANAGEMENT

Introduction

This chapter focuses on basic concept of classroom management. This includes the ideal descriptions of classroom atmospheres and the definition as well as the purposes of classroom management. It is expected that this chapter will help the students to understand how an English language classroom looks and feels like to the students and the reasons behind it.

The students' understanding of the topic will be empowered through a critical discussion and analysis done in groups. The students will be asked to think through the definitions and purposes of classroom management, what classroom management covers, how classroom management can be done in Indonesian classroom settings and also its advantages as well as the challenges that might occur.

As a practice, the students will have critically discuss the possible challenges that might occur in different classroom management's aspects and what are the possible solutions. This process is done with the expectation that the students will get more idea of how real classroom situations are and how to work with it.

Lesson Plan

Basic Competence

Understanding the basic concept of classroom management.

Indicators

At the end of the lecture, the students are expected to be able to:

- 1. Describe ideal classroom atmospheres
- 2. Understand the definition of classroom management
- 3. The students are able to mention the purpose of classroom management

Time Allocation

2x50 minutes

Materials

The materials concerning the concept of Classroom Management:

- 1. The definition of classroom management
- 2. Principles of classroom management:
 - a. Building good rapport with the students
 - b. Setting rules, routines and procedures
 - c. Managing self
 - d. Maintaining appropriate behaviour
 - e. Motivating and engaging the students

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Brainstorming by asking the students about their past experience being students in elementary and middle schools and what kind of teacher and classroom do they like to have

Main Activities (70 minutes)

- 1. Elicit from the students what they think the term *Classroom Management* means and what area it covers. Encourage answers from various students.
- 2. Come up with a definition, show to the students with powerpoint.
- 3. Devide the students into 5 groups with each of the groups discussing a subtopic:
 - a. Building good rapport with the students
 - b. Setting rules, routines and procedures
 - c. Managing self
 - d. Maintaining appropriate behaviour
 - e. Motivating and engaging the students
- 4. Regroup the students so that the new groups consist of at least one member originating from a subtopic.

- 5. The students shares the result of the previous discussion and have another discussion with the new members to see if the new members have the same or different opinion.
- 6. The students then do a small prensentation about what a subtopic is about
- 7. Feedback then given to the students to make sure that all the students are on similar unserstanding on what Classroom Management covers

Closing Activities (10 minutes)

- 1. Reviewing today's discussion
- 2. Reflection

Follow-up Activities (5 minutes)

- 1. Assignment
- 2. Preparation for the next assignment

Students' Worksheet

Classroom management problems that are usually occurred in English language lessons in Indonesia.

Objective

The students are able to analyze the problems that might occur in Indonesian classroom context and then offer some possible solutions to the problems.

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Worksheet

Steps

- 1. Divide the students into 6 groups and assign each group to discuss problems (related to the five subtopics of classroom management) that might occur in speaking lessons, reading lessons, listening lessons, writing lessons, grammar lessons, and vocabulary lessons.
- 2. In their groups discuss both the problems and the possible solutions.

- 3. Regroup the students so in the new groups consist at least one member from each skill group.
- 4. Students share the results of their discussion with their new groups
- Teacher encourage the students to provide solutions to the other members' problems and discuss whether the solutions might work or not.

Table 1.1: Problems and Solutions

Skill	Problems	Possible Solutions
Speaking		
Listening		
Reading		
Writing		
Grammar		
Vocabulary		

Description of the Material

CLASSROOM MANAGEMENT

Classroom management is everything that the teacher does and prepare to organize students, space, time and materials so that student learning can take place (Wong and Wong). It is somehow a more specific term for the organizational talent in setting up a good learning /teaching environment. Since teachers most likely teach in a classroom, this skill is called "classroom management"

In classroom management, teachers need to establish good control of the class. This means that teachers should know what they are doing in the class and be consistent with it, they should establish classroom rules and procedures, and they also need to know their professional responsibilities in a language classroom.

This is important because "student perceptions of their learning environment and emotions experienced within the subject" will result in positive achievement. These perceptions includes teacher enthusiasm and elaborative instructions, which will eventually boost students' enjoyment

and pride of being and learning in the class (Goetz, et al as stated in Frenzel, Pekrun & Goetz, 2007, p. 480)

There are five principles of classroom management:

1. Building a good relationship between teacher and students

Build up rapport with the students is essential because a strong relationship between teacher and students will create a positive atmosphere in classroom so it's worth spending time and energy to get it right. Positive atmosphere in the classroom will more likely to increase students' learning outcomes because it provides students with encouraging and engaging activities.

There are several ways that a teacher can do to build up rapport with the students:

- a. Respect students. They are individuals who comes to class in order to get better knowledge and to improve themselves. Therefore, they have an equal right to be given respect from the teacher although not everything that they do is perfect.
- b. Sense of humor. A good sense of humor never fail to engage the students and make them pay attention to what the teacher is saying. It also helps creating a less strict classroom atmosphere, helps the students to stay relaxed and yet focused.
- c. Don't be a nightmare. Loud voice and anger often make students not at ease when they are in the classroom, resulting in their lack of interest in the lesson delivered.
- d. Talk positively. Praises and positive attitude will more likely to increase students' confidence when they are learning in the classroom rather than criticism.
- e. Knowledge is the key. Not only that this includes knowledge on the subject that is delivered in the lesson, but also knowledge on how to manage the class, when to be strict and when to be humorous.
- f. Remember names. This might seem simple, and yet, remembering students' names will make them feel that they are paid attention to and, thus, increase their willingness to learn.
- 2. Setting rules, routines and procedures

Rules are general expectations that are usually written on the paper. This is necessary so that both the teacher and the students can get back to the written rules when there are problems.

Routines are general expectations that are not written which happen repetitively within school days or lessons.

Procedures are general expectations for a specific ativity that should be done by the students.

3. Managing self

This contains being fair to the students, being firm and strict and yet can also be friendly, be optimistics and determined (since these feelings can transfer to the students so that they can also become optimistics and determined during lessons) as well as maintaingin personal and professional image.

- 4. Maintaining students' appropriate behaviour
 - a. Actively monitor students bahaviour
 - 1) Walking among students is the common way of monitoring students' behaviour and to make sure that they are on track.
 - 2) Develop "active eyes". Walking among students to monitor them can be intimidating for the students. Therefore, teachers should master the art of "active eyes", knowing how the students are doing by watching them carefully and yet not intimidating.
 - b. Preventing is better than controlling
 - 1) Enfore classroom rules promptly and consistently from the very first day of the class
 - 2) The consequences of misbehaviour should be made clear to the students at the beginning of a course.
 - c. Reduce classroom distruction
 - 1) Creating a conducive learning environment by removing distracting materials.
- 5. Techniques of motivating

With so many interesting options competing for students' attention, engaging the students during classes has becoming more challenging. These are some ideas that might be used to increase students' interests in participating in the lesson

- a. Explain: it is necessary for teachers to be able to explain why a particular activity needs to be done in a lesson so that the students have purposes and objectives in doing it. When a student does not know why he should do something, it is likely that his motivation will get lowered.
- b. Reward: Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards
- c. Teach inductively: discovery learning has been one of the most effective ways in increasing students' motivation because it gives them aim and purposes in doing an activity.
- d. Use positive emotions to enhance learning and motivation: when a lesson is fun and engaging, it is more likely that the students will participate more and, thus, learn more.

Summary

From the material description, it can be summarized by these several following points:

- 1. Classroom management is the skill which teachers apply when teaching. It is somehow a more specific term for the organizational talent in setting up a good learning /teaching environment.
- 2. Principles of classroom management includes:
 - a. Building good rapport with the students
 - b. Setting rules, routines and procedures
 - c. Managing self
 - d. Maintaining appropriate behaviour
 - e. Motivating and engaging the students
- 3. Establishing rapport with students and using that rapport to make them feel part of a bigger community can increase willingness to come to class and participate in learning
- 4. Rules, routines and procedures help the students to feel more confident during class because they can expect how the atmosphere of the class will be.

Exercises

Answer these following questions using good English!

- 1. What is classroom management?
- 2. What are the actions considered to be ways of managing classrooms?
- 3. How do you think is the best ways to motivate students in your classroom contexts?
- 4. What do you think are the impacts of classroom management and discipline strategies on student learning?
- 5. How do you think technology can be used to support classroom management?

Reference

Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), p. 3-31.

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- Handbook of Science Education (pp. 527–564). Dordrecht, The Netherlands: Kluwer. Retrieved from: http://surveylearning.moodle.com/ cles/papers/Handbook98.htm
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Chapter 2 HOW TO BE A GOOD TEACHER

Introduction

This chapter focuses on the characteristics of a good teacher. This includes the characteristics of a good language teaching and lessons as well as the characteristics of an efficient language teacher.

It is expected that this chapter will help the students to better understand the characteristics of a good language teacher and a good language teaching. In this chapter, the students' background knowledge and expectations of what a good teacher is will be used through discussions and presentations. Although the characteristics and knowledge about a good teacher will be quite broad and ideal, it is necessary so that the students will have the idea of what they are expected to become when they have finished this course.

At first, the students will be asked to reflect on their own preferences on the characteristics of a good English language teacher and what makes a good English language teacher. Since the answers of the question what makes a good English language teacher may vary for each students, it is important that the tutor or lecturer of the lesson emphasize the significance of the students' perspective in making a good English language teacher.

In this chapter, the students understanding will be empowered by discussions and practices with their peers in discussing not only on how to become a good English language teacher, but also how to be an effective one in teaching English language for their students in the future.

Lesson Plan

Basic Competence

Understading of how it is to be a good teacher

Indicators

At the end of the lecture, the students are expected to be able to:

1. The students are able to explain characteristics of a good teacher

2. The students are able to explain the characteristics of an effective language teacher.

Time Allocation

2x50 minutes

Materials

The materials concerning the characteristics of an effective language teacher:

- 1. Characteristics of an effective and efficient English language teacher
 - a. Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), p. 3-31.
 - b. Markley, T. (2004). Defining the effective teacher: Current arguments in education. *Essays in Education*, 11(3), p. 1-14.
 - c. Shishavan, H. B. and Sadeghi, K. (2009). Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English. *English Language Teaching*, 2(4) p. 130-143.
 - d. Wichadee, S. Characteristics of Effective English Language
 Teachers: The Perspective of Bangkok University Students.
 Retrieved from:
 http://www.bu.ac.th/knowledgecenter/epaper/jan_june2010/pdf/Page 01.pdf
- 2. Principles of good language teaching
 - a. Option 1 (taken from <a href="http://www.slideshare.net/jemz_28/principles-of-effective-teaching-and-learning-for-english-language-learners#):
 - 1) Know your learners their language background, their language proficiency, their experiential background.
 - 2) Identify the learning outcomes including the language demands of the teaching and learning.
 - 3) Maintain and make explicit the same learning outcomes for all the learners.
 - 4) Begin with context embedded tasks which make the abstract concrete.

- 5) Provide multiple opportunities for authentic language use with a focus on students using academic language.
- 6) Ensure a balance between receptive and productive language.
- 7) Include opportunities for monitoring and self-evaluation.
- b. Option 2 (from Lund, K and Pedersen, M. S. (2001). Principles of good language teaching. *Spogforum*, 19, p. 62-65)
 - 1) Good language teaching opens up the possibility for a communicative learning forum
 - 2) Good language teaching creates linguistic attention in relation to the content-oriented communication
 - 3) Good language teaching helps the students to assume responsibility for their own learning
 - 4) Good language teaching breaks down walls

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Brainstorming by asking the students about their past experience being students in elementary and middle schools and what kind of teacher and classroom do they like to have

Main Activities (70 minutes)

- 1. Students are asked to work in groups. There will be five big groups.
- Each group is assigned different reading materials (Borg's, Markley's, Shishavan's, Wichadee's and Lund and Pedersen's article).
- 3. The students are given 15 minutes to read and to discuss what the article they have are talking about especially related to the characteristics and priciples of language teaching and a good English language teacher.
- 4. Regroup the students so in the new group there will be one member of each previous group (jigsaw groupwork)

- 5. Each member of the new group presents the result of their discussion in the previous group and compare.
- 6. Small classroom presentation then held so that all students get the information from each article.
- 7. Feedback then given to the students to make sure that all the students are on similar unserstanding on what an effective and efficient English language teacher is.
- 8. Short presentation and power point can be shown to sum up the overall discussion and conclusion

Closing Activities (10 minutes)

- 1. Reviewing today's discussion
- 2. Reflection

Follow-up Activities (5 minutes)

- 1. Assignment
- 2. Preparation for the next assignment

Students' Worksheet

Principles of an effective language teaching and the characteristic of a good and effective English language teacher.

Objective

The students are able to analyze the principles of an effective language teaching and the characteristic of a good and effective English language teacher.

Media

Worksheet

Steps

1. Each group is assigned different reading materials (Borg's, Markley's, Shishavan's, Wichadee's and Lund and Pedersen's article).

- 2. The students are given 15 minutes to read and to discuss what the article they have are talking about especially related to the characteristics and priciples of language teaching and a good English language teacher.
- 3. Share the result of the dicussion to other groups

Table 1.1: Problems and Solutions

Article	Principles of effective language teaching	Characteristic of a good English language teacher		
Borg	040			
Markley				
Shishavan				
Wichadee				
Lund & Pedersen				

Description of the Material

How to be a Good English language Teacher

Principles for good language teaching

(an except from Lund, K and Pedersen, M. S. (2001). Principles of good language teaching. Spogforum, 19, p. 62-65)

We can ask the question and attempt to come up with some possible answers: What must the good language teacher be able to do? What learning forum must he or she place at the disposal of those seeking to acquire the language?

1. Good language teaching opens up the possibility for a communicative learning forum

In a communicative learning forum language learners gain the opportunity to:

- a. experience themselves as users of the new language in genuine communication
- b. express themselves in the new language forum
- c. undergo experiences involving the new language
- d. undergo experiences involving cultural and social differences.

These principles are based on a conception of language as a functional means of communication and learning as a cognitive, social process

where the search for language for mediation, interaction and understanding of an outside world are seen as the driving force behind acquisition.

The possibilities of putting these principles into practice lie in contentoriented problem-solving tasks that supplement each other and together create content-based contexts (tasks, problem-based assignments, projects).

A central criterion for assessing whether the planned activities will lead to the establishing of a communicative forum is where there lies behind the activities a visibly well-defined content-borne aim. Are there good reasons for the individual to set out on a linguistic interaction with the outside world - orally or in writing - as a listener or as a reader? Whether the pedagogical organisation with initiate linguistic interaction depends on whether there is any good reason for listening or reading that which is to be communicated, and whether there is any clear aim in talking or putting pen to paper.

- 2. Good language teaching creates linguistic attention in relation to the content-oriented communication
 - a. Does the task require two-way communication?
 - b. Does everybody in the group have to participate for the task to be solved i.e. have all parties gathered information that the others need?
 - c. Is interaction required for the task to be solved or the project completed?
 - d. Is it built into the task that the parties have to attain a common goal?

