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The Development of Two Units for *Basic Training and Resources for Teaching English to Speakers of Other Languages*: "Developing a Successful Teaching Personality" and "Managing Classes of English Language Learners"

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The Development of Two Units for *Basic Training and Resources for Teaching English*
to Speakers of Other Languages:
"Developing a Successful Teaching Personality" and
"Managing Classes of English Language Learners"

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ABSTRACT

The Development of Two Units for *Basic Training and Resources for Teaching English
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Department of Linguistics and English Language

Master of Art

A team of graduate students from Brigham Young University under the supervision of
the main author, Dr. Henrichsen, collaborated on creating a book as well as a website,
Basic Training and Resources for Teaching English to Speakers of Other Languages
(BTR-TESOL). The entire project consists of ten main sections with nearly fifty units
addressing topics that novice teachers should know before teaching English to non-native
speakers. The BTR-TESOL project answers the need for material for untrained novice
teachers that will help them to be better prepared in a very minimalistic way to face the
challenges and responsibilities that teaching of English as a second language (ESL)
brings.

This master's project describes the creation of two units of section three,
"Fundamental Teaching Skills", titled "Developing a Successful Teaching Personality"
and "Managing Classes of English Language Learners." The first unit, "Developing a
Successful Teaching Personality", educates novice teachers about the importance of nine
major characteristics of a good teaching personality that were compiled by the author of
this unit after extensive research of teachers' and students' attitudes. Moreover, the unit
explains how each characteristic contributes to the overall challenge of being a successful
teacher. In the second unit, "Managing Classes of English Language Learners", novice
teachers are introduced to basic classroom management issues, possible reasons behind
students' behavior, and tips on how to solve common classroom management issues.
Both units include a short introduction to the content, an opening scenario, a video
segment related to the theme of each unit as well as reflection questions, objectives,
explanatory text, and a section that directs readers to places they can go to learn more
about the subject.

Key words: successful teaching personality, successful teacher, classroom management

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CHAPTER ONE: INTRODUCTION

This chapter will provide an overview of this project highlighting the need and significance as well as content and organization of each unit. It will also present information about my personal background behind the project including the reasons leading me to work on this project and my qualifications.

Overview

Past are the times when knowing foreign languages were only the privilege of scholars, politicians, the elite, or the few people who could afford travelling internationally. In today's cosmopolitan society, languages have become essential not only in the Western world but also in countries where the poverty level is elevated. In fact, almost every day a big transnational corporation enters third world countries' job markets; countries all around the world enter into political and economic unions; and the role of communications takes on new dimensions as we try to connect experts in the fields of medicine, education or military. This effort would not be possible without a constant effort to bring the world together through common languages such as English.

English is the world's most spoken language when counting native and non-native speakers, and it is considered to be the *lingua franca* or the *golden language* ("English Language," 2010). Moreover, English has become the language that makes connections possible and allows most of the world to interact. Furthermore, experts predict that globalization will result in the additional expansion of English as the international language and that a change can be expected in ways English is used by non-native speakers. Warschauer (2000) also anticipated that English will be more and more used by

non-native speakers in presentations, in introducing new ideas, and in negotiating in order to keep up with the rest of the world (p. 511). These trends lead to a high demand from students wanting to learn English, which then leads to a great demand for English teachers.

A large number of current ESL teachers are native English speakers, but are inexperienced novice teachers. Some go abroad to teach while a large number become involved in teaching non-native speakers and immigrants in the United States. Many of these teachers often don't have even a basic level of training/education in language teaching nor the experiences needed to face the challenges teaching English as a second language brings. That corresponds very well with the definition of *novice* as given in *The Free Dictionary*. A *novice* is "a person new to a field or activity; a beginner" (n.d). For the BTR-TESOL project these newcomers are defined as people who lack both basic experience and language teacher training. For instance, Brinton (1989) shows that important themes such as curriculum, teaching methodology, or instructional settings seem to receive less attention from novice teachers because their immediate focus is to make their way through basic issues such as self-awareness, ways to approach their students, methods, activities, techniques, or organization of lessons (p. 345).

Basic Training and Resources for Teaching English to Speakers of Other Languages (BTR-TESOL) responds to the need of helping novice and less experienced teachers by providing a comprehensive yet minimalistic program that offers a basic overview of what novice teachers should know and where to go to learn more in order to effectively teach English to non-native speakers. This material helps to build their confidence as well as see the overall picture of how complex teaching is and how it needs to be approached.

The project consists of ten main sections with forty-five units ranging from topics such as designing curriculum and lesson plans and teaching different skills such as speaking, writing, and testing to creating teaching materials. Each unit follows a general pattern. It starts with an introduction and scenario followed by a video segment and follow-up questions. Each unit also provides a set of objectives and the main body with information related to each unit. Finally, each unit is followed by information on where teachers can learn more about given subjects including electronic resources.

This master's project describes in detail the development of two BTR-TESOL units titled "Developing a Successful Teaching Personality" and "Managing Classes of English Language Learners" from the initial idea, to research, drafts, and pilot testing. The two finished units are included in the main body. Moreover, this project includes a prospectus created by the BTR-TESOL team to provide a rationale and review of competitors in the field dealing with the same subjects.

Lastly, these two units were created with a metaphor of a puzzle in mind, since teaching, a complex area/skill with countless pieces contributing to the whole picture, can easily be compared to a puzzle. These units are designed to show how acknowledging and strengthening one point will in turn strengthen another and how one aspect of teaching leads, supports and explains some other aspects of teaching or students' behavior. Consequently, I hope that readers will notice that if they leave out one aspect from one area such as planning or evaluation, their teaching and the students' experience will be affected. Similarly, as a puzzle creates a whole picture as we put together more pieces, teaching becomes more effective as we take into account and work with more

aspects. BTR-TESOL is a comprehensive program that brings together all the pieces that a novice, less experienced teacher might not know or overlook.

Personal Background

As a non-native speaker of English coming from a post-communist European country, I have experienced the real need of professional language teachers, especially teachers of English and German. Our only teachers in the Czech Republic were those who had taught Russian for the last forty years. As the Iron-Curtain fell, other languages became part of the curriculum. These same teachers learned the new languages with us, sometimes being only a few lessons ahead. Altogether we were not only lacking professional language teachers but also authentic materials, communicative approaches, and pronunciation teaching. After the borders opened, schools fought for any native speaker who would be willing to teach and bring the native element into the classrooms. Twenty years later, the Czech Republic still lacks native speakers or professional teachers who have firsthand experience with the target language and culture. Moreover, teaching jobs are respected but poorly paid, and many young educated teachers decide to leave the field soon after their graduation.

After BTR-TESOL was introduced to me, I became sincerely interested in helping in this project. Having in mind students in the Czech Republic, their education system, and the urgent need of native speakers, I become involved in BTR-TESOL and chose it for my master's project. Moreover, my motivation became even greater as I remembered myself two years ago: sometimes lost and scared, but still eager to teach English as a second language in my first class. After two years of study in the master's program and

having had real teaching experiences, I have come to understand the complexity of this field and the need to constantly educate myself. I also gained confidence, knowledge, and practical skills that helped me become a better teacher.

There are several reasons why I chose the teaching personality and classroom management units. First, being aware of the constant challenge as a non-native speaker competing in a job market with native speakers of English forced me to study how teachers are perceived. I asked how I could become a better teacher, what aspects of teaching personality were important for effective teaching, and what characteristics I needed to acquire to prove myself to my students and future employer. Students' success and a positive perception of myself became the primary motivations in my own teaching. It is no surprise then that having the choice, I chose the "Developing a Successful Teaching Personality" unit.

On the other hand, the reasons for choosing the "Managing Classes of English Language Learners" unit were very different. I have an extensive career in business and politics and gained the respect of not only my employees but also managers and colleagues. I learned to respect and work with people of other cultures, nationalities, positions, religions and personal values, and I expected the same from my employees. However, I was aware that a classroom is a very different environment from the conference room I was used to. I wanted to know how to gain respect and create a healthy enjoyable environment in the classroom where effective teaching can take place. In addition, I wanted to help new teachers become confident in their abilities to handle different classroom management situations. I believe that the teacher-student relationship should be approached sensitively, just as any other interpersonal interaction. It might be

very discouraging – even harmful – if not handled properly. In fact, potential teachers might be lost from the field as they get discouraged or begin to doubt their abilities to teach. Research shows that over 20% of beginning teachers (not only ELC) in the United States leave the profession within the first three years of teaching (Morgan, Richard, Rushton, 2007, p. 433).

The urgency of this issue and the lack of materials for novice teachers became a source of great motivation for further research. This motivation combined with classes I took during my graduate studies at Brigham Young University (BYU) gave me a solid background to start working on this project. The first class that played an important role in developing this project was *TESOL Methods and Materials* (Linguistics 577) which was required during my first semester in the Teaching English to Speakers of Other Languages (TESOL) Certificate program. This class also entailed a teaching practicum in the BYU Language Center. This was one of my first experiences where I was forced to put the pieces of the puzzle together and decide what kind of teacher I wanted to be and how I could succeed. I understood the enormous responsibility of teaching and realized that many things such as detailed lesson plans are not a matter of choice but necessity. Moreover, in this class I was placed into classrooms where I had to resolve my first classroom management issues, and I was eager to learn more.

The second class that played an important role in developing this project was *Introduction to Research in TESOL* (Ling 500) which helped me to become familiar with resources I was not aware of and different ways to use them. I learned how to read research papers and studies that before were almost impossible for me to understand. The experience gained from writing an extensive research paper and doing a literature review

made me see research from the viewpoint of an author and the importance of form and language.

Lastly, the classes *Vocabulary Acquisition & Teaching* (Ling 675) and *Reading Theory & Pedagogy* (Ling 672) helped me look at writing, reading and vocabulary in a different way. I was able to create a text by using different programs such as *Range* to check the readability and density of a text in trying to match the text with our audience.

Besides the classes I took, my first–hand experience with many teachers, their unique teaching methods, and different education systems in countries such as the Czech Republic, Germany, Austria, and the United States, all of which I have studied in, helped me understand and appreciate the uniqueness of these systems and be open to use the best from each of them.

This chapter discussed the need for the project including a brief overview of the content and organization, and it summarized the reasons that led me to choose the units "Developing a Successful Teaching Personality" and "Managing Classes of English Language Learners" as well as my qualification necessary to finish this project.

The next chapter will provide a basic review of literature on both units "Developing a Successful Teaching Personality" and "Managing Classes of Second English Learners".

CHAPTER TWO: LITERATURE REVIEW

This chapter will look more closely at extensive research reported in professional literature that has dealt with the topics of a successful teaching personality and classroom management.

Literature Review: "Developing a Successful Teaching Personality"

What is a successful teaching personality? What makes me a good teacher? How do my students perceive me and how can I be better? Those and other similar questions pass through the minds of many teachers, students, and administrators as they strive to achieve their goals. For teachers who want to produce results in terms of students' academic achievements, teachers who prepare students to become teachers, students who interact with teachers and are influenced by them, and lastly administrators who are in charge of hiring teachers and creating new programs, the question and goal mostly remains the same: to experience, become, or hire effective successful teachers.

So what are the traits of a successful teaching personality? To answer this question, let's first look at the definition of personality as defined by the *Merriam-Webster Online Dictionary*. Personality is "the complex of characteristics that distinguishes an individual or a nation or group; especially: the totality of an individual's behavioral and emotional characteristics and as a set of distinctive traits and characteristics" (n.d). Although much research has been done in the past and new research is conducted every day to answer this question, there are some "behaviors and techniques that constantly emerge in any evaluation of a master teacher" (Polk, 2006, p. 23). In this section, I will mention three of them. It is important to see these characteristics as parts of much broader areas that cannot function separately but rather as a part of a whole where they effect each other.

The first characteristics of a successful teacher as mentioned by Colwell (1996) and Trimble (2003) is the need of constant professional development. That can be fulfilled through continuous enrolment in courses, academic programs, attending of conferences, or self-study. A study done by Smith and Haack (2000) argues that there are evidences that continuous development of teachers is one of the factors highly contributing to students' achievements. Harmer (2007) also proposes that the:

> best way of reflecting upon our teaching practice is to become learners again, so that our view of the learning-teaching process in not always influenced from one side of that relationship. (p. 423)

The second characteristic widely mentioned in the literature is communication skills. Polk (2006) stated that communication is at the heart of a quality classroom environment, which was also supported in a study done by Levy, Wubbles, and Brekelmans (1992). It was shown that assertiveness and responsiveness of teachers correlate with good oral communication, and moreover, those teachers' instructions seem to be clearer to students (Polk, 2006, p. 25). Other highly–rated teacher personality traits closely related to communication skills that appeared on a list of 25 essential characteristics by which students described their best teacher were sense of humor, politeness, and humbleness (Henrichsen, n.d.).

A third often–mentioned characteristic of a successful teaching personality is a teacher's ability to engage students in interesting activities which brings back the point of continuous education as teachers seek to learn new methods, tools, and use of modern technology. In January 1993, the NSW Ministerial Advisory Council on Teacher Education and the Quality of Teaching published a document that emphasized the most

important skills beginning teachers should master. One of the points made was that beginning teachers should "be aware of and develop the capacity to use new information technologies in educational contexts" (p.1). The emphasis on technology and being able to use it for effective learning becomes more and more emphasized as we see the technology being integrated into every part of our lives.

