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The Development of Two Units for *Basic Training and Resources for Teaching English to Speakers of Other Languages*: "Using Songs to Increase Participation, Recall, and Enjoyment" and "Using Games for English Language Teaching"

Jung-Eun Chung
Brigham Young University - Provo

The Development of Two Units for *Basic Training and Resources for Teaching*
English to Speakers of Other Languages: "Using Songs to Increase
Participation, Recall, and Enjoyment" and "Using Games
for English Language Teaching"

Jung-Eun Chung

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Dr. Lynn Henrichsen, Chair
Dr. Neil Anderson
Dr. Dan Dewey

Department of Linguistics and English Language

Brigham Young University

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ABSTRACT

The Development of Two Units for *Basic Training and Resources for Teaching English to Speakers of Other Languages*: "Using Songs to Increase Participation, Recall, and Enjoyment" and "Using Games for English Language Teaching"

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As English continues to become the universal language in commercial, educational and social settings worldwide, there is an increasing demand for English language teachers (ELT). While many teachers are native English speakers, many of them lack formal training in pedagogy and content knowledge. One challenge of novice teachers is how to create a learning experience that is both engaging and enjoyable for English language learners. *Basic Training and Resources for Teaching English to Speakers of Other Languages* (BTRTESOL) created by Dr. Lynn Henrichsen, is a basic but comprehensive program to provide skills and resources to teachers with limited formal training, time and financial resources. Two of the units of the BTRTESOL program focus on creating positive learning environments through the use of songs and games, thus improving motivation, participation and learning among English language learners. This project details the development of two BTRTESOL units titled "Using Songs to Increase Participation, Recall and Enjoyment" and "Using Games and Other Fun Yet Effective Activities for English Language Teaching." It also explains the rationale for using songs and games to enhance the curricula and provides practical examples for producing enjoyable and effective activities.

ACKNOWLEDGMENTS

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Chapter 1: Introduction

This chapter will present an overview of this project underlining the need and significance as well as content and organization of each unit. It will also provide information about my personal background related to the project, including the rationale of selecting this project and my qualifications.

Overview

In today's globalized society, English has become and is becoming more universal around the globe. Crystal (2004) states that there are strong pressures in modern society and there is a great need to communicate at the world level in the form of standard written English. In the areas of business, politics, science, entertainment, travel, the mass media, the Internet, education, etc. the use of English is frequently required, and as a result, many people around the world use or study English as a second or foreign language. Warschauer (2000) also confirms that English is being used more and more by non-native speakers, and they are involved with English economically, educationally and socially.

With the increased need for English training, more English language teachers with proper training and resources have become necessary. Richards (2008) indicates that the world is in great need of qualified language teachers and resources for teaching. Thus, the demand of English language teachers (ELT) is rapidly increasing. Unfortunately, the number of traditional, university-based teacher training programs is inadequate to satisfy the growing need for more trained English teachers. Therefore, many untrained individuals end up teaching English in many parts of the world. A large number of these ELTs are native or bilingual English speakers, but

they are novices at teaching English. Some of these novice teachers go abroad to teach EFL (English as a Foreign Language) and others become involved in ESL (English as a Second Language) teaching in English speaking countries. Wilson (2009) conducted an evaluation of a novice teacher training course. He interviewed the students who were enrolled in the course before and after the training, and one of the nine pre-course interview questions in his research was about their confidence in teaching English language. The majority of the participants indicated that they lacked confidence in teaching English before the course. As this study shows there are many novice teachers who do not have confidence in teaching, but for whatever the reasons may be, they are frequently put into situations where they teach without receiving even minimal training.

It is difficult to count the exact number of these inexperienced teachers, but the numbers are increasing every year. Henrichsen (2010) points out that the number of immigrants and refugees in the United States has greatly increased in the last decade or so according to the US Department of Homeland Security [DHS] 2010. In addition, the 2005-2006 Statistical Report of ProLiteracy states that 120,480 volunteers were involved in teaching both ESL and EFL and it is not difficult to assume that this number would be even greater today (See the Prospectus in Appendix A for an extensive description of our target audience). Given these statistics, TESOL professionals should face the reality that there is a need to help the increasing number of volunteers and novice teachers who are in need of basic training.

