

Teaching Listening In Efl Classrooms In

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Literature and Language Learning in the EFL Classroom
A Study on Student Misbehaviour in Efl Classrooms
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seminar paper from the year 2013 in the subject didactics for the subject english pedagogy literature studies grade 1 0 university of kassel institut für fremdsprachenlehr und lernforschung course task based learning in the efl classroom language english abstract in

modern second language teaching the role of task based learning has become a very important aspect due to the fact that very often exercises in efl classrooms have no clear connection to real world situations researchers and modern english teachers try to put emphasis on tasks which help learners to use the target language effectively in different situations outside the classroom this term paper has its focus on the implementation of task based learning and teaching in efl classrooms and the way task based activities can be designed especially for young learners based on the fact that motivation plays an important role in language learning it is also necessary to concentrate on possibilities to make the english language attractive for young learners and to help them realizing that through task based learning activities they can learn something which can be transfered to real life situations therefore i would like to give a brief overview about task based learning in general and the way it provides effective language learning with the help of motivational tasks in order to show that in class language practice does not necessarily have to be an artificial situation with a focus on young learners i would like to concentrate on the question how to implement a task based writing activity which supports creativity and active second language use

seminar paper from the year 2021 in the subject didactics for the subject english pedagogy literature studies grade 1 0 university of education heidelberg language english abstract this paper explores the challenges and opportunities of inclusive and differentiated teaching in english as a foreign language efl classrooms focusing on the role of drama as a tool to support these processes while traditional models of homogeneous learning groups are outdated the need for inclusion and individualized instruction is more pressing than ever this paper reviews existing research on drama in the efl context and examines how it can enhance language learning while fostering an inclusive environment by considering both student and teacher perspectives the paper highlights the potential of drama pedagogy to address the complexities of teaching heterogeneous groups in foreign language education offering practical insights for inclusive and differentiated instruction

seminar paper from the year 2022 in the subject didactics for the subject english pedagogy literature studies grade 1 3 university of education heidelberg language english abstract this paper investigates the role of language games in promoting foreign language learners willingness to communicate wtc in english as a foreign language efl classrooms drawing on key theories of second language acquisition including the relationship between communication interaction and language learning the paper explores how language games can reduce foreign language anxiety fla and encourage active participation the study focuses on learners aged 12 to 15 and aims to evaluate the effectiveness of language games in increasing oral language production particularly in vocabulary and fluency while this paper offers a comprehensive theoretical framework the study cannot be conducted due to current limitations leaving room for future research

examination thesis from the year 2013 in the subject english pedagogy didactics literature studies grade 7 0 austral university of chile institute of linguistics and literature faculty of humanities and social sciences course english language teaching language english abstract the major aim of every english as a foreign language efl instruction program should be that students are able to communicate fluently in this sense oral production and practice in the

foreign language L2 plays an essential role in the efl classroom however most traditional classroom interaction patterns tend to follow paradigms in which the teacher is the center of attention in charge of providing L2 input and grammar explanations consequently leaving considerably little space for students to practice their english within the class session even though some traditional authors suggest that the role of teacher talking time ttt is crucial as it provides students with input this research paper aims towards raising awareness that student talking time stt plays an even greater role in second language acquisition sla than the one played by ttt this paper analyzes the issue explains the roles of stt and ttt suggests ratios favoring a higher amount of stt over ttt and also tries to contribute to the field by suggesting a simple and comprehensive proposal a set of specialized activities aiming towards reducing ttt and fostering the amounts of stt that take place in the chilean efl classrooms the conclusion is that since students are the ones whose oral practice opportunities are significantly limited the time teachers speak in the efl class should decrease in order to provide more time for students to participate orally in the foreign language keywords student talking time teacher talking time english as a foreign language second language acquisition classroom interaction