Finally, Getzels and Jackson (1963) researched over 800 studies done on successful teaching personality traits. Due to the standards and older techniques new studies have been conducted based on their research such as Sprague (1997) and many others using the Myers-Briggs Personality Inventory. Their study showed that the more similar the personality of the teacher is to the student's, the higher they have been ranked by the students, which raises many questions such as the role of culture in teaching.

Literature Review: "Managing Classes of English Language Learners"

The term *Classroom management* might be almost an unknown term for people outside of TESOL. For experienced teachers, on the other hand, it is a core of their teaching skills as they implement rules, routines, rewards or retribution rules into lessons. The importance of this subject is evident in the literature. About 700 books in the BYU library deal with classroom management from the 1930s until recent times. This enormous number of publications indicates the significance of this subject; moreover, if not familiar with the method and principles of classroom management, less–experienced teachers might get discouraged. Wolfgang and Glickman (1986) reported that disciplining students and negative student attitudes constitute the main reasons for teachers leaving their profession. Furthermore, the challenge of classroom management becomes more serious once the situation becomes especially challenging. According to

Moskowitz & Hayman (1976), after losing control in the classroom, it becomes very difficult to manage the class or regain attention and control.

Looking for solutions to classroom management problems becomes a challenging issue for teachers and administrators. Sadly, as reported at the summit on Addressing Barriers to Learning: Closing Gaps in Policy & Practice (1997), many school institutions and teachers themselves look at punishment as the only tool to manage "student's misbehavior. They use the most potent negative consequences available to them in a desperate effort to control an individual and make it clear to others that acting in such a fashion is not tolerated" (para.6). Such solutions might even be effective in the short run but will rarely help long term in preventing or looking for reasons of such behavior. In fact, it was proposed to first try preventing misbehavior through an increase of social programs; improved schooling and following–up occurrences of misbehavior to remedy causes and to find patterns and possible reasons ("Behavior", para. 8).

Fortunately, wide-ranging literature provides us with many models to prevent and resolve classroom management issues. For example, Wolfgang (2005) lists three main categories of his model: Rules-Consequences, Confronting-Contracting, and Relationship-Listening models also called the reactive models (p. 3). Bear's (1995) three models, on the other hand, look at classroom management in terms of three other main categories of models: the preventive model, corrective model, and treatment model. It is evident that there are various approaches to classroom management among professionals. However, many suggestions repeat and overlap. One often stated solution across the studies is the issue of self–discipline that should be taught first as a way to prevent and

eliminate classroom management issues (Knoff, l987). Setting up rules and barriers seem to be an effective way to accomplish the goal of self–discipline.

Whenever we look at any classroom management issues, we should look for reasons behind them. Wright (2005) addresses many of these issues such as participation or motivation. According to him, participation is closely related to the amount and way that the teacher talks (369) as well as lesson management, such as starting activities or the first class question (386). Another possible reason for lack of student participation, in fact one of the most important and frequent ones, is culture. Brown (2007) mentions that "one major consideration, therefore, in the effectiveness of playing roles and developing styles is the culture in which you are teaching and the culture of your students" (252). However challenging and overwhelming classroom management might be, there are ways to succeed if combined with practice and learning about potential problems.

After review of literature on both "Developing a Successful Teaching Personality" and "Managing Classes of Second English Learners", the next chapter will describe in detail the various developmental steps this project went through.

CHAPTER THREE: DEVELOPMENTAL STEPS

This chapter provides a summary of the different developmental stages each unit went through from the very beginning to the final version. A detailed description of each phase is provided in appendix B.

Phase One: Ling 678 Advanced Materials Development Class from Dr. Henrichsen

My first step toward this project's completion was taken in the Linguistic 678 *Advanced Materials Development* class during the fall semester, 2009, at Brigham Young University. During that semester, my classmates and I worked on our master's projects and theses as a part of our final assignment for that class. During this time I was able to successfully finish and present the first unit 3C: "Managing Classes of English Learners". To come up with the context, I ordered seven books about classroom management through the interlibrary loan that were published between years 2008 and 2009. As a part of this literature review process, based on the content I was able to pick four of them and recommend them to our BTR-TESOL readers in the section "Where to go to learn more".

As a part of the final assignment for the Linguistic 678 class, the BTR-TESOL team, consisting of myself, four other students, and Dr. Henrichsen, worked on creating a prospectus (Appendix A). Creating a prospectus was, as already mentioned, a team effort where we all collaborated on every part of the prospectus by writing portions of each section, editing, proofreading, and modifying previously written sections.

The third and last part of the Ling 678 class was to develop a teaching tool that could be used during a lesson such as a PowerPoint presentation, a computer program, or a video segment. Since I had a hard time choosing video segments for my lessons, I

decided to write a script (Appendix I), find participants, and shoot my own videos to illustrate the important points from my units. I found nine volunteers who signed the release and participated in this project. Each video segment is about three minutes long and is accompanied by subtitles to highlight the most important points. By the end of fall semester, I finished both of my videos and, with the help of a professional videographer, edited them so they could be posted on the Internet.

Phase Two: Development of Unit "Developing a Successful Teaching Personality"

Phase two was unlike phase one as it was less of a controlled activity and was done independently. I collected materials such as handouts from professional conferences, papers written by students in the BYU TESOL program, and books about a successful teaching personality for the unit's content. From all these materials, I selected a sample representing four major audiences including students, teachers, researchers, and administrators. Their opinions and research results were combined into one document, and categories of similar characteristics were created (Appendix H). Moreover, ten basic points representing the most important characteristics from each category were chosen to be included in the actual unit. After the unit was created, the final version was presented to members of my committee to receive feedback. Information about evaluation will be provided in chapter five of this paper.

Phase Three: Ling 695 TESOL Seminar

The third phase mainly consists of a final Power Point presentation that is a part of the defense procedure. The Power Point presentation introduces my project, the background,

content, development phases, and pilot testing as well as future usage of BTR-TESOL. This was presented in front of the Ling 695 TESOL Seminar students.

While this chapter provided a summary of the different developmental stages each unit went through, the next chapter will first introduce the organization of each unit that follows a standardized BTR-TESOL format. Secondly, it will present the final version of the "Developing a Successful Teaching Personality" and "Managing Classes of Second Language Learners" units.

CHAPTER FOUR: ORGANIZATION AND FINAL VERSIONS OF THE UNITS

This chapter will present the consistent organization of each unit as well as the final paper version and screen captures of the online version of the "Developing a Successful Teaching Personality" unit and the paper version of "Managing Classes of Second Language Learners" unit.

Organization of Units

Each unit follows the same concept, and therefore it is easy for a reader to follow the format and get quickly oriented in the material between different units and their parts. Each unit contains an introduction, scenario, video, reflection questions, objectives of the unit, main body of the unit, where to go to learn more, online and other electronic sources, sources (if any outside sources were directly cited).

Final Version: "Developing a Successful Teaching Personality" (Unit 3A)

Introduction

This unit will introduce you to ten categories of personality traits that are important to successful teaching. Identify one of the ten categories you want to start working on in order to develop a successful teaching personality. After improving one of them, select another one and continue going down the list.

Scenario: Which Teacher Would You Rather Have?

As you go through the scenario, think of:
- Your own experiences with teachers' strong and/or weak characteristics.
- The personality traits that make a teacher fall into one of these categories.

Iva: "I remember my math teacher in high school. She was always very serious and never smiled. We could never approach her to ask questions because we felt that she would think less of us. She had her two or three favorite students, and when someone gave a wrong answer, she made a comment in her notebook, which made me feel embarrassed. It was altogether a frightening experience for me. After high school, I threw away all of my notes from that class and was determined to choose a major that did not require a single math class. I was lacking the self–confidence in math, and I simply hated it. Later I found out that my goal was very hard to reach. If I wanted to study at the university, I had to take at least one math class to fulfill the general university requirements."

"I went to the second best university in the country and was scared as the time came to take my only math class. It was a very hard class filled with concepts I had never heard of. Our teacher was an older guy with a very relaxed personality who crushed all of my prejudices about math teachers. He promised us that if we worked hard, did not give up, and asked for help, we would never fail his class. It gave me hope. His classes were always well–prepared. The time in class went fast and soon the class was over. He could even joke about boring numbers. Finally, math started making sense, and I ended up with a good grade and decided to switch from humanities to a business major."

Video: Successful Teaching Personality

Now, you will have a chance to watch a short video that demonstrates some of the points our scenario mentioned. Later, this unit will summarize the most important traits of a successful teacher as perceived by students and teachers. These traits should be on the mind of every educator as they strive to become a better teacher.

Figure 1: An ESL teacher in a classroom.

To watch the video, click on this link or visit the following website: http://www.youtube.com/ watch?v=zVDPMJEJGs8.

Reflection Questions

1. What traits of good and bad teaching did you notice in the scenario and video?
2. Which of those traits do you possess?
3. How might these traits affect your students as well as your teaching?

Objectives of This Unit

At the end of this unit you will be able to explain:
*   What the traits of a successful teaching personality are.
*   Why they are important.
*   How they fit in the whole picture of an ideal complex teaching personality.

Characteristics of a Successful Teaching Personality – The Least You Should Know*

Most teachers want to succeed – teach the material effectively so it leads to a student's long-term improvement and a good relationship with students. In fact, the normal hierarchy of novice teacher's needs is first to have enough materials for the classroom, second, to receive a positive response from the students and third to sense that the class fulfills students' needs. That is why the questions "How can I be a successful teacher?" and "What characteristics do I need to have?" are the first questions every teacher tries to answer. Much research has been done not only among students but also among teachers

themselves. Thousand of different answers have been given, grouped and ranked according to importance. For our purposes, I have chosen ten categories that include characteristics that have taken the lead from among these answers. They are fairly simple, and in spite of that, they seem to contribute to the effective and enjoyable teaching for students and even more so for teachers:

1. Know your subject well and constantly educate yourself.
2. Know your students well.
3. Be respectful.
4. Be fair.
5. Be prompt in providing effective feedback.
6. Be prepared and punctual.
7. Make lessons engaging and on target.
8. Be enthusiastic about the subject.
9. Provide opportunities for students to seek additional help.
10. Listen to your students and be open to constructive criticism.

* The order does not imply order of importance

1. Know Your Subject Well and Constantly Educate Yourself

Students possess a special ability to sense your confidence and proficiency in the subject. In other words, a successful teaching personality starts with knowing the subject well and with the desire to learn more as your field of specialty changes and evolves. By doing so, the growing competency provides you with more self–confidence in the classroom, and you will be up-to-date with modern research and technology.

New books, computer programs, and teaching methods can help you to better address students' needs and make lessons more interesting, effective and fun. Publishers' websites or professional TESOL journals provide you with an overview of what publications are on the market.

2. Know Your Students Well

By knowing students' backgrounds, needs, and goals, you will be able to better meet their needs and create a good curriculum. As you might experience, a barrier exists between a teacher and student at the beginning of a semester. The fastest way to break this barrier and start building a trustworthy relationship is to get to know each other. Your interest in them might not only increase their motivation but also might become a driving source and reason behind their success. Several different ways to get to know your students include:

- Create a game where students ask you or each other questions.
- Bring pictures of your family or city and ask them to do the same.
- Ask students to work in pairs and introduce each other to the class.

Showing students that you care about their success, and you are interested in them should be obvious from your approach in and outside the class. Some ways you can use include asking questions to individual students to make sure they understand the subject, talking to them following the class or exam about their experience and mistakes, and asking them for feedback.

3. Be Respectful

To be respectful to your students and create a positive environment where they feel welcomed will be easier if you take the time to get to know your students as we discussed previously. You will learn quickly that students are very sensitive to how you approach them: more specifically how you address them, answer their questions, and react to their mistakes.

It is easier to build a relationship with teachers who show respect towards students in their voice, nonverbal communication, and feedback. Teachers should also respect comments even though they might not always be correct. Moreover, the important rule of every lesson, activity, and relationship building is patience. Such an attitude will encourage students to keep trying and to participate. The class will become more of a learning experience rather than time for the brightest students to demonstrate their knowledge.

Figure 2: An ESL teacher leads a discussion.

4. Be Fair

Do not expect that all of your students will be on the same proficiency level, respond the same to your teaching, and perform well on the tests. There will always be students who do better than others and students whose proficiency and involvement will be less enthusiastic. A teacher has to be fair to all of them- provide equal chances to receive help and participate in class, and answer with respect.

Being fair becomes especially important in terms of grading. Here are some tips to help you with fair grading:

- Ask students to use a number or nickname instead of their name, so the grading system is anonymous.
- If the test has multiple parts, consider grading the first part first for all students, the next part next for all students etc. After you grade each part, go back and make some adjustments if needed.
- Keep your grading fair by using a grading rubric. A well–done detailed rubric that students are familiar with will simplify and speed up the grading process at the end and show the individual differences more clearly.

5. Be Prompt in Providing Effective Feedback

The feedback that a teacher provides during and after the class, or even following the test is very important. Make sure the feedback comes promptly, so students can benefit from it. Just marking the mistake usually does not help students to understand what went wrong. They will most likely need a detailed explanation with an example to really understand the problem.

Feedback needs to be seen as a part of a learning process rather than an additional activity that comes in play only if time permits. This requires good time management skills and planning that will allow you to provide adequate feedback as soon as possible.

A follow up interview, office–hours appointment (only possible in certain settings), detailed comments, question/answer block at the beginning of the class, and group work where students can help each other out and make comments will assist you in providing prompt quality feedback.