Many of these novice teachers receive no formal training due to the mistaken perception that being a native speaker of a language qualifies them to teach. However, being able to speak the language does not make them language educators. They need to master content knowledge as well as pedagogical knowledge. Some of the challenges novice teachers face include lack of

motivation, participation, and retention of the language among their students. One of the differences that can be found between experienced and inexperienced teachers is that experienced teachers know how to teach their classes effectively. Creating a lesson with music and games is one of the ways that they prepare themselves to be more successful. Therefore, the units I have created for the BTRTESOL program will benefit countless inexperienced teachers in improving the overall quality of their English lessons.

Basic Training and Resources for Teaching English to Speakers of Other Languages

Basic Training and Resources for Teaching English to Speakers of Other Languages (BTRTESOL) provides a comprehensive teacher training program with a minimalist and connectivist approach that consists of a basic overview of what novice teachers should know and where to go to learn more for their first successful and effective experience of teaching English to non-native speakers. This program is not created to provide comprehensive instruction in TESOL, but rather it is designed to offer basic resources for novice teachers to build a foundation for themselves and to help them develop their confidence and improve themselves as teachers.

The BTRTESOL project comprises ten main sections with forty-five units including topics such as teaching different language skills, creating teaching materials, teaching culture, and teaching young learners. Each unit follows the same format that starts with an introduction and scenario, a set of objectives and the main body with information related to each topic within the unit, video segment and follow-up questions. Lastly, each unit closes with information on where teachers can learn more about given subjects including paper copy and electronic resources.

This master's project explains in detail the development of two BTRTESOL units titled

"Using Songs to Increase Participation, Recall, and Enjoyment" and "Using Games and Other Fun Yet Effective Activities for English Language Teaching" from the starting stage, to research on studies of using songs and games in ELT, drafts, finished units, and lessons learned. Next, this project provides evidence of how songs and games create enjoyable learning experiences for students. More specifically, songs influence students' participation, recall, and learning. Games play a significant role in increasing motivation and participation. The two units are designed in the hope of assisting novice teachers with creating an enjoyable and memorable learning environment where students are motivated to learn and feel that acquiring the English language can be fun. Each unit provides ideas for preparing and producing fun yet effective activities through using songs and games and examples that teachers can use with some cautions. Finally, this project includes a prospectus created by the BTRTESOL team in 2010 and amplified in 2011 that provides a rationale and review of the target audience and competition in the field dealing with the same subjects. Our BTRTESOL team worked on revising the prospectus that was already created by the team in the previous year. Each of us worked on finding more resources to cite regarding the need for novice and volunteer English language teachers, and we were able to add some more references to the prospectus. We also found more competing publications and read through those books to find differences among them and from our project.

Although we worked together as a team in creating the prospectus, each of us worked individually in writing our MA project reports. I modeled the format of my report on previous TESOL MA students' project reports—especially Monty Colver's and Paul Scholes'. However, the language I used was unique because our reviews of literature and our development experiences were unique. Scholes' write up was more extensive than mine and as part of his needs analysis he conducted a survey of BYU students' knowledge of second language

acquisition terms and concepts. In contrast, I did much more pilot testing of my units so my write up contains extensive information about the feedback I received and the revisions I made.

Personal Background

I chose the BTRTESOL units on songs and games for several reasons. I graduated from Brigham Young University—Hawaii with a BA in Music Education and taught music in a couple of public schools for my student teaching. Through my background in teaching music and past experiences, I know that music has power to motivate students. With this conviction of the benefits of using music in learning, I used songs when I was teaching EFL after I graduated from college. I applied to Brigham Young University's TESOL MA program to become a more effective teacher. After completing the TESOL Graduate Certificate program at BYU, I was thrilled to discover that there was a MA project available which involved both my linguistic and musical skills. I thought there could be no one else in the program that could do better on the unit dealing with songs than I, having a degree in both music and English. I felt privileged to be a part of the BTRTESOL team, which allowed me to use my knowledge in both of the areas that I have great passion for.

In addition to selecting the first unit which deals with using songs in English teaching, I chose to work on the second unit: "Using Games and Other Fun Yet Effective Activities for English Language Teaching" for several reasons. As I have experiences with music, I also have some connections to this second topic. When I was teaching EFL in Korea, I taught adult conversation and grammar classes and almost all of my students came directly from work, which meant that they were physically and mentally tired and exhausted. Therefore, I had to come up with ways to bring excitement into the classroom for my students. One of the ways that I thought

of brightening my lessons was using games. My students loved using games and thought it was effective to review what they had learned by using games. With the aid of games, I never had a single student who fell asleep during my class even though some classes went until late at night.