The more times one can answer in the affirmative to the above questions, the greater the possibility will be that the activities taking place in the class will give rise to active, concentrated readers, listeners, speakers and writers. If one can answer in the affirmative to these questions, opportunities will exist for the participants to be part of activities that require them:

- a. to understand the input they are exposed to
- b. to try and clarify meaning whenever there is something they do not understand
- c. to give feed-back on what they hear and to get feed-back on what they say.
- 3. Good language teaching helps the students to assume responsibility for their own learning

One of ways of trying to promote communicative teaching has to do with moving from the more closed, teacher-defined types of tasks to open, self-defined activities. This is a hard lesson - not only for the language learner but for the teacher as well. The teacher has to learn to let go, and the students who are used to having teacher-controlled teaching have to go through a phase of reassessment as to what good teaching is. This is best achieved via a process. A sudden change to more open forms of organisation will probably not lead to autonomous, self-governing language learners but rather to discontented students who long to return to the good old authoritarian teaching forum.

The role of the teacher in the communicative forum will change from being the mediating 'tanker' to being a pedagogical organiser, initiator, observer and resource person. And most of the teacher's work will consist of planning - before and after the actual teaching.

4. Good language teaching breaks down walls

In autonomous, communicative teaching, walls have been broken down. The class seeks information and does project work in the right place, which will only rarely be in a classroom horseshoe. In second-language teaching there are ideal possibilities right outside. The Danish language, Danish society are right there and can be fetched and used in the activities of the class. In foreign-language teaching, the Internet opens up possibilities which, in many ways, can help to liberate the students.

A good English language teacher

(an excerpt from Borg, Simon. (2006). The distinctive characteristics of foreign language teachers. Language Teaching Research, 10(1), pp. 3-31)

Five factors that distinguish the experience of foreign language (FL) teachers from that of teachers of other subjects are proposed by these authors. These factors are as follows:

- 1. The nature of the subject matter itself. FL teaching is the only subject where effective instruction requires the teacher to use a medium the students do not yet understand.
- 2. The interaction patterns necessary to provide instruction. Effective FL instruction requires interaction patterns such as group work which are desirable, but not necessary for effective instruction in other subjects.
- 3. The challenge for teachers of increasing their knowledge of the subject. Language teachers teach communication, not facts. In other subjects, teachers can increase their subject matter knowledge through books, but it is harder for FL teachers to maintain and increase their knowledge of the FL because doing so requires regular opportunities for them to engage in FL communication.

- 4. *Isolation*. FL teachers experience more than teachers of other subjects feelings of isolation resulting from the absence of colleagues teaching the same subject.
- 5. The need for outside support for learning the subject. For effective instruction, FL teachers must seek ways of providing extracurricular activities through which naturalistic learning environments can be created. Such activities are less of a necessity in other subjects.

While the work on disciplinary characteristics discussed above provides the main theoretical motivation for this study, research on the good language teacher is also relevant here in highlighting ways in which language teachers' characteristics have been conceptualized. Girard (1977), for example, presented a list based on the views of language learners and which included items such as: makes his course interesting, teaches good pronunciation, explains clearly, speaks good English, shows the same interest in all the pupils, makes the pupils participate and shows great patience. Prodromou (1991) presented a much longer list of characteristics valued by learners; examples cited were friendly, gave good notes, played games, told jokes, did not push weak learners and was more like a comedian. Brosh (1996) identified the desirable characteristics of the effective language teacher as perceived by foreign language teachers and students in Israel. The following five characteristics emerged overall as those felt to be most desirable by the participants in this study:

- 1. knowledge and command of the target language;
- 2. ability to organize, explain and clarify, as well as to arouse and sustain interest and motivation among students;
- 3. fairness to students by showing neither favouritism nor prejudice;
- 4. availability to students.

It should be noted that the majority of items appearing here reflect the results of research into the characteristics of good teachers more generally (see, for example, studies by Hay McBer, 2000; Walls et al., 2002). This is not particularly surprising as language teachers are after all teachers and will therefore embody characteristics of the teaching profession more generally. Also, the purpose of these studies was not so much to define what was distinctive about language teachers but to identify what learners and teachers felt were effective or desirable characteristics. None the less, this research does highlight a range of issues which may be relevant to the study of language teachers' distinctive characteristics. Particularly salient here are references to teachers' personal characteristics; additionally, there are many references to characteristics related to teachers' knowledge, skills and attitudes towards the learners.

Defining the Effective Teacher

(an excerpt from Markley, T. (2004). Defining the effective teacher: Current arguments in education. Essays in Education, 11(3), p. 1-14)

Research offered a plethora of definitions of an effective teacher. Clark (1993, p. 10) wrote that, "Obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher." Vogt (1984) related effective teaching to the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. Collins (1990), while working with the Teacher Assessment Project established five criteria for an effective teacher: (a) is committed to students and learning, (b) knows the subject matter, (c) is responsible for managing students, (d) can think systematically about their own practice, and (e) is a member of the learning community (Clark, p. 11).

Swank, Taylor, Brady, and Frieberg (1989) created a model of effectiveness that was based upon teacher actions. For them, *effective* meant increasing academic questions and decreasing lecture and ineffective practices, such as negative feedback and low-level questions. The authors believed that these factors become easily identifiable in the assessment of performance. Million (1987) based effectiveness on the lesson design and method of delivery. If teachers met a preset list of criteria during their evaluation, they were deemed effective. Papanastasiou (1999) stated "that no single teacher attribute or characteristic is adequate to define an effective teacher" (p. 6).

Wenglinsky (2000) believed that the classroom practices are important to learning. In his research, Wenglinsky (2000) found that what happens in the classroom is critical and that how a teacher teaches is important. Practices that promote higher order thinking and active participation are most successful. The problem is to translate this knowledge into an acceptable evaluation procedure. Clark (1993) pointed out that "One area that was avoided by most authors was the idea of using student achievement as a measure of effectiveness" (p. 12).

Researchers appear to have taken student achievement for granted; they have believed that effective teaching techniques would automatically yield positive student achievement. Only recently has research seriously begun to look at achievement data. As Clark (1993) pointed out, the problem is determining how best to measure student achievement. The research of Sanders (Sanders, 1996, 1999; Sanders, Wright, & Horn, 1997) and others at the University of Tennessee and of Wenglinsky (2000) offered a possible solution to this question. Their work demonstrated that teacher effectiveness can be measured and may be critical to student success. Both

Sanders' (1999) and Wenglinsky's (2000) work asserted that teacher effectiveness is the single biggest contributor to student success. Teacher effectiveness outweighs all other factors, such as class size, socioeconomic status, and gender.

Sanders and his associates used data from the Tennessee Value-Added Assessment System (TVAAS) database to run multivariate analyses of students who took the Tennessee Comprehensive Assessment Program test. The results of their longitudinal study showed that teacher effectiveness is both "additive and cumulative with little evidence of compensatory effects" (Sanders & Rivers, 1996, p. 1). Sanders, Wright and Horn (1997), who followed up the original work of Sanders (1978), found that successive years with effective teachers created an "extreme educational advantage" (p. 3). Conversely, successive years of an ineffective teacher placed students at an extreme disadvantage due to the cumulative effects of poor instruction.

Minority students suffered the most. African American students were twice as likely to be assigned to ineffective teachers (Sanders & Rivers, 1996). Wenglinsky (2000) built on the work of Sanders and Rivers(1996)and others by trying to identify practices that improve student outcomes. Data from the eighth-grade science report of the National Assessment of Educational Progress (NAEP) provided the basis for this study.

Wenglinsky (2000) acknowledged that this snapshot limited his study, thus providing avenues for additional research. The research showed that teacher input, professional development, and classroom practices all influence student achievement. The most significant of the three areas was classroom practices, especially those geared toward high-order thinking (Wenglinsky). Darling-Hammond (2000) studied data from the 1993-1994 Schools and Staffing Surveys and the NAEP data to gauge teacher effectiveness. The results indicated that states, such as North Carolina, that invested heavily in improvements to teacher quality and student accountability showed the greatest gains on NAEP assessments. Not all researchers were convinced that teachers provide measurable input into student gains. English researcher Goldstein (2001) asserted, "In secondary schools, it is very difficult to ascribe the progress of any one pupil in a given subject to the teacher of that subject" (p. 4).

Instead, other factors influence the student, such as other teachers, student background, and school setting. Citing Gray (1979) and Saunders (1978) as well as his own work, British researcher Long (2000) concluded that there is no established connection between teaching and learning. Long stated that "Findings from a number of different areas therefore consistently indicate that there is little variation between teachers in terms of their impact on pupil's progress" (p. 7).

Since the publication of the *A Nation at Risk* (National Commission on Excellence in Education, 1983) report, the definition of teacher effectiveness has been slowly evolving. Initially, *effectiveness* was defined by meeting a set of vague criteria associated with the effective schools movement. This evolved into the multiple strategies of methods and instruction. While this was an improvement over the earlier evaluation methods in that the role of teacher was recognized, it still left large gray areas. New research (Sanders 2002, Strauss and Vogt in press)advocated the increased use of student data, especially gain data that measure student growth from the beginning of the year to the end of the year. The definition of teacher effectiveness most likely lies in the middle. Teachers must have adequate knowledge of the techniques and methods that are related to their profession and must understand that student learning must increase over the course of the year.

Exercises

Answer these following questions!

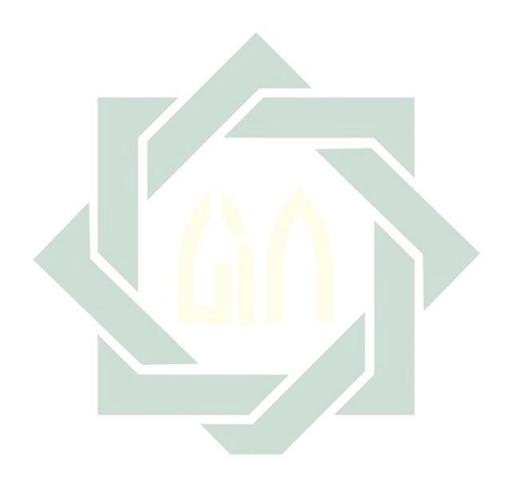
- 1. What are the principles of good language teaching?
- 2. What are the characteristics of a good English language teacher?
- 3. What are the characteristics of an effective English language teacher?
- 4. How do you think you can be a good, effective and efficient English language teacher in the future?
- 5. As a teacher, in the future, how would you imagine yourself reflecticting on your own lesson and evaluate it to improve the quality?

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Chapter 3 UNDERSTANDING TEACHER'S ROLES

Introduction

Teaching is demanding and complex task. This chapter looks at teaching and what it involves. Implicit in the widely accepted and farreaching changes in language education is a changing role for language teacher. Twelve roles have been identified and these can be grouped in six areas in the model presented:

- 1. The information provider in the lecture, and in language teaching and learning context
- 2. The role model on-the-job, and in more formal teaching settings
- 3. The facilitator as a mentor and learning facilitator
- 4. The student assessor and curriculum evaluator
- 5. The curriculum and course planner, and
- 6. The resource material creator, and study guide producer.



Researchers (e.g., Ladson-Billings, 1994; Noddings, 1984) remind us that teaching students goes beyond language issues, and teachers' roles should extend to include their cultural and social needs. Teachers may need to expand their pedagogy to include more than language learning strategies when they work with ELLs. However, much research on classroom teachers' roles regarding ELLs has focused primarily on their roles in meeting the students' linguistic needs under the assumption that they need mainly English language instruction (Harper & de Jong, 2004; Rossell, 2004). This linguistic-only focus is limiting since it may overlook that ELLs are "learners," as are all other students, who need access to many different

learning opportunities. Furthermore, it may prevent us from seeing "the fuller, more complicated realities of these students' lives" (Gutiérrez & Orellana, 2006, p. 504) in the classroom where ELLs portray and position themselves while interacting with teachers and peers.

The central purpose of this article is to present a study of regular classroom teachers' views of their roles and their approaches to working with ELLs. The theoretical framework for the study is positioning theory (Harré & van Langenhove, 1999), which is described in more detail below. In this study I focused on the dynamics of classrooms in which the teachers interact with ELLs, with a special focus on how teachers offer or limit opportunities for the students' participation in classroom activities.

As presented in the model, some roles require more language professional expertise and others more educational expertise. Some roles have more direct face-to-face contact with students and others less. The roles are presented in a 'competing values' framework – they may convey conflicting messages, eg providing information or encouraging independent learning, helping the student or examining their competence.

The role model framework is of use in the assessment of the needs for staff to implement a curriculum, in the appointment and promotion of teachers and in the organisation of a staff development programme.

Some teachers will have only one role. Most teachers will have several roles. All roles, however, need to be represented in an institution or teaching organisation. This has implications for the appointment of staff and for staff training. Where there are insufficient numbers of appropriately trained existing staff to meet a role requirement, staff must be reassigned to the role, where this is possible, and the necessary training provided. Alternatively if this is not possible or deemed desirable, additional staff need to be recruited for the specific purpose of fulfilling the role identified. A 'role profile' needs to be negotiated and agreed with staff at the time of their appointment and this should be reviewed on a regular basis.

Lesson Plan

Basic Competence

Understanding teacher's roles especially those working with English language learners.

Indicators

At the end of the lecture, the students are expected to be able to:

- 1. Explain the roles of a teacher in general
- 2. Explain the roles of a teacher working with English Language Learners (ELL)
- 3. Analyze the appropriate use of the roles in an English language lesson.

Time Allocation

2x50 minutes

Materials

Materials used are readings and academic articles from various journals. Here are some of the suggestions:

- 1. Yoon, B. (2008). Uninvited Guests: The Influence of Teachers' Roles and Pedagogies on the Positioning of English Language Learners in the Regular Classroom. *American Education Research Journal*, 45(2), pp. 495 522. DOI: 10.3102/0002831208316200
- Zhu, C., Valcke, M. and Schellens, T. (2010). A cross-cultural study of teacher perspectives on teacher roles and adoption of online collaborative learning in higher education. European Journal of Teacher Education, 33(2), pp. 147 165. DOI: 10.1080/02619761003631849
- 3. Tudor, I. (1993). Teacher roles in the learner-centred classroom. English Language Teaching Journal, 47(1), pp. 22 – 31. DOI: 10.1093/elt/47.1.22
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 - u.ac.jp/dspace/bitstream/10129/544/1/AN00211590 94 59.pdf

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Brainstorming by asking the students of their opinion on what are the most important roles of a teacher that they know and why.

Main Activities (70 minutes)

1. Students are introduced to the term "teacher role". Excerpt from Choudhury (2011) can be used to help both the lecturer and the students to figure out what roles are.

ROLES OF THE INSTRUCTOR				
TRADITIONAL	CONSTRUCTIVIST			
Sage-on-the-stage	Coach			
Chalk-and-talk	Mentor			
Banker	Midwife			
Dispenser of knowledge	Facilitator			
Teacher	Co-learner / Collaborator			
Script reader	Curriculum Developer			
Soloist Team member				
Isolationist	Community builder			

Adapted from "Constructivism and its implications for educators" by A. A. Christie, Ph.D.