6. Be Prepared and Punctual

Let's look at our scenario or maybe your personal example one more time. How do classes that start late from unorganized teachers affect students' attitude and determination in terms of performance? In fact, the way a teacher acts has a big impact on how seriously students take the class and how involved they become. If a teacher masters these two principles, students come to understand that a teacher does not only invest a lot into teaching but also has high expectations. These two characteristics "to be punctual and prepared" go hand in hand. You might be well prepared, but if you are not on time, you have to compromise between the time left and your students' needs. A good strategy to master these two things is to plan and prepare your lessons in advance. Lessons prepared in advance can be more easily adjusted according to the students' immediate needs and classroom situations. Having the time you planned will help you to pay attention to individual questions, go more into detail, and adjust lessons according to the discussion.

7. Make Lessons Engaging and on Target

Let's look at some ways in which lessons can be made more engaging, on target, and fun. For example, how many ways are there to teach students about the American Constitution? One way is that you can ask them to read a chapter from a textbook and quiz them on it later after you gave the same lecture from the book. The other way would be to ask students to look up information before class as homework. At the beginning of class you can show pictures of the main characters, and in groups students can match the names with pictures and roles they played in the constitution. The winning team can get some extra points or candy. Movies or short clips are good ways to get the students' attention and help them remember facts. Students can also create a timeline as part of their notes while you give the lecture.

Interactive lessons actively engage students in a learning process where they have to use multiple skills such as writing, art, or speaking. By making connections to the real world by using authentic materials, students will be more alert, motivated, and will most likely go beyond the textbook to learn more.

8. Be Enthusiastic About the Subject

As we have already mentioned, students are very receptive to the teacher's behavior. In fact, it is you-the teacher who sets the tone of the class and functions as an example. The teacher's attitude, enthusiasm, and sense of humor will motivate and engage students in a subject. Enthusiasm and a good attitude bring life into textbooks and other material that might not be otherwise well received. Even the driest subject can be enjoyed if taught with enthusiasm and by using engaging activities as illustrated in the previous point. Don't be afraid to be creative and use new activities if appropriate. Using real-life examples and materials will help you in this task.

Research shows that students appreciate a good sense of humor used appropriately as well as a happy relaxed teacher who brings positive feelings into their classroom. Knowing what appropriate behavior is in different cultures will help you to build a better relationship with your students.

Figure 3: An ESL classroom I.

9. Provide Opportunities for Students to Seek Additional Help

Even the best student in your class will most likely need your help at some point. It is necessary to provide opportunities such as one on one discussion, additional exercises and study materials, or review sessions so you can reach out to your students and they can reach out to you. Providing additional help is a very important part of the students' learning experience, and they will learn quickly that even though it might be a new tool for them, they can benefit greatly from it. Feeling that it is all right to ask for help will contribute to the students' self–confidence and motivation as they see that they are able to do well.

On the other hand, students from some cultures (such as many in Asia) might be reluctant to talk to a teacher. Being aware of what the standard of a particular country is will help you to reach your goals by finding appropriate solutions.

10. Listen to Your Students and Be Open to Critiquing

The last part of the successful teaching personality we would like to point out is to listen to your students as they try to communicate their opinions, suggestions, and fears. Each program, lesson, and activity should have a goal in mind based on your students' needs. Let assessments such as tests or questions about the course be a regular part of the course. This will help you to see how well students achieve the goals through your teaching. After receiving their feedback, make sure to go back, and if needed, adjust the

course so the goals are met. It is also appropriate to share the feedback with all the students and introduce the changes.

Critiquing is another very sensitive subject that varies from culture to culture. Often students are not entitled to interfere with the structure or the content of the course but need to follow the teacher's instruction completely. You need to make sure that students understand the purpose of communicating their opinions and making suggestions.

Conclusion

In this unit we have mentioned ten important characteristics that according to students, teachers and administrators describe a successful teaching personality. Moreover, being a good teacher is like a puzzle. As you keep these principles in mind while you prepare and teach your classes, you will see how they all work together, how missing pieces makes teaching and outcomes weak, and how every piece of this puzzle contributes to good teaching experiences.

Comprehension and Reflection Questions

1. Names five different activities that you can do at the beginning of your class to get to know your students better.
2. What is the connection that was mentioned in this unit between being prepared and being punctual? When should you start preparing and gathering materials?
3. What are some ways to show respect to your students?
4. Describe three ways you can provide help to your students.

Where to Go to Learn More

Many other units in the BTR-TESOL program relate to this unit. Please see the other units for more information.

Here are some other published resources you might want to look at. Even though some of them are based on research involving college students and their professors, they provide interesting insights, strategies, and characteristics every teacher can benefit from regardless of where he/she teaches.

Angela Provitera McGlynn. *Successful Beginnings for College Teaching*. Publisher: Atwood Publisher. 2001. ISBN-13 9781891859380. $ 21,95. This

book "shows you the many tools and strategies you can employ to get your classes off to a positive fruitful start – right from the very first day".
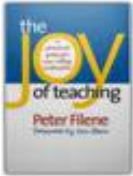
Peter G. Filene. *The Joy of Teaching: A Practical Guide for New College Instructors*. University of North Carolina Press. 2005. ISBN-13: 9780807856031. $14,88. "Rather than prescribe any single model for success, Filene lays out the advantages and disadvantages of various pedagogical strategies, inviting new teachers to make choices based on their own personalities, values, and goals…"

Brown, D. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Chapter 25: Lifelong Learning: Teacher Development. New York: Pearson Longman. 2007. ISBN-13: 9780130282835. $ 40.00. This chapter explains the importance of classroom observation, collaboration between teachers, research in order to become a better teacher as well as what "good" language teacher should be like.
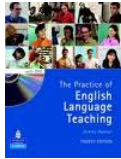
Harmer, J. *The Practice of English Language Teaching*. Chapter 6: Describing Teachers. New York: Pearson Longman. 2007. ISBN: 9781405853118 . $ 39.89. This chapter provides a good introduction into what teaching is and what teacher's roles are.

Online and Other Electronic Sources

This website provides information for new teachers to help them to become successful teachers by focusing on certain qualities. It offers more points in addition to the 10 basic ones mentioned in the unit. http://newteacherresourcecenter.com/

This website offers a free personality test based on the Myers-Briggs Personality Inventory that will help you determine your personality type and indicate what your strengths are and what the areas you might need to work on are. http://www.humanmetrics.com/cgi-win/JTypes1.htm

Characteristics of the Novice Teachers. This document was created at the West Virginia University and includes 10 characteristics that novice teachers should posses. Accessible online at http://depts.hre.wvu.edu/ ssteel/educ312/gen_ info/characteristics.pdf

Feedback

To provide feedback on this unit please go to the following website: https://byu.qualtrics.com/SE?SID=SV_d7qX1gttsSQ4zu4&SVID=Prod

Final Version: "Managing Classes of English Language Learners" (Unit 3C)

Introduction

This unit focuses on a crucial topic for effective teaching; Good management of the learners in your classroom is the foundation for all else that you do as a teacher. If you don't establish the proper learning atmosphere or keep students on task while paying attention to what they need to do to learn, all of your other teaching methods and materials may be in vain. That is why the inability to manage classes of learners is the number one reason why novices get frustrated and give up on teaching.

Scenario: When Things Go Wrong in the Classroom…

James, a graduate student from the USA, accepted a job as an English teacher at a high school in Brazil. Happy to teach an intermediate level of a new Business English class, James started working on the class content. Using engaging and fun teaching methods he had experienced at college, James started creating groups in which students would work together during the semester. His curriculum was based on interactive tasks such as students preparing presentations, working on group projects, and creating dialogs.

Very soon he discovered that not only were the students at different proficiency levels, making it very difficult to work in groups, but they also seemed hesitant to engage in any group work. In addition, students hardly ever participated in class, answered questions, or paid attention to the lecture. Students were playing with their cell phones, texting each other and carrying on discussions during class. They seemed to show no respect towards the teacher. James was disappointed and lost, not knowing how to pursue his curriculum goals and maintain the discipline that would create a good teaching-learning environment.

Video
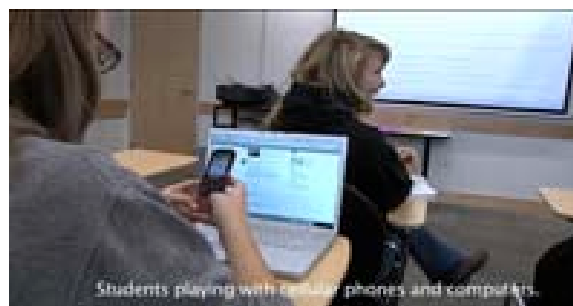
Figure 4: Students not paying attention to the lecture.

To watch the video, please click on the following link: http://www.youtube.com/watch?v=a2ZozQujCfw.

Reflection Questions

1. How would you respond to this situation?
2. What might be the reasons behind the students' behavior?
3. If similar situations occur in your class, does it mean that you are not a good teacher?

Objectives of This Unit

As you work through this unit you will be able to:
- Explain reasons why your students react the way they do.
- Use different strategies to solve common classroom management issues.
- Approach students of different proficiency levels within one classroom.
- Approach cultural differences in your classroom.
- Be more confident in the classroom.

Classroom Management – The Least You Should Know

As you work with English learners from different parts of the world, you will most likely experience some of the classroom management challenges James from our scenario experienced:

1. New culture (different teaching and learning styles).
2. Different proficiency levels in one class.
3. Students who are not used to interacting and working together as part of a learning process (previously their success and learning was individual).
4. Students not paying attention to the lesson.
5. Students not participating in class.
6. Negative and disrespectful behavior from the students.

No matter how difficult and impossible it seems to resolve these situations, there are ways to succeed. Let us walk through these challenges together and how you might respond to them. The following ideas are not necessarily based on the scenario. Unlike James, you may not experience all these challenges at one time. Therefore, we will address them separately.

1. New Culture

Take time to get to know the culture, the new education system and the school or organization in which you will be teaching. Some countries or institutions can even be hesitant letting you use new or different teaching methods, so make sure that your manager/supervisor will be comfortable with it. If possible, start preparing before you go abroad, so you have enough time to become familiar with the new system. It will help you to plan your lessons and prepare materials to take with you.

If you plan to introduce new teaching methods and activities, be patient with your students because it will take time for them to get use to the new approach and find confidence in it. A clear explanation as well as demonstration will save you time and help prevent confusion. Moreover, new activities should be introduced by clearly stating the benefits so students become motivated.

Some methods often used in the U.S.A. but not in other countries are group work; collaboration; giving presentations; stating opinions, taking a stand, or arguing; creating conversation or using computers to explore, read, and get exposure to the language.

How to approach cultural differences?
 There are many cultural differences within one country, school, or even a family. Culture is indeed an inseparable part of people's lives. Be aware that culture affects the language and language affects the culture. You as a teacher have to take this into account, then work with it and be aware that culture will affect your students' behavior and the way they study along with how much they understand certain subjects.

As a teacher, you need to know your students, what they like to do, what they usually do when they are not in school, what their motivation is for learning English, their plans, and their chances to use the language outside of the classroom. All these aspects will shape what you teach and how you teach it. Other cultural differences you should also be aware of include subjects inappropriate for discussion in public or with the opposite gender, the way feedback is given, and what tone of voice and volume is appropriate in different cultures.

Because in many cases your culture will be different from the one in which you will teach in, it would be smart to let students teach you about their culture and you can teach them about yours. Students will come to understand who you are and become comfortable around and with you. They might also be more open to new ways of teaching or to new subjects. Your students will most likely be interacting with

Figure 5: An ESL classroom II.

native speakers at some point and be exposed to the American culture. It will be very beneficial for them to see culture as part of the language and how helpful it is for language acquisition.

1. Different Proficiency Levels in One Class

One of the most common problems in teaching language is students with different proficiency levels. Often you may teach not only people with different proficiency but also large classes where it is difficult to give students personal attention.

Assuming that you have students at different proficiency levels, you might want to:

- Prepare multiple versions of one activity with slight differences for different proficiency levels. Some students can write essays on easier topics while the more proficient students can work on more complex themes and longer passages. Also the less proficient students can answer easier more straight forward questions while the other can be ask to defend their answers and take a stand. With reading passages you can decide on length, difficulty of language as well as subjects to accommodate different proficiency levels.
- Prepare some extra work so when more advanced students are done, they still have something to do or ask them to help the ones who seem to struggle.
- Group students of the same proficiency level together, and let them work on the activity together.

2. Students Are Not Used to Interacting and Working Together

In many places outside of the United States, teachers still encourage students to work separately rather than in groups. By sharing and collaborating, they might feel that they lose time that could be spent on individual study. If you think that group work would be beneficial for them, you might want to:

- Start with smaller groups of students so everyone has a chance to participate. Pair work would be a good start to teach students how collaboration can help them learn.
- Create tasks in a way that involves all students.
- Let students work individually on a task and then ask them to pair up and help each other to correct mistakes or present answers to each other.

Figure 6: Students enjoying the lesson.

If you see that students are comfortable with these kinds of tasks, you can move to activities involving bigger groups.

3. Students Not Paying Attention to The Lesson

Students do not pay attention to a teacher's lesson for many reasons. Teachers should perform some kind of analysis, either self–analysis or ask for student's feedback to find out the reasons so you can fix them. Some very common reasons include:

- Fatigue because of the time of the class.