From these successful firsthand experiences, I have been using songs and games in my ESL and EFL classrooms and find it amazing what music and fun activities can bring to the classroom. I used songs and games for grammar, listening and speaking, reading, and writing classes as I was employed at BYU's English Language Center and found these activities very useful. When I worked at Alpine school district for its Family Literacy program for immigrants, I used songs and games and found them effective, especially with motivation, involvement, and recall. Most of all, the students enjoyed learning English, and that changed their attitudes. I still use these techniques in my classroom to teach grammar, listening and speaking, or even writing and reading classes here in the United States. From my own experience I do know that using songs and games to teach English language is a wonderful way to create a positive, energetic, and enjoyable classroom atmosphere. In my review of literature for this project, I have found many TESOL experts, published articles and books that agree with this view. Songs and games can brighten any English language skill classes when most students feel overwhelmed or bored, and plant the idea that studying English can be pleasant into the minds of students who do not find studying English fun. I hope that through this project more novice teachers will understand the importance of creating enjoyable and energetic learning environments and start using songs and games in their lessons.

Chapter 2: Literature Review

This chapter will describe the research and theory that deals with the topics of songs and games and learning in general. Moreover, it will go into detail about how using songs and games affects general learning and second language (L2) learners' motivation, participation, and overall English language learning. Even though there are other ways to create these benefits, using songs and games is one of the best ways. This review is divided into five sections: enjoyable learning, music and learning in general, using songs in English language learning, games and learning in general, and games in language learning.

Enjoyable Learning

Based on his extensive experience Richards (1969) states that "pleasure for its own sake is an important part of language learning, a fact which is often overlooked by the teacher in his quest for teaching points" (p.106). Thus, it is important that educators take time and expend effort to consider how they can create fun yet effective learning environments by helping students feel positive emotions and enjoy learning while valuable learning occurs. In this section, the reason why enjoyable learning is important and how it affects learning are examined in three subsections: positive emotional learning, engagement and involvement in learning, motivation in learning.

Positive emotional learning. Before understanding the role of songs and games in learning, it is essential to understand a few important aspects of learning in general, especially how helping students feel positive emotions can affect their learning. According to Krashen's Affective Filter hypothesis (1987), affective variables such as motivation, self-confidence and

anxiety play a significant role in second language acquisition. Learners with a low affective filter are better prepared for success in second language acquisition. On the other hand, learners with low self-esteem and low motivation are not as successful, and this prevents comprehensible input from being used for acquisition of the target language. Learning that involves emotional or psychological change can benefit students' learning process and affect how learners achieve academic and career success (Nelson & Low,2003; Brackett & Katualk, 2007). Therefore, helping students feel positive emotions while they learn can bring significant success in their academic careers.

Engagement and involvement in learning. Another important challenge of teaching is how to engage and involve students in learning. Jones (1998) explains that effortless involvement means losing awareness of worry and frustration, which is one of the characteristics of a good engaging learning experience. One of the ways to help students get more involved in classroom activities is to have them "do" things rather than "listen" to lectures. Learning through actively doing something can be more effective and enjoyable as opposed to dull drilling and it has the capacity to engage people intellectually as well as emotionally. When students are more engaged and involved, they experience a higher level of motivation.

Motivation in learning. According to Cherniss and Goleman (2001) being motivated and committed is one of the greatest challenges people face in whatever work they are engaged in. Students need to engage themselves in learning and in each classroom activity in order to be able to better understand what is being taught. The willingness or desire to engage in a task has been called motivation. It is the last critical aspect of learning in general that is mentioned in this review. Motivation refers to an individual's choice to engage in an activity (Pintrich &

Schrauben, 1992;Wolters, 1998). One of the distinguished researchers in the field of motivation in L2 acquisition, Ellis (1997), states that motivation involves the attitudes and affective states and those two elements influence the degree of effort that learners make in their learning. Saemann (2009) also agrees with the importance of this element as he states that when students are motivated and enjoy learning, learning itself becomes a fun process which might even lead them to feel enthusiasm. Learning that is pleasant, that engages and motivates students will create an ideal educational environment where students not only acquire knowledge but also enjoy acquiring the information and obtain it effectively. Using songs and games enhances fun and meaningful learning and can be a great tool in education especially in second language acquisition. Furthermore, Dornyei (2001) introduces motivational strategies for teachers to use in their language classrooms in four stages: 1) creating the basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation, 4) encouraging positive retrospective self-evaluation. In this model, Dornyei emphasizes how teaching material plays an important role in students' motivation. Teachers' attitudes and enthusiasm about their own material and students' attitudes about what their teachers have prepared for the lesson are also important. Both teachers and students can be more enthusiastic about their teaching and learning with the aid of songs and games.