- 2. Students are then divided into some small groups. Each group is given strips containing the roles of teachers now and then. In their groups, the students should re-arrange the roles based on the criteria of "Traditional Teacher Roles" and "Constructivist Teacher Roles".
- 3. When the activity is finished, lecturer provides feedback for the students' answers.
- 4. Lecturer asks the students to discuss in their groups the meanings and examples of each roles provided in the previous exercise.
- 5. Discussion and feedback

Closing Activities (10 minutes)

- 1. Summarizing today's material
- 2. Giving support and suggestion
- 3. Reflecting today's material by the students

Follow-up Activities (5 minutes)

- 1. Assignment
- 2. Preparing for the next lecture

Students' Worksheet

Identifying and analyzing teacher roles in English language classrooms and English language learners (ELLs).

Objective

The students are able to identify and analyze teacher roles in English language classrooms.

Media

Worksheet, assessment sheet, websites

Steps

- 1. The students are divided into 4 big groups
- 2. Each group are given one reading materials to be read and discussed:
 - Group 1: Yoon, B.
 - Group 2: Zhu, C., Valcke, M. and Schellens, T.
 - Group 3: Tudor, I.
 - Group 4: Kojima, H. and Kojima, Y.
 - The students are asked to compare the general roles of a teacher with the roles that she needs to do in an English language classrooms.
 - The result of discussion is presented by each group
- 3. After the presentation is finished, other students from other groups clarify the presentation
- 4. The lecturer gives feed back and empowers the students' understanding
- 5. The lecturer gives the chance to the students to ask materials that they have not understood

Table 7.1: scores for roles identification and analysis

Group	Score					
I						
II						
III						
IV						
V						
VI						
VII				0.40		
VIII			- 2			

Description:

90 = very good 80 = good 70 = enough 60 = minus

Description of the Material

The notion of 'role' and teacher roles in ELT (an excerpt from Choudhury, A M. 2011)

The term "role", as Dörneyi and Murphey (2003) point out, is a technical term "which originally comes from sociology and refers to the shared expectation of how an individual should behave. In other words, roles describe what people are supposed to do" (p. 109). In the domain of English Language Teaching (ELT), several methodologists (Littlewood, 1981; Richards and Rodgers, 1986; Tudor, 1993; Harmer, 2001) have suggested many potential roles for a language teacher. Richards and Rodgers (1986) consider teacher roles as part of the "design" component of a method, pointing out that these are related to the following issues:

- (a) the types of function teachers are expected to fulfill,
- (b) the degree of control the teacher has over how learning takes place,
- (c) the degree to which is the teacher is responsible for determining the content of what is taught, and
- (d) the interactional patterns that develop between teachers and learners (p. 24).

Littlewood (1981) conceptualizes the role of the language teacher broadly as the "facilitator of learning" (p. 92) in the context of Communicative Language Teaching (CLT) instead of the rather narrow concept of the

"teacher as instructor". According to Littlewood, a teacher"s role as a facilitator entails the sub-roles of an "overseer" of student"s learning, a "classroom manager", a "consultant" or "adviser", and sometimes, a "cocommunicator" with the learners. Harmer (2001) looks at the term "facilitator" in a much broader way than Littlewood does, and points out that the ultimate aim of all roles is to facilitate the students" progress in some way or the other. He talks about using certain "precise" terms for the roles that teachers play in the classroom: controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Tudor (1993) looks at the role of the teacher in the context of the notion of the learner-centred classroom, a kind of classroom in which the focus is on the active involvement of the learners in the learner process. However, before considering what entails the role of the teacher in such a changed view of the classroom, it is worthwhile to have look at the traditional roles that an English language teacher has been performing. This is important for us if we want to understand the factors which have necessitated a change in the perspective, and if we want to consider to the extent to which that change in acceptable in a particular context.

Understanding Teacher's Roles

(an excerpt from Harrison and Killion, 2007)

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.

1. Resource Provider

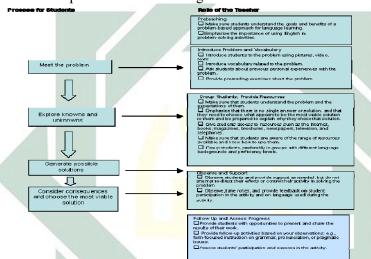
Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

When his fellow science teachers share their frustration with students' poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.



 $http://www.cal.org/caela/esl_resources/briefs/probmodel_clip_image001.gif$

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. (p. 22)

Marcia asks Yolanda for classroom support in implementing nonlinguistic representation strategies, such as graphic organizers, manipulatives, and kinesthetic activities (Marzano et al., 2001). Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for coteaching the lesson to Marcia's students and discussing it afterward.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

Frank facilitates the school's professional development committee and serves as the committee's language arts representative. Together, teachers plan the year's professional development program using a backmapping model (Killion, 2001). This model begins with identifying student learning needs, teachers' current level of knowledge and skills in the target areas, and types of learning opportunities that different groups

of teachers need. The committee can then develop and implement a professional development plan on the basis of their findings.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in the district's three-day training on mentoring. Her role as a mentor will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. The school improvement team plans to revise its nearly 10-year-old vision and wants to ensure that students' voices are included in the process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from nonattenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Carol guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of this data.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Manuela, the school's new bilingual teacher, is a voracious learner. At every team or faculty meeting, she identifies something new that she is trying in her classroom. Her willingness to explore new strategies is infectious. Other teachers, encouraged by her willingness to discuss what works and what doesn't, begin to talk about their teaching and how it influences student learning. Faculty and team meetings become a forum in which teachers learn from one another. Manuela's commitment to and

willingness to talk about learning break down barriers of isolation that existed among teachers.

Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

Exercises

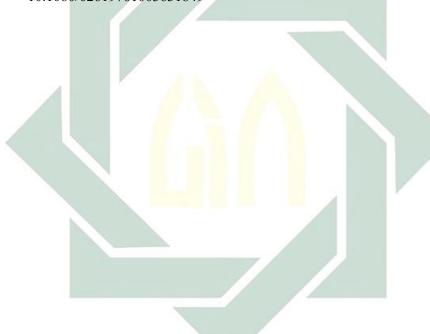
Answer these following questions using good English!

- 1. What is "teacher role"?
- 2. Provide examples on how the roles mentioned above can be applied in Indonesian English language classroom context?
- 3. What role(s) do you think is the most challenging to be applied in Indonesian English language classroom contexts?
- 4. Is there any other roles that you know which are not mentioned here in this material? If yes, what are they? Explain.

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Chapter 4 Understanding Active Learner's Roles

Introduction

Teaching and learning are seen as social activities, implying role relationships between teacher and learner, as well as between learner and learner. Individuals, groups and organisations also have roles and responsibilities in the assessment of the lesson and learning process.

As the roles of teacher have been described in the previous chapter, the next big question is: what are the roles of a learner in general, and in language learning environment to be specific. The concept of what teacher and learner roles in a classroom should be has been shaped by many factors. This becomes significant because our general beliefs and attitudes about education and the role of knowledge will influence our choice and design of teaching materials, hence, the lesson and learning process we are going to conduct.



 $https://alexisjosephsonswoboda.files.wordpress.com/2011/11/larger_cartoon_classroom.jpg?w=640$

This chapter discussea the roles of an active language learner and what can be done to boost the students motivation so that they can become more active language learners.

Lesson Plan

Basic Competence

Understanding of the the learners' roles.

Indicators

At the end of the lecture, the students are expected to be able to:

- 1. The students are able to identify learner's roles
- 2. The students are able to design lesson that will encourage a particular role

Time Allocation

2x50 minutes

Materials

The materials concerning the roles of language learners are:

- 1. Language learners' experiences in learning a second/foreign language
- 2. Active learner's habits in learning a language (Lindsay and Knight, 2006, p. 2)
 - a. give themselves as much as opportunity as possible to encounter new language
 - b. actively notice and analyze new language and incorporate it into the language they use
 - c. use the new language as much as possible inside and outside the
 - d. use study techniques to help their learning
 - e. are prepared to experiment, make guesses, and take risks, even if this involves making mistakes
 - f. have confidence in themselves and their ability to learn
 - g. are aware of their own weak areas and gaps in their learning
 - h. monitor their own language use and self-correct where necessary

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Brainstorming: ask the students to think about their experience of learning English. How did they learn? What effect did their English teachers and the way they taught have on them? Did they do anything to improve themselves outside the language classroom? What did they do? Do they think they were active language learners back then when they are learning language?

Main Activities (70 minutes)

- 1. Arrange the students into groups of four or five.
- 2. Ask the students to reflect back and to remember what it was like to be a language learner in junior or senior high school.
- 3. Ask the students: do they think they were more of an active language learner or a passive one? Elicit answers. Ask the reasons.
- 4. In their groups, ask the students to fill out a list comparing between the characteristics of an active language learner and a passive language learner.

Table 4.1. Differences between an actice language learners and a passive language learner

A passive learner:	An active learner:

Options:

a. This can be done with the students doing their own small research, making use of the internet and websites or libraries.

- b. Students can do this on Plano papers, their own papers, or on their laptops.
- c. When they do this on their laptops, it is advisable that the students make a small PowerPoint presentation. If on Plano papers, then the results can be posted on the classroom wall.
- 5. After the group discussion, the students do a small presentation depending on the kinds of presentation material that they have prepared.
- 6. Discussions and feedback on the different roles of an active language learner and a passive language learner.

Closing Activities (10 minutes)

- 1. Reviewing today's discussion
- 2. Reflection

Follow-up Activities (5 minutes)

- 1. Assignment
- 2. Preparation for the next assignment

Students' Worksheet

The worksheet is about active language learner's roles in different classroom setting.

Objective

The objectives of this activity are for the students to be able to:

- 1. notice the component of language learners that can be used to improve both the learner's language ability and the quality of the language classroom itself
- 2. provide suggestions on how each component of a language learner can be used to benefit both the learners and the language class.

Media

Worksheet Internet

Steps

- 1. Ask the students to stay in the groups they were in during the first activity.
- 2. They will do a small research on
 - a. different kinds of settings where components of the students (errors, mistakes, pronunciation, behavior, etc) can be used to improve both the learners themselves and the language classroom.
 - b. the comparison between the roles of an active language learners in some particular era, with the one in the current era.
- 3. Have the students create a mini paper along with a PowerPoint presentation about the small research they have done.
- 4. When possible, ask the students to present the result of the small research to the class and upload the material as well as the PowerPoint slides up online (it can be done on the university elearning websites or other websites that the lecturer have set up for the students.

Table 4.2. Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization	The type of presentation is appropriate for the topic and audience.	5	
(15 points)	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest	5	
Content	of the presentation.		
Content	Technical terms are well-defined in	5	

(45 points)	language appropriate for the target audience.		
	Presentation contains accurate	10	
	information.		
	Material included is relevant to the	10	
	overall message/purpose.		
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
	Speaker maintains good eye contact with the audience and is	5	
	appropriately animated (e.g.,		
	gestures, moving around, etc.).		
Presentation	Speaker uses a clear, audible voice.	5	
(40 points)	Delivery is poised, controlled, and	5	
	smooth.		
	Good language skills and	5	
	pronun <mark>cia</mark> tion are used.		
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the	5	
	assigned time limits.		
	Information was well communicated.	10	
Score	Total Points	100	

Taken from: http://hplengr.engr.wisc.edu/Rubric_Presentation.doc

Description of the Material

Active Language Learners' Roles

According to Lindsay and Knight, "learners can be active or passive" (2006, p. 2). Active learners develop positive habbits that allow them to learn more quickly and efficiently. For example they:

- 1. give themselves as much opportunity as possible to encounter new language
- 2. actively notice and analyze new language and incorporate it into the language they use
- 3. use the new language as much as possible inside and outside the classroom
- 4. take every opportunity to practice the four language skills
- 5. use study techniques such as making vocabulary lists, to help their learning
- 6. are prepared to experiment, make guesses, and take risks, even if this involves making mistakes
- 7. have confidence in themselves and their ability to learn
- 8. are aware of their own weak areas and gaps in their learning
- 9. monitor their own language use and self-correct where necessary

When learners encounter a new word in English, there are several ways to find out what it means. They are (Lindsay and Knight, 2006, p. 2):

- 1. try to relate the new vocabulary to words in their first language
- 2. break down the parts of the word
- 3. use visual clues if there are any
- 4. look the word up in a bilingual dictionary
- 5. ask someone to explain the meaning
- 6. guess the word from the context
- 7. guess the word from the text

While Lindsay and Knight (2006) made the effort to see active language learners from vocabulary improvement perspective, Chateau and Zumbihl (2001) conducted a study to view the changing roles of language learners as well as their teachers', in the setting of the improvement of the information technology. As revealed by this study, specific items may have an impact on the roles played by tutors and learners in flexible language learning systems, i.e. students' anxiety in relation with their language learning, their adaptability to new roles, collaborative learning and the centrality of the teacher-learner relationship. In this action-research however, the designers of the system also played the role of tutors, which may not be ideal, and may be the reason why some students have difficulties in understanding that the tutors are at their disposal to help them and to give them advice. It is nevertheless often the case in similar systems as indicated by Riley (1986), because of institutional constraints. Even if we could notice a progression in the learners' representations of the actors' roles which could lead to more autonomy for some students, students still have traditional representations especially regarding the tutors' roles and this could be an obstacle towards more autonomy in this specific context. Therefore, students' understanding of the tutors' role of guidance and counselling should be reinforced, through a better explanation of the actors' roles during the introductory practice session, as well as by encouraging them to meet the tutors earlier in the semester so that they understand that the tutors are here to offer support in their language learning process. Generally indeed, meeting the tutor face-to-face induces a change in students' representations. Dialogue between learners and tutors is thus central in order to help learners change the representations that may block their autonomization process.

Another study by Anthony et al (2009) had yet another different perspective. This study looked at the roles of the learners' vocabulary, letter knowledge, and prior phonological awareness on the improvement of their second language learning.

Other reading materials that can be used for this chapter can be seen on the reference list below.

Exercises

- 1. Look at the text below and try to decide what the invented words in *italics* mean. What clues are there to help you work out the meaning? "Since it was hot, John took off his thick *blaggar* as soon as he came into the house. He switched on the kettle to make himself a cup of hot *cofty*. He put on his *honeyshoes* and took his *cofty* into the living room where he settled down in his *bestingest* armchair. He breathed a *fuff* of relief. It had been a long and *dirky* day."
- 2. Imagine using the activity above in a real class. What do you think you can do as a teacher to help the students to be more of an active learner rather than passive ones who waits to be given the right answers.
- 3. When students are used to a very structured learning atmosphere and feel comfortable being a passive learner, teacher might find it more challenging to change them into more active learners. What can a teacher do to help the students make the transition from being a passive language learner into an active learner?

Summary

A passive language learner:

- 1. retains information and knowledge less effectively
- 2. is likely to develop lower-order thinking
- 3. is used to receiving information from a teacher in an unquestioning manner
- 4. in inclined to have a lower retention level

5. prefers to learn in isolation.

An active language learner:

- 1. retains information and knowledge more effectively
- 2. is likely to develop higher-order thinking
- 3. prefers to make links with existing knowledge
- 4. in inclined to have a higher attention level
- 5. learns to collaborate and share the process of learning with others.

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Chapter 5 Understanding Learner's Learning Styles and Strategies

Introduction

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Some instructors lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding.