- Tone or volume of teacher's voice.
- Noise from outside or students speaking around them.
- Less engaging tasks.
- Lack of preparation (on the student's part) for the class which makes it difficult for students to understand what is going on.
- Unclear instructions, so students do not understand what you are asking them to do, and they stop paying attention.
- Lack of motivation.

After you identify the reasons why students do not pay attention to the lecture, here are some ways to get their attention. You can stop talking until the students notice the silence, or you can start whispering "I am waiting" and get louder and louder. Another good way to get a class's attention is to do something strange that students would not expect you to do such as stand on the table or sit on the floor. You can also change the activity and make it more engaging and motivating while making sure that students clearly understand. Lastly, call students by their names. Sometimes, students feel that they are part of a crowd; by calling them by their names you break the anonymity and distance.

4. Students Not Participating in Class

Remember our scenario and the previous example? Maybe the fact that students do not participate in class is a cultural thing; maybe it has something to do with the time the class is offered, or maybe they don't understand the instructions. In any case, it is important to take a positive stance on classroom management that helps you to manage and motivate the class so you can reach your goals. Here are some techniques that encourage interaction in the classroom:

- Ask students to read texts, stories or instructions even though it will sometimes require more time.
- Ask them to show "thumbs up/thumbs down" whether they understand / like the task or not.
- Come up with activities that require students to move such as "Everybody in favor please stands up!"
- Check their understanding by asking review questions such as "Do you remember what I said the "European Union" was?
- Use students' names for different tasks. When creating sentences or dialogs, you can ask: "George, how would you ask Maria if she would go to a dinner with you?" (Maria and George are students in your class).

Another common problem that you might experience in your classroom is that after presenting a task to students, some of them won't be working on it. Think of the possible reasons for that situation such as cultural differences. Approach it positively and use different statements in a positive voice to encourage students. You can give hints such as "Everyone should be working." or "I want you to read the chapter and take notes."

However, sometimes the situation might not be a cultural issue, and nothing mentioned above will work. Here are some of the more direct strategies so you might have to use:

- You can also request a certain behavior by asking a question: "Would you please work on the article?" or "Would you please get to work?"
- If any of these are not successful, you can also use demands such as "Get to work now."
- In most cases students will respond to either a hint, "I" request, or a question. Try to avoid demands. If you have to use them, remember that the message should include consequences for disobedience. Make sure that you are able to follow up on them; otherwise, students will not take you seriously, and your authority will suffer from it. (Canter & Canter, 1976)

Some students in your classes will try to dominate discussions. Remember that as a teacher you can regulate discussion by calling on people or selecting proper activities where each student has to be involved.

5. Negative and Disrespectful Behavior From the Students

Be aware of the fact that some things that are considered disrespectful in your culture might be acceptable in another. It is important not to impose your culture on your students but be respectful and be familiar with the culture.

In spite of that, it is very likely that every teacher will experience negative and disrespectful behavior to some degree. An effective way to prevent such situations is to establish rules. Make sure students are familiar with them from the beginning and that they understand them clearly. However, if the rules are not enforced, you might end up with the same problems you are trying to avoid. It is also helpful to establish and maintain familiar procedures or routines so students know what to expect and what the consequences are for poor behavior.

Based on that, here are some ideas that you might use:

- Ask students to help with the lesson. They can write notes on the board, pass out papers, or read passages at loud.
- Talk to students after the class in private and ask for their opinion. For example: "Students in our class are having a hard time doing the tasks and it seems like you are as well. What would you suggest as a solution to this problem?" In this way, the teacher asks the student to solve the problem and it might motivate them and wake up their sense of responsibility.
- Make sure that you give all students, not only the disruptive ones, enough positive feedback. Positive feedback should happen at least twice as often as negative feedback.
- Call students by name and give them a specific task. You can tell them that they will be asked to answer a question and give them a time limit.
- You can wait with your feedback until after the class and send an email or a note to these students.

Classroom management requires certain skills as well as self-confidence and preparation on the teacher's side. Classroom management skills based on a target culture and clear establish positive rules will help you and students to create a positive classroom environment and prevent most of the classroom management issues.

Comprehension and Reflection Questions

1. List three classroom management issues that can occur in your classroom. How would you approach them?
2. How can setting up rules help with classroom management? Think of some specific ways to set up rules.
3. Look at the list of classroom management issues from question one and consider what role culture plays in them?
4. How can you prevent classroom management issues related to culture?

Where to go to Learn More

For more information about culture, proficiency levels, and enjoyable lessons and activities, please see other units in the BTR-TESOL program. Here are some other published resources that you might want to look at. Although they mostly talk about classroom management in traditional classroom setting, some of the principles and ideas can be applied to your specific situation no matter who and where you teach. The prices listed, are for new books, so you can find many of them on Amazon.com and other websites for more affordable prices. We recommend that you check the online sources first and then, if still desired, pick one book that fits your interests and needs the best.
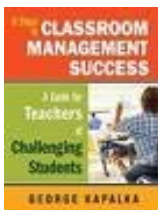
George Kapalka. 8 Steps to Classroom Management Success: A Guide for teachers of Challenging Students. Publisher: Corwin Press. 2009. Paperback: ISBN 9781412968782 for $30.95. Hardcover: ISBN 9781412968775 for $66.95. This publication includes a step-by-step plan that helps to improve students' behavior. The techniques give simple instructions on using appropriate warnings, handling tantrums, creating behavioral contracts, and managing transitions, preventing disruptions, improving behavior outside the classroom, and developing effective homework routines.

Kay Burke. What to Do With the Kid Who…: Developing Cooperation, Self- Discipline, and Responsibility in the Classroom. Publisher: Corwin Press. 2009. Paperback: ISBN 9781412937016 for $40.95. Hardcover: ISBN 9781412937009 for $85.95. This book provides helpful practical information for teachers to help students take

responsibility and how to resolve conflicts. You will find over 100 classroom scenarios, techniques, and activities to enhance classroom management in your class and 38 strategies to document academic and behavioral interventions. You will also learn about new research and you will be provided with assistance with students who require special attention.

Classroom Procedures Classroom Management SmartCard. Publisher: Kagan. 2005. No ISBN- can be ordered through http://www.kaganonline. com/ catalog/SmartCards_2.php#TCP. "Effective classroom procedures reduce disruptions and discipline problems, and maximize learning. Expectations are clear and the class is a safe place where everyone knows how to behave. In this SmartCard, you will find time-honored classroom procedures."

Brown, D. (2007). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Chapter 15. Classroom Management. New York: Pearson Longman. ISBN-13: 9780130282835. $ 40.00. Brown focuses in this chapter mostly on "The Physical Environment", teacher's voice, "Teacher's roles and styles, Creating a Positive Classroom Climate and Teaching Under Adverse Circumstances".

Wright, T. (2005). *Classroom Management in Language Education*. New York: Palgrave Macmillian. ISBN: 9781403940896. $20.99. This book provides detailed information on "Issues and Themes in Classroom Management, Classroom Management Practices and Researching Classroom Management." It also addresses issues of classroom management among adult learners.

Online and Other Electronic Resources

The Teacher's Guide, Classroom Management. Retrieved April 6, 2010, from http://www.theteachersguide.com/ClassManagement.htm. This website contains many useful strategies applied in real life situations. It also includes additional links to different classroom management related websites.

Beliefs About Discipline Inventory. Retrieved April 6, 2010, from http://wps.prenhall.com/wps/media/objects/1496/1532589/parkay_teacher_2 ce_tm7-6.pdf. This website provides a 12-question inventory that can be accessed online that provides information about a teacher's personality and discipline techniques.

Figure 7: A screen capture of the main page of the unit 3C.

Figure 8: A screen capture of the introduction to the unit 3C.

Sources

Canter, L., & Canter, M. (1976). *Assertive Discipline, a Take-charge Approach for Today's Educator*. California: Lee Canter & Associates.

Feedback

To provide feedback on this unit please go to the following website: https://byu.qualtrics.com/SE?SID=SV_d7qX1gttsSQ4zu4&SVID=Prod

This chapter introduced the organization and content of each unit as well as their final

paper versions with two sample screen captures of the website representing the online

version of the BTR-TESOL project.

The next chapter will briefly explain the importance of the evaluation process and

describe the different stages of pilot testing used for each unit.

CHAPTER FIVE: EVALUATION AND PILOT TESTING

This chapter will explain the different phases of evaluation and pilot testing each unit of this project went through and, consequently, what changes were implemented based on the results.

It is widely known that evaluation is an important part of any development process and as such should be implemented in every teaching curriculum. The ADDIE model, one commonly used model for instructional design (Magliaro, S., & Shambaugh, 2006), introduces evaluation as the last step after analysis, design, development and implementation. However, teachers should not see ADDIE as a strictly linear model, as is often done. Instead it should be used throughout the whole design process to make sure that the goals and objectives are met.

My BTR-TESOL units were tested on different audiences for different purposes, including one very representative of our target audience – a group of nine novice teachers in Linguistics 377 (*Basic Training in TESOL*). These BYU students with no previous TESOL training are expected to travel abroad to teach in different part of the world, including China, Thailand, and France in the near future.

My units were also presented in an abbreviated form at the October 2009 Intermountain TESOL Conference. Feedback from the audience was solicited, received, and used in the further development of my units.

Moreover, both units were also reviewed by my committee in two separate meetings. Dr. Evans proposed formatting changes and also recommended creating "Chapter One" which should provide an account of developing this project.

As previously mentioned, if ADDIE is not strictly used as a linear model, evaluation becomes one of the building/creating stages in a continuous process rather than a final stage. In fact, without evaluating every single step and without using the data to analyze, design, develop and implement new strategies, we would simply ignore all the other steps in the developmental process and have minimal control over how well our goals and objectives are met. That is why our BTR-TESOL team decided to include a short survey at the end of each unit where users can provide us with ongoing feedback and suggestions.

The next section will describe the pilot testing of each unit in more detail. Looking at the variety of pilot users selected to participate in the evaluation, it is clear that I gathered users of different backgrounds: experienced TESOL professionals such my committee members, participants in the Intermountain Teachers of English to Speakers of Other Languages (I-TESOL) Conference, fellow TESOL students, as well as from our intended audience – novice teachers. Such variety provides more complex and effective feedback.

"Developing a Successful Teaching Personality"

Committee chair Dr. Henrichsen first evaluated Unit 9 "Developing a Successful Teaching Personality." He proposed changing the scenario so it fits more with our audience's target countries. The first proposal had an example of a novice teacher traveling to teach English in Denmark. Subsequently, when this unit was presented to I-TESOL, it was also pointed out that Denmark, as a European country, is an uncommon destination for novice EFL teachers.

The second comment was directed at the level of language used in writing the units which has to correspond with our audience's level of familiarity with academic language.

I was asked to simplify the language I used and make it more personal. After the revision was done, I conducted an analysis through the RANGE program created by Paul Nation to receive an accurate picture of what language the unit contains. The results showed (Appendix D) that 89.15 percent of the different word types were found in the first two general service lists of the Nation's 2,000 most common word families in the English language. Only 5.42 percent of the text was found in the third base list which represents academic word families, which means that 94.57 percent of the text utilized the most common 3,000 English words. The ideal target percentage for easy readability is around 95-99 percent depending on the register and reading goals. Moreover, the results revealed that only five percent of the text used specialized, low frequency words. The conclusion can be drawn that the text of this unit is not densely filled with academic and specialized expressions that our BTR-TESOL audience might not be familiar with, and it will be easily understood by general audiences.

Dr. Henrichsen also proposed finding a video segment and photographs to illustrate some of the points in the unit. Being unable to discover appropriate video segments that would fit the needs of my unit, I wrote a script (Appendix I) and created my own videos. After completion, the context and design was evaluated by Dr. Henrichsen and Dr. Evans positively.

The second phase of testing the "Developing a Successful Teaching Personality" unit occurred during the I-TESOL Conference that took place on the Brigham Young University campus on October 9, 2009. For that purpose I created a handout that asked for feedback (see Appendix C for full comments). All the comments were encouraging in terms of good context and ideas. Moreover, a couple of suggestions were made to add

information about how to handle situations when some students dominate the class or there is so called "bad blood" among class members. Unfortunately, the size limits of the publication do not allow space to cover all of the classroom management issues in great detail. Being aware of many other classroom management issues that were not specifically mentioned in the unit, I had to keep the minimalistic "the least you should know" approach and direct our readers to the section "Where to go to Learn More" for more information about extensive literature devoted to this subject.

The third step in the "Developing a Successful Teaching Personality" unit evaluation process was a presentation of the unit to students in Linguistics 377 (*Basic Training in TESOL)*, which is a class that closely represents our potential audience. Students were introduced to the unit without reading it prior to the class and participated in a discussion about each characteristic of a successful teacher. After the presentation, they filled out a simple survey to indicate which objectives were met (Appendix G). The results showed that after experiencing the unit, students felt that the objectives created for this unit were met, and they found the content of the unit and the presentation itself beneficial. They appreciated that the unit provided basic information and examples that they as novice teachers needed. No changes were proposed.