The next two sections will describe first, how using music and songs aids learning in general and how it affects English language acquisition. Second, it will focus on games and learning in general and how using games benefits English language learning.

Music and Learning in General

In this section, studies on music and its role in learning are reviewed and are divided into four sections: music, a powerful emotional learning tool; music and motivation; music and retention; and similarities between music and language.

Music, a powerful emotional learning tool. As mentioned in the first section of this review, emotion and motivation play a significant role in education, and music is one of the effective ways that create positive emotion in learning. First, music can engage students and involve them emotionally in learning. Dandrea (1989) states that "music has the power to touch the individual" (p. 4). As students' attitudes are crucial in their learning, music can open up the students that come to class with negative mind-sets about their learning, and with the support of music they will be able to change their attitudes to positive ones. Delisle (1983) explains that by reaching out to students through music, teachers can help them build abilities to cope with concerns they might have, including real-world emotional issues such as pain and love. Music can also help learners relax by setting a relaxed tone in the classroom, or it can liven up the lessons with upbeat songs (Jolly, 1975). Jones (2000) reports that music with or without words relaxes students who are stressed and nervous to the point that it is challenging for them to learn well.

Music and motivation. Music leads students to be motivated to actively participate in learning. Based on her many years of teaching, Finocchiaro (1981) indicates that motivation is a crucial component in the language learning process. In her study Finocchiaro indicates positive learner and teacher attitudes as part of what is involved in motivation and 15 factors that affect motivation are listed. Some of them include teaching methodology, understanding meanings of

words, mastery, and objectives. Among the 15 factors Finocchiaro sees teaching methodology as one of the most crucial factors and using music and songs to teach English is definitely one way of effective teaching methodologies. Moreover, according to Schmidt, Boraie and Kassabgy (1996) one of the most vital factors which create motivation in a student is interest in the learning material. They conducted research on motivation and used 1,554 adult EFL learners at the American University in Cairo as informants for their study. They had the students complete a 100-item questionnaire asking about the factors that affect their motivation to study English as a foreign language and some of the items for the instructional preference section were 1) if they prefer activities and materials that challenged them and 2) that arouse their curiosity even if they are difficult for them to learn and lastly, 3) if they preferred lots of activities that allowed active participation. The result indicated that 81%, 79%, 46% of the whole population answered yes for each of the previous questions. Their study shows that challenging and interesting teaching materials and activities play an important role and students learn better when they have an interest in what is being taught. Music has been shown to be an effective motivational tool to catch students' attention and interest and it can be used as one of the interesting activities for students. Y. Chen and P. Chen (2009) conducted research to investigate the effect of using English popular songs to improve students' motivation to learn English. One hundred and thirty one sixth grade elementary students completed survey questionnaires. They asked the students about their motivation and learning performance of learning English through four English popular songs. Out of a total of 166 questionnaires distributed, 131 were valid, and the results showed that using English songs increased their motivation and helped learners to have positive attitudes toward learning. In addition, the students responded that they felt that using popular songs enhanced their listening proficiency. The results may have been affected by the fact that

the activity using songs took place at the end of their lesson, but there is no doubt that the students were more motivated to learn English language by using songs. The value of songs in motivating students to learn English and enhancing learner development is acknowledged by many teachers as the study above shows. The pleasure that music brings motivates students to learn a second language and helps them keep their interest in language acquisition even though it is challenging.

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Music and Retention. Another point that shows how music can be valuable in learning is its capacity to increase retention. Anton (1990) states that people remember better with music and that is why many big corporations such as Coca Cola and McDonald's advertise their products with custom-designed music or blend their slogan with music. Kelly (1969) states that the history of using music in language learning started in the Middle Ages. When people first introduced Latin to students, they used chants which were based on speech rhythms. These early instructors understood that music is a powerful tool