

1. INTRODUCTION/ TEACHING CONTEXT

1.1. Presentation of participants, trainers, host organization- the seminar's programme – “educational contract” of this seminar (expectations, needs, objectives, dos and don'ts, fears)

Introduction of the programme, cultural activities during the seminar, the list of the participants with their contact details, maps of the venue, information about the accommodation. Distribution of the seminar files to the participants. Setting up a mail group for the participants and singing up.

1.2. The context(s) where the participants are going to teach their language (organisation, students, time schedule, background, infrastructure)

Presentation of the participants (Professions, experience in Language Teaching, the necessity of language teaching in the organisation) their organisations, target groups

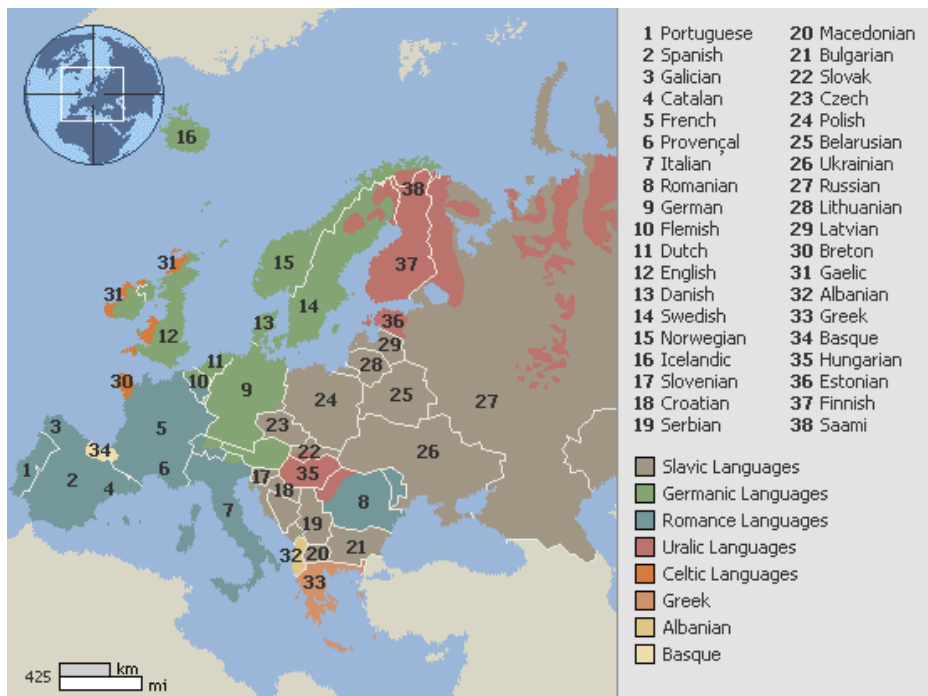
2. EUROPEAN DIMENSION

2.1. Knowledge on languages in the EU: mapping the language use and the language policies of relevant EU countries

Lifelong learning, early language learning, mother tongue + other languages, content and language integrated learning (CLIL), information and communication technologies in language learning (ICT)

Languages of Europe:

This map shows the distribution of languages spoken in Europe and the language family or subfamily to each language belongs.



Most schools around the world teach at least one foreign language. Nearly all students in Europe study at least one foreign language as part of their compulsory education. On average in Europe, at the start of foreign language teaching, learners have lessons for three to four hours a week. Compulsory lessons in a foreign language normally start at the end of primary school or the start of secondary school.

2.2 The institutional framework of teaching a mother tongue to non native speakers

Teaching a mother tongue could be held at Universities, language schools, summer universities, Municipalities Schools, special institutes, private courses, Vocational Training Centers, secondary schools, Non Governmental Organizations, Diaspora associations, foreign schools for expatriated people, cultural associations, embassies, adult training centers and other places. Institutional framework is different from country to country.

2.3. Bilingualism: differences between teaching a language as a foreign and as a second language

A second language (L2) is any language learned after the first language or mother tongue (L1). Some children learn more than one language from birth or from a very young age: they are bilingual or multilingual. The defining difference between a first language (L1) and a second language (L2) is the age at which the language was learned. In acquiring an L2, it is found that around the age of 6 and 7 seemed to be a cut-off point for bilinguals to achieve native-like proficiency.

3. TEACHING METHODOLOGY

3.1. Introducing a new thematic unit/ didactic subject

A didactic unit is a teaching plan that includes a sequence of activities or tasks with a final goal and common contents, objectives, methodology and evaluation

Many of the didactic units that we can find are designed around certain topics (food, clothes, hobbies, etc) but we know that the real use of a foreign language involves much more than the knowledge of some lexical fields.