"Managing Classes of English Language Learners"

The second unit "Managing Classes of English Language Learners" went through a four-step evaluation process. The first audience was two writing tutors at Brigham Young University Writing Center. This step was unplanned and was part of another classroom project, but at the end appeared to be very helpful. Neither of the tutors was English or TESOL majors, which made them good representatives of our potential

audience. Three main points that were pointed out were first how engaging, second how readable, and lastly how grammatically correct the text was. It was proposed to make the text more engaging/personal through asking readers questions, adding more stories and examples if possible, and fixing grammar mistakes. The strengths pointed out were the choice of language and organization that made the text understandable and easy to read as well as interesting content. Their last comment suggested that the order of successful teaching characteristics might imply an order of importance.

Based on the feedback, the following changes were made. The topic sentences were changed so the introduction to each characteristic would be more engaging, and a sentence was added that explained that the order of the ten characteristics does not imply the order of importance. Due to the general format of the BTR-TESOL project, which allows one scenario, it was not possible to implement more stories or examples as proposed. However, the section about where to go to learn more in each unit provides additional materials that offer supplementary examples.

The second step of this evaluation was an internal meeting with Dr. Henrichsen during which he suggested a complete change of the scenario. I was asked to think of some examples of bad and good teachers with whom students can identify. Based on that, a new scenario was created that reflected my own personal experience and pointed out some of the aspects of a successful teaching personality discussed in the text body.

The third evaluation phase was the readability check through the Range program. The results showed that 96.01 percent of the running text of the unit was found in Nation's first three base lists (Appendix F), which again was a very good indication of low text density and easy readability for our intended audience.

The fourth evaluation step was a presentation to the Linguistics 377 students. After a twenty–minute presentation, the students were asked to answer one general question asking what they were excited and/or least confident about in terms of their future teaching assignments. Also, as they were not familiar with language teaching terms, I was interested in identifying how many of them would not be able to define classroom management. The third and fourth questions inquired about the content of the unit in terms of how helpful the content was and what objectives they felt were or were not met. It is important to take into account that they did not read the unit before the class and, due to time restrictions in the class, we were not able to cover the whole unit in great detail.

The results showed that four out of eight students indicated that all six objectives were met; three indicated that the unit met five objectives, and one person indicated that only three objectives were met (Appendix E). From an informal evaluation of that very class conducted by Dr. Henrichsen, the instructor, it was revealed that the twenty–minute presentation of the unit was the most valuable part of the two–hour class block. Moreover, the survey showed that my presentation helped them to think about classroom management issues they might be facing and about some ways to handle them. Most importantly, it generated many follow up questions. That fact was very encouraging because, as explained before, teaching in this master's project uses a metaphor of a puzzle and the students indeed started seeing how each "puzzle piece" of classroom management contributes to the whole picture and asking for more pieces to complete the final picture in their minds.

The last chapter will summarize this project in terms of content, its significance, and extensive usage possibilities and will propose several recommendations for future students that will become involved in creation of remaining BTR-TESOL chapters.

CHAPTER SIX: LESSONS LEARNED, RECOMMENDATIONS AND CONCLUSION

This last chapter mentions some of the lesson I learned from the experience and makes recommendations for students contributing to this project in the future. It also summarizes the content, importance, and possible audience of this project.

Lessons Learned and Recommendations

Lastly, I would like to mention a couple of lessons I learned from the experience of developing this project and make some recommendations for the next group of master's students who will be working on the units of the BTR-TESOL project.

The first thing I learned from working on this project was the importance of my research and literature review, which helped me to sort my thoughts and find the things that deserve the attention of our audience.

Second, I learned more about our target audience by pilot testing. Watching their reactions and comments helped me to understand and see if and how well the units really fit our real audience. I recognized more clearly that testing and evaluation is really only one of the steps in the development process rather than the end. The feedback I got was crucial for the content and there was a lot of work that needed to be done after the pilot testing in terms of going back and incorporating the changes.

My recommendations for future BTR-TESOL project students are as follows. First, conduct an extensive literature review by reviewing what other leading professionals have to say about your subject including well known and recognized professionals from the field which will strengthen the literature review section.

Second, in the "Where to Go to Learn More" section try to find materials that will specifically address EFL setting. Also think of more electronic resources that will be available online or printed resources with more affordable prices.

Third, while looking for resources that you would like to recommend, consider writing longer summary of the book's main points so novice teachers don't have to purchase the whole book.

Conclusions

The great need for English teachers, supplemented by many volunteers teaching English in different parts of the world, opens a rich discussion about the lack of professional training and pedagogical knowledge that is necessary for effective teaching. Creating two units, "Developing a Successful Teaching Personality" and "Managing classes of English Language Learners", as a part of the BTR-TESOL project addresses this deficiency by providing basic information novice teachers should know about different aspects of teaching English to non-native speakers. The first unit, "Developing a Successful Teaching Personality"*,* provides ten basic categories of principles that appear to be fundamental for effective teaching:

- Know the subject well and constantly educate yourself.

- Know students well.

- Be respectful.

- Be fair.

- Be prompt in providing effective feedback.

- Be prepared and punctual.

- Make lessons engaging and on target.

- Be enthusiastic about the subject.

- Provide opportunities for students to seek additional help.

- Listen to students and be open to constructive critique.

Studies have shown that teachers possessing these qualities are rated higher by students, reach their projected goals in terms of learning outcomes, and are acknowledged as exemplary teachers (see the chapter II of this project- Literature Review). Exploring each subject deeper and finding appropriate methods for implementing them should be the responsibility of every educator.

The second unit, "Managing classes of English Language Learners", explores a very sensitive and challenging aspect of teaching: classroom management. This area can be pivotal in determining whether less–experienced teachers decide to stay in this profession. The unit provides information about new culture in terms of differences in expectations, teaching and learning styles, different proficiency levels within one class, students who are not used to interacting and working together as a part of the learning process, students not paying attention to the lecture, students not participating in class, and lastly negative and disrespectful behavior from the students.

Moreover, considering the intended audience of BTR-TESOL, we see much broader application possibilities by numerous organizations such as Peace Corps, HELP International, Project READ, church missionaries, humanitarian volunteer organizations, programs helping immigrants and refugees learn English, and other adult literacy/ESL community programs. Furthermore, one of our largest potential audiences could be so called "backpackers" – young people who travel the world and teach English along the way.

The significance of BTR-TESOL is clearly impossible to describe in numbers of people who will be affected by this project: students as well as novice teachers. However, being able to provide a comprehensive program that prepares novice teachers in their effort to provide more solid, professionally based teaching instructions significantly enhances the quality of the teaching and learning experience. BTR-TESOL clearly contributes in bringing the world together by helping people deliver and receive quality English learning instructions. More importantly, the BTR-TESOL project fills the existing gap in the scarcity of teaching materials for novice ESL teachers.

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Appendixes

Appendix A: BTR-TESOL Program Prospectus

Basic Training and Resources for Teaching English to Speakers of Other Languages; The Least You Should Know and Where to Go to Learn More

Prospectus prepared by

Dr. Lynn Henrichsen and the BTR-TESOL Team (names below)

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Product Overview

Teaching English as a Second or Foreign Language; The Least You Should Know and Where to Go to Learn More is a paper book and website (supplemented by video clips) that utilizes a minimalist, connectivist approach to helping minimally trained, novice ESL/EFL teachers be more effective, professional, and successful. It is usable in two ways: in a traditional, face-to-face class with a teacher and regular meetings, or by independent self-study, according to an individual's particular interests, needs, and schedule.

Rationale

Many countries in the world are lacking professional teachers of the English language. Because of this, many schools decide to employ untrained people or novices (mostly

native speakers) who are willing to teach English in spite of the fact that they lack teaching education and experiences. Nevertheless, teaching English is more than just speaking the language (Pennycook & Coutand-Marin, 2003, p. 341). It requires knowledge and experiences in many areas such as curriculum design, material development, teaching methods for grammar, reading, listening, speaking, and effective writing. Gilbertson (2002) states that in some instances untrained teachers can do more harm than good (p. iii). That is why it is necessary to provide specific guidelines to help inexperienced and nonprofessional teachers with the challenges of this profession. Currently, as expressed by leaders in the linguistic field such as Diane-Larsen Freeman, very few materials are available that would serve as a guideline to novices who are teaching English as a second language (Henrichsen).

Audience/Market

Many untrained or minimally trained people teach ESL/EFL in community programs, commercial schools, public libraries, churches, homes, language schools abroad, etc. Teaching English as a Second or Foreign Language; The Least You Should Know and Where to Go to Learn More is designed for the thousands of untrained or minimally trained teachers of ESL (in the United States and other English-language environments) and EFL (in other settings around the world). It will also be attractive and useful for untrained people who on the verge of teaching ESL/EFL. For various reasons (finances, timing, location), most of these teachers are unable to enroll in full-scale TESOL teacher-preparation programs, but they still need and want basic training in effective classroom procedures and materials, as well as in the teaching and learning principles behind them.

No one knows exactly how many novices or volunteers teach ESL/EFL around the world. No one tracks them, so data in this area is scarce. The number, however, is undoubtedly large. A 1986 study of adult literacy/ESL programs in the United States alone found that about half of the 2,900 adult education programs and nearly all the 1,300 English language and literacy programs used volunteers. Starting with these figures, simple mathematics results in an estimate of 107,000 volunteers in related ESL programs. The 2005-2006 Statistical Report of ProLiteracy states that 120,480 volunteers worked in its 1,200 affiliate programs, 88% of which provided ESL services. The number is undoubtedly greater today with the recent floods of refugees and immigrants to English-speaking countries and the growing demand for English around the world. Many companies advertise several tens of thousands of ESL/EFL teaching jobs in many locations around the world.* Some of these programs, of course, provide at least minimal, in-house training for their volunteers. The number of untrained teachers who work independently or in other programs that provide no training is still very large. These people constitute a huge but invisible/ignored group of teachers needing preparation. That is the market for Teaching English as a Second or Foreign Language; *The Least You Should Know and Where to Go to Learn More.*

*For example: http://www.transitionsabroad.com/listings/work/esl/index.shtml

http://www.oxfordseminars.com/Pages/Teach/teach_services.php

Approach and Distinctive Features

Teaching English as a Second or Foreign Language: *The Least You Should Know and Where to Go to Learn More* employs a minimalist and connectivist approach to teacher

preparation. It does not attempt to cover every teacher-preparation topic in great breadth and depth. Rather, in a large number of short chapters (5-10 pages each), it introduces teachers to key concepts and procedures related to a particular teaching topic and then directs them to other sources for additional, in-depth information.

In contrast to many TESOL teacher-education textbooks that present teaching/learning theories and practices in a didactic fashion and then hope readers will be able to apply them in actual classroom settings, each chapter in The Least You Should Know takes an engaging, highly practical, problem-solving approach to teacher preparation by beginning with short case studies and classroom scenarios situated in ESL (in the United States) and EFL (in Asia and Latin America) settings that illustrate the challenges that teachers face in the real world. In this way, each chapter immediately confronts teachers with authentic instructional challenges and involves them in realistic analytical and problem-solving tasks. To support the textual explanations in the book, many of these case studies and scenarios are also viewable on an accompanying DVD or at a designated Web site.

The Least You Should Know about Teaching English as a Second or Foreign Language also focuses primarily on proven instructional procedures that can immediately be put into practice. In accordance with Hersey and Blanchard's Situational Leadership Model, the book's underlying approach recognizes that the preparation needs of teachers vary depending on their levels of competence and commitment. Novice, short-term, volunteer teachers—in contrast with the committed, experienced, career-oriented teachers found in many graduate-level TESOL teacher education programs—typically need and want simple, directive instruction of a "teacher training" sort. Therefore, *The Least You*

Should Know provides specific instructions for classroom teaching strategies. Chapter one introduces the reader to the scope of this material, however there is no specified sequence to these chapters. Novice teachers are able to assess their needs and focus on relevant units that interest them. Each chapter carefully guides novice teachers through the process of identifying language-teaching problems, setting goals, developing action plans, carrying them out, and evaluating their success. At the same time, it helps them recognize and understand the underlying principles that affect success in language teaching.

Competition

More Than a Native Speaker. Author: Snow Don. Publisher: TESOL 2006. ISBN: 0-939791-64-1. $31.20. Audience: native English-speaking volunteer teachers.

Features: could be useful with other materials that will add more practical information, text is user friendly and readable.

Weaknesses: even thought the book gives different examples of assessment, teaching principles and subjects to teach, it will be difficult for new or less experienced teachers to decide in what situation, for what level to use them, the title does not give us any hint that "More Than a Native Speaker" is a guide for volunteer native English teachers teaching abroad, contains only plain text, no graphic, pictures, very little about different proficiency levels, classroom management etc.

Basic Smooth Moves. Author: Hopkins Dave. Publisher: undecided-not published yet. Audience: teacher programs, volunteers, novice English teachers.

Features: topics with related video, useful references, tasks and questions for the trainers and teachers, online references, systematic sequences based on principles.

Weaknesses: it may not be easy for novice teachers to grasp some principles and do tasks alone because tasks and activities are designed to do some group discussion, page design is not structured in user-friendly fashion so it is not easy to follow and what the author wants or means.

Teach English*: A training Course for Teachers*. Teachers workbook and Trainer's Handbook". Author: Doff Adrian. Publisher: Cambridge University Press. 1990. ISBN for the trainer's manual: 0-521-34864-1 for $18.79 - $32. ISBN for the teacher's workbook: 0-521-34863-3 for $ 2.51-$28.00. Audience: teachers and teacher trainers.

Features: step by step instructions, pictures, example lesson plans, activities to be used and copied in class, unit on the importance of assessment and how to use it effectively.

