

DSLCL 27

English as a foreign language teacher education

Edited by Juan de Dios Martínez Agudo

Routledge

The field of Second Language Teacher Education (SLTE) is mainly concerned with the professional preparation of L2 teachers. In order to improve teaching in the multilingual and multicultural classroom of the 21st century, both pre- and in-service L2 teachers as well as L2 teacher educators must be prepared to meet the new challenges of education under the current circumstances, expanding their roles and responsibilities so as to face the new complex realities of language instruction.

This volume explores a number of key dimensions of EFL teacher education. The sixteen chapters discuss a wide variety of issues related to second language pedagogy and SLTE. Topics discussed include the importance of SLA research; competency-based teacher education approach; classroom-based action research; SLTE models; the value and role of practicum experience abroad; the models of pronunciation teaching; multicultural awareness and competence; the influence of teachers' cognitions, emotions and attitudes on their emerging and changing professional identities; the potential of classroom materials and technology; and CLIL and ESP teacher education.

English as a foreign language teacher education: Current perspectives and challenges will be of interest to teachers-in-training, teachers, teacher educators and to those educational researchers interested in how L2 teaching is actually learned in professional preparation programmes.

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English as a foreign language teacher education

Current perspectives and challenges



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Utrecht Studies in Language and Communication

27

English as a foreign language
teacher education

Current perspectives and challenges

Series Editors

Wolfgang Herrlitz
Paul van den Hoven

Edited by Juan de Dios Martínez Agudo



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Teaching and learning how to plan lessons for EFL classrooms: Implementation of classroom techniques and activities

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This chapter is intended for primary and secondary school teachers who are currently teaching English as a foreign language or plan to do so. The content will focus on the essentials in language teaching methodology and practical classroom applications: syllabus design and implementation, classroom techniques and activities. The main objective is that readers cultivate and reflect upon their understanding of the different theoretical and practical issues that influence the field of language teaching. An emphasis will be placed on the notion of informed and critical teaching and the need for teachers to mediate between theory and practice in constructing pedagogies for specific teaching-learning contexts. Following the most recent approaches in the field, new technologies will have an important role together with teaching-related research. Practical ideas will be suggested for implementation in the classroom that will guide how to apply and improve the most important aspects of teaching.

1 Introduction

In the recent decades, the language teaching profession has been concerned by the search for a single, ideal method, generalizable across widely varying audiences that would successfully teach students a foreign language in the classroom. Historical accounts of the profession tend to describe a succession of methods, each of which is more or less discarded in due course as a new method takes its place (Brown, 2002).

The concept of teaching method has a long tradition in language teaching (Richards and Renandya, 2002). Many teachers have found the notion of methods attractive over the last century, since they offer apparently infallible systems for classroom instruction and are thus sometimes embraced enthusiastically as a universal remedy for the “language teaching problem”. The 1970s and 1980s are considered the years of greatest enthusiasm for methods. In this “post-methods era”, attention has shifted to teaching and learning processes and the contributions of the individual teacher to language teaching pedagogy. However, there are some authors that discuss a number of reasons for the decline of the “method” concept in language teaching. Brown (2002) supports the idea that the term “method” is best replaced by the term “pedagogy”. The former implies a static set of procedures, whereas the

latter suggest the dynamic interplay between teachers, learners and instructional materials during the process of teaching and learning.

The present chapter offers an insight on the lesson planning process as part of the teaching and learning method followed by teachers in the EFL classroom. Special attention will be given to activities and materials related to new technologies to be implemented in lessons.

2 Lesson planning in the EFL classroom

When ELF teachers face each new lesson there is a feeling of uncertainty with regard to what they have to do in the course of it. This usually means that teachers need to plan what they want to do in their classrooms. A unit plan is a series of related lessons around a specific theme" (Farrell, 2002: 30). Planning lessons is the result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behaviour that will result in student learning.

Richards (1998:103) stresses the importance of lesson planning for English language teachers: "The success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the lesson was planned". In this sense, lesson planning could be defined as the daily decisions a teacher makes for the successful outcome of a lesson.