When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school. Professors, confronted by low test grades, unresponsive or hostile classes, poor attendance and dropouts, know something is not working. They may become overly critical of their students (making things even worse) or begin to wonder if they are in the right profession. Most seriously, society loses potentially excellent professionals.

To overcome these problems, professors should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner, which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals. This chapter, therefore, will focus on the learners' learning styles and strategies

Lesson Plan

Basic Competence

Understanding learner's learning styles and strategies.

Indicators

At the end of the lecture, the students are expected to be able to:

- 1. Students understand different learner's learning styles
- 2. Students understand different learner's learning strategies

Time Allocation

2x50 minutes

Materials

- 1. Video on learning styles and learning strategies.
 - a. Learning styles
 - https://www.youtube.com/watch?v=LZ1C-xCwS9E
 - https://www.youtube.com/watch?v=3 bQUSFzLI4
 - b. Learning strategies

https://www.youtube.com/watch?v=Fy7Q2LCqq0E

- c. Visual learners:
 - https://www.youtube.com/watch?v=qlqkjH3iSQo
- 2. Plano paper

- 3. Laptops
- 4. Internet connection

Learning Activities

Opening Activities (15 minutes)

- 1. Ask the students to do an online test on their learning styles. This can be done on their laptops. For students who do not have their laptops with them, group work and shared laptops might help. Link is: vark-learn.com/the-vark-questionnaire/
- 2. When they finished, asked them to share what learning styles do they have and whether the test is true or not.
- 3. Discuss

Main Activities (70 minutes)

- 1. Explain to the students that this meeting will cover knowledge about learning styles and learning strategies.
- 2. Elicit from the students whether they know anything about the two terms.
- 3. Ask the students to do a small research on the internet and or in the library, about what learning styles and learning strategies mean and what they consist of.
- 4. After they do a small research in groups, ask them to write the result of the research on the plano paper and after finish writing it post it on the wall.
- 5. Do a mini preasentation on each group.
- 6. Discuss

Closing Activities (10 minutes)

- 1. Reviewing today's discussion
- 2. Reflection

Follow-up Activities (5 minutes)

- 1. Assignment
- 2. Preparation for the next assignment

Students' Worksheet

Kinds of activities that work best for every type of learning styles.

Objective

The students are able to create activities that they think are suitable for some students with a particular learning style. There is also a possibility to make activities which can cater every learning styles in a class.

Steps

- 1. Divide the students into 6 groups and assign the groups to create 2 language learning activities.
 - a. The first activity caters students with a particular learning style.
 - b. The second activity caters all students with different learning styles.
- 2. Tell the students that they will do a mini lesson, practicing the activities that they have made.

Description of the Material

LEARNING STYLES AND LEARNING STRATEGIES

Learning styles are the "general approaches – for example, global or analytic, auditory or visual" (Oxford, 2003, p. 2) – that students employ to learni a new language or other subjects. These styles are "the overall patterns that give general direction to learning behavior" (Cornett, 1983, p.9). In relation to language learning styles, Willing (1994) devided it into four major styles: communicative, analytical, authority-oriented and concrete (as cited in Wong and Nunan, 2011, p. 145).

Learning strategies are defined as "specificactions, behaviors, steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning" (Scarcella & Oxford, 1992, p. 63). When the learner consciously chooses strategies that fit his or her learning style and

the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

Learning Styles

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996, as cited in Oxford, 2003, p. 3). This section discusses four dimensions of learning style that are likely to be among those most strongly associated with L2 learning: sensory preferences, personality types, desired degree of generality, and biological differences.

Sensory preferences

Sensory preferences can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation. For them, lectures, conversations, and oral directions without any visual backup can be very confusing. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities. They sometimes, however, have difficulty with written work. Kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and

flashcards. Sitting at a desk for very long is not for them; they prefer to have frequent breaks and move around the room. Reid (1987) demonstrated that ESL students varied significantly in their sensory preferences, with people from certain cultures differentially favoring the three different modalities for learning. Students from Asian cultures, for instance, were often highly visual, with Koreans being the most visual. Many studies, including Reid's, found that Hispanic learners were frequently auditory. Reid discovered that Japanese are very nonauditory. ESL students from a variety of cultures were tactile and kinesthetic in their sensory preferences.

Personality types

Another style aspect that is important for L2 education is that of personality type, which consists of four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. Personality type (often called psychological type) is a construct based on the work of psychologist Carl Jung.

Extraverted vs. Introverted.

By definition, extraverts gain their greatest energy from the external world. They want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. Extraverts and introverts can learn to work together with the help of the teacher. Enforcing time limits in the L2 classroom can keep extraverts' enthusiasm to a manageable level. Rotating the person in charge of leading L2 discussions gives introverts the opportunity to participate equally with extraverts.

Intuitive-Random vs. Sensing-Sequential.

Intuitive-random students think in abstract, futuristic, large-scale, and nonsequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, sensing-sequential learners are grounded in the here and now. They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency. The key to teaching both intuitive-random and sensing-sequential learners is to offer variety and choice: sometimes a highly organized structure for sensing-sequential learners and at other times multiple options and enrichment activities for intuitive-random students.

Thinking vs. Feeling.

Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily – even though they might secretly desire to be praised themselves. Sometimes they seem detached. In comparison, feeling learners value other people in very personal ways. They show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations. Though they often wear their hearts on their sleeves, they want to be respected for personal contributions and hard work. L2 teachers can help thinking learners show greater overt compassion to their feeling classmates and can suggest that feeling learners might tone down their emotional expression while working with thinking learners.

Closure-oriented/Judging vs. Open/Perceiving.

Closure-oriented students want to reach judgments or completion quickly and want clarity as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. Sometimes their desire for closure hampers the development of fluency (Ehrman & Oxford, 1989). In contrast, open learners want to stay available for continuously new perceptions and are

therefore sometimes called "perceiving." They take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. Open learners dislike deadlines; they want to have a good time and seem to soak up L2 information by osmosis rather than hard effort. Open learners sometimes do better than closure-oriented learners in developing fluency (Ehrman & Oxford, 1989), but they are at a disadvantage in a traditional classroom setting. Closure-oriented and open learners provide a good balance for each other in the L2 classroom. The former are the task-driven learners, and the latter know how to have fun. Skilled L2 teachers sometimes consciously create cooperative groups that include both types of learners, since these learners can benefit from collaboration with each other.

Desired Degree of Generality This strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. Global or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae. They are comfortable even when not having all the information and they feel free to guess from the context. Analytic students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses. The global student and the analytic student have much to learn from each other. A balance between generality and specificity is very useful for L2 learning.

Biological Differences

Differences in L2 learning style can also be related to biological factors, such as biorhythms, sustenance, and location. Biorhythms reveal the times of day when students feel good and perform their best. Some L2 learners are

morning people, while others do not want to start learning until the afternoon, and still others are creatures of the evening, happily "pulling an all-nighter" when necessary. Sustenance refers to the need for food or drink while learning. Quite a number of L2 learners do not feel comfortable learning without a candy bar, a cup of coffee, or a soda in hand, but others are distracted from study by food and drink. Location involves the nature of the environment: temperature, lighting, sound, and even the firmness of the chairs. L2 students differ widely with regard to these environmental factors. The biological aspects of L2 learning style are often forgotten, but vigilant teachers can often make accommodations and compromises when needed.

Beyond the Stylistic Comfort Zone

L2 learners clearly need to make the most of their style preferences. However, occasionally they must also extend themselves beyond their style preferences. By providing a wide range of classroom activities that cater to different learning styles, teachers can help L2 students develop beyond the comfort zone dictated by their natural style preferences. The key is systematically offering a great variety of activities within a learner-centered, communicative approach.

Learning Strategies

Six major groups of L2 learning strategies have been identified by Oxford (1990).

1. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally. Cognitive strategies were significantly related to L2 proficiency.

- 2. Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura (1999) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61).
- 3. Memory-related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard). However, memory-related strategies do not always positively relate to L2 proficiency. In fact, the use of memory strategies in a test-taking situation had a significant negative relationship to learners' test performance in grammar and vocabulary (Purpura, 1997). The probable reason for this is that memory strategies are often used for memorizing vocabulary and structures in initial stages of language learning, but that learners need such strategies much less when their arsenal of vocabulary and structures has become larger.

- 4. Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge.
- 5. Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive selftalk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996). One reason that this strategies has not been used a lot might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies is related to greater L2 proficiency and self-efficacy, over time there might be less need for affective strategies as learners' progress to higher proficiency.
- 6. Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language.

Summary

From the material description, it can be summarized by these several following points:

- 1. Learning styles are the general approach that students employ to learning a new language or other subjects. our major styles: communicative, analytical, authority-oriented and concrete.
- Learning strategies are defined as "specificactions, behaviors, steps, or techniques – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by

students to enhance their own learning". When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

Exercises

Answer these following questions.

- 1. What impact do learning styles and learning strategies have on the improvement of language learners' language proficiency?
- 2. What is the difference between learning styles and learning strategies?
- 3. What type of learning strategies that your students tend to use more than the others?

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Chapter 6 BUILDING RAPPORT



Introduction

Building teacher-student rapport is an important aspect of a language classroom because it can help both the teacher to deliver the materials easier and for the students to learn better. It can make the difference when teaching, especially in a second language. Developing rapport- including building trust, using humour and getting to know the students outside of the classroom- can not only help to better understand the background of students but can also help with classroom management and instruction. In the case studies many of our teacher friends mention the fact that getting to know the students is important. At the same time however, some of these teachers also express some challenges in building rapport, especially when using the target language.

This chapter focuses on the the importance of building rapport in a class, why it should be done and how to do it for better result. The discussion and activities are expected to help the students to get better understanding on building teacher-students rapport which is one of the skills that a language teacher needs to master. By knowing and understanding the process of building rapport, the students are expected to be able to analyze the context of an English language classroom in Indonesia and how it is best to build rapport with the Inonesian students.

The activities covered in this chapter will include group works, role play, as well as individual activity in which the students are asked to think individually the best solution of some problems to rapport building. Think-Pair-Share technique will also be applied.

Lesson Plan

Basic Competence

Understanding and demonstrating how to build rapport

Indicators

At the end of the lecture, the students are expected to be able to:

- Students are able to explain reasons why good rapport is important in every classroom
- 2. Students are able to explain the caracteristics of a good rapport
- 3. Students are able to demonstrate some techniques in building rapport

Time Allocation

2x50 minutes

Materials

The materials concerning the topic of building rapport:

- 1. Definition of building rapport
- 2. Rationale of building rapport
- 3. How can teacher-students rapport be developed?
- 4. What are some strategies and activities that can be used to build rapport in a foreign language (EFL) classroom?

Learning Activities

Opening Activities (15 minutes)

- Teacher role play: Enter the class with sour face. Arrange the desk and the materials in an angry manner. If there is some students who come to class a little bit late, ask them to stand up in front of the class or just shout to them or just give them an angry look. Try to make the class becomes intense and the students become afraid of you.
- 2. After five minutes or so, ask the students still in an angry manner what they think about the teacher (you). Slowly change your manner into a friendlier one.
- 3. Tell the students that what you did was just acting.

- 4. Ask them how they felt when you came to class angrily and started to shout at everyone or had sour face.
- 5. Discuss.

Main Activities (70 minutes)

- 1. Ask the students to remember what it was like when they were in junior or senior high school.
- 2. Individual work ask the students to think about their favourite teacher and the teacher they liked least. Students think about the characteristics of each teacher. What is in the favourite teacher and what is in the less favourite ones?
- 3. Ask the students to share the result of their thoughts to the friends next to them (pair work). Find out similarities between the characteristics of a favourite teacher and the least favourite one.
- 4. Ask the students to go in groups of four or six (depends on the overall number of the students). Ask them to share the result of the pair work and to discuss the general characteristics of good teacher. The result can be written on a big paper and posted on the wall.
- 5. Discussion can be in the form of small presentation from each group or jigsaw presentation.
- 6. Teacher shows to the students the term: Building rapport. Ask the students what they think it means and how it relates to the general characteristics of a good teacher they have discussed.
- 7. Ask the students whether they know some of the ways to build good rapport with their future students.
- 8. Give the students, the student worksheet. (Detail is below)

Closing Activities (10 minutes)

- 1. Summarizing today's material
- 2. Giving support and suggestion
- 3. Reflecting today's material by the students

Follow-up Activities (5 minutes)

- 1. Giving the assignment
- 2. Preparing for the next lecture

Students' Worksheet

Discussing some activities that can help teacher build rapport with the students.

Objective

The students are able to analyze the challenges that might happen in the process of building rapport especially in a foreign language classrooms as well as the best solutions for the challenges.

Media

Worksheet

Steps

- 1. Group the students into groups of three or four small number of students in each group for more intensive discussion.
- 2. Ask the students to think about the challenges that might happen when teacher wants to build rapport with the students.
- 3. Ask the students to think about the solutions of the challenges.
- 4. Write the discussion report on a big paper or they can make a simple PowerPoint presentation.

Description of the Material

BUILDING RAPPORT

Building teacher – student rapport is a key aspect of teaching. A comfortable classroom climate is encouraged because the belief is that students can learn better in such an environment. In language teaching in particular, Krashen's (1985) well-accepted Affective Filter Hypothesis specifies that comprehensible input can become intake only when the student has a lowered affective filter, i.e. when they feel motivated, confident, and comfortable (as cited in Nguyen, 2007, p. 284).

Rapport is the "ability to maintain harmonious relationships based on affinity for others" (Faranda and Clarke, 2004). Affinity or affinity seeking is defined as "the active socialcommunicative process by which individuals attempt to get others to like and to feel positive toward them" (Bell and Daly, 1984). Why is rapport important in the classroom? Rapport is the interpersonal side of teaching. It is what makes the teacher more than just a lecturer. Rapport involves knowing your students and their learning styles and using your relationship with them to teach at a more personal level. Teachers who have good rapport with their students are skilled in "ways that encourage involvement, commitment, and interest" (Ramsden, 2003). Ultimately, like children, students need to think that you care before they care what you think.

Although most teachers' only interaction with the students is during class time, Swenson stated that "rapport is an interpersonal relationship that can be enhanced both in the classroom and outside" (2010). There is a vast body of research in the literature that discusses student rapport and its effect on students in traditional education environments as well as in distance and blended learning settings. Rapport is generally believed to have a positive effect on learning but it has had mixed reviews in end of course surveys. It can be hard to quantifiable judge how creating rapport will enhance teacher effectiveness or student learning.

According to Hadfield (1992), the concrete characteristics of a healthy group are:

- 1. A positive, supportive atmosphere: members have a positive self image which is reinforced by the group, so that they feel secure enough to express their individuality.
- 2. Group members are not cliquey or territorial but interact happily with all members of the group.

- 3. The group is self-reliant and has a sense of responsibility. It is able to overcome problems and difficulties without recourse to the teacher.
- 4. The members of the group trust each other.
- 5. Group members are able to empathize with each other and able to understand each other's view points even if they do not share them.
- 6. The group has a sense of fun.
- 7. Group members have a positive attitude to themselves as learners, to the language and culture being studied and to the learning experience. (Hadfield, 1992, p. 42)

How to build rapport

1. Learn your students' names.

It sounds obvious, but learning your students' names is a crucial first step towards encouraging a two-way dialogue in class. And you may be surprised by how hard it can be. Memorizing twenty (or more) names in a language that you are not fluent in is no small feat, but the value of being able to address every student personally is immeasurable.