Weaknesses: it seems to be old, but it has been reprinted in several editions, and the cover does not look interesting enough.

"TESOL Core Certificate Program". Author and publisher: TESOL website based resource. TESOL member: $1000; TESOL global member: $400; Nonmember: $1000. Audience: current or prospective teachers and administrators with limited training.

Features: includes a 60-hour course on language skills and assessment, in the second course one has the option of focusing on adult or young learners, the course designers and teachers appear to be qualified, it has the TESOL name, focuses on ESL and EFL.

Weaknesses: it is costly- one must register months in advance so it is not immediately accessible, limited availability (limited number of openings), it is not necessarily connected to a real teaching position (limited applicability).

Colorin Colorado. Author: WETA- with funding from the American Federation of Teachers, National Institute for Literacy and the U.S. Department of Education. Publisher: no publisher- free web-based service launched in 2008. Audience: educators and parents of Hispanic and English speaking children K-12.

Features: good for an ESL, mostly U.S. setting, has online webcasts with professionals, good resources for parents and educators; good resources for boosting reading.

Weaknesses: mainly targeted to the Hispanic ESL learners, with only materials up to the third grade in Arabic, Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Tagalog, Vietnamese, only targets children K-12, not adults, would not always be as beneficial in an EFL setting, only targets reading specifically and not all skills.

A Training Course for TEFL. Authors: Hubbard Peter, Hywel Jones, Barbara Thornton, Rod Wheeler. Publisher: Oxford University Press. Published in 1983. ISBN: 0194327108 for $15.00. Audience: teachers of English as a second or foreign language for anywhere in the world.

Features: offers discussion examples of dialogue between students and teachers; provides references for further readings, charts, graphs and symbols to illustrate

principles and ideas, communicative teaching tasks, offers techniques for all skills to be taught.

Weaknesses: outdated, now there are other techniques and strategies that need attention, may be out of print, for more technical and graduate level students, not built for volunteers with little or no understanding of language jargon.

Project Rationale

Many countries in the world are lacking professional teachers of the English language. Because of this, many schools decide to employ untrained people or novices (mostly native speakers) who are willing to teach English in spite of the fact that they lack teaching education and experiences. Nevertheless, teaching English is more than just speaking the language (Pennycook & Coutand-Marin, 2003, p. 341). It requires knowledge and experiences in many areas such as curriculum design, material development, teaching methods for grammar, reading, listening, speaking, and effective writing. Gilbertson (2002) states that in some instances untrained teachers can do more harm than good (p. iii). That is why it is necessary to provide specific guidelines to help inexperienced and nonprofessional teachers with the challenges of this profession. Currently, as expressed by leaders in the linguistic field such as Diane-Larsen Freeman, very few materials are available that would serve as a guideline to novices who are teaching English as a second language (Henrichsen).

Scope and Sequence

The 45 units in Basic Training and Resources for Teaching English to Speakers of Other Languages; The Least You Should Know and Where to Go to Learn More cover a broad range of teacher-preparation topics and are divided into 10 major areas:

1. Introduction: Basic Concepts

A. "The Least You Should Know" (the purposes and delimitations of this program and suggestions for follow-up TESOL courses, resources, and professional organizations).

B. Differences between teaching English as a second language (ESL) and English as a foreign language (EFL).

C. Tutoring vs. teaching: How they are different.

D. Dealing with cultural differences and culture shock (in your students and yourself).

E. Working successfully within foreign educational and administrative systems.

2. Designing Language-teaching Programs, Courses, and Lessons

A. Setting up and operating successful courses for adult English language learners (i.e., administrative concerns).

B. Planning a curriculum that fits your students and meets their needs.

C. Designing effective lessons for language learning and teaching (i.e., curriculum and lesson planning).

D. Assessing your students' language proficiency (for course design purposes and for determining student placement).

3. Developing Fundamental Teaching Skills

A. Developing a successful teaching personality.

B. Adjusting your spoken English to make it comprehensible and helpful to English language learners at various levels of proficiency.

C. Managing classes of English language learners (encouraging participation, maintaining discipline, building a supportive sense of community, avoiding demeaning or negative behavior, setting up groups, dealing with multiple levels of proficiency in the same class).

D. Correcting language learners' errors productively, and developing their self-monitoring skills.

4. Understanding Key Principles Behind Successful Language Teaching

A. Understanding basic principles of second language acquisition.

B. Creating and using exercises for mechanical, meaningful, and communicative practice.

C. Using communicative language teaching principles and information gap exercises.

D. Encouraging cooperative and collaborative learning to increase student interaction.

E. Creating activities that provide imitative, rehearsed, and extemporaneous practice.

F. Developing an awareness of teaching styles and cross-cultural style differences.

5. Knowing Your Students: Learner Types, Styles, and Strategies

A. Understanding, respecting, and appreciating adult ESL learners.

B. Working successfully with young English language learners.

C. Understanding your students' language learning styles—including cross-cultural

differences in learning styles—and then teaching them accordingly.

D. Recognizing multiple intelligences and their implications for language teaching.

E. Teaching your students to use language-learning strategies commonly employed by successful language learners.

6. Developing Language Skills

A. Developing English language learners' listening skills.

B. Developing English language learners' speaking skills.

C. Developing English language learners' reading skills.

D. Developing English language learners' writing skills.

E. Integrating multiple language skills in one class.

F. Teaching content-based language classes.

7. Teaching English Language Components

A. The least you should know about English grammar and how to teach it.

B. The least you should know about English pronunciation and how to teach it.

C. Planned and unplanned vocabulary teaching.

D. Vocabulary teaching and learning strategies that work well.

E. Understanding and teaching about culture.

8. Making Language Teaching and Learning Enjoyable and Memorable

A. Conducting effective and enjoyable conversation classes.

B. Using songs and chants to increase participation, recall, and enjoyment.

C. Using games, and other fun yet effective activities for English language teaching.

D. Using computers and Internet resources for English language teaching.

E. Using video for teaching English.

9. Testing English Language Skills

A. Widely used general proficiency tests (e.g., TOEFL, BEST, CET).

B. Developing valid and reliable local measures of student achievement.

10. Choosing, Creating, and Adapting Language Teaching Materials

A. Locating, evaluating, and selecting authentic, effective print/electronic teaching

materials for language learners.

B. Collecting and creating your own language-teaching materials.

C. Successfully adapting existing materials for greater teaching enjoyment and success.

These units are designed to be used independently, in any sequence, according to users'

interests.

Ancillary Materials

Each unit includes video clips of ESL/EFL teachers in authentic classroom situations.

These clips illustrate the principles and procedures described in the unit, and they provide

the basis for observation and reflection activities. For the paper book, these videos will

be provided on an accompanying DVD. They will also be available online as part of the

website.

Current Status of the Work

Number of units completed: 8 (video clips to be inserted later)

Number of units nearly completed: 4

Number of units under development: 22 (various stages)

Number of units no one is working on: 6 with others posited as well

Over the next year other units will be developed and finished available for use. As they become available they will also be posted to the website.

The Authors

Lynn Henrichsen (Ed.D, University of Hawaii) has over 30 years experience teaching English to speakers of other languages in a variety of settings around the world. A former chair of TESOL's Teacher Education Interest Section, and former chair of the Department of Linguistics and English Language at Brigham Young University, he regularly teaches courses in TESOL methods and materials. He has authored 7 books and over 70 chapters in books and articles in professional periodicals.

Beth Anne Schnebly is currently a graduate student in the TESOL Masters program at Brigham Young University (BYU). She has had extensive experience tutoring and teaching ESL/EFL for six years in different locations throughout the world, including interning as an EFL assistant language teacher in Japan, tutoring several international ESL students in speaking, writing, and grammar and a professional businessman in ESL pronunciation, and teaching at the English Language Center at BYU in Utah, tutoring

Korean students online, and tutoring Chinese writing students through an online program with the City University of Hong Kong.

Eleanor Clark is a graduate student in the Brigham Young University TESOL Master's program. She has had experience teaching in ESL contexts, with particular interests in reading and literacy. Eleanor has also had the opportunity to tutor in EFL and ESL contexts. She has lived on three continents and experienced various aspects of second language learning, both as a student and as a teacher.

Paul Scholes is currently a student in the TESOL Master's program at Brigham Young University. His experience with second language acquisition stems from teaching English in two different contexts. He taught for 1.5 years to adults in the Provo, UT school district's Adult ESOL Program and is currently teaching university-age students at the BYU English Language Center. He has also successfully completed a graduate course in Second Language Acquisition at BYU.

Kyle Johnson is part-time teacher at Brigham Young University's English Language Center where he has been teaching for the last year while completing an MA in TESOL from BYU. He has earned a Bachelor's degree from BYU in Linguistics. He has taught ESL classes in applied grammar and academic writing, which he is also currently teaching. He has helped organize and implement extracurricular activities at the ELC. His interests include ESL writing, ESL volunteer training, and language program administration.

Iva Crookston is a graduate student in the Brigham Young University TESOL Master's program. She earned her bachelor's degree in German Literature from BYU. She has experiences with teaching several languages such as German, English and Czech

while being fluent in four. She has taught English listening-speaking class to prospective collages students of the ELC institute in Utah, as well as tutored English pronunciation classes to non-native university students. She is currently teaching a Czech language class at the Brigham Young University.

Monty Colver is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL at BYU-Hawaii in 2004 and has several years of experience teaching EFL in South Korea. He enjoys learning new languages and cultures and has lived in various multicultural environments. His primary interests are speaking/listening, using technology in the language classroom, and understanding and teaching culture.

Inho Jung is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL and Secondary Ed. at BYU-Hawaii in 1999. He has more than 10 years of teaching experience in America as well as in Korea and he also has five years of running an English institute. He is currently working on developing teaching materials for his students. He is interested in vocabulary and material development.

Minhye Son is finishing a graduate degree in TESOL at BYU. She graduated from BYU-Hawaii majoring in TESOL education. Upon her graduation, she got Hawaii Teaching License and taught at Hawaii public elementary schools for a year. She is currently teaching at the English Language Center in Provo, Utah.

Appendix B: Project Log

Date	Time	Hours	Activity
Sept ?	1-1.20	20 m	Meeting with Dr. Henrichsen and getting materials
Sept 15- Nov 17		10 h	Our weekly meetings on Tuesdays
Oct 10	8:00-9:00	1 h	Going over the feedback from the I-TESOL
Oct 12	8:00-10:00	2 h	Going over materials from Dr. Henrichsen on Material Management
Oct 13	7-8.00	1 h	Copying materials from Dr. Henrichsen for unit #11
Oct 22	11:30 -12:55	1,25 h	Reading a book by Ken Bain *What the best collage teachers do*
Oct 26	3pm-3.30	30 m	Our weekly TLYSK meeting
Oct 26	13-17:00	4 h	Going over unit 11 from Dr. Henrichsen; making copies
Oct 26	6:20-20:00	1,40 h	Finishing up the Successful Personality unit
Oct 27	1:29:00 - 3.oo	1.31 h	Looking up materials for Where to Go to Learn section; annotated bibliographies, prices etc.
Oct 4	3.00-3.30	30 m	Meeting with Dr. Henrichsen to go over my first unit, looking for a video
Nov 3	3.00-3.30	30 m	Our weekly TLYSK meeting
Nov 10	5.00-5.30	30 m	Watching the VHS from Dr. Henrichsen
Nov 10	15.00-15.30	30 m	Our weekly TLYSK meeting
Nov 9	3.00-6.00	3 h	Preparing video script and materials for shooting the video segment; printing out the handouts
Nov 13	11.00-12.00	1 h	Shooting the first part of the video about a successful teaching personality
Nov 14	10.00-12.00	2 h	Getting cameras, mikes for the big shoot, also handouts and books, release forms, shooting four different parts for the Classroom Management unit
Nov 14	15.45-17.15	1.30 h	Looking at the prospectus online, finishing my part on it, editing other peoples' parts
Nov 15	18-20.00	2 h	Editing other peoples' parts
Nov 17	8-11.00	3 h	Reading articles for our prospectus, looking up number of teachers, writing emails to find out # of teachers, finiship up "Where to go to learn more" section, getting pictures
Nov 18	6-7.00	1 h	Reading the material from Dr. Henrichsen for Teaching personality unit
Nov 17	2.-2.30	30 m	Ordering books through Interlibrary Loan
Nov 19	10-10.30	30 m	Looking at the two new books from the Int. Loan, one of them seems to be useful
Nov 19	6-7.00	1 h	Creating Power Point for my class presentation on Friday about the project
Nov 20	8-10.00	2 h	Working on my log, printing up material for my presentation in class