with emphasis on teacher and learner code switching patterns this book is one of the first studies to comprehensively address these issues in english as a foreign language efl classrooms the author examines teacher and learner code switching through quantitative analysis discourse analysis conversation analysis and mixed methods used in the study of code switching she addresses current debates on the amount of first language L1 use the functions of L1 use the functions of teacher only code switching patterns and the functions of teacher and learners shared code switching patterns in foreign language classrooms the book explores the implications of efl classroom code switching and how this can feed into better understanding of foreign language learning and teaching language teacher development and new research directions in tesol and applied linguistics the principles and discussions of efl classrooms are easily generalised to other language classrooms this book will be of interest to researchers in the fields of second language acquisition applied linguistics and elt as well as researchers in the fields of sociology education and ethnomethodology

essay from the year 2017 in the subject didactics for the subject english miscellaneous grade 13 university of potsdam course englisch im anfangsunterricht language english abstract the importance of differentiation should be clear to every teacher in their classes they will always be confronted with heterogeneity differentiation is the only way to deal with this fact often heterogeneity is seen as a problem homogeneous learning groups are wanted but can heterogeneity only be understood as a problem or can it even be a chance heterogeneity can also be seen as a totally normal and even wanted starting point from teaching learning and education differences between the pupils in a class are normal in relation to their age their intellectual capacity their ethnical background and much more it is a pedagogical duty to handle this diversity as a chance and as an enrichment for the whole group teaching must intentionally be planned considering the inner heterogeneity by the use of variety of methods differentiation and individualized learning cf tillmann 2007 the following essay will sum up two articles and one chapter about differentiation in the efl classroom it follows a short discussion of the topic and then it ends with the final conclusion after reading the essay everybody should have a fundamental overview to the topic and should be able to understand that differentiation

is indispensable in the efl classroom

this comprehensive introduction to literature learning in efl contexts pays attention to both theoretical and practical concerns it focuses on a wide range of literary genres different age and ability groups and gives suggestions for the future of the field its readership comprises language teachers university students and academics

english as a foreign language efl refers to english language education for non native english speakers imparting efl training may vary often subject to the nature of english proficiency of the learner as well as the setting and manner of instruction in certain cases it may involve home based self directed study regular classes or a combination of both certain education programs prefer a mixture of english and native language for imparting efl training such that grammar vocabulary and context may be adapted for comprehension besides comprehension some of the social challenges of efl education could be high dropout rates barrier to higher education difficulty of interaction with native speakers etc this book covers in detail some existing theories and innovative concepts revolving around efl learning and education some of the diverse topics covered herein address the varied issues and challenges of efl learning the extensive content of this book provides the readers with a thorough understanding of the subject

seminar paper from the year 2011 in the subject didactics for the subject english pedagogy literature studies grade 1 3 university of paderborn language english abstract literature is one of the most important features of the english as foreign language classroom efl it can be taught through different methods and genres in the course of the seminar we got to know some of these methods which help to design interesting and creative lessons since there was the introduction of a certain standard of education in 2003 having the function of improving the culture of learning in secondary schools it becomes obvious that literary texts are an essential part of the education plan education is not seen as retrievable knowledge anymore it is looked at in its entirety therefore the school should teach pupils to be independent und to develop their own personality of course this also means thinking over the old teaching methods and pay attention to interdisciplinary factors this aspect is especially important as english apart from german can be considered the most important subject concerning the fields of creativity and communication additionally the acquirement of a foreign language leads to intercultural competence identity formation change of perspective and tolerance thus it is also particularly literature that pays attention to these goals in this term paper i will focus on the teaching of novels and their impact on language teaching for this reason i will firstly answer the questions why literature is important in efl classrooms and examine which kind of texts are appropriate for teaching afterwards i will talk briefly about the reception of novels with the help of pre while and post reading phases finally all these theoretical aspects will be part of the last chapter where the young adult novel *gracey* by james moloney will serve as an example there will be a lesson outline to demonstrate how the previous points could be put into practice and to display which competences are most acquired and improved

the articles presented in this book bring together educators work and experiences from around the world indonesia malaysia nepal and australia in the context of teaching english as a foreign

language efl this publication therefore offers a richness and diversity of contexts and experiences to its readers what sets this book apart is its balance between and explicit coverage of both research and the theoretical and practical aspects of teaching this project has been prompted by the increasing split between the fields of linguistics literatures and english language teaching and will uniquely address this gap additionally the volume gives practical applications on how to use theories of linguistics and literary texts in the classroom this book provides undergraduate and graduate students teacher learners practicing teachers and teacher educators some theoretical and contextual knowledge of english language teaching practices and settings articles in this book can be used as supplementary texts for courses in the areas of english language teaching pre service and in service teacher education applied linguistics literature and language and culture studies

this study analyses examples of classroom discourse one of the most important influences on students experience in schools in efl classes the central idea of the author s enquiry is to compare classroom discourse in two secondary schools in two european countries namely austria on the one hand and spain on the other hand the focus of the study is on efl classes taught by a team of a non native speaker teacher and a native speaker assistant the purposes of this study are to gain insights into classroom communication to compare classroom discourse in two different countries to see whether culturally specific rules of classroom communication might apply and to investigate the contact situation of two different if existent communication strategies in classroom discourse therefore the study aims to answer the following research question do the cultural modes of classroom communication in efl classes taught by a team of a teacher and an assistant differ from each other the data needed for this study were collected by means of video recording audio portions were transcribed and the data was analysed using methods of conversational analysis the author focuses in particular on turn taking the occurrence of the ire irf sequence and simultaneous speech as well as restarts and pauses the analysis shows how certain conversational structures such as simultaneous speech or the ire irf sequence work in classroom discourse the results hint at different cultural modes of classroom communication the main differences concerning the presence of the teacher in the discourse the degree of smoothness with which the discourse proceeds and the students degree of involvement in communication furthermore the data shows that different communication strategies are indeed used in classes taught by a team interaction with an assistant might increase students talking time and might if the assistant is given enough freedom also result in more fluent student discourse in addition the data suggests that some communication strategies are preferable in the context of efl teaching with the aim of enhancing communicative competence namely not interfering with regard to content not selecting next speakers and offering open discussion activities

bachelor thesis from the year 2021 in the subject didactics for the subject english miscellaneous grade 2 7 university of dortmund language english abstract this thesis raises the questions why we need digitalization what it can offer and analyses how it can be implemented in the classroom in order to answer this question thoroughly and analyse the software in great detail the first chapter of this thesis lays the theoretical basis for some didactic theories the second chapter provides insights on digitalization in context with multiliteracies and the samr model in chapter three the analyzation of the software h5p answers the initially raised

questions the covid 19 pandemic put the spotlight to schools and the school system in general after 18 months of homeschooling and remote education it became obvious that digitalization had not reached the classroom before and very little progress has been achieved until now even though theoretically digital tools were available it lacked on a working infrastructure in schools in the sense of wi fi hardware or well trained teachers whether it is for the missing devices as a result of the paperwork to apply for the digitalpakt schule because of the missing reasons to deal with digitalization in schools as such or because the teachers are not trained enough to use them digitalization in schools did not seem necessary nor wanted and that was no subject to change for a long time in the last few years loads of books training courses for teachers congresses blogs and tweets appeared and at least theoretically digitalization reached schools and classrooms it seems that digitalization in the english language classroom has finally reached teacher education programs at universities and raises a whole new generation of teachers not only future teachers but also current ones should be keen to know why years ago schools stopped to keep up with digitalization why it needs to be implemented in schools what it offers where its limitations are and how traditional teaching methods can be modified into digital settings

seminar paper from the year 2024 in the subject english language and literature studies linguistics grade 1 0 university of kaiserslautern anglisitik course linguistics language english abstract nowadays english as a second language is more challenging for learners than ever shifting the focus on pronunciation teaching occasionally also puts more value on other issues like interference between sound systems in l2 classrooms technologies such as audio conferencing video chat rooms ai artificial intelligence and online learning platforms may have great potential to help learners overcome pronunciation difficulties at the beginning of 2019 when covid 19 struck down the globalized world and every country s educational sector these insights became more than relevant at this time overstrained teachers and students had to provide and perceive everything through online resources only to acknowledge the benefits of media in pronunciation teaching after a short period

this article explores the concept of residual practice as a means of understanding the importance of daily experience on classroom management the suggested theory can adequately illuminate the nature and process of learning while teaching in classrooms this article aims to provide residual practice as a comprehensive framework for evaluating the impact of daily experience on classroom management residual practice is a voluntary collaborative process in which a teacher and two professional colleagues explore and reflect on learning and teaching practice specifically the suggested model which emphasizes the dialectic process with a teacher and two professional colleagues represents that core features of effective classroom management is based on residual practice which requires the teacher and two professional colleagues as feedback receiver and provider in this study the designed model was implemented and the semi structured interviews were given to five efl teachers who taught in multilingual classrooms the findings indicated that the suggested model helped the participant efl teachers develop new perspectives in their classroom management strategies and contributed to their professional development furthermore some implications were provided for teachers in cyprus paper presented at the international new horizons in education conference in 2015

this book is attempted to investigate teachers and students views towards literary texts and its uses in english language contexts literary texts offer potential benefits in efl instruction in many ways linguistically it has the potential of serving as the central focus of a unit of study in the classroom where ample activities involving the application of the basic language skills and language areas are very popular within the field of foreign language learning and teaching practices it also explains different approaches used by teachers to teach literary texts in english language classrooms

classroom discourses in korean english as a foreign language efl context have not been in the center of discussion even though they are different from english as a second language esl ones under this circumstance however no one can sure about the direct effect of various new teaching methods and materials that are ready to be implemented in korean efl classrooms on students l2 learning this book therefore examines how korean secondary efl classrooms are shaped differently according to students level teachers gender and teachers career span by analyzing discourse functions of negotiated interactions in classroom discourse in addition it delves into the influence of negotiated interactions on reading activity in a systematic way this book should help shed some light upon efl classroom research and should be especially useful to teacher educators and english teachers in efl contexts like south korea or anyone else who may be interested in classroom based research for enhancing students l2 communicative competence

master s thesis from the year 2023 in the subject didactics for the subject english pedagogy literature studies grade 3 81 addis ababa university language english abstract the major objective of the study was to assess students perceptions towards efl large classes in terms of its instructional psychological and social aspects and their perceived challenges to this end two preparatory schools were selected owing to their convenience for the study the researchers familiarity with the situation and the serious situational constraints related to efl large class size with special reference to grade eleven to achieve the purpose of the study a descriptive research method was employed because the main objective was just to gather information about students perceptions and their perceived difficulties likert scale type questionnaires and semi structured interviews were employed to gather adequate data from the student respondents but only open ended and close ended questionnaires were distributed to eight randomly selected efl teachers to confirm data obtained from their students the instruments were piloted before the main study on 20 students and some modifications were made on their grammar and wordings but six items were rejected out of 1545 students 155 were selected as samples through simple random sampling technique and ten of them were voluntarily selected and interviewed the data collected through likert type questionnaires were analyzed through descriptive statistics like frequency percentages and means data gathered through interview were analyzed through descriptive statements the data gathered through questionnaires were substantiated by the data obtained through interview

this book examines how literary texts can be incorporated into teaching practices in an efl classroom it takes a multi faceted approach to how english language teaching and learning can best be developed through presentation and exploration of literary texts

the main aim of the study was to investigate how secondary school english language teachers perceive and prevent student misbehaviour in efl classrooms the participants of this study were the secondary school english language teachers working at schools in nicosia the study seeks answers to these main questions how do secondary school english language teachers perceive student misbehaviour how do secondary school english language teachers prevent student misbehaviour is there any significant relationship between teachers gender age experience the number of classes they teach reactions to student misbehaviour and the classroom management methods they use in the classroom

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