The lesson planning process is of vital importance for the successful development of the class (Salaberri and Sánchez, 2012). Not many teachers enter a classroom without some kind of plan. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson. Richards (1998) suggests that lesson plans help the teacher think about the lesson in advance to "resolve problems and difficulties, to provide a structure for a lesson, to provide a 'map' for the teacher to follow, and to provide a record of what has been taught" (p. 103). There are also internal and external reasons for planning lessons (McCutcheon, 1980). Teachers plan for internal reasons in order to feel more confident, to learn the subject matter better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide a substitute teacher in case the class needs one.

Planning is often viewed as a key aspect of teaching a successful lesson (Richards, 1998). During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping, and other aspects of the lesson. Harmer (1991) includes the following elements in a lesson plan:

- a. Description of the class
- b. Recent work
- c. Objectives

d. Contents (context, activity and class organization, aids, language, possible problems)

e. Additional possibilities

Planning can be regarded as a process of transformation during which the teacher creates ideas for a lesson based on understanding of learners' needs, problems, and interests, and on the content of the lesson itself. This does not necessarily result in a detailed, written lesson plan. Many teachers teach successful lessons based on mental plans or on brief lesson notes. What is important is not the extent and detail of the teacher's plan but the extent to which the teacher has developed ideas for turning a potential lesson (such as a textbook lesson) into the basis for an engaging and effective lesson (Richards and Renandya, 2002). Lesson planning involves decisions about the pedagogical dimensions of the lesson. But another important aspect of a lesson concerns the management of learners during the lesson. This includes eliciting students' attention, maintaining their engagement in the lesson, and organizing them into pairs or groups. If these aspects of a lesson are not well handled by a teacher, much of the time available for teaching can be lost in non-productive activity.

Farrell (2002) discusses the processes involved in the planning, implementation, and evaluation of a lesson. At the planning stage, teachers need to think about questions such as what the objective(s) of the lesson will be, what materials and activities will be used, what type of interaction will be encouraged, and how the learning will be monitored. In the present chapter, we will focus on the reasons for lesson planning as well as the implementation process.

2.1 How to plan a lesson

An effective lesson plan starts with appropriate and clearly written objectives (Farrell, 2002). An objective is a description of a learning outcome. Objectives describe the destination (not the journey) we want our students to reach. These objectives help state precisely what we want our students to learn, help guide the selection of appropriate activities, and help provide overall lesson focus and direction. The generic components of a language lesson plan are highlighted by Shrum and Glisan's (1994), which are in turn adapted from the Hunter and Russell (1977) model. This generic lesson plan has five phases:

- I. **Perspective or opening.** The teacher asks the students questions such as: What was the previous activity (what was previously learned)? What concepts have they learned? The teacher then gives a preview of the new lesson.
- II. **Stimulation.** The teacher (i) poses a question to get the students thinking about the coming activity; (ii) helps the students to relate the activity to

their lives; (iii) begins with an attention grabber: an anecdote, a little scene acted out by peer teachers or lay assistants, a picture, or a song; and (iv) uses it as a lead into the activity.

III. **Instruction/participation.** The teacher presents the activity, checks for student understanding, and encourages active student involvement. Teachers can get students to interact by the use of pair work and/or group work.

IV. **Closure.** The teacher checks what the students have learned by asking questions like: "What did you learn?" and "How did you feel about these activities?" The teacher then gives a preview about the possibilities for future lessons.

V. **Follow-up.** The teacher uses further activities to reinforce some concepts and/or to introduce some new ones. The teacher gives the students opportunities to do independent work and can set certain activities or tasks taken from the lesson as homework.

2.2 Implementing the lesson plan

Implementing the lesson plan is considered to be the most important and difficult stage of the lesson planning cycle. In this phase, the lesson plan itself will retreat into the background as the reality of the class takes over (Farrell, 2002). Teachers may need to make certain adjustments to the lesson at the implementation phase. As many experienced teachers know, it is easy to get unfocused by unexpected events. However, teachers should remember that the original plan was designed with specific intentions in mind and the plan was based on the teacher's diagnosis of the learning competence of the students. When implementing their lesson plan, teachers might try to monitor two important issues, namely, lesson variety and lesson pacing. Variety in lesson delivery and choice of activity will keep the class lively and interested. To vary a lesson, teachers should frequently change the tempo of activities from fast-moving to slow.