Nov 19	2-3.00	1 h	Workshop on Electronic Thesis
Nov 29	3-4	2 h	Unit 11, formatting, editing information, sending it to Eleanor Clark for editing
Dec 1	16-18.00	2 hours	Unit 11, going over the correction by Eleanor, looking for pictures online
			formatting and sending it to Eleanor
Dec 3	15-15.40	40 min	Our weekly TLYSK meeting
Dec 4		30 min	Meeting with Dr. Henrichsen, going over unit 9, Dr. H. told me the last changes I need to make before testing
Dec 6		2hours	Working on the video, converting the files from the camera
Dec 7		1 hour	Working on the video, converting the files from the camera
Dec 10		2 hours	Sorting the videos and parts, cleaning them, deciding which parts will go together
Dec 12		2 hours	Cleaning the noise from the videos
Dec 14		1 hour	Writing scripts
Dec 15		1 h	Writing scripts
Dec 28		4 h	Putting the videos together, matching the video with the voice
Dec 30		1 h	Trying to replace the voice because the quality was not as good
Jan 9		1 h	Our weekly meeting
Jan 18		2 h	Converting them into 2 formats and burning them
Jan 19		1 h	Burning the files again, because it did not work
Jan 20		45 m	Submitting the videos to Dr. Henrichsen, going over u. 11
Jan 23		3 h	Working on unit 11, writing new scenario and 9 major points
Jan 23		1 h	Looking for where to go to learn more
Jan 23		1 h	Looking for pictures I can use, bying them from I-Stock
Jan 23		1 h	Doing readability on my units and
Jan 29	15-16.00	1 h	Weekly meeting with Dr. Henrichsen
Jan 30	18-19.00	1 h	Looking for pictures for Teaching Personality Unit
Feb 5	15-16.00	1 h	Weekly meeting with Dr. Henrichsen
Feb 12	8.00-9.00	1 h	Trying to change the competition table but it did not work
Feb 12	15-16.00	2 h	Weekly meeting with Dr. Henrichsen
Feb 13	16-18.00	2 h	Working on the MA write up, pilot testing part
Feb 15	19-20.00	1 h	Working on formatting
Feb 16	18-21.00	3 h	Finishing up write up for the committee meeting
Feb 15	13-14.00	1 h	Working on formatting, watching the online tutorial
Feb 19	15-16.00	1 h	Our weekly meeting
Feb 26	15-16.00	1 h	Our weekly meeting

March 1	10-13.00	3 h	Preparing handouts, Power Point for the 377 class
March 3	17.30-19.00	1.5 h	Piloting unit 3A in 377 class
March 5	15-16.00	1 h	Our weekly meeting
March 12	14-15.00	1 h	Our weekly meeting
March 16	11-16.00	5 h	Formatting of Appendix K, sources and write up
March 17	18-19.30	1.5h	Formatting, looking for obvious mistakes
March 19	18-19.00	1h	Working on abstract
March 20	17-19.30	2.5h	Working on overview and background
March 22	16-19.00	3h	Working on developmental steps
March 26	16-18.00	2h	Editing text in different sections
March 28	16-18.00	2h	Working on pilot testing chapter
March 29	16-18.00	2h	Adding sources
March 30	16-19.00	3h	Fixing the language
March 31	8-16.00	8 h	Fixing the language
April 1	14-16.00	2	Adding information to Where to go to learn more
	17-17.20	20m	Scanning documents
April 2	18-20.00	2	Finishing up parts of text about pilot testing
April 4	18-20.00	2	APA style, references
April 6	18-20.00	2	Working on grammar, language, APA style
April 7	19-22.00	3	Working on grammar, language
April 8	19-22.00	3	Working on grammar, language, APA style
April 9	17-22.00	5	Working on appendixes, formatting, APA style
April 16	18-22.00	4	Implementing changes by Richars Suie, English Professor
April 17	18-21.00	3	Trying to get the formatting right, the file is too big☺
April 18	10-12.00	2	Implementing changes by Dr. Henrichsen-format, grammar
April 19	9-15.00	6	Implementing changes by Kari Vidal- format, grammar
April 20	8.30-11.00	2.5	Final Changes, printing

TOTAL HOURS   161.52

Appendix C: I-TESOL Evaluation of Unit "Developing a Successful Teaching Personality"

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

Good insights and ideas.

Speed presenting. 😊

Is there a website we can access?

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

Students expectations of classes. For example: some cultures believe learning should be teacher-centered and do not react well to student-centered learning. As teachers we need to respect and acknowledge different learning styles. How can you explain a complex topic, such as language Acquisition to ESL students? Example lessons demonstrating the effectiness of your approach

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

great content
but please slow down!

Eleanor -

I've faced a classroom situation where students texted, worked-out and even curled their hair during class. I (as well as the cultural (local dynamics)) re-evaluated my material and found that multi media lesson plans worked in this setting! yeah movie clips and songs - I printed out vocab work sheets / fill-in-the-blank handouts that really got their attention! However, It was only a short term position - thank goodness - so I'm not sure if it would function for a long term.

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

Eleanor
- Very well prepared
- professional
- talked really fast
- too much info on slides
    - can't read everything + it's not all discussed
- really good suggestions for novice teachers

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

- Kagan Strategies
    ↓
  Cooperative learning
- Wong - First Days of School

Both of these provide excellent classroom management techniques which only take a few seconds to implement, but are super important to success.

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

Good presentation - very fast, but there was a lot to cover. Maybe a handout w/ info. on the slides?

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

Some cultures dominate discussions (are talkative) while others won't speak. Students need to be aware of this.

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

Scenario · realistic, interesting, but Denmark is not a common destination for novice, volunteer English teachers

Students refusing to participate is a good problem but "refusing" is a strong word. Maybe they don't participate because they are shy

Any websites about classroom management

Other problems include the opposite · Students who won't shutup and dominate the class.

What to do when it appears there's "bad blood" between students in the same class?

TLYSK – Classroom Management

Please, provide us with your feedback and additional ideas.

Thank you!

Iva Bartova/Eleanor Clark

Very explicit and concise

Appendix D: Readability of the Unit "Developing a Successful Teaching Personality"

WORD LIST	TOKENS/%	TYPES/%	FAMILIES
one	1808/86.01	432/69.68	308
two	66/ 3.14	48/ 7.74	42
three	114/ 5.42	75/12.10	66
not in the lists	114/ 5.42	65/10.48	?????
Total	2102	620	416

Appendix E: Ling 377 Class Evaluation of Unit "Developing a Successful Teaching Personality"

Successful Teaching Personality- Feedback

What characteristics do you think a good teacher should have?

1. positive attitude about ability of students to learn

2. prepared + ready to teach + give help

3. engaging and involved in the lesson

4. seems helpful — students feel like the teacher is accessible

5. students are aware of progress + know what they need to learn

What were some things you did not like about teachers you have had so far?

I have a hard time with teachers who are disrespectful to students even if its not to me.

Please, put a star next to each objective that you think was fulfilled by this unit?

✶ • Know what traits of a successful teaching personality are

✶ • Understand why they are important

✶ • Understand how they fit in the whole picture of ideal complex teaching personality

comment about the handout — label the categories with the task you give to make it easier to follow along

Great lesson!

Successful Teaching Personality- Feedback

What characteristics do you think a good teacher should have?

1. KNOW YOUR SUBJECT WELL AND CONSTANTLY EDUCATE YOURSELF

2. BE INTERESTED IN YOUR STUDENTS

3. BE ENTHUSIASTIC.

4. PROVIDE EFFECTIVE FEEDBACK

5. LISTEN TO YOUR STUDENTS & BE OPEN TO CRITIQUE.

What were some things you did not like about teachers you have had so far?

- Un-entertaining / un-enthusiastic
- Were not prepared
- Did not care about students

Please, put a star next to each objective that you think was fulfilled by this unit?

☆ • Know what traits of a successful teaching personality are

☆ • Understand why they are important

• Understand how they fit in the whole picture of ideal complex teaching personality

THANKS FOR BEING PREPARED, I CAN TELL YOU DO PUT EFFORT INTO YOUR TRAININGS.

Successful Teaching Personality- Feedback

What characteristics do you think a good teacher should have?

1. Realistic optimism

2. desire to learn and teach

3.

4.

5.

What were some things you did not like about teachers you have had so far?

_____

_____

_____

Please, put a star next to each objective that you think was fulfilled by this unit?

* • Know what traits of a successful teaching personality are

* • Understand why they are important

* • Understand how they fit in the whole picture of ideal complex teaching personality

Successful Teaching Personality- Feedback

What characteristics do you think a good teacher should have?

1. respectful & thoughtful
2. cares about students' success
3. knowledgeable
4. prepared
5. enthusiastic

What were some things you did not like about teachers you have had so far?

When they were unorganized or unprepared.
When they constantly changed the way the
class worked (kept experimenting with new
teaching tactics but never stuck with one thing)

Please, put a star next to each objective that you think was fulfilled by this unit?

★ • Know what traits of a successful teaching personality are

★ • Understand why they are important

★ • Understand how they fit in the whole picture of ideal complex teaching personality

Successful Teaching Personality- Feedback

What characteristics do you think a good teacher should have?

1. Knowledgable
2. Friendly
3. Fair
4. Enthusiastic
5. Cares about individual needs

What were some things you did not like about teachers you have had so far?

Made me feel stupid after asking a question
Had favorite students. while ignoring others
Did not focus on the subject

Please, put a star next to each objective that you think was fulfilled by this unit?

☆ • Know what traits of a successful teaching personality are

☆ • Understand why they are important

☆ Understand how they fit in the whole picture of ideal complex teaching personality

So far the presentation
is great. Too bad the video playback didn't work

Successful Teaching Personality- Feedback

What characteristics do you think a good teacher should have?

1. *positive feed back*

2.

3.

4.

5.

What were some things you did not like about teachers you have had so far?

- Too much information and not enough discussion.
- When they do not push me to accomplish more than I thought I already could.

Please, put a star next to each objective that you think was fulfilled by this unit?

- Know what traits of a successful teaching personality are

- Understand why they are important

- Understand how they fit in the whole picture of ideal complex teaching personality

(I missed too much of the lecture to answer these questions accurately)

I really appreciated hearing your personal experience with math. I think it is easy for teachers to get frustrated with students who struggle + we must avoid it

Lisa Rowley

Successful Teaching Personality- Feedback

What characteristics do you think a good teacher should have?

1. Patience
2. Loving their students
3. Knowing / Expert on their lesson
4. Prepared
5. Happy / Inspiring

What were some things you did not like about teachers you have had so far?

• Not happy

• Only nag on students - no positive reinforcement

Please, put a star next to each objective that you think was fulfilled by this unit?

⭐ Know what traits of a successful teaching personality are

⭐ Understand why they are important

⭐ Understand how they fit in the whole picture of ideal complex teaching personality

Thank you for your examples & explanations. I like/need a lot of different examples sometime when learning a new concept. It is helpful when the teacher doesn't just assume that everyone already understands. Starting with the basics is the best.

Appendix F: Readability of Unit "Managing Classes of English Language Learners"

WORD LIST	TOKENS/%	TYPES/%	FAMILIES
one	2053/85.22	415/67.92	304
two	94/ 3.90	59/ 9.66	49
three	166/ 6.89	87/14.24	69
not in the lists	96/ 3.99	50/ 8.18	?????
Total	2409	611	422

Appendix G: Ling 377 Class Evaluation of Unit "Managing Classes of English Language Learners"

3. Which part of the unit was the most helpful to you and why? Rank them from the most helpful (1) to the least helpful (6). Note: All of them can be ranked 1 (super helpful) or 6 (not helpful at all)

Ranking from 1-6	Part of the unit	Why?
1	New culture (different teaching and learning styles)	I realized that we teach the way we were taught. Diff. cultures teach differently than how I was taught
2.	Different proficiency levels in one class	Good ideas given.
1	Students who are not used to interacting and working together in the language learning process.	learned ways to start small (individual → pairs → smaller groups → groups).
3.	Students not participating in class	Good ideas given ✱ Use names.
4.	Students not paying attention to the lecture	
3.	Negative and disrespectful behavior from the students	

4. Please, look at the objectives of this unit. Do you think that these objectives, from what you have seen being presented here, have been met? Put a star ✱ next to each objective that was met.

Objectives of This Unit

As you work through this unit you will:

- ✱ ➤ discover possible reasons why your students react the way they do.
- ✱ ➤ learn helpful ideas to solve common classroom management issues.
- ✱ ➤ see how to approach students of different proficiency levels within one classroom.
- ✱ ➤ learn how to approach cultural differences in your classroom.
- ➤ feel more confident in the classroom.

3

3. Which part of the unit was the most helpful to you and why? Rank them from the most helpful (1) to the least helpful (6). Note: All of them can be ranked 1 (super helpful) or 6 (not helpful at all)

Ranking from 1-6	Part of the unit	Why?
5	New culture (different teaching and learning styles)	Cultural issues can, but are not always a problem. ^be
1	Different proficiency levels in one class	I've experienced it before. I know how much of a problem it can be
6	Students who are not used to interacting and working together in the language learning process.	I don't like putting students in groups usually. I don't like to learn that way in class.
2	Students not participating in class	I liked also or discussion on voice tone and control. These are important things to know.
3	Students not paying attention to the lecture	Often a problem. Good to know ways to help engage them.
4	Negative and disrespectful behavior from the students	More of a problem these days. You need control in your class!

4. Please, look at the objectives of this unit. Do you think that these objectives, from what you have seen being presented here, have been met? Put a star * next to each objective that was met.

Objectives of This Unit

As you work through this unit you will:

* ➤ discover possible reasons why your students react the way they do.
* ➤ learn helpful ideas to solve common classroom management issues.
* ➤ see how to approach students of different proficiency levels within one classroom.
  ➤ learn how to approach cultural differences in your classroom.
* ➤ feel more confident in the classroom.