There are many ways to introduce a new subject (By music, poems, pictures etc)

3.2. Teaching the text: the use of original texts in all levels

While teaching a text, instruction should be aimed at maximizing learners' successful, satisfying, and authentic reading experiences. Helping learners develop strategies for reading can maximize the amount of successful reading. So we should be careful in selection of texts. Decide about adaptation of an authentic text.

3.3 Teaching the text: Didactic techniques and assimilation techniques for the text

Presenting different didactic techniques and tools in order for the students to acquire the skills needed and assimilate the new vocabulary. Reading comprehension questions, ways of repeating the text, pronunciation practice, conversation, role plays and other activities are some of the didactic and assimilation techniques.

3.4. Ways to Teach Grammar to Students in various classes

Grammar is comprised of the study of phonology, phonetics, morphology, semantics, syntax, and pragmatics. It has to be involved in teaching of a language, it shouldn't be the main activity of language learning but without grammar the students can not understand the structure of a language

There are many ways to teach grammar to students that can be funny and interesting. For students at all levels of proficiency, it is better to use the activities attend to students' communicative needs; place grammatical structures in realistic contexts; incorporate humor or other highly motivating content; and promote choice, independence, creativity, realism, and peer feedback.

3.5. Applying communicative activities and language games: Advantages and disadvantages of the communicative activities, different types of communicative activities

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners (brainstorming, dramatic play, game, role play, discussion, conversation, presentation, problem solving, Class Survey, Conversation Grid, Line Dialogue, Information Gap, etc). Communicative activities have real life purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

The dictation and the classification of the spelling mistakes

Dictation is generally used to help students overcome 'spelling mistakes'. Teacher has to have a method to correct and to know many ways to involve students in mistakes (self) correction. Teachers need criteria for choosing texts for dictation as well as an attitude towards mistakes.

3.7. Teaching of terminology and the linguistic training of interpreters, translators and other professionals

Teachers have to use technical dictionaries, lists of special vocabulary and special texts according to the students' professional needs. Special teaching techniques should be used too. The lesson should be connected with the real life, with visits to professional places, teaching by experts etc

3.8. *Teaching literature to advanced and intermediate students*

Easier poems for the vocabulary; novels, theatre play for advanced students

While teaching literature the aim should be encourage students to think creatively and independently. Teacher has to combine traditional literature teaching with innovative methods and multimedia resources. Teacher must pay attention to students who have no prior experience of studying literary texts.

Our aims should be to increase students' confidence when approaching literary texts, to teach them valuable transferable skills, including problem-solving, to encourage them to use their creative imagination, to think independently, and, ultimately, to appreciate the stimulation derived from the study of literature.

3.9. *The development of the 4 skills: The listening comprehension, The reading comprehension, The writing skills, The oral skills*

1: CD text listening, music listening,

2: newspaper articles, internet site reading,

3: writing letters (family or official), composition (maybe giving some key word),

4: picture description

Listening

Listening is the language skill which learners usually find the most difficult. This often is because they feel under unnecessary pressure to understand every word. To achieve the aims related to this skill, the teacher plays an important role that is defined in the following steps.

1. to help pupils prepare for the listening task well before they hear the text itself.
Reassure the pupils that they do not need to understand every word they hear.
2. to encourage pupils to anticipate what they are going to hear. A way to make things a bit easier to the pupils is to present the listening activity within the context of the topic of a teaching unit.
3. help pupils to concentrate on understanding the message so make sure they are not trying to read, draw, and write at the same time. Always give a second chance to listen to the text to provide a new opportunity to those who were not able to do the task.
4. Finally, when pupils have completed the activity, invite answers from the whole class.
Try not to put individual pupils under undue pressure.

Speaking

First of all, we must take into account that the level of language input (listening) must be higher than the level of language production expected of the pupils. So we have many speaking activities used in the first levels that enable pupils to participate with a minimal verbal response.

In primary schools two main types of speaking activities are used. The first type, songs, chants, and poems, encourages pupils to mimic the model they hear on the cassette. This helps pupils to master the sounds, rhythms, and intonation of the language through simple reproduction. The games and pair work activities on the other hand encourage the pupils to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation.

Once the activity begins, make sure that the children are speaking as much English as possible without interfering to correct the mistakes that they will probably make. Try to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. And finally, always offer praise for effort regardless of the accuracy of the English produced.