3 Classroom materials and activities

The processes of curriculum development and syllabus design in language teaching usually involve evaluating the needs of learners, developing goals and objectives, planning a syllabus, selecting teaching approaches and materials, and deciding on assessment procedures and criteria (Richards and Renandya, 2002). The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. Materials serve primarily to supplement the teacher's instruction. For learners, materials may provide the major source of contact they have with the language apart from the teacher. Hence, the role and uses of materials in a

language program is a significant aspect of language curriculum development.

As the present chapter focuses on teaching strategies and activities paying special attention to the use of technological resources in the EFL classroom, a series of tips regarding the use of such resources that may be implemented by teachers will be now provided.

3.1 Material and activities design

As it is known, language is functional and as thus it should be taught in a contextualized way (Crawford, 2002). For this reason, materials must contextualize the language they present. Language, whether it is input or learner output, should emerge from the context in which it occurs. They should be authentic-like and as realistic as possible. The more realistic the language, the more easily it can cater to the range of proficiency levels found in many classes.

On the other hand, classroom materials will usually seek to include an audio visual component. We live in an increasingly multimedia world in which advances in technology allow for expanding flexibility in delivery, but also because such materials can create a learning environment that is rich in linguistic and cultural information about the target language. Materials such as video and multimedia allow teachers and learners to explore the nonverbal and cultural aspects of language as well as the verbal. Intonation, gesture, mime, facial expression, body posture and so on, are all essential channels of communication which not only help learners understand the verbal language to which they are exposed, but also are an integral part of the system of meaning which they are seeking to learn.

4 The use of ICTs in the EFL classroom

In the recent years, a widespread of new technological resources and materials has evolved in the EFL classroom. Effective use of ICT assists learners to progress faster in learning English. ICT comprises several multimedia tools that, such as computers, broadcasting technologies (radio and television) the internet, telephone, etc. (In Richards and Renandya, 2002). While computers now play a central role in these communications, the Internet is considered "the mother of all networks" Eastment (1999: 10). The Internet itself include many communications tools such as email, social networking pages (Facebook or Twitter), blogs, wikis, twitter, Skype, podcasts, webquest, Podcasts, RSS, resources (online journals, online dictionaries, websites, etc.) and many more innovative tools to come. To discuss all of these tools or even most of them is beyond the scope of this chapter. Hence a focus will be given to two easily and widely used tools

(email and Facebook) and to two internet resources vital for continuing professional development of teachers and for learners.

4.1 What ICT brings to the classroom

Both Wheeler (2000) and Tedla (2012: 201) agree that ICT brings about several pedagogical, cognitive and affective benefits to the learners and the teachers:

- sharing resources
- sharing learning environments and promoting conducive learning atmosphere among teachers and students
- promoting collaborative learning
- enhancing autonomous learning through encouraging student-centre learning
- developing learners' cognitive skills in their daily lives for it helps students to engage in problem solving, decision making reasoning.
- increasing learners' motivation and interest (Boulton *et al.*, 2008)
- offering genuine supportive communication opportunities that meet the digital learning styles of 21st Century learners which would lead to improving their language proficiency
- providing teachers with an efficient self-learning way to Continuing Professional Development (CPD) which will be reflected positively on their teaching competence.

Warschauer *et al.* (2000: 7) add five main reasons for using ICT, especially the Internet, in teaching and learning English. Taken together, these reasons help bring English teaching ALIVE:

- **Authenticity:** The Internet allows opportunities for authentic communications among teachers and learners and provide spoken and written materials for learning English that can be used at anytime convenient to both teachers and learners.
- **Literacy:** The Internet allows learners to develop their ability to read, write, and communicate which represents important new forms of literacy needed in the 21st century.
- **Interaction:** Almost all Internet tools incorporate some kind of interactive communication necessary for acquiring a language and gaining fluency.
- **Vitality:** Replacing traditional teaching methods focussing on rules, memorisation and teaching about the language systems, the "Internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real life needs."
- **Empowerment:** one of the most powerful benefits of mastery of the Internet is the continuing professional development of both teachers and learners. It allows them to become autonomous life-long learners who

can find what they need when they need it and collaborate with others to help construct new knowledge.

This implies that ICT is important for fast, low-cost and easy learning to process, store, retrieve and exchange information: texts, pictures, videos, audio material, etc. (Tedla, 2012).