2. Use group activities during class.

Good rapport building activities involve:

- a. students getting to know each other (and their teacher)
- b. changing partners
- c. cooperation
- d. as much humor and fun as possible
- e. an ongoing process of activities

Good rapport building should NOT be embarrassing.

First of all we assume that any teacher reading this article already works on rapport in some way, particularly during the first class. Our aim is to clarify this topic and add to the range of your activities. Building rapport involves sharing a certain amount of personal information with the group and good rapport building activities involve students getting to know each other. One important point is that the teacher should be actively involved in this process of sharing and listening. Students are curious about their teacher, and they will follow your lessons more willingly if they know something about you as a person.

There are many activities to build rapport. They might include: Partner interviews and then introducing them to the group, sending a short letter around introducing yourself and the course, tiger toss or a guessing game on personal facts.

3. Add personality to your lessons

Be yourself. According to Scrivener (2012, p. 36), authenticity means behaving in a way that is appropriately *real*, appropriately *you* – letting the students see something of your genuine reactions to things, your moods and your natural behavior, rather than covering everything up in a performance.

4. Treat each learner as an individual

As quickly as you can, learn names and start to see and believe in each person asn an individual with potential. Let them see that this is how you view them.

5. Remember positive things about your students

Remind yourself os positive things individual students do. When a student is feeling down, remind them of their positive achievement.

6. Emphatize

Try to see things look like from the learners' point of view

7. Be culturally sensitive

Make sure that what you say and what yu ask learners to do are not inappropriate for the local context.

Summary

From the material description, it can be summarized by these several following points:

- 1. The term rapport refers to the quality of the relationship in a classroom: teacher-students and students-students. It is not primarily technique-driven, but grows naturally when people like each other and get on together
- 2. Rapport can be built by (a) learning the students' names and their positive achievements, (b) being encouraging, welcoming and approachable, (c) treating learners as an individual, (d) empathizing, (e) being yourself, and (f) being culturally sensitive.
- 3. Good rapport building activities involve (a) students getting to know each other (and their teacher), (b) changing partners, (c) cooperation, (d) as much humor and fun as possible, (e) an ongoing process of activities, and (f) Good rapport building should NOT be embarrassing.

Exercises

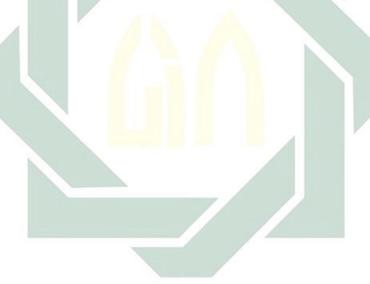
Answer these following questions.

- 1. What is teacher-student rapport?
- 2. Why is building teacher-student rapport important?
- 3. How can teacher-student rapport be developed?
- 4. What are some activities and strategies that can be used to build rapport in English as a Foreign Language (EFL) classroom?

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Chapter 7 EFFECTIVE CLASSROOM LAYOUTS

Introduction

Every teacher likes to arrange their classroom layout for the largest student benefit. Students need to focus and see what is going on in the classroom at any given time. Their seating arrangement can help or hinder a students learning. Although no perfect arrangement exists for all situations, a classroom layout may need to change based on what a student needs are and how the class material is being presented. It is important for a teacher to establish a classroom structure from the very first session and adapt accordingly to facilitate lessons, promote discussions, encourage group activities, or solve any behavioral problems. Keeping a classroom motivated and in order is more than trying different teaching styles and methods.

This chapter focuses on effective classroom layouts and the different functions of each layout serves. It is expected that this chapter will help the students to have better understanding on how the effectiveness of a class can be supported by different kinds of classroom layouts and how they can provide the language learners with various interaction patterns.

The students understanding on this topic will be empowered by the analysis of the challenges and benefits of each classroom layout serve in the setting of English language classrooms in Indonesia. Group work as well as individual activities will be employed to provide the students with real experiences on how different classroom layouts affect the language teaching and learning process.

Lesson Plan

Basic Competence

Understanding of different classroom layouts and their purposes

Indicators

At the end of the lecture, the students are expected to be able to:

1. mention different classroom layouts and their different purposes

2. analyse the benefits and challenges of every classroom layouts in an Indonesian setting

Time Allocation

2x50 minutes

Materials

The materials concerning the effective classroom layouts:

- 1. different types of classroom layouts
- 2. the functions of different types of classroom layouts

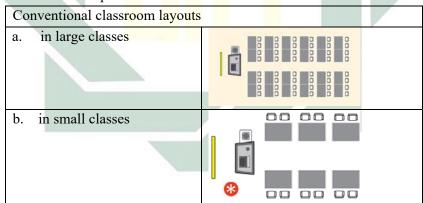
Learning Activities

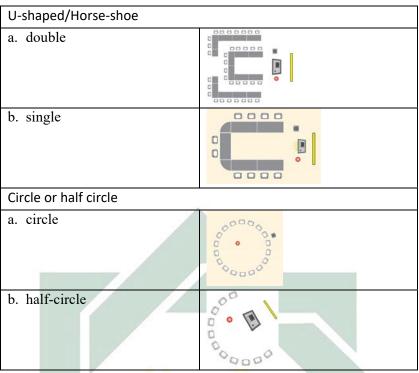
Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Ask the students to reflect back to the time when they were still in junior or senior high school. Ask them if the layouts of their class often changes or still in the same layout throughout the year.

Main Activities (70 minutes)

1. Show the students different kinds of classroom layouts. Mention the names and the picture.





- 2. Group the students into groups of four or five (depending on the overall number of the students).
- 3. Ask the students to discuss in their group:
 - 1. The advantages of each classroom layouts
 - 2. The disadvantages of each classroom layouts
 - 3. The possibility of using those layouts in Indonesian classes of English as a Foreign Language (EFL)
- 4. Regroup the students so the new group will consist of a member of old group each jigsaw presentation.
- 5. Have the students present the result of the discussion in their old group to their new group.
- 6. Feedback

Closing Activities (10 minutes)

- 1. Summarizing today's material
- 2. Giving support and suggestion

Follow-up Activities (5 minutes)

- 1. Giving the assignment
- 2. Preparing the next lecture

Students' Worksheet

- 1. The challenges of applying different classroom layouts in an English language lesson in Indonesia.
- 2. The possible solutions to the challenges that might occur.

Objective

- 1. The students will be able to analyze the challenges that might happen when applying a particular classroom layout
- 2. The students will be able to find solutions to the challenges that might occur when applying a particular classroom layout

Media

- 1. Worksheet
- 2. Plano paper

Steps

- 1. Regroup the students into groups of three (small groups for a more intensive discussion)
- 2. Ask them to think of the answer to the questions on the worksheet.

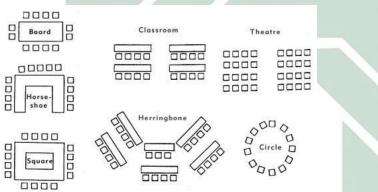
NO.	CHALLENGES	SOLUTION

3. Discuss.

Description of the Material

SEATING ARRANGEMENTS IN THE ENGLISH FOR YOUNG LEARNERS CLASSROOM

Some people might think it is not so important where and how the students sit in the classroom. Sometimes the teacher may not be able to change how the desks are arranged in the classroom, and sometimes she/ he may have to make one arrangement which she/he can not change. Moving the desks for during different lesson commonly time-consuming and make the class noisy. That is why, the teacher has to decide when and how she will make the change.



http://www.creativeclassrooms.org/images/walnuttablelayout.jpg

The most common seating arrangements are mentioned below. Each one of them will be discussed in greater detail afterwards with their own characteristics.

- Orderly rows
- Pairs
- Groups / clusters
- Horseshoes/semi-cirlcle

ORDERLY ROWS/DESK ROWS



The tables are placed in well-organized rows. The student's desks are not touching each other but they are lines up in rows and columns. The teacher is usually only able to walk from the front to the back in this set up, not walk from side to side without making students move.

This is the traditional form of seating arrangement. The advantages of this are that the teacher can see all students, move freely around the classroom and can gain the attention of all the students. The main disadvantage is that there is very little scope for student interaction. If the teacher asks the students to do pairwork, half of the class can turn their back to the teacher, or half the pupils move their desks over to their neighbour's desk.

This arrangement can be used in EYL class because as the children are commonly noisy and are sometimes difficult to control. By placing the tables in rows, there will be very little possibility to talk and to play with other students. If the teacher has too many difficulties with the class, this will make his job a bit easier. Larger class sizes may also be a reason to use this method. Another reason to place the desk in rows is when a test is being given. This will make sure, for children and adults, that the cheating possibilities will be minimized. Listening and Writing class can use this seating arrangement.

PAIRS



Having the students sit in pairs seating arrangement is when the two student desks are together and spaced away from other pairs. This arrangement allows the teacher to walk around the classroom and monitor all the students. The tables are placed in well-organized rows but in pairs of two. The teacher can see all students clearly and can walk around without any problems. Pairs allow the students to work together and independently. The main advantage of this arrangement is that the students can work together in pairs. They can help each other and motivate each other. Working in pairs can be very beneficial for the students. Besides, this arrangement is beneficial for working in group of four. This method is recommended when teaching young children. Make sure that the teacher keep control of the class. Students have the opportunity to talk to each other so if they get bored it will be noisy.

GROUPS / CLUSTERS



This arrangement consists of a small number of students sitting together in a

group.

One of the advantages is that students can easily communicate together. Clusters consist of four or five desks pushed together so every desk is facing another one. The fifth desk, if needed, would be put on the end of the group of four. Especially during the activities it can be very useful. The teacher can focus his attention on a group in particular without disturbing the others. Motivation from the students is required though. Disciplinary problems can arise from students (especially young ones) who concentrate on other things than the exercise. Groups are not very good during tests because the students can easily cheat. If there are many students in the classroom, it may also be too noisy to use this arrangement.

HORSESHOE/SEMI-CIRCLE



The tables and chairs are arranged in the shape of a horseshoe. The teacher is positioned at the open end of the arrangement.

The big advantage is that the students are less aware of their teacher and it is easy for them to communicate and work together with other students. It is a very informal way of teaching. The disadvantages are that it takes up a lot of space and it could be more difficult for a teacher to get attention, especially with children. When teaching adults in small groups, this method can be extremely beneficial.

Summary

From the material description, it can be summarized by these several following points:

- 1. It is necessary to change classroom layouts at some point of the semester (or whenever necessary) to cater not only the students need to have different kinds of interaction patter, but also to provide the students with different classroom atmosphere in order to reduce boredom.
- 2. Teacher needs to consider different classroom layouts based on (a) the size of the class, (b) the kinds of furniture available in the classroom, and (c) the students' activities for the lessons.
- 3. Different classroom layouts consist of (a) orderly rows, (b) pairs, (c) group/clusters, and (d) horseshoes/semi-circle

Exercises

Answer these following questions.

- 1. What are the functions of these classroom layouts?
 - a. Rows
 - b. Groups/clusters
 - c. Semi-circle
- 2. When do you think is the best time to make changes to the classroom layout?

Reference

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Chapter 8 TEACHING MEDIA IN THE CLASSROOM

Introduction

Media are any devices that assist a teacher or instructor to transmit to a learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy. One of the purposes of using media is to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively.



http://www.hollyclark.org/wp-content/uploads/2014/03/Media-Logo.jpg

This chapter focuses on the definition of teaching media, types of teaching media, and how teaching media can be used to best support language teaching and learning process. It is expected that by the end of the lesson the students will have the understanding of what language teaching media is, which one they should choose for their lessons and how to employ the media best.

The four types of teaching media will be covered in this chapter. They are print, visual, audio, and audio-visual. It is important for teachers to know what kind of media they will be using and for what purpose because if teachers just randomly select media only based on the individual consideration, then the quality of the language teaching and learning process will be in danger.

Analyzing the importance of different types of media will be one the activities that will be applied for the students in this chapter. Also, the

students are expected to use their higher level of thinking to sort out the functions of and what activities suit a particular teaching media. As a practice, students will be asked to produce their own teaching media which will be based on the standard competence and indicator of one specific English lesson.

Lesson Plan

Basic Competence

Understanding of the teaching media that can be used in an English as a Foreign language classroom as well as the most appropriate techniques to use them in the teaching process

Indicators

At the end of the lecture, the students are expected to be able to:

- 1. Students are able to understand what teaching media in language classroom is
- 2. Students are able to understand different types of teaching media in language classroom
- 3. Students are able to know what techniques that best suited with a particular teaching media
- 4. Students are able to design activities that will make use of the media

Time Allocation

2x50 minutes

Materials

The materials concerning teaching media in the classroom:

- 1. Definition of teaching media
- 2. Types of teaching media
- 3. Sample techniques that can be used along with the media

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators

- 3. Explaining learning activities of this chapter
- 4. Ask the students if they remember their teachers when they were in junior or senior high schools used media other than English language textbooks. Elaborate.

Main Activities (70 minutes)

- 1. Tell the students that you will play a video showing two different classess, one is with the teacher who used only textbook during the lesson, while in the other scene, the teacher employed "things other than textbooks" during the lesson.
- 2. Ask the students to watch the video and find out what that "things other than textbooks" are.
- 3. Play the video.
- 4. Ask the students:
 - a. what happened in the first class as well as what happened in the second class?
 - b. what they have in mind about the two lessons in the video.
 - c. what do the students think makes the difference?

Lead the students to come up with the idea that teaching media made the difference between the two lessons.

5. Explain – using power point – the theory of teaching media (definition, types, and examples)

Closing Activities (10 minutes)

- 1. Summarizing today's material
- 2. Giving support and suggestion
- 3. Reflecting today's material by the students

Follow-up Activities (5 minutes)

- 1. Giving the assignment
- 2. Preparing the next lecture

Students' Worksheet

Designing teaching media as well as the activities that employ the use of the media.

Objective

- 1. The students will be able to design their own teaching media according to the lesson's objective
- 2. The students will be able to design activities that best employ the use of the media they have designed.

Media

- 1. Worksheet
- 2. Plano paper

Steps

- 1. Set the students into groups of four or five
- 2. Ask the students to design a teaching media and create an activity that employs the use of the teaching media they designed.
- 3. If you have limited time, you can just ask the students to present the result of their discussion (jigsaw presentation or whole-class presentation).
- 4. If you have more time, you can ask the students to practice applying the designed media and activity in a small peer teaching practice.

Description of the Material

TEACHING MEDIA IN LANGUAGE CLASSROOM

A variety of technologies assume natural place language teaching, since language use is multi sensory experience. Some technologies permit us to see and hear language in cultural context as well as observe the impact on language meaning of things like real time, Word Street, and gestures.