Reading

In order to make reading an interesting challenge as opposed to a tedious chore, it is important that pupils do not labour over every word, whether they are skimming the text for general meaning or scanning it to pick out specific information. Other things to keep in mind are:

1. When choosing texts consider not only their difficulty level, but also their interest or their humour
2. As with listening activities, it is important to spend time preparing for the task by using the illustrations, pupils' own knowledge about the subject matter, and key vocabulary to help the pupils to predict the general content of the text. Also make sure that the pupils understand the essential vocabulary they need to complete the task before they begin to read.
3. While the children are reading the text, move around the class providing support if pupils need it. Where possible, encourage pupils to work out the meaning of vocabulary as they come across it, using the context and the supporting illustrations.

4. Do not encourage pupils to read texts aloud unless this is to learn a play or recite a poem. Reading aloud inhibits most pupils and forces them to concentrate on what they are saying as opposed to what they are reading and the meaning is very often lost.

Writing

In primary schools, pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics (family, home, hobbies, friends, food, etc.)

Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time is spent building up the language they will need and providing a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide the pupils, using simple cues. These writing activities generally appear towards the end of a unit so that pupils have had plenty of exposure to the language and practice of the main structures and vocabulary they need.

At this stage, the pupils' work will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. Where possible, encourage pupils to correct their own mistakes as they work. If there is time, encourage pupils to decorate their written work and where feasible display their efforts in the classroom.

4. MATERIALS AND TOOLS

4.1 Selection and evaluation of the textbook and the teaching materials

Eclectic teaching method: selection from the different teaching materials, texts

A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself.

Steps in the Selection Process

-Matching the Textbook to the Program and the Course

Prior to selecting a textbook, educators should thoroughly examine the program curriculum. If the goals and curriculum of the program are clear and well defined, the parallels with certain textbooks may become obvious

- Good vocabulary explanation and practice
- Approaches educationally and socially acceptable to target community
- Periodic review and test sections
- Appropriate visual materials available
- Interesting topics and tasks
- Clear instructions
- Content clearly organized and graded
- Plenty of authentic language
- Good grammar presentation and practice
- Fluency practice in all four skills
- Encourage learners to develop own learning strategies and to become independent in their learning

4.2 The selection and use of audio-visual materials in the class

DVD, music, films, video projector, age related choice of the music, films are some of the audio-visual materials

-Audio-visual materials shall include all materials capable of producing audible sounds and/or visual pictures through the use of technological devices. -All commercially prepared audio-visual materials must be previewed by the instructor, or grade level colleagues prior to use as a classroom supplement to instruction or as a reward/incentive

-Audio-visual materials used as a supplement to classroom instruction or as a reward/incentive shall be selected with the objective that students in the particular class or group for which the selection is being made would be permitted to view or hear the presentation.

4.3 The environment of the classroom: equipment, space management, audiovisual aids

Equipment: blackboard, tables, chairs, decoration (related with the language and culture), CD player, DVD player, video projector

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviours before they occur. The physical arrangement can affect the behaviour of both students and teachers, and that a well-structured classroom tends to improve student academic and behavioural outcomes .

Whenever possible, decide where the overhead projector, television, computer(s), and/or classroom phone should go. Think about how they function for you and for students. All equipment should be placed for easy access, but out of the way when not in use. Be sure the pencil sharpener, garbage can, and recycling bin are near each other.

4.4 Production of new educational materials

Games: home made scrabble from small stones, word cards, letter cards, making worksheet, article searching (and giving questions for it)

While producing our new educational materials it will be better to use an approach integrating skill development, content knowledge, and values, is examined from the perspective of language teaching and learning. Specific attention is given to the ways that curriculum and materials design can contribute to overall student development. We should also apply current theoretical principles and research findings to the practical realities of developing classroom materials

4.5 Using the students' didactic materials –how students could produce materials for our lesson

Making worksheet for each other, searching text or articles with question for each other
Preparation of didactic materials - illustrations of physical processes, additional text materials for certain school topics, problems to be solved and self-tests corresponding to the actual curriculum and providing the students with the possibility to work on their own using the Internet materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.