4.2 Challenges and suggestions

Erben *et al.* (2009: 81-83) mention different types of challenges that teachers should be aware of when using ICT resources. They can briefly be outlined as follows:

1. Unanticipated technical difficulties such as a burnt-out bulb on LCD connected to computer, computer screen freezing and broken or slow links on websites.
2. Administration – related problems such as security blocks restricting teachers and students access to questionable sites from school computers.
3. Classroom control – related difficulties: as learners are accustomed to a traditional class where the teacher is the center of teaching, they may feel lost in a poorly designed technology-enhanced classroom.

To overcome these challenges which might raise a teacher's level of frustration, Erben *et al.* (2009: 82) recommend that teachers "don't throw the technology out with the bath water" and offer several suggestions to reduce such avoidable frustrations:

- In-advanced planning & and constant checking of the technology (hardware and software) first before a teacher walks into his/her classroom to teach.
- a pedagogically sound teaching plan when carrying out online activities.
- Preparing back-up plans
- Providing students with time to tinker with new tool before they are expected to carry out an activity using them
- Introducing students to netiquette and rules of interaction: explanations & modeling.

4.3 Commonly used ICTs

4.3.1 Email

Email is considered "the mother of all Internet applications. . . [and] remains the most popular net-based activity" (Warschauer *et al.*, 2000: 3) because it can be used easily by teachers and learners and can also save class time when teachers send assignments and announcements electronically to the group (Belisle, 1996) Through attaching files or links, email can be used to exchange a variety of learning and teaching materials, including:

- A written text (e.g. model sentences, short story, factual passage, dialogue) to read and comment on or to answer questions based on the text
- A picture or a series of related pictures to comment on, describe, compare or write a story about
- A video to watch, comment on or answer questions on
- A game to practice learning vocabulary, communicative functions, skimming or scanning
- Course outline/syllabus, old exams, announcements and assignments for more practice
- A crossword to practice vocabulary
- A song or rhyme to practice pronunciation, stress and intonation
- A useful link related to a particular lesson or unit taught or to be discussed.

Wang (2010: 130) proposes three email application ways: teacher-teacher interaction, teacher-student interaction and student-student interaction. The first way will be presented separately later and the other two will be covered through the proposed activities below. It should be emphasized that teachers should feel free to adapt these proposed activities in a way that suits their learners' level.

- Email can be used to keep students "informed on a wide range of issues such as: films or documentary programme on TV, or relevant news items in a newspaper or on a news website. (Smith and Baber, 2005: 17).
- To practice writing sentences or short paragraph, the teacher may e-mail learners a picture of a man, woman, bird, animal, car, tree, house, machine, etc. and ask them to write 3-5 sentences describing the picture. It is useful to attach a model paragraph or model sentences so that students observe and imitate these models and then they are asked to create a similar paragraph; using the strategy of observe, imitate and create.
- To practice forming and answering questions (Wh-questions, yes-no questions) related to learners interests, the teacher may ask learners to work in pairs and exchange e-mail messages using the communicative functions of requesting and giving factual information about each other such as:
 - Personal information: date of birth, address, home telephone number.
 - Family: number of brothers and sisters, father's and mother's work.
 - 3 interests (hobbies), hopes and wishes.
 - Further information.
- To practice oral argument, the teacher may send learners a controversial topic and some related points (pros and cons) in advance to let them prepare for oral discussion and debate or to give a presentation in class.

- To promote learners' cultural awareness, the teacher may email learners a picture, a video to watch or a text to read about greeting habits, dressing, eating, happy and sad social occasions, etc.
 - To practice several skills for relatively advanced level students, the teacher may divide the class into 2 teams: one team sends an email to apply to join a reading/ sport club while the other team discusses and responds by email accepting, rejecting or requesting further information. Similarly, one team/partner could be asked to email a complaint, apology, congratulation, invitation email and another team/ partner writes responses to such email.
 - To give learners feedback on their practice assignments (sentences / answers / paragraphs / reports) submitted as an attachment by email, teachers may show some good and weak model assignments (without names of students) on LCD.
 - To develop learners' communication skills, teachers and learners may join discussion groups to discuss topics of common interest. Smith and Baber (2005: 18) propose to start with YahooGroup joining which is easy to join and has many several English teaching groups.
- To self-develop their professional skills, teachers can subscribe to some **e-mail discussion lists** through which they can exchange information, teaching experiences with their counterparts from other countries and regions all over the world¹.

4.3.2 Facebook

As many of today's learners spend most of their free time on-line, especially on social media including Facebook, it is wise to invest their interest in the Internet to encourage them to practice using English authentically. Before discussing how Facebook can be used to perform several activities, it should be emphasized that teachers should create a Facebook group and ask students to join the group. It is proposed to establish a "closed" group in the beginning and set rules (group ethics), so everyone knows what and how to interact with others. The "closed" group should be open to all members of the group and should not be open to the public to avoid any unnecessary communication or irrelevant material.

Creating a small community will ensure using the several useful tools/features Facebook offers: Post, Add Photo / Video, Add File, Create

¹ Here are some famous lists mentioned by Wang (2010: 130):

TESL-L Discussion List (Teachers of English as Second Language Discussion List, the website is <http://www.hunter.cuny.edu/~tesl/>)
 English Forum <http://www.Englishforums.com/>
 The English Learner / Diversity Listserv <http://www.aea1.k12.ia.us/site/listserv/index.html>
 English Teaching forum Online: <http://exchanges.state.gov/forum/>

Event, Messages, Ask Question and Add Link. These tools allow instant posting of videos, photos, files, links, messages and comments in a friendly atmosphere. They also offer opportunities to use authentic language in an interesting and motivating way.

Depending on the teacher's creativity and teaching-learning context, some tools can be used more than others to conduct several activities that promote one or more of the four language skills (reading, writing, listening and speaking) and the other language sub-skills/components: pronunciation, vocabulary, spelling, grammar and communicative functions (requesting, thanking, inviting, announcing, etc.).

Here is an outline of such potential activities that are based on using some Facebook tools to develop learners' varied language skills:

- Post: a specific topic for the learners to write on. Depending on learners' linguistic level, the teacher could ask learners to write a group of sentences, a paragraph an essay or any other piece of writing. Then he may choose the best three pieces of writing for voting. This competition will motivate learners to their best to write well.
- Post announcements and reminders about upcoming events, exams, assignments or any classroom news.
- Add video(s) to assist learners to better understand a written or a spoken lesson in their textbook. The video(s) should directly be related to the theme of a unit/ lesson that discusses a topic such as water cycle, manufacturing cars, symptoms of a disease or making olive oil. In fact, this tool is an extension to the classroom but in another setting offering much ease and comfort to learners.
- Add link(s) requesting learners to read more about a unit/lesson topic (a scientific, sport or political figure; or about a story, song, poem, play or novel).
- Add Files. A teacher may upload important files: class syllabus, supplemental reading or listening material, assignments, previous exams, exam results, or model paragraphs/essays/ reports.
- Make quizzes to test students' knowledge and see how they score and progress.
- Add audio material focusing on developing pronunciation through allowing students to listen to native speakers and produce accurate pronunciation with emphasis on different sounds, stress and intonation.
- Post useful links for learners to get additional language practice, i.e. games, crosswords, grammar and vocabulary quizzes that add enrichment to the class.
- Post an entertaining written or spoken joke, story, rhyme, proverb, poem, song, riddle or puzzle periodically, e.g. every week or so. The teacher could ask learners to write a comment expressing their feeling and opinion on what they read or listened to.

- Post different videos, stories or songs on the same topic and ask students to vote for the best one and write brief justification/ argument for their choice.

To share ideas, strategies and experiences about teaching English with a global audience, teachers can subscribe to a Facebook Page called *TeachingEnglish*², established by the British Council. It also provides articles, videos, quizzes, etc. It is worth mentioning that the *TeachingEnglish Page*'s sister site is the *LearnEnglish Kids Facebook Page*³ which is dedicated for teachers and parents of children who are learning English as a second or foreign language.

4.3.3 Further Internet resources

The internet has numerous reliable resources for both teachers and students such as online journals, online specialized dictionaries, websites for English language learners, websites for English language teachers, professional organizations, ELT publishers, mailing & discussion lists and others. For lack of space, only the first two ones will be discussed here. These two resources can be used to achieve 4 major objectives related to self-development and continuing professional development on the part of learners and teachers:

1. to enhance learners' English language learning competence
2. to enhance learners' English language learning competence
3. to enhance pre-service and in-service teachers' language proficiency
4. to enhance pre-service and in-service teachers' teaching competence

Some of these further internet resources can be summarized as follows:

- Online journals

To teach English competently, teachers need to keep updating their teaching competence through constant reading of many varied full text articles available on free online journals. These journals have many articles related to using modern technologies in teaching English language skills. These journals familiarize teachers with theoretical knowledge, principles, advantages disadvantages and varied international experiences and ways of using modern technologies including, facebook, email, blogs, wikis, twitter, podcasts, and podcasts⁴.

² <https://www.facebook.com/TeachingEnglish.BritishCouncil>

³ <https://www.facebook.com/LearnEnglishKids.BritishCouncil>

⁴ Here is a list of some of these journals:

CALL-EJ: <http://callej.org/>

The Journal of Teaching English with Technology (TEwT): <http://www.tewtjournal.org/>

Language Learning & Technology Journal: <http://llt.msu.edu/index.html>

TESL-EJ: <http://www.cc.kyoto-su.ac.jp/information/tesl-ej/index.html>

The Internet TESL Journal: <http://itesj.org/>

More free online journals, newsletters and magazines can be found on ELT – JOURNALS: <http://simonmgill.tripod.com/ELTJ.html>

- Online dictionaries

Both teachers and learners can benefit from using free online specialized dictionaries out of the many dictionaries offered on the internet. After familiarizing themselves with the features of these dictionaries and how to use them, they can use them in different ways. Below are samples of such dictionaries with brief illustration of how teachers and learners can use them:

A) Free online pronunciation dictionaries

Pronunciation is best learned through listening to words more than once as it happens naturally in first language acquisition. This way of learning and improving pronunciation can be achieved through audio pronunciation offered by free online pronunciation dictionaries.

After familiarising themselves with the features of pronunciation dictionaries, teachers may use them when they are in doubt about the pronunciation of some unknown or confusing words as well as direct their students to check and practise

- the pronunciation of confusing and troublesome words (in relation to English system itself and to the learners' native language) including
- Single words: *tortoise, hurricane, phenomenon, entrepreneurship,*
- Vowel Minimal Pairs: *pin; pen - sit; set - will; well*
- Consonant Minimal Pairs: *choose; shoes - chop; shop - chair; share - cheap; sheep.*
- word stress
- the differences between British and American pronunciation

In this context, many Arabic teachers find difficulty in teaching the correct pronunciation of minimal pair words such as *six* and *sex*, *liver* and *lever*, *pin* and *ten* due to absence of such difference in Arabic. In several pre-services and pre-service training courses, the writer demonstrated how free online pronunciation dictionaries can be used to clarify difficult words or confusing words to pronounce and he received full approval of both types of teachers.

With having access to such dictionaries, teachers have no excuse to mispronounce words in class or teach the pronunciation of some words incorrectly, especially those ones which are included in the learners' textbooks. They become more competent at pronunciation and teaching it. What makes these dictionaries more useful is the fact that most of these dictionaries offer downloadable pronunciation of words which allows teachers to save them and use them offline in class⁵.

⁵ Here are some of these pronunciation dictionaries:

<http://www.howjsay.com>
<http://www.macmillandictionary.com/british-and-american-pronunciation.html>
<http://www.thefreedictionary.com/pronunciation>
<http://dictionary.reference.com/>
<http://dictionary.reference.com/> - <https://www.vocabulary.com/>
 www.ivona.com can be used for reading short texts aloud

B) Synonyms, antonyms and definition dictionaries

Again, free online synonyms, antonyms and definitions dictionaries are rich resources that can be useful for both teachers and students. Teachers can use these dictionaries to teach not only the meaning of unfamiliar words but also their usage in appropriate contexts as most of these dictionaries present these words in meaningful sentences. Using this technique for teaching new vocabulary, learning English in English, would help learners keep the meaning in their long term memory and enable them to use them in contexts⁶.

Additionally, advanced learners can use synonyms to improve their writing, for instance instead of using the same word such as *advantage* and *picture* several times in a short text, they can use words like *benefit* and *photo*.

C) Visual dictionaries

Picture dictionaries are useful for young learners. They are also an invaluable aid to words for beginners learning English⁷.

D) Rhyme dictionaries

The different free online rhyme dictionaries offer several types of rhymes: end rhymes, last syllable rhymes, double rhymes, triple rhymes beginning rhymes, and first syllable rhymes. These types have several pedagogical benefits:

- Rhymes help children remember words more easily, for long period and in connection with other similar word.
- Young children think playing with words that rhyme is fun, so they stay engaged for learning longer, i.e. their attention span become longer.
- Rhyme helps them learn about language system.
- Rhyme dictionaries are useful tool that can be used to develop language games and thus create fun in class. They help children remember words more easily⁸. Children think playing with words that rhyme is fun, so they stay engaged in learning longer. Rhyme helps learners learn about

⁶ Here are some of these free online synonyms, antonyms and definitions dictionaries:
<http://thesaurus.com/>

<http://www.synonym.com/>

<http://dictionary.reverso.net/>

<http://www.synonym.com>

⁷ Here are some visual dictionaries:

<http://www.pdictionary.com/>

<http://visual.merriam-webster.com/index.php>

<http://www.infovisual.info>

⁸ Here are some of these rhyme dictionaries:

<http://www.rhymezone.com/>

http://www.alcor.com.au/english_rhyming_dictionary.asp

<http://www.rhymet.com/>

<http://www.writeexpress.com/online2.html>

language and develop aesthetic sense as rhymes are useful for completing poem and songs.

5 Conclusions

The present chapter has provided an insight on the teaching method concept for EFL teachers, focusing on the development and implementation of the lesson planning process in the classroom. Special attention has been given to the reasons for planning lessons as well as its implementation process in the classroom. A new perspective offer to be used in Primary and Secondary EFL teaching has been tried to be offered in order to give answer to some of the main questions arising among the EFL teaching community.

Following the most recent approaches in the field, a series of activities and teaching techniques have been suggested for EFL to put into practices in their lessons regarding the use of materials related to the most updated technological media such as internet-based resources. The use of the e-mail, social networking such as Facebook and further online resources has been explained as a way to support teachers instruction in the EFL classroom.

The suggestions in this chapter are not meant to be prescriptive. Contrarily, the intention is to provide some tips that facilitate EFL teachers' work and that can be reinforced by further contributions so that a major methodological plan that meets the needs of the increasing number of EFL learners can be established.

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7 Recommended reading

Richards, J., and W. Renandya (eds) (2002) *Methodology in Language Teaching: An Anthology in Current Practice*, Cambridge: Cambridge University Press.

This book provides an overview of current approaches, issues, and practices in the teaching of English to speakers of other languages. The anthology offers a comprehensive overview to the teaching of English and illustrates the complexity underlying many of the practical planning and instructional activities it involves.

Adams, A., and S. Brindley (2007) *Teaching Secondary English with ICT*. London: Open University Press.

This book helps teachers who are unfamiliar with the latest classroom technologies, with equal emphases on theory and practice, to develop their own lesson plans employing the digital tools available to them. It is filled with case studies illustrating the ideas and strategies discussed and explores all major areas of the English curriculum.

Brown, H. (1994a) *Principles of language learning and teaching*. 3rd ed., Englewood Cliffs, NJ: Prentice Hall Regents.

This book provides a comprehensive, up-to-date analysis of theories, research and practice in foreign and second language learning. It includes completely new end-of-chapter vignettes on classroom applications as well as features expanded sections that focus on recent advances in second language acquisition research.

Salaberri, S., and M. Sánchez (2012) CLIL Lesson Planning. In Martínez, J. D. (ed) *Teaching and Learning English through Bilingual*

Education, Newcastle Upon Tyne: Cambridge Scholars Publishing; 89-110.

This chapter offers a whole educational approach to be used in Primary and Secondary education and intends to give answer to some of the main questions arising in current bilingual classrooms. It put at teachers' disposal a wide variety of tried and tested planning tools for lessons, as well as some basic requirements for content and language integrated learning in different educational stages. Although it is mainly focused on bilingual teaching, some of the suggestions provided are perfectly applicable for EFL teachers.

8 Questions for reflection and discussion

- What are the main advantages of lesson planning for EFL teachers?
- Can you add further steps in the lesson planning procedure offered in this chapter?
- In this paper, a series of technological resources to be used in primary and secondary EFL classrooms have been provided. Can you provide further useful resources?
- What are the main advantages of using internet-based resources to support the instruction of EFL teachers for the successful language learning of students?

language and develop aesthetic sense as rhymes are useful for completing poem and songs.

5 Conclusions

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