3

3. Which part of the unit was the most helpful to you and why? Rank them from the most helpful (1) to the least helpful (6). Note: All of them can be ranked 1 (super helpful) or 6 (not helpful at all)

Ranking from 1-6	Part of the unit	Why?
1	New culture (different teaching and learning styles)	There will be a sort of culture shock!
1	Different proficiency levels in one class	This is something that I think will happen.
2	Students who are not used to interacting and working together in the language learning process.	I never thought about this! It was helpful to see what problems might arise.
1	Students not participating in class	I'm also worried about this. Its helpful to get information
1	Students not paying attention to the lecture	This is what I'm most worried about!
2	Negative and disrespectful behavior from the students	This was good. I'm still not very confident w/ this

4. Please, look at the objectives of this unit. Do you think that these objectives, from what you have seen being presented here, have been met? Put a star * next to each objective that was met.

Objectives of This Unit

As you work through this unit you will:

- ✳ ➤ discover possible reasons why your students react the way they do.
- ✳ ➤ learn helpful ideas to solve common classroom management issues.
- ✳ ➤ see how to approach students of different proficiency levels within one classroom.
- ➤ learn how to approach cultural differences in your classroom. I think I'll have to figure out the cultural differences in Thailand or any country I go to
- ➤ feel more confident in the classroom. not yet! This is helping though.

3. Which part of the unit was the most helpful to you and why? Rank them from the most helpful (1) to the least helpful (6). Note: All of them can be ranked 1 (super helpful) or 6 (not helpful at all)

Ranking from 1-6	Part of the unit	Why?
2	New culture (different teaching and learning styles)	*would like more specifics on types of cultures & teaching styles, but realize its a "drop in the bucket" class*
2	Different proficiency levels in one class	*I would prefer to spend a little less time on this & more on class*
1	Students who are not used to interacting and working together in the language learning process. *problem 4 was least aware of but need to know*	*good information to be aware of and useful suggestions for fixing problem*
2	Students not participating in class	
3	Students not paying attention to the lecture	*we discussed what might cause problems but not how to fix them*
5	Negative and disrespectful behavior from the students	

4. Please, look at the objectives of this unit. Do you think that these objectives, from what you have seen being presented here, have been met? Put a star * next to each objective that was met.

Objectives of This Unit

As you work through this unit you will:

* *⟩ discover possible reasons why your students react the way they do.
* *⟩ learn helpful ideas to solve common classroom management issues.
* *⟩ see how to approach students of different proficiency levels within one classroom.
* *⟩ learn how to approach cultural differences in your classroom.
* *⟩ feel more confident in the classroom.

3

3. Which part of the unit was the most helpful to you and why? Rank them from the most helpful (1) to the least helpful (6). Note: All of them can be ranked 1 (super helpful) or 6 (not helpful at all)

Ranking from 1-6	Part of the unit	Why?
2	New culture (different teaching and learning styles)	I ~~wish~~ wish I had known more about this before I taught so I could adjust my teaching style
2	Different proficiency levels in one class	Good ideas to help teach students at different levels and brings up the reality of it.
2	Students who are not used to interacting and working together in the language learning process.	Definitely need to know how to help engage the students and to consider why they may not be engaged
3	Students not participating in class	
3	Students not paying attention to the lecture	
3	Negative and disrespectful behavior from the students	

4. Please, look at the objectives of this unit. Do you think that these objectives, from what you have seen being presented here, have been met? Put a star * next to each objective that was met.

Objectives of This Unit

As you work through this unit you will:

- * ➤ discover possible reasons why your students react the way they do.
- * ➤ learn helpful ideas to solve common classroom management issues.
- * ➤ see how to approach students of different proficiency levels within one classroom.
- * ➤ learn how to approach cultural differences in your classroom.
- * ➤ feel more confident in the classroom.

3

3. Which part of the unit was the most helpful to you and why? Rank them from the most helpful (1) to the least helpful (6). Note: All of them can be ranked 1 (super helpful) or 6 (not helpful at all)

Ranking from 1-6	Part of the unit	Why?
1	New culture (different teaching and learning styles)	these are things we may not recognize because cultural things are sometime invisible to us.
1	Different proficiency levels in one class	I have never taught to people with very different levels
1	Students who are not used to interacting and working together in the language learning process.	we see this as so normal, it might take a while to understand.
3	Students not participating in class	what we discussed was useful but I think more examples (videos, stories of success & failure) would boost my confidence
2	Students not paying attention to the lecture	same ↗
1	Negative and disrespectful behavior from the students	I liked that this was kept simple, it seems to me teachers who are consitent succeed at this more than teachers with lots of tactics.

4. Please, look at the objectives of this unit. Do you think that these objectives, from what you have seen being presented here, have been met? Put a star * next to each objective that was met.

Objectives of This Unit

As you work through this unit you will:

> discover possible reasons why your students react the way they do. *
> learn helpful ideas to solve common classroom management issues. *
> see how to approach students of different proficiency levels within one classroom. *
> learn how to approach cultural differences in your classroom. *
> feel more confident in the classroom. *

3

3. Which part of the unit was the most helpful to you and why? Rank them from the most helpful (1) to the least helpful (6). Note: All of them can be ranked 1 (super helpful) or 6 (not helpful at all)

Ranking from 1-6	Part of the unit	Why?
1	New culture (different teaching and learning styles)	I like the idea of getting to know each other
1	Different proficiency levels in one class	This could be very difficult but this is where creativity comes into play.
2	Students who are not used to interacting and working together in the language learning process.	I want to see how I can help the students trust each other & teach them how interacting together is so important in learning.
1	Students not participating in class	I should ask, "How can I help them" not "get mad.
1	Students not paying attention to the lecture	I like how the teacher should ask what they, themselves are doing or not doing. Don't just blame students
2	Negative and disrespectful behavior from the students	I still need to work on ideas of how to fix these problems.

4. Please, look at the objectives of this unit. Do you think that these objectives, from what you have seen being presented here, have been met? Put a star * next to each objective that was met.

Objectives of This Unit

As you work through this unit you will:

* ➤ discover possible reasons why your students react the way they do. very much so!
* ➤ learn helpful ideas to solve common classroom management issues.
* ➤ see how to approach students of different proficiency levels within one classroom.
* ➤ learn how to approach cultural differences in your classroom.
* ➤ feel more confident in the classroom.

3

Appendix H: Categories of Teacher's Characteristics

Category 1
1. Good prior academic performance (1)
2. Evaluation from honors, awards students (2)
3. Membership in professional organizations (2)
4. Leadership in educational activities on state and national level (2)

Category 2
1. Communication skills (1)
2. Professionalism (1)
3. Exemplary communication skills with students and colleagues (2)
4. Beginning teachers should show developing competencies in interpreting and operating within relevant legislation, government policy and system guidelines that underpin educational programs and services and relate to the management of the particular educational setting (4)
5. Beginning teachers should show developing competencies in operational knowledge of school/centre/classroom management, including relevant aspects of resource management (4)
6. Beginning teachers should be able to effectively interact with parents and the school community (4)
7. Beginning teachers should appreciate the collegial nature of teachers' work and be able to work effectively as members of a team (4)
8. Beginning teachers should have knowledge of the framework of law and regulation that affect teachers' work (4)

Category 3
1. Creativity (1)
2. Original and innovate instructional methods (2)
3. Be aware of and develop the capacity to use new information technologies in educational contexts (4)
4. Employs an effective delivery (5)
5. Uses variety of learning activities, experiments and allows spontaneity (5)
6. Use of engaged time (5)
7. Use of text (5)
8. Field trips and other activities (5)
9. Does not always teach from a sitting or leaning position (5)

Category 4
1. Pedagogical knowledge (1)
2. Knowledge of the subject (2)

3. Use the English language to communicate clearly and effectively, both orally and in writing, in the range of roles and contexts occurring within the classroom and the school community (4)
4. Have a thorough understanding of the content of learning and teaching including the underlying structure of the subject matter and its relationship to other areas of knowledge (4)
5. Employs an effective delivery (5)
6. Have an understanding of how students develop and how they learn (4)
7. Be well informed about the purposes, nature and uses of a wide variety of assessment strategies (4)
8. Be able to incorporate the teaching of literacy and numeracy skills regardless of the subject or age group being taught (4)
9. Pedagogical knowledge (1)
10. Demonstrate proficiency in spoken and written English at a level commensurate with his role as a language model (6)
11. Have an understanding of the principles of language pedagogy and the demonstrated ability, gained by actual experience, to apply these principles as needed to various classroom situations and instructional materials. (6)
12. Have an understanding of the principles, and ability to apply the techniques and interpret the results of second-language assessment of student progress and proficiency; and ability to evaluate the effectiveness of teaching materials, procedures, and curricula. (6)

Category 5
1. Self development or lifelong learning (1)
2. Have had the experience of learning another language and acquiring knowledge of its structure. (6)
3. Continued professional development (2)
4. Beginning teachers should acknowledge their responsibilities for their continuing professional development (4)

Category 6
1. Appropriate evaluation and assessment (1)
2. Believe that all their students have a capacity to learn and should be treated justly and equitably (4)
3. Does not play favorites (5)
4. Is fair (5)
5. Keeps accurate records of work completed, attendance, test results and grades (5)

Category 7
1. Personality (1)
2. Be positive (3)

3. Enthusiasm (5)
4. Has a sense of humor, is relaxed (5)
5. Are alert to the consequences of their own behavior and encourage students to develop to the same awareness (4)
6. Have high expectations of class members (5)
7. Reflect critically on their teaching practices (4)
8. Believe in, express and be able to justify the value of what they teach (4)
9. Beginning teachers should show developing competencies in educational leadership and personnel management (4)
10. Is humble (5)

Category 8
1. The ability to model the concepts in their content area (1)
2. Be able to adapt their teaching to suit their students and the context in which they are teaching (4)

Category 9
1. Creates an atmosphere of respect and a climate of caring (2)
2. Believe that all their students have a capacity to learn and should be treated justly and equitably (4)
3. Establish and maintain a school and classroom learning environment which is safe and supportive, orderly and purposeful, interesting and challenging (4)
4. Politeness (5)
5. Firmness and control (5)
6. Accepts individual differences (5)
7. Does not make students lose face (5)
8. Interpersonal relationships with students (5)
9. Does not allow one or two students to monopolize or dominate the class (5)
10. Have personal qualities which contribute to his success as a classroom teacher, insure understanding and respect for his students and their cultural setting… (6)
11. Have a conscious perception of another cultural system. If possible, the language and cultural system should be related to that of the population with which he is to work (6).

Category 10
1. Recognize and in conjunction with appropriate support services, meet the individual learning needs of all students, including: girls, gifted and talented students, aboriginal students, students with disabilities, learning difficulties or behavior disorders, students from low socio-economic backgrounds etc. (4)
2. Support and concern for students (5)
3. Provides personal help (5)

Category 11
1. Preparation (5)
2. Punctuality (5)
3. Consistency (5)

Sources for the categories of teacher's characteristics:
1. Polk Jeremy – students and teachers
2. Rushton- Administrators, teachers
3. Yu-Chu Yeh – teacher
4. NSW Ministerial Advisory Council on Teacher Education and the Quality of Teaching Document , Jan 1993
5. Best teacher Description; http://humanities.byu.edu/elc/teacher/best teacher;
6. Directory of Professional Preparation Programs in TESOL in the United States and Canada 1995-1997, Guidelines for Certification and preparations of teachers of English to speakers of other languages in the United States, Ellen Garshick, Editor

Appendix I: Scripts for The Video Segments

Video Script (informal language, not proofread)
1. Tell the participants about my project.
2. Explain the 4 parts I need to record.
   a. Teacher will be at the board explaining something about reading strategies Strategies will be on the board.

      Students won't listen, some of them will be texting, using their cell phones, some of them will be laughing, some of them will be looking up things on the internet, someone will read a book. About 5 students will be paying attention to the lecture. "Guys, you need to pay attention to this! You will need this…"
      After the teacher is done, he asks if they have any questions. No one pays attention again, one student will raise his hand and ask a question but the teacher can't her him. The teaches says "Can you please be quiet? I can't hear the question!"One student will leave a class. Teacher asks where he is going.
      b.   Another teacher: students will be sitting pretty quietly, not all of them but they will be pretty good. Teacher: "Now I want you to get into groups of 3 and you will start discussing the questions you have. "No one moves, they will be looking at each other, one student will kind of stand up. Teacher:" So, stand up and please make the groups, you 3 can be together, you 3 etc., please speed up, we don't have much time… Then we will get into groups. Students won't be really doing anything, they will be staring at the paper and not talking to each other, maybe staring at each other.
      "You know what to do, so please start discussing the questions…"

   c. Another teacher stands in front of the class, students have the texts. The teacher says: "Take out the handouts and read the article and as you read starts circleling words that you don't know. " Students will be reading and some of them will be circleling a lot and some of them not. (we need pencils). We will show a close up of how some students are less and more proficient than others.

   d. A Good Teacher
      - Books in the Dr. Henrichsen's office
      - Close up on clock, teacher is leaving for class, 5 min before class
      - Teacher comes with prepared files in the class, he is organized

      Students are working on something, writing on the second page of one of our papers and one of them is struggling. The teacher comes and helps him out. Teacher asks a question about something relating to the lecture, like "Why was the character murdered?" and someone says why…. The teacher will respond nicely so the students does not lose his face "That is a very good guess, you are getting close but there was more into it…Thank you Mark! Can you think of another reason?" Students will be coming with piece of paper with the subject of their projects. Teacher will be saying " That is a good

theme, I think you should continue working on it, if you need more help…ask Maria, she is very good at history, she would love to help you out.