5. CLASS MANAGEMENT

5.1. The first day: the educational contract, the introduction activities, ice-breaking games

presentation games, country related games (who knows more?), group creation

Many feel that this is one of the most important day in the semester. It is when you set the stage for the remainder of the course. Consequently, you need to lay the groundwork, clarify course expectations, and ensure students feel comfortable, safe, and secure. The first step involves introductions – students getting to know you, you getting to know the students, and

the students getting to know each other. Because community building is an important starting place

5.2. *Time managing in the classroom*

Teaching takes time. And in school, as elsewhere, there's never enough of it. Like any executive responsible for the efforts of others, one of your biggest challenges is to find enough managing time of yours and the students'.

Time management is the thread running through almost all aspects of teaching — organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum. Students only have so much time in your classroom.

Effective use of school time begins with efficient classroom organization and management . Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork to give you time to work with small groups; and creating classroom environments that allow students and activities to move smoothly from one activity to the next.

5.3. *Conflict managing in the classroom*

Educational contract at the first course is very crucial to clear the habits of the group. You have to set the limits (children), use the improvisation ability to act for the conflict, and follow with attention the group dynamic.

Conflict is an inevitable part of relationships because each person is an individual with unique values and needs. By having open and honest communication, along with listening with genuine acceptance and understanding, individuals are able to find their own solutions. When conflict arises in the classroom, the first step is to determine if “a problem exists, who owns it, and what skill can be used to solve it”. If the student owns the problem, the second step for the teacher is to engage is active listening. Active listening occurs when a teacher listens and reflects back to a student their understanding of the conflict. The purpose of this final step is to come up with a solution that everyone can be invested in. If both sides participate in creating a solution, the solution is more likely to work!

5.4. *Motivation in language learning*

Motivation is often defined as a psychological trait which leads people to achieve a goal. For language learners, mastery of a language may be a goal. For others, communicative competence or even basic communication skills could be a goal.

Role of motivation in language learning

Integrative Motivation: It is identified as the learner's orientation with regard to the goal of learning a second language.

Instrumental Motivation: characterised the desire to obtain something practical or concrete from the study of a second language. Instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement.

Integrative Motivation from the Socio-Educational Model

The one who is interactively motivated to learn the second language has a desire to identify with another language community, and tends to evaluate learning situation positively and accurately.

5.5. *Fears in language learning*

Teacher, group exclusion, failure, to be compared, mistakes, evaluation from the others, appearance, not to be understood

The teacher is the counsellor who gives assistance and support to the learners. The teacher's role is to understand the learners' fear and vulnerabilities as they struggle to master another language. By being sensitive to the learners' fear, the teacher can turn the negative energy of those fears into positive energy and enthusiasm for learning. Teacher's responsibility is to recognize each learner's feeling and their level of target language because the feedback from the teacher to the learner is important in this method. If there is a learner whose target language is little behind from other learners', teacher should consider this point and speak little slowly to that student so he/she could get less burden of learning new language.

Therefore the relationship between the teacher and learner and between the learners themselves are important.

5.6. *Students' Tasks (homework, projects, conversation classes, special programmes)*

Helping another student, doing silent reading, studying for a test, completing other assignments, working on a project, doing journal writing are some of the students's tasks

In order to individualize instruction for learners, tasks should be matched to students' abilities and learning styles. Two types of task modifications include modifying the task content to coincide with what students are ready to learn and modifying task processes and features to match how students prefer to learn. Readiness assumes that students must possess the basic skills, and determining if this is so involves three processes: analyzing the task to determine process and needed instructional modification; evaluating the student's previous learning opportunities to explain performance and suggest intervention; and consulting the child about how he/she solves a particular task. Once the content of the task is determined, the student's

learning style or approach should be examined. Learning progress is maximized when classroom tasks are well matched to what the child is ready to learn and how the child prefers to learn.

5.7. *The development of a group lesson vs. private lesson: students' roles and teacher' roles*

Private: fears, difficulties are better communicated, student-focused teaching, more feedback from the student to the teacher, (and from the teacher to the student as well), the needs of the student are better expressed, the reach of the objective is more on focus, but less interaction, no benchmarking, less funny.

Group lesson: It can have a powerful instructional impact. Students learn how to cooperate with others, to share ideas, and sometimes to disagree and still stay productive as a group. But these skills don't just happen. Teachers must carefully orchestrate group lessons to build in cooperative skills and to ensure that though the group work is completed together, important content area concepts and skills are individually mastered as well

5.8. *The adults as language learners and their differences from children as learners: theories on adult education, on adult learning and on adult teaching, Learning styles, multiple intelligence*

Differences: in learning styles, time duration, and materials

Children: playful teaching, selection of the National Learning Curriculum for the kindergarten and crèches and schools, children songs and plays, (folk) tales, poems, theatre play, (pre)school worksheets, cartoon films, music for children (DVD, CD), shorter duration (max 45 min)

They are very curious and it is very motivating. But concentration is less than an adult.