Many developments in language teaching evolved from a growing awareness of the different media with which we can work. Individual teaching styles as well as methodological approach distinguish themselves in part by the media used for presentation of language, production of language, and monitoring of student output. (Price, cited in Rivers, 1987:155) Moreover, Price (cited in Rivers, 1987:155) states that we need the many technologies at our disposal to present language effectively in the context in which it occurs. We can present language and monitor our language in more than one medium. Changing the usual medium of presentation and feedback is an important key to interesting and creatively in teaching.

The instructional devices prepared by the teacher take the centre stage in this teaching methodology. The teaching aids are used to provide a concrete experience about the lesson for the children since they are seen or hear or both. Modern classroom which are equipped with audio – vidual equipment and a rich collection of audio-visual materials for learning enable the teacher to plan ideal teaching-learning scenarios. Today the teaching of some special topics in language education is facilitated through tape recordings, radio programs and television lessons. The internet also has played a very important role in changing the ways teachers view teaching and learning process.

Kinds of Media

Media is devided into four groups, they are:

1. Visual

Visual aids are primarily those selected, controlled visual experience, which are presented to the learner for the purpose of providing him with a true and accurate visual picture such as a picture story book, a letter or a printed form as well as impression which in turn will be recalled at appropriate later times by the learner.

2. Audio

Audio aids are devices that procedure sounds. The sounds contain of educational message. Audio education experience may be spoken words or they may be simply the characteristics of sounds or call, or noise, associated with a recallable previous experience, for example: radio, record, and cassettes. Sadiman (2005, p. 49) put forward that audio media is a tool to convey messages to be delivered in the form of auditory symbols, verbal and non verbal; while Sudjana and Rivai (2003, p. 129) stated that this kind of media stimulated students' thoughts, feelings, concerns, and willingness to that teaching and learning process can be more engaging.

The main function of audio media is to provide students with more authentic samples of how English language is used in spoken contexts. It trains students listening skills as well as their ability to think of the meaning of spoken sentences.

The diversity of activity that takes advantage of audio hasn't changed much in many years. However in recent years there has been new exploration into 'digital' uses for audio, which were anticipating taking advantage of the potential that is unique to digital audio.

The majority of uses for digital audio, to date, have been replicating traditional activities (e.g. recordings of lectures), yet this digital medium has the potential to offer much more. As use of digital learning technologies continues to grow around infrastructure (e.g. the virtual learning environment) and as teaching and learning pedagogy evolves within 'uniquely' digital contexts, we have begun to see new methods for using digital audio recordings within teaching and learning.

The widespread popularity of audio is due, in the main, to its ubiquity in our culture and ease of use both from a listener's perspective and more recently in the creation of audio. The tools have gotten easier to use and better documentation has lowered the entry barrier. Furthermore, affordable recording devices are readily available, particularly with most mobile phones now able to record audio to an acceptable standard, giving the majority of people the means to create and use audio.

Some examples of using audio in education

Audio is a flexible medium which means that there are many applications within an educational context. The examples of audio uses below show that audio can be used both directly for teaching, e.g. an activity is formed around an audio resource, or as incidental activity where audio plays a minor role:

- a. Providing student feedback using a voice recording that is sent to the learner either to supplement written feedback or as a replacement.
- b. Student generated recordings which may be used as part of a learner activity or to record evidence.
- c. Interviews with subject matter experts which can be listened to and used as primary sources of information or smaller and incidental uses.
- d. Public lectures are enjoyed live and face to face. The recordings can be repurposed for teaching material and used for different contexts and subjects.
- e. Live online discussions can be conducted via audio tools and platforms between two or more people and this facility is frequently used for distance learning.

f. Audio source materials from the past and present which can be used as part of a teaching activity. Oral history materials for example may be used by students to get a rich description of a past event.

Pedagogical uses for audio

In order for students to benefit significantly from the provision and creation of audio resources, they should be at the heart of the pedagogical design.

An example of a common audio tool 'feature' that supports a pedagogical use, is timeline based comments. Many online audio players allow comments to be tagged along the timeline so that the listener can skip to parts that the lecturer suggests. This commentator could be the teacher or fellow group members.

Once you have chosen a teaching and learning context you can combine it with any one or more of the following pedagogical applications:

- a. To define teaching activity (typically task driven)
- b. To support learning through acquisition "what learners are doing when they are listening to a lecture or podcast" Laurillard (2012, p. 105)
- c. As a basis for an argument
- d. To support learning through discussion which are recorded for evidence
- e. To support assessment through media enhanced feedback
- f. Audio submitted student evidence e.g. proof of collaboration
- g. To summarise previous teaching
- h. To enable students through repetition and practice to master certain skills or techniques

- i. To make recordings of naturally occurring events, e.g. political speechesTo represent concepts and ideas
- j. To update the course when the knowledge base changes
- k. To facilitate discussion for distance learners, collaborative learning
- For language teaching helping to develop listening and speaking skills

3. Audio-visual

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

A great advantage of video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense video provides authentic language input (Katchen,2002). That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for intensive study. To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound. Besides, the

learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology. The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening. On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

4. Three dimentional

They are real things or limitation of the real things, for example: display, objects, and museums. Three dimensional things are the things which have already had a complex shape or structure representing or describing things like as it is real.

Creating Media

Media is an ideal way of getting a message across. Videos, photos, maps, diagrams and graphs can convey complex ideas at a glance and can give a written message more impact. Media also encompasses audio and animations. When using any type of media, it is good practice to be mindful of its purpose in relation to your learning and teaching aims. This info sheet outlines a range of media formats and some guidelines for optimising these for your iLearn unit. These guidelines are summarised first and explained in more detail below (Macquarie, 2015).

- 1. When it comes to images, the smaller the size, the better. Scale images and save them in the correct file formats.
- 2. Always provide equivalent alternatives to the visual content, for example a text description of an image (as this can be read by screen reader software).
- 3. Check the copyright of your image and attribute accordingly.
- 4. Make sure that transcripts of the video are available.
- 5. If creating your own videos, it is beneficial to have them formatted in the following way: size of 640x480, MP4 H.264, AAC audio and Bit rates around 500kbps.
- 6. It is highly recommended that you transcribe audio files and have them available at the same time the audio files are posted on your iLearn unit.
- If you are recording voice for spoken content, there is no need for stereo. Saving a recording in mono results in a file size half that of the stereo equivalent.

When to introduce media?

1. Before learning the concept. Showing media before the discussion gives students an image to which they can compare the topics under discussion. This approach allows quick reference to easily recalled

examples. Schwartz and Bransford (1998) show that demonstrations focused on contrasting cases help students achieve expert-like differentiation. In addition, Schwartz and Martin (2004) found that carefully-prepared demonstrations "help students generate the types of knowledge that are likely to help them learn" from subsequent lectures.

- 2. After a brief introduction but before learning the concept. This method provides students with a brief capsule of what the media is about and what to look for helping to focus attention while watching the media.
- After learning the concept. Showing media after describing a theory or concept allows the instructor to use the scenes as a case study. This approach helps students develop their analytical skills in applying what they are learning.
- 4. Before and after. Repeating the media is especially helpful when trying to develop student understanding of complex topics. Utilize the media before the discussion to give students an anchor. Guide students through a description or discussion of the topics. Rerun the media as a case study and ask students to analyze what they see using the theories and concepts just discussed. Also punctuate the rerun with an active discussion by asking students to call out the concepts they see in the scenes. This method helps to reinforce what they have just learned.

Summary

From the material description, it can be summarized by these several following points:

- It is necessary to change classroom layouts at some point of the semester (or whenever necessary) to cater not only the students need to have different kinds of interaction patter, but also to provide the students with different classroom atmosphere in order to reduce boredom.
- 2. Below is the types of media and how they can be used:

Media	Technologies	Educational application	
Face-to- face	Classrooms, labs	Lectures, seminar, experiments	
Text	Print	Course units, supplementary (including: materials, correspondence tutoring graphics)	
Audio	Cassettes, radio, telephone broadcasting,	Radio programs, telephone tutoring, audio-conferences	
Video	Videocassettes, video-discs; cable, satellite, fibre optics, microwave, video conferencing	Television programmes, video conference	
Digital multi-media	Computer, World Wide- Web, telephone, cable, satellite, fibre-optics, CD- ROM, DVD, wireless, Web conferencing	Power point, computer-aided learning (CAI, CBT), e-mail, discussion forums, learning objects/database, Web casts, Web Quests, online courses	

3. Involving students in creating media encourages collaboration, accountability, creativity, and mastery of ideas and concepts. Importantly, one does not need a large budget, fancy studio, or advanced degree to create original media that is informative, entertaining and educational. An article by Joshua Kim notes that video projects are inexpensive to create and that this approach also encourages non-linear learning. Instructors do not need to be media savvy. Our students have grown up in the digital age and they are comfortable with technology. Instructors should help students focus on creating content that is meaningful for the intended audience. Here is a college financial aid contestand a NAFSA video contest featuring college student entries describing their experiences studying abroad. Each of these contests

showcase the ability of students to create high-quality videos with targeted messages.

Exercises

Answer these following questions.

- 1. What are the functions of these classroom layouts?
 - a. Rows
 - b. Groups/clusters
 - c. Semi-circle
- 2. When do you think is the best time to make changes to the classroom layout?

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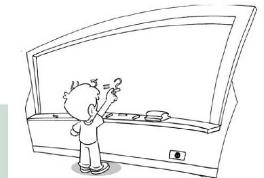
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Chapter 9 BOARDWORKING

Introduction

When it comes to active engagement, nothing beats a classroom whiteboard. Not the expensive, high-tech kind – the low-tech white boards that students write on with dry erase markers.



http://www.englishexercises.org/makeagame/my_documents/my_pictures/2009/may/A5B_02.jpg

This chapter discusses the techniques that can be used to help teachers provide the students with good boardwork – because a good board work helps the students understand and remember the lesson better. The topic will include the reasons to use a whiteboard in class – a language class in particular, some tips on how to write materials on the board so the students will get better understanding, and some activities that can be done using a whiteboard.

The students' understanding of the topic they present will be empowered by the analysis of the different function of boardworking and different activities using whiteboard. Through this activity, it is expected that the students would be able to understand the rationale behind the reason why we need to do a good board work. Also, by showing to the students some examples of board work, it is expected that the students would able to practice using a particular techniques using whiteboard with their future students.



http://www.mikejharrison.com/wp-content/uploads/2010/10/P1030082-1024x768.jpg

Lesson Plan

Basic Competence

Understanding of boardworking and how it cal help engage the students during the lesson

Indicators

At the end of the lecture, the students are expected to be able to:

- 1. Students are able to mention the caracteristics of good boardworking
- 2. Students are able to plan board use in the lesson plan

Time Allocation

2x50 minutes

Materials

The materials concerning the topic Boardworking:

- 1. Characteristics of good boardwork
- 2. How to do good boardwork
- 3. Activities that can be used with a whiteboard

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Brainstorming: ask the students to reflect back when they were in junior or senior high school. Ask them if they remember how their teachers used the blackboard or whiteboard. Elicit.

Main Activities (70 minutes)

- 1. Mention to the students the term "boardwork". Ask the students if they know the meaning of the term (everything that we do and write on the white/black board)
- 2. Ask the students whether they think how we write on the white/black board will affect the students in any ways. Discuss. Ask them do they think it is necessary to have a particular skill in boardworking. Why.
- 3. Using a PowerPoint presentation, show the students different examples on how we can use white/blackboard for different purposes.
- 4. Discussion, feedback
- 5. Preparation for the students to do the next activity (groupwork about activities that can be done with white/black board)

Closing Activities (10 minutes)

- 1. Summarizing today's material
- 2. Giving support and suggestion
- 3. Reflecting today's material by the students

Follow-up Activities (5 minutes)

- 1. Giving the assignment
- 2. Preparing the next lecture

Students' Worksheet

Activities that can be done with a white/blackboard, rationales, and their purposes.

Objective

The purpose of this activity is for the students to have knowledge that white/blackboard can be used various ways and can also be used with games. Purpose of the lesson and the activity can not be left behind

Media

Worksheet, assessment sheet, websites

Steps

- 1. Ask the students to make groups of 5 or six since this is quite a challenging task, we need more heads in a group yt, 7 is the maximum.
- 2. Tell the students to talk with the group and find out what activities that can be done using a white/blackboard and for what purposes.
- 3. Ask the students to fill out the form or to write the answer on a big plano paper and have some presentation otherwise, class discussion is also encouraged

Description of the Material

BOARDWORKING

Good boardwork—what you write on the marker board during classtime—is a sign of skilled English as a Foreign Language (EFL) teacher. Ideally, you don't erase anything in one lesson and by the end of the lesson; it should look very well-organized and understandable. Check it from the back of the room.

Pucker up and KISS the board—no, it's not what you think. KISS is a good reminder for you to "Keep It Simple for Students."

When you're preparing your class, mentally go through your lesson and put all the things on the board that you plan to put on the board. In a perfect world, all of the information you put up will fit without having to erase anything. Furthermore, the board should look neat and tidy and, most importantly, easy to understand. Go to the back of the room and see it from the desks or chairs at the back. All of your students should be able to read it easily.

During this dry run, make sure you've got all of the important stuff on the board—target language, grammar structure and vocabulary. New words may look best off to one side.

While you're doing this, you'll likely find that you have to change a few things in your original plan. This is a great exercise to do, not only to help your boardwork, but also to meter the lesson's flow.

It's also important to consider each classroom if you teach the same lesson plan in different places. In many rooms, the bottom third of the board may be obstructed by student heads and not easily seen from the back of the class. Also, sometimes the angle of the board relative to the students makes the extreme left or right of the board hard to see from some seats.

Another problem factor might be too much light—glare from windows and overhead lighting can render some of the board unreadable from some angles. It's a good idea to pull down curtains or blinds to save your students' eyes. If you take all these things into account, it means you're safest using the top two-thirds of the board and the middle sixty percent.

When you're doing your pre-class boardwork practice, don't forget to check if you're writing your words large enough and clearly enough to read easily. You might be surprised! During classtime, don't forget to ask the students before you erase anything on the board. You'll see that the high-achievers in the class will want to write down your boardwork for their notes. It's polite to ask them first, and if someone is taking notes you want to make sure they don't rush and make a mistake! These are likely your best students. Don't frustrate them.

The very best lesson plans will include examples of your planned boardwork, typically on the last page. It's a big help if you plan your boardwork ahead of time.

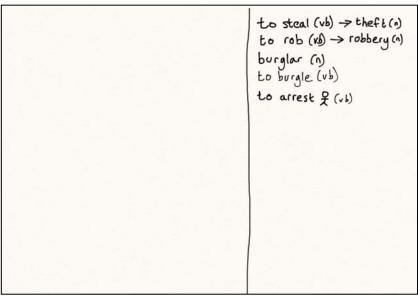
Reasons of Using a Whiteboard

- You can use them to engage every child in every single lesson.
 Minute by minute, you'll know exactly who's grasping the concepts and who's not.
- 2. Students love them because they're fun. Mistakes made during guided practice can be easily brushed away.
- 3. Using dry erase boards will save paper and significantly reduce the stack of work you take home to grade.
- 4. Dry erase boards can be used in whole group instruction, small guided groups, and learning centers.
- 5. No need to worry about technology failing when you need it most.
- 6. No learning curve or advanced preparation. Just pass out the dry erase boards and let the learning begin.

How to do a good boardwork

Many teachers keep an **incidental vocabulary column** at the side of the board and this can have many advantages. Compartmentalising the board space allows the teacher to leave the vocabulary there for the remainder of

the lesson so they and their students can refer to it throughout the class. The rest of the space can be used, cleaned and reused as necessary.



Here is an example of how an incidental vocabulary column might look:

Many learners copy down everything that is written on the board and use it as a record of the class for revision and homework.

Some tips:

1. Write any lexical items in context.

A learner referring to their notes a week after class has more chance of remembering the items if there is a context. 'My house was burgled last night' is better than 'burgle (vb)'.



2. Use a colour code.

This can be as simple as just using a different colour to highlight pronunciation features or dependent prepositions. I have heard of using

a different colour for different parts of speech but this seems a little complicated.

3. Highlight troublesome sounds.

Rather than transcribing the whole item into phonemic script, it is easier for the teacher and perhaps more useful for the student if just the troublesome sound is highlighted. Rather than burglar /'ba:glə/, perhaps just highlighting the /3:/ is more useful for the students, or for the verb steal, just highlighting the vowel sounds in the different forms.



https://eflrecipes.files.wordpress.com/2014/02/20140223-180759.jpg

4. Use bubbles to mark syllables and word stress.

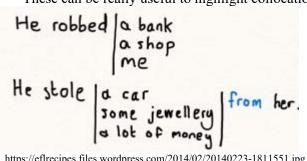
This is very visual for the students. In addition to marking the main stressed syllable, it can also be useful to mark the other syllables. E.g. for a word like 'arrested', the pattern o O o can be written above the word. When placing these bubbles, I find it is clearest if the bubbles are above the vowel sound in the syllable.



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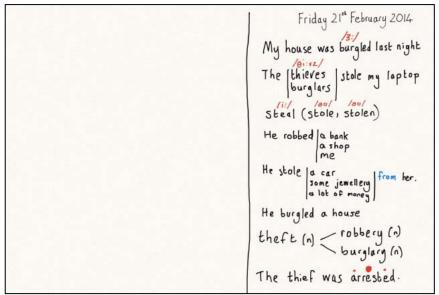
5. Use substitution tables.

These can be really useful to highlight collocations or synonyms.



https://eflrecipes.files.wordpress.com/2014/02/20140223-1811551.jpg

Putting it all together, this is how the incidental vocabulary column might look at the end of a lesson:



https://eflrecipes.files.wordpress.com/2014/02/20140223-192447.jpg

This can then be used for a quick review at the end of the class.

Some ideas:

- 1. Erase the words, leaving just the first letter to see if the students can remember the items.
- 2. Play 'backs to the board' but rather than writing words up, simply point to them on the board for the other students to describe to the person in the hot seat.

Summary

From the material description, it can be summarized by these several following points:

- 1. Boardwork is everything that we teachers put and write on the white/black board. A good boardwork is a sign of a skilled EFL teacher.
- 2. Good boardwork should look very well-organized and understandable. Check it from the back of the room. Plan it before the lesson
- 3. KISS the board "Keep It Simple for Students," which means never put too much on the board or the information will can be misunderstood.

4. White/blackboard is a non-expensive and easy media that can be used to engage the students to the lesson. When used properly and with nice variations, white/blackboard can be very useful media.

Exercises

Answer these following questions

- 1. Why do teachers need to have a good boardwork?
- 2. What are the advantages of using white/blackboard in the classroom?
- 3. What are the disadvantages of using white/blackboard in the classroom? Can you suggest solutions so the disadvantages can be minimized?



Chapter 10 CORRECTING LEARNERS AND PROVIDING FEEDBACK

Introduction

During the 1950s and 1960s, one of the major concerns in language education was to prevent mistakes from happening and to correct them when they do (Oladejo, 1993, p. 71). Some of language learning methods and approaches – such as audiolingual method – are inspired by the idea that the less error and mistake that the students make, the better achievement they will have. As Brooks puts it, ""like sin, error is to be avoided and its influence overcome, but its presence is to be expected" (as cited in Oladejo, 1993, p. 71). Teachers expect that errors should never happen and yet tend to anticipate that the students will make mistakes when they learn language.

Today's views of learners' errors, however, have shifted slightly from the focus on form to a focus on meaning. Errors are not view as negative thing to happen to a student, instead, it becomes a mile stone that provide teachers with knowledge of how far the students have learned.

This chapter focuses on how teachers can correct learners' errors and provide feedback without giving a sense of negativity. It provides student teachers with definition and activities that can be use to practice giving feedback and correct learners' errors. Critical analysis of advantages and disadvantages of the use of some particular error correction and feedback providing techniques is also employed to practice the students skill. Think-pair-share technique is also applied.

Lesson Plan

Basic Competence

Understanding of the concept of correcting learners and providing feedback

Indicators

At the end of the lecture, the students are expected to be able to:

1. Students are able to explain how correcting learner's errors and and mistakes can be done

2. Students are able to explain how to provide feedback for the students

Time Allocation

2x50 minutes

Materials

The materials concerning the topic of correcting learners and providing feedback are:

- 1. How do we correct learners?
 - a. Oral correction
 - b. Written correction
- 2. How do we provide feedback?
- 3. Examples of error correction and feedback

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Brainstorming by asking the students' whether they remember making mistake and errors during their process of learning language (English). If yes, what did their teachers do? Lead the students to think and to have the term "error correction" and "providing feedback" in mind.

Main Activities (70 minutes)

- 1. Ask the students to think individually about what correcting students' errors and providing feedback mean? Do you think they are of any difference? If yes, what are the differences?
- 2. Ask the students to talk to the person next to them (pair) and share the result of their individual contemplation. Ask them to compare results and then to come up with one similar thought about the two topics.
- 3. Ask some students (voluntarily and or randomly) to present their thoughts to the class. Discuss. Show PowerPoint presentation about

what error correction and providing feedback actually mean. Explain to the students that there are general ways of correcting students' error. Oral and written.

- 4. Set the students into groups of four or five.
- Ask them to think about how teachers can correct students' error and provide feedback. Answers will be in the form of lists of activities and possibilities.
- 6. Discuss their answers through small presentations.
- 7. Feedback from the lecturer: show the students PowerPoint slide which contains not only the definition of correcting error and providing feedback, but also possible techniques on how to do the two activities.

Closing Activities (10 minutes)

- 1. Summarizing today's material
- 2. Giving support and suggestion
- 3. Reflecting today's material by the students

Follow-up Activities (5 minutes)

- 1. Giving the assignment
- 2. Preparing the next lecture

Students' Worksheet

Students' response to a scenario

Objective

To provide the students with real-like scenario so they can practice correcting error and providing feedback

Media

Worksheet

Steps

- 1. Ask the students to work in pairs.
- 2. Give the students the worksheet to work on
- 3. Ask the students to come up with possible solution on how teachers can correct students' errors and provide feedback for them.

Worksheet (adopted from Spratt, Pulverness and Williams, 2005)

- 1. Look at the following pairs of sentences. Learners often make mistakes and confuse the meaning of A and B in each pair. Draw two timelines for each pair which clearly show the differences in meaning.
 - a. A Cinderella danced with the prince when the clock struck midnight.
 - B Cinderella was dancing with the prince when the clock struck midnight.
 - b. A I play tennis on Fridays.
 - B I played tennis on Fridays.
- 2. Here are some examples of feedback. For each one identify its focus and purpose.

Feedback	Focus	Purpose
1. You have sat nicely for the		
whole lesson. Well done!	// \	
2. I'm not sure that's right. Can		
anyone help?		
3. That was very thoughtful of you		
to help the other group.		
4. This is great, but not all your		
work has been so good this		
month. Some of it was rather		
careless		

- 3. Think about these comments form teachers. Which one do you agree and why?
 - a. When learners make mistakes it means that they are not learning.
 - b. It is better to correct all the mistakes learners make.

- c. My learners are only interested in the marks they get for their work.

 They are not interested in my comments. They don't even read them.
- d. My group of adult learners are always asking me for feedback on their levels and want to know how they are doing in every lesson. I think it's very difficult for the learners who are making slower progress. They don't like it when I tell them they are not doing as well as the others.
- e. When I get my learners to give feedback to each other, they just say "That's fine" and don't say anymore.

Description of the Material

CORRECTING LEARNERS AND PROVIDING FEEDBACK

Correcting Learners

Error correction is given when we notice that the students made/are making mistakes. It is given to show the students the correct form and meaning of the intended students' messages.

Why correct learners?

Research into Second Language Acquisition has suggested that it may be that some language forms can be acquired more quickly through being given special attention while others may be acquired in the learners' own time, regardless of teacher attention (Clandfield and Foord, 2015). This helps explain, for example, why intermediate learners usually omit third person -s just like beginners, but often form questions with do correctly, unlike beginners.

Learners need the opportunity for a proper rerun of the communication scenario in which they made the error, if they are to have any chance of integrating the correct form into their English. Whether the error was teacher-corrected, peer-corrected or self-corrected in the first place is of relatively minor importance.

Accurate but minimal contributions in speaking activities are unlikely to benefit learning as much as inaccurate but extended participation. Learners can be hampered by their own inhibitions and attitudes to accuracy and errors, the teacher's attitude and behaviour

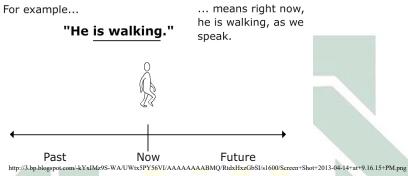
(conscious or unconscious) to accuracy and errors or the restricted nature of the activities proposed by the teacher.

When giving feedback to learners on their performance in speaking English, the emphasis for the teacher should be to discover what learners didn't say and help them say that, rather than pick the bones out of what they did say. This requires the use of activities which stretch learners appropriately and the teacher listening to what learners aren't saying. This is quite challenging.

Oral Correction

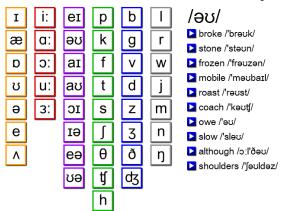
Here are some ways that we can use to correct oral mistakes (taken from Spratt, Pulverness and Williams, 2005, p. 152)

1. Drawing a time line on the board. Time lines show learners the relationship between the use of a verb and time.



- 2. Finger correction. This shows learners where they have made a mistake. We show one hand to the class and point to each finger in turn as we say each word in the sentence. One finger is usually used or each word. This technique is particularly useful when learners have left out a word or when we want them to use a contraction.
- 3. Gestures and/or facial expressions are useful when we do not want to interrupt learners too much, but still want to show them that they have made a slip. A worried look from the teacher can indicate to learners that there is a problem. It is possible to use many different gestures or facial expressions. The ones you use will depend on what is appropriate for your culture and your teaching situation.

4. Phonemic symbols. Pointing to phonemic symbols is helpul when learners make pronunciation mistakes. You can only use this technique with learners who are familiar with the relevant phonemic symbols.



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- 5. Echo correcting means repeating. Repeating what a learner says with rising intonation will show the learner that there is a mistake somewhere. You will find this technique works well when learners have made small slips which you feel confident they can correct themselves.
- 6. Peer and self correction. Peer correction is when the learners correct each other's mistakes. Self-correction is when learners correct their own mistakes.



7. Ignoring mistakes. In fluency activities we often ignore all the mistakes while the activity is in progress, as the important thing is for us to be able to understand the learners' ideas and for the learners to get fluency practice.

Written Correction

- 1. Teacher correction. The teacher corrects the learners' mistakes by writing the correct word(s) instead of symbols from a correction code.
- 2. Peer correction. The learners look ar each other's work and correct it or discuss possible corrections.
- 3. Self correction. The learners usually with the help of a guidance sheet, look for and correct mistakes in their own work.

Providing Feedback

According to Spratt, Pulverness and Williams, giving feedback is "giving information to learners about their learning" (2005, p. 156). It can be given with the focus on the learners' language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Feedback is not only given to a particular student for her achievement, but also to the whole class or some groups of learners. Feedback is given not in the focus of learners' error or mistakes, but with the purpose to motivate learners and to help them understand what their problems are and how they can improve. It provides knowledge about the students' themselves and not necessarirly have to relate to the lesson and the target language (the English language).

- 1. Feedback should be educative in nature.

 Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly. However, the focus of the feedback should be based essentially on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work. Use the concept of a "feedback sandwich" to guide your feedback: Compliment, Correct, Compliment.
- 2. Feedback should be given in a timely manner. When feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If we wait too long to give feedback, the moment is lost and the student might not connect the feedback with the action.
- 3. Be sensitive to the individual needs of the student.

 It is vital that we take into consideration each student individually when giving feedback. Our classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level and other needs

to be handled very gently so as not to discourage learning and damage self-esteem. A balance between not wanting to hurt a student's feelings and providing proper encouragement is essential.

4. Ask the 4 questions.

Studies of effective teaching and learning (Dinham, 2002, 2007a; 2007b) have shown that learners want to know where they stand in regards to their work. Providing answers to the following four questions on a regular basis will help provide quality feedback. These four questions are also helpful when providing feedback to parents:

- a. What can the student do?
- b. What can't the student do?
- c. How does the student's work compare with that of others?
- d. How can the student do better?
- 5. Feedback should reference a skill or specific knowledge.

This is when rubrics become a useful tool. A rubric is an instrument to communicate expectations for an assignment. Effective rubrics provide students with very specific information about their performance, comparative to an established range of standards. For younger students, try highlighting rubric items that the student is meeting or try using a sticker chart.

- 6. Give feedback to keep students "on target" for achievement.

 Regular 'check-ins' with students lets them know where they stand in the classroom and with you. Utilize the '4 questions' to guide your feedback.
- 7. Host a one-on-one conference.

Providing a one-on-one meeting with a student is one of the most effective means of providing feedback. The student will look forward to having the attention and allows the opportunity to ask necessary questions. A one-on-one conference should be generally optimistic, as this will encourage the student to look forward to the next meeting. As with all aspects of teaching, this strategy requires good time management. Try meeting with a student while the other students are working independently. Time the meetings so that they last no longer than 10 minutes.

8. Feedback can be given verbally, non-verbally or in written form. Be sure to keep your frowns in check. It is imperative that we examine our non-verbal cues. Facial expressions and gestures are also means of delivering feedback. This means that when you hand back that English paper, it is best not to scowl.

9. Concentrate on one ability.

It makes a far greater impact on the student when only one skill is critiqued versus the entire paper being the focus of everything that is wrong. For example, when I taught Writer's Workshop at the elementary level, I would let students know that for that day I was going to be checking on the indentation of paragraphs within their writing. When I conferenced with a student, that was my focus instead of all the other aspects of their writing. The next day would feature a new focus.

10. Alternate due dates for your students/classes.

Utilize this strategy when grading papers or tests. This strategy allows you the necessary time to provide quality, written feedback. This can also include using a rotation chart for students to conference with at a deeper more meaningful level. Students will also know when it is their turn to meet with you and are more likely to bring questions of their own to the conference.

11. Educate students on how to give feedback to each other.

Model for students what appropriate feedback looks like and sounds like. As an elementary teacher, we call this 'peer conferencing'. Train students to give each other constructive feedback in a way that is positive and helpful. Encourage students to use post-it notes to record the given feedback.

12. Ask another adult to give feedback.

The principal at the school I taught at would often volunteer to grade history tests or read student's writing pieces. You can imagine how the student's quality of work increased tenfold! If the principal is too busy (and most are), invite a 'guest' teacher or student teacher to critique work.

13. Have the student take notes.

During a conference over a test, paper or a general 'check in', have the student do the writing while you do the talking. The student can use a notebook to jot down notes as you provide the verbal feedback.

14. Use a notebook to keep track of student progress.

Keep a section of a notebook for each student. Write daily or weekly, dated comments about each student as necessary. Keep track of good

questions the student asks, behavior issues, areas for improvement, test scores etc. Of course this requires a lot of essential time management but when it is time to conference with a student or parent, you are ready to go.

15. Return tests, papers or comment cards at the beginning of class.

Returning papers and tests at the beginning of class, rather than at the end, allows students to ask necessary questions and to hold a relevant discussion.

16. Use Post-It notes.

Sometimes seeing a comment written out is more effective than just hearing it aloud. During independent work time, try writing feedback comments on a post-it note. Place the note on the student's desk the feedback is meant for.

17. Give genuine praise.

Students are quick to figure out which teachers use meaningless praise to win approval. If you are constantly telling your students "Good Job" or "Nice Work" then, over time, these words become meaningless. Make a big deal out of a student's A+ on that vocabulary test. If you are thrilled with a student's recent on-task behaviors, go above and beyond with the encouragement and praise. Make a phone call home to let mom or dad know how thrilled you are with the student's behavior. Comments and suggestions within genuine feedback should also be 'focused, practical and based on an assessment of what the student can do and is capable of achieving' (Dinham).

18. "I noticed...."

Make an effort to notice a student's behavior or effort at a task. For example; "I noticed when you regrouped correctly in the hundreds column, you got the problem right." "I noticed you arrived on time to class this entire week." Acknowledging a student and the efforts they are making goes a long way to positively influence academic performance.

19. Provide a model or example.

Communicate with your students the purpose for an assessment and/or feedback. Demonstrate to students what you are looking for by giving them an example of what an A+ paper looks like. Provide a contrast of what a C- paper looks like. This is especially important at the upper learning levels.

20. Invite students to give YOU feedback.

Remember when you finished a class in college and you were given the chance to 'grade' the professor? How nice was it to finally tell the professor that the reading material was so incredibly boring without worrying about it affecting your grade? Why not let students give you feedback on how you are doing as a teacher?

Summary

From the material description, it can be summarized by these several following points:

- 1. In the classroom, we use a mix of teacher correction, peer correction and self-correction. Sometimes we need to correct learners, sometimes we indicate to them that there is a mistake and they are able to correct themselves or other learners can help them. Sometimes we ignore learners' mistakes. We choose what is appropriate for the learning purpose, the learner and the situation.
- 2. Some correction techniques are more suitable for particular types of mistake.
- 3. The technique we use for correcting mistakes depends on the type of mistake the learners have made.

Exercises

Answer these following questions

- 1. For question a-d, match the teacher's behavior with the correction techniques listed 1) 4)
 - Correction techniques:
- 1) ignore the mistake
- 2) use self-correction
- 3) draw a time-line on the board
- 4) use finger correction

Teacher's behavior:

- a. you have used a correction code to show learners where they have made mistakes in their writing. You now ask them to correct their own mistakes.
- b. You are working with a clas of elementary ten-year-olds who are doing a fluency activity. One of the learners is talking to the class about her pet. She says, "My rabbit eat lettuce". You let her continue
- c. You are doing a controlled practice activity. One of the learners says, 'I have been working last week.'. You show her a diagram
- d. A learner is repeating the instructions for an activity and says, "Then we choose /tri:/ (3) objects." You just listen.

2.

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Chapter 11 CLASSROOM CONTRACT

Introduction

Students can and do regularly disrupt the classroom. Sometimes they are openly hostile, challenging the teacher's authority and objecting to course requirements and classroom policies. More often, the conflict grows out of their inattentiveness and passivity. They arrive late, leave early, talk during class, and don't even bother to hide their boredom.



This chapter attempts to provide future EFL teachers with knowledge and sample practices of how teachers treat problems in behavior classroom. An important method overcoming for hostile a environment is learning engage students in making their own pact or rules to overcome the disruptive and potentially degrading inflammatory conduct. Students who own the

solution are far more likely to follow through on it and to actively strive for good results. This chapter will also provide the students with some suggestions for creating a class contract or rules.

Lesson Plan

Basic Competence

Understanding of the importance of classroom contract

Indicators

At the end of the lecture, the students are expected to be able to:

1. Students are able to explain the importance of classroom contract

2. Students are able to explain what should be covered in classroom contract

Time Allocation

2x50 minutes

Materials

The materials concerning Word Formation Process:

- 1. Definition of a classroom contract
- 2. The importance of classroom contract
- 3. What should be covered in classroom contract?
- 4. What is the procedure of creating a classroom contract?

Learning Activities

Opening Activities (15 minutes)

- 1. Explaining basic competence
- 2. Explaining indicators
- 3. Explaining learning activities of this chapter
- 4. Brainstorming: ask the students about rules. What do they know about them? What are rules for? Can the students provide examples?

Main Activities (70 minutes)

- 1. Ask the students: How about rules in the classroom? Do we need them? Why? Why not? (This can be done with group works and after that the students will have to make a small presentation on what the result of the discussion is)
- 2. Ask the students to imagine themselves being a teacher already.
- 3. Ask them to work in group and to make a list on what should a teacher do to make a classroom contract and how she can do it.
- 4. Presentation.

Closing Activities (10 minutes)

- 1. Summarizing today's material
- 2. Giving support and suggestion
- 3. Reflecting today's material by the students

Follow-up Activities (5 minutes)

- 1. Giving the assignment
- 2. Preparing the next lecture

Students' Worksheet

Characteristics of good classroom contract

Objective

- 1. The students understand what makes good classroom contract
- 2. The students can make a list on how to make good classroom contract

Media

Worksheet

Steps

- 1. Set the students into groups of five or six
- 2. Ask 3 of the students to imagine themselves being the teachers, while the other 3 the students.
- 3. Ask them to discuss:
 - a. What are the characteristics of good classroom contract?
 - b. What do they think needs to be covered in a classroom contract?

Description of the Material

CLASSROOM CONTRACT

As a new school year gets under way, many teachers are getting to know their students and vice-versa. It's a perfect time to establish classroom goals, behavior expectations, rules, and learning targets. In many ways, establishing these benchmarks is similar to creating a contract between students and teacher. Every classroom has an implicit classroom contract when you think about it, whether it is acknowledged or not. It is built out of the routines, behaviors and norms that operate every day in each classroom.

The classroom contract does not simply refer to classroom rules or agreed-upon behaviors that are often drawn up and posted in a classroom to keep order. Rather, the classroom contract can be the intellectual environment of a classroom, which comes about largely as a result of established expectations, beliefs and practices that teachers make explicit in their classrooms. It is shaped by classroom routines, the many ways in which teachers and students jointly own the classroom, expectations for teaching and learning and more. It is about building a culture of learning – a classroom culture (or contract) – based on the self-sufficiency that we think

comes through the use of formative assessment. Classroom Rules Walk in the classroom. Be kind to your Quiet talk Partner classmates. to share Talk bur can help Only small ideas Listen to the teacher. Stay in your seat. Quiet Whole Class Individual Discussion Work Raise your hand to talk. 0 Use your quiet voice.

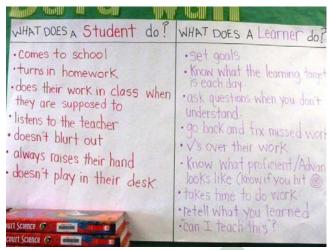
Some of the elements that contribute to such a classroom culture should including four essential expectations:

- 1. All students will achieve and improve their learning.
- 2. Students will function as active learners who take responsibility for their own and one other's learning.
- 3. All students will think deeply and make that thinking public.
- 4. Students will develop metacognitive skills and engage in metacognitive thinking that help move their learning forward.

Together, these elements have the potential to inspire a climate that values and promotes shared responsibility for—and deep engagement in—teaching and learning, as stressed throughout formative assessment. The picture here is one taken from a class that shows what kids thought the differences were between students and learners and how the classroom culture was changing to support that evolution.

At the heart of a classroom contract that promotes thinking and learning is the understanding that ultimately, in any classroom, students are the ones who have to do the learning. No one can hand it to them or force it on them. However, their teacher's informed use of <u>formative assessment strategies and techniques</u>, as well as core beliefs and practices he or she makes apparent in the classroom, can precipitate this shift in the classroom contract.

In other words, teachers set the stage for students' independent learning by creating a climate that empowers them to become active learners and to take responsibility for their learning. By making the classroom environment more responsive to students' learning needs and providing tangible support for student thinking minute-to-minute and day-by-day, students can become more willing and able to participate in the intellectual challenges presented by their teacher.



http://www.nwea.org/content/uploads/sites/2/2014/09/building-culture 2.jpg

Explicit and Implicit Contracts in the Classroomi

The Explicit Contract, usually set out in the course syllabus, is composed of:

- 1. Course objectives
- 2. Weekly topics to be covered
- 3. Reading assignments to be completed by each class
- 4. Assignments or homeworks, with due dates
- 5. Dates of exams
- 6. Rules about late papers, absences, etc.
- 7. Basis of final grades (percentages allocated to exams, assignments, homeworks, and class participation)

The Implicit Contract, however, is composed of those norms and habits that develop within the class unconsciously as students and teachers interact. For example, the fact that students need to raise their hands in order to speak is an example of a norm that has been adopted in most classrooms in elementary school through college.

The norms that make up the implicit contract are most often not intrinsically "right" or "wrong." Instead, they are the result of certain assumptions that

both teacher and students hold about what should happen in the classroom. Because these norms can have a powerful effect on learning, the more you can think about how you would like your classroom to operate, and the more consciously you can set these norms, the more likely you can create opportunities for learning to happen. Below are a series of questions that are designed to help you make key decisions about how you want your classroom to be organized.

Questions to Help Establish Norms

- 1. Who talks in the classroom, when, for how long, and how do they get the floor?
- 2. Who sets the agenda: teacher, students, or both?
- 3. Are answers considered definitely right or definitely wrong? If so, how are answers evaluated?
- 4. How do students succeed in the course? How is success measured?
- 5. What is the nature of the relationship between student and teacher (e.g., collaborative, hierarchical)?
- 6. What is the nature of the relationship between students (e.g., competitive, collaborative)?
- 7. What sources of knowledge are emphasized? Pervious research? Authorities in the field? Concrete experiences? Observation and reflection? Abstractions? Experimentation?
- 8. What will be learned? Are students to learn facts? To think through problems? To show their ability to apply abstract concepts? To create new things?
- 9. What is the big agenda or story line of the course? What are the underlying questions that need to be answered?

How to Use Classroom Contract

1. Ask students' opinions

Allow students time to brainstorm problems that they face in class and at school. This can be done individually, with small groups, or through a classroom survey. For example, students may state that they suffer from bullying, classroom disruptions, or disrespectful behavior.

2. Ask for students' ideas

Once the problems have been outlined, the students and teacher collaborate to create solutions. As groups bring up solutions, ask a student to write them on the board or a poster. Use positive language when possible. This gives students a clearer idea of how they should react to problems they encounter, which is more effective than only telling them how they should not behave.

3. Summarize students' ideas

Facilitate a class discussion to gather feedback from the students before moving on to the next step. Emphasize that it is important for the Classroom Contract to include rules that students believe in and that they will adhere to as individuals and as a group. Ensure that the list contains all behavioral objectives you deem necessary. If not, guide the students to add any behavior goals that they originally missed while brainstorming. Additionally, have students think about what could be removed from the list.

4. Turn ideas into rules

Create a poster or anchor chart to display the finalized rules. The rules will likely include guidelines such as: hands and feet to yourself, actively listen to the speaker, be kind, be respectful, etc.

5. Sign the contract

To create ultimate student ownership, allow time for each student to sign his or her name to the completed contact. The teacher should sign the contract as well. Place the contract in a prominent position in the classroom.



http://4.bp.blogspot.com/-Bgb7oGcJ5Po/UnCv0xq-tcI/AAAAAAAAAAABss/QvuRwIVr0C8/s1600/classroom+management.png

6. Review the contract

Hold intermittent Classroom Contract discussion sessions. Ask students to assess progress and determine if any contract amendments should be made.

When to Use Classroom Contract

Use the Classroom Contract at any time during a lesson to encourage structure and desirable behavior, specifically:

- 1. At the beginning of the school year
- 2. When students are not following the agreed-upon rules
- 3. Before beginning a new activity or unit
- 4. Upon returning from a long break

Variations of Classroom Contract

1. Team Social Contracts

Small groups of students can use the same process as noted above to create a Team Social Contract. This would work well during group activities or when assigning new table groups.

2. Individual Social Contracts

If the Classroom Contract is working for most students but not for specific individuals, create an individual contract for students who need one. This contract will not be shared with the entire class. It will allow the individual student to be held directly accountable for their actions and behavioral decisions.

Summary

From the explanation above, it can be concluded that:

- Rules should be framed positively and should guide students to desired behaviors. For example "be kind to friends" rather than "don't be mean."
- 2. Your whole class should be involved in the creation of the rules and all members of the class should sign your formal contract. Student consent will help to build investment and respect for the rules your class has created.
- 3. Your Classroom Contract should be posted on the wall of your classroom and referred to and reinforced often throughout your day.
- 4. The procedure of creating classroom contract:
 - a. Share Your Vision for your classroom (e.g. "Our classroom will be a peaceful community where...") and have your students brainstorm and share their vision for the ideal classroom community.

- b. Brainstorm Behaviors each member would need to contribute to this ideal peaceful classroom community.
- c. Shape Your Rules into a set of rules or expectations that everyone in the classroom community need to honor to create and uphold your peaceful classroom community

Exercises

Answer these following questions

- 1. What is classroom contract?
- 2. Why do you need a classroom contract?
- 3. What do you do if one or more students break the contract? Will you give punishments?

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Author Bio



Ana Nurul Laila, S. Pd., M. TESOL is a lecture in the Department of English Teacher Education, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

She was born in Probolinggo, 23 March 1981 and spent the first 2 years of her

childhood there. Her school days were spent in Surabaya. Starting from SDN Jemurwonosari 1 Surabaya, SMP Negeri 1 Surabaya and SMA Negeri 1 Surabaya.

After she graduated highschool, she decided to major in English Education and went to collage in the State University of Malang. After she graduated she became a freelance teacher teaching in several institutions, such as SMA Negeri 15 Surabaya and Akademi Keperawatan Dr. Soetomo Surabaya. A year after she worked as a freelance teacher, she was accepted in UIN Sunan Ampel (then, IAIN Sunan Ampel) and started her new chapter as a lecturer.

In 2010, she got a Australian Development Scholarship and did her master's degree in La Trobe University, Australia majoring in Teaching English to Speakers of Other Languages.