Appreciation by the teachers is very important. The activities should frequently be changed as they are curious for new activities.

Adolescents: This age group is brittle and the teacher can be potential enemy. Teacher's approval is not very important but peer approval is important. The level is very important. If it is low they may simply switch off: where it is too high they may become discouraged and demotivated.

Adults:

Adult beginners: easiest people to teach. They are highly motivated

Adult intermediate learners: more advanced target language is a primary goal. They may be overwhelmed by the new complexity of the language.

Adult advanced learners: They mostly spend their time not to learn new things but to use what they already know more properly.

MULTIPLE INTELLIGENCE:

There are seven different ways to demonstrate intellectual ability in this.

Types of Multiple Intelligence are:

Visual/Spatial Intelligence(ability to perceive the visual)

Verbal/Linguistic Intelligence(ability to use words and language)

Logical/Mathematical Intelligence(ability to use reason, logic and numbers)

Bodily/Kinaesthetic Intelligence(ability to control body movements and handle objects skilfully)

Musical/Rhythmic Intelligence(ability to produce and appreciate music)

Interpersonal Intelligence(ability to relate and understand others)

Intrapersonal Intelligence(ability to self-reflect and be aware of one's inner state of being)

Naturalist Intelligence(ability to identify and classify patterns in nature)

LEARNING STYLES:

Visual Learners: learn through seeing. These learners need to see the teacher's body language and facial expression to fully understand the content of the lesson.

Auditory Learners: learn through listening. They learn through verbal lectures, discussions, talking things through and listening to what others have to say.

Tactile/Kinesthetic Learners: learn through moving,doing and touching.

5.9. *The role of the teacher and the role of the student in an adult class*

role of teacher: language teaching, culture, habits presentation, country knowledge (geography, history, literature), psychological skills (group managing), time managing, flexibility, improvisation, learner-focused language teaching, understanding the learner's fears, responsibility to recognise each learners' feeling

The essence of education is a close relationship between a knowledgeable, caring adult and a secure, motivated child. Teachers' most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities.

Their job is to counsel students as they grow and mature -- helping them integrate their social, emotional, and intellectual growth, to make better decisions in their personal lives, and to value contributing to society.

They no longer see their primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the powerless underlings in their care. They've found they accomplish more if they adopt the role of educational guides, facilitators, and co-learners.

Students work harder when teachers give them a role in determining the form and content of their schooling -- helping them create their own learning plans and deciding the ways in which they will demonstrate that they have, in fact, learned what they agreed to learn.

Ss ROLE

Students need to make sure that you enjoy the learning experience. Education is a serious business, which means that you need to make sure that they seriously enjoy their study in this unit. Have some fun!

To be active in this learning process means that they can say whatever they like but they need to respect other people's rights to speak and to have opinions that differ to their own. They should be open to change, but shouldn't enforce change on others.

5.10. Allocating the students into different knowledge levels (oral and written grading tests)

Necessary but handle with carefulness. Many times it is not trustworthy. It has to be flexible to changes if necessary. Ranking of the students by course hours is not trustworthy. Test is more valid.

Students with similar achievement are pooled in the same class. On the other hand students with slightly different level of achievement will be in different class. The proposed approach of student's allocation is expected to improve the effectiveness of daily learning process.

Points to be considered in deciding to allocate students based on their mastery level of prerequisite subjects are as follows:

The socialisation process among students so that they better understand that the aim of this approach is to facilitate students' levels of coping with subjects in accordance to their acceleration rate in learning;

Socialisation among the lecturers for them to be open for a new learning-teaching situation in which the number of students in a class is no longer determined by the ratio between the number of students and the number of lecturers, but by the similarity in students' mastery level of some prerequisite subjects;

Socialisation among the administrative staffs especially those dealing with timetabling or scheduling.

5.11. The mixed ability class as a problem and as a challenge: Classrooms of mixed abilities, teaching techniques in classes

Differentiated teaching (different worksheets or the same subject dealt with on different levels at the same time), in role play, peer coaching get together two students on different levels (a greater with a weaker level)

Language classes contain students of mixed abilities. This happens for a number of reasons, but mainly because of different learning styles, different learning speeds, variations in motivation and, very frequently, as a result of logistic decisions. Very often the teacher is faced with a class with two or more distinct levels of ability and has to tackle the problem of how to meet the needs of everyone in the class.

The use of pair and group work is essential if you are to involve all the members of the class. A fundamental technique here is the use of questionnaires and interviews. By pairing off weaker and stronger students and involving both in the preparation and implementation of the questionnaire you should ensure maximum participation of all the students..

A second area of activity that can be productive in mixed ability classes is project work. Again, this can work successfully using mixed groups where the stronger help the weaker, but another approach is to form groups that are at approximately the same level and assign different tasks that are appropriate to the level of each group. By adjusting the complexity of the task, you can ensure that each group has a task that it can carry out successfully, thereby providing the correct level of challenge for the higher level students and not demotivating the weaker ones.

A third area is that of homework. If you set the whole class the same homework task irrespective of level, then you will have to expect very mixed results. The purpose of homework should be to consolidate class work. Giving weaker students less demanding tasks can help both to motivate them and to give them further practice in areas of the language which they have not yet mastered. Assigning more challenging tasks to the stronger students in the group should ensure that they remain motivated and continue to make progress. It is more work for the teacher but, ultimately, it should produce results.

Choral drilling can be an effective way of involving weaker or shy students.

5.12. Teaching beginners -the characteristics of beginners, teaching techniques, tools, materials

Teaching Beginners

As teachers it can be frustrating to teach beginners, everything seems to go painstakingly slow. But think how difficult it would be for you to learn a completely different language. Below are some tips to help you out when teaching beginners.

- Explain things again and again.
- Provide lots of review activities.
- Be patient and don't pressure students.
- Give students more time.
- Give homework. It sounds bad, but if you give homework, the students will open their books and be forced to review what they've learnt in class.
- Forget the slang. Learn to speak properly .Say something and stop, don't keep rephrasing what you've said. It will only confuse your students.
- Give compliments. Let your students know that they are doing well. Have them save their past work so that they can see the progress they've made.

- Make learning fun.
- Use technology.
- Enrol in a language course. This is the best way to empathize with your students. You'll know how they feel if you feel the same way. You'll understand that learning a language requires a lot of time and effort.

5.13. Teaching advanced students -the characteristics of advanced students, teaching techniques, tools, materials

Literature, communication-focused teaching

In a typical advanced class the occasional student will appear to have mastered all the grammar that s/he was taught at lower levels. Advanced students have acquired the basis from which they can move into their own special spheres of interest. Some will be learning the language for business purposes; others will have scientific or IT ambitions; others will be nurturing a cultural interest in that language literature or music or cinema.

6. TEACHER TRAINING ISSUES

6.1. The strategies the participants themselves use in order to acquire their own mother tongue and a foreign language

As we all know, we acquire our mother tongue by listening . Permanent exposure to language in childhood makes us native speakers.

In foreign language learning, we don't have a chance to get this permanent exposure. But it doesn't mean to learn a foreign language is difficult. By understanding the strategies that successful FL learners use, less competent learners should be able to improve their skills in a foreign language through training in strategies evidenced among those who are more successful. Reading and watching films, listening to songs in target language and getting friends from other countries are some strategies we have used in acquisition.

Language awareness, interest for the culture is important . Cooperative learning strategy, experimental learning, games and plays, lecture, reading, research, internet-based learning were used to teach us a language.

6.2. *Their teaching strategies-examples from their own experiences (as language teachers or as language learners)*

There are various teaching strategies and each teacher use his her own method. Each teacher SHOULD CREATE THE CONDITIONS THAT WILL ELICIT THE BEHAVIOR THAT s/he WANTS FROM HER CLASS OR AN INDIVIDUAL STUDENT while choosing her own strategy. Language teachers and learners will talk about their own strategies. Cooperative learning, IT-based language learning, peer coaching, role play, problem solving, communicative activities(to develop four skills: Listening , speaking, reading, writing) can be used in class. Our teaching strategy should be based on our students needs. For example, for an immigrant, speaking is so important, so we should plan our lesson according to these aims.

6.3. *locating the characteristics, the needs and the expectations of our learners*

Age, job, motivation, objective, level, how many language spoken and learnt so far? These are important factors in our teaching mother tongue experience.

Adult learners have different characteristics compared to children:

CHILDHOOD	ADULTHOOD
They are other-directed.	Adults depend upon themselves for material support and life management, they are largely self-directed.
Children, to a large degree, learn what they are told to learn.	Adults learn best when they perceive the outcomes of the learning process as valuable--contributing to their own development, work success, etc.
Children, as a group, are approximately the same age, come from similar socioeconomic backgrounds, etc.	Adult learning groups are likely to be composed of persons of many different ages, backgrounds, education levels, etc.
Children have a limited experience base.	Adults have a broad, rich experience base to which to relate new learning.
Children generally learn quickly.	Adults, for the most part, learn more slowly than children, but they learn just as well.

Children are open to new information and will readily adjust their views.	Adults are much more likely to reject or explain away new information that contradicts their beliefs.
Children's readiness to learn is linked to both academic development and biological development.	Adults' readiness to learn is more directly linked to need-needs related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes (divorce, death of a loved one, retirement, etc.).

6.4. Curriculum planning and Lesson planning

In curriculum planning, students' needs, aims, background and levels are so important. In our teaching mother tongue as a foreign language curriculum, we may refer to other foreign language teaching curriculums but certainly by taking the students' profiles, aims and levels. The curriculum should include cultural elements.

Suggested steps to follow in drawing up curriculum plans:

①	Review	<ul style="list-style-type: none"> • Discuss and agree on aims for the plan . • Review current practice in relation to the teaching of English in your school
	Research	<ul style="list-style-type: none"> • Research curriculum documents, website, resources and materials in use .
	Preparation	<ul style="list-style-type: none"> • Refer to other policies/curriculum plans
②	Consultation	<ul style="list-style-type: none"> • Consult with teachers, students, Education Centres.
③	Preparation of draft plan	<ul style="list-style-type: none"> • Seminars own context factors will influence the plan adopted.
④	Circulation	<ul style="list-style-type: none"> • Circulate the draft plan, consult members as appropriate and amend if necessary.

Organization in lesson planning: While planning, we may use the questions below:

-Goals: 1-What are the broader objectives, aims, or goals of the unit plan/curriculum?

2-What are your goals for this unit?

Objectives :1- What will students be able to do during this lesson?

Prerequisites : 1- What must students already be able to do before this lesson?

Materials : 1- What materials will be needed?

Lesson Procedure: Introduction, Main Activity, Closure/Conclusion, Follow up Lessons/Activities

6.5. *Cooperation between teachers: exchanging ideas, materials, experiences . Teaching the same class at the same time.*

Teachers should contribute the Ss' affectiveness by collaborating with their colleagues. They should participate in establishment of goals for learners, development of curriculum and coordination of instructions.

Other teachers' experience in class make us be ready for the problems in teaching, taking their ideas about our own teaching experience will definitely help us to see ourselves from a different point of view and make necessary changes in our methods, techniques, classroom/time management...etc.

6.6. *Preparation for the visit to a Vocational Training Centre or a language institution: Presentation of its educational work, analysis of the aims of the visit, defining of the research questions and the research method.*

As a preparation, we may get some informations about the centre, its location, its working schedule ...etc. by getting into contact with the administration. Before the visit , the aims of the visit(to observe the application of techniques and methods, classroom management, students' profilesetc) should be defined and the questions that can be asked about the mother-tongue teaching should be prepared.

6.7. *Visit to the Vocational Training Centre: Observation of the courses' place, discussion with administration, trainers and students. Observation guidelines*

The visit to this kind of centre will give candidates so much opportunity to develop themselves in teaching skills, theoretical and practical knowledge. Discussions with trainers about the curriculum planning , methods & techniques, the problems in mother-tongue teaching and getting knowledge about students' profiles , their needs , the difficulties in learning will help them to achieve the aim of the seminar.

6.8. *Different ways and methods of teacher training*

Three models have been used in teacher training, they can be summarized as:

1-Craft model:

Studying with master(Instruction/Demonstration) →Practice→Professional Competence

2-Applied Science model:

Scientific knowledge→Application of scientific knowledge→results conveyed to trainees→periodic up-dating(in service)→Practice→ Professional Competence

3-Reflective model:

Received knowledge

+ →Practice → ←Reflection → Professional Competence

Previous experiential

knowledge

Reflective model is seen as a compromise solution which gives due weight both to experience and to the scientific basis of the profession.

In teacher training classes , as reflective model says theoretical information shouldn't be more important than practice.

6.9. Theories in foreign language teaching

Theories of second language acquisition are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth.

In the middle-methods period, a variety of methods were proclaimed as successors to the then prevailing Situational Language Teaching and Audio-Lingual methods. These alternatives were promoted under such titles as Silent Way, Suggestopedia, Community Language Learning, and Total Physical Response. In the 1980s, these methods in turn came to be overshadowed by more interactive views of language teaching, which collectively came to be known as Communicative Language Teaching (CLT). Communicative Language Teaching advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

Communicative Language Teaching has spawned a number of off-shoots that share the same basic set of principles, but which spell out philosophical details or envision instructional practices in somewhat diverse ways. These CLT spin-off approaches include The Natural

Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching.

The theory of multiple intelligences was proposed by Howard Gardner in 1983, to more accurately define the concept of intelligence and address whether methods which claim to measure intelligence (or aspects thereof) are truly scientific.

Gardner's theory argues that intelligence, particularly as it is traditionally defined, does not sufficiently encompass the wide variety of abilities humans display. In his conception, a child who masters multiplication easily is not necessarily more intelligent overall than a child who struggles to do so. The second child may be stronger in another kind of intelligence, and therefore may best learn the given material through a different approach.

INTELLIGENCE TYPES AND APPROPRIATE EDUCATIONAL ACTIVITIES		
Intelligence Type	Educational Activities	
Linguistic	lectures, worksheets, word games, journals, debates	
Logical	puzzles, estimations, problem solving	
Spatial	charts, diagrams, graphic organizers, drawing, films	
Bodily	hands-on, mime, craft, demonstrations	
Musical	singing, poetry, Jazz Chants, mood music	
Interpersonal	group work, peer tutoring, class projects	
Intrapersonal	reflection, interest centers, personal values tasks	
Naturalist	field trips, show and tell, plant and animal projects	

These theories serve as a basis for the new natural-communicative approaches.

There have been developments such as a great emphasis on individualized instruction, more humanistic approaches to language learning, a greater focus on the learner, and greater emphasis on development of communicative, as opposed to merely linguistic, competence.

6.9. *Coping with practical problems in teaching*

A foreign language teacher confronts a number of problems in the classroom such as teaching the culturally disadvantaged student; accommodating the needs of the occasional student of limited language-speaking ability; and lack of opportunities for professional growth and there are some strategies (not necessarily solutions) are offered for coping with them. Teachers have to pay attention to create a motivating classroom. To know the needs and learning styles of our students is also important. A friendly atmosphere in class will reduce their stress and give them opportunities to express themselves more easily.

6.10. *The evaluation of the lesson, the students, the educational materials. Self evaluation*

It is very important to take notes for the teacher after classes about experience, changes if it is necessary, evaluation, lesson topics, ideas...etc.

In assesment, teacher observation,teacher designed tasks/tests,portfolios of children's work,checklists are some tools and also a short question-answer exercise in which questions like "What did we learn today?, which part was difficult/easy?, Can you summarize the subject ?" exist can be helpful.

7. INTERCULTURAL SKILLS

7.1. *Introduction to intercultural education: the notions of culture and identity, intercultural awareness, intercultural skills, active listening*

Intercultural education sensitises the learner to the idea that humans have naturally developed a range of different ways of life, customs and worldviews, and that this breadth of human life enriches all of us.

Often in language teaching the implicit aim has been to imitate a native speaker both in linguistic competence and in knowledge about a country and its'culture'. The concept of 'culture' has changed over time from emphasis on literature,the arts and philosophy to culture as a shared way of life.

Cultural awareness means understanding and cognition of such things as the social domain, social rules and norms, values,beliefs, habits and customs of the target-language. In order to achieve this, in the first place, teachers should know clearly where the cultural information is located in the teaching resources and how to make efficient use of it. Whatever the teaching materials may be, they consist of different discourses and the related exercises containing a varying amount of cultural information.

7.2. *Cultural elements in the classroom: selection and use of cultural materials, the use of intercultural elements, the production of new educational materials.*

Research reflects the importance of a teacher identifying and understanding their own culture and elements which define similarities and differences to other cultures.

These cultural elements include the fine arts, literature and history, institutions, the sociological behaviour of the people in those societies, the observable verbal and non-verbal patterns of communication, the values and attitudes.

Material: The resources available for culture teaching are many. Language course textbooks (especially those that contain visual materials such as photographs of English speakers engaged in natural activities, or readings of original texts), videos and satellite TV programmes, radio broadcasts and recordings, magazine and newspaper articles, brochures, and all kinds of realia from Barbie dolls to Barclaycards.

Teachers will find it more effective to use a task-orientated approach in which students are given opportunities to interact with or react to elements of the target language culture and compare them with the corresponding elements of their own culture.

In developing cultural awareness in the classroom it is important that we help our students distinguish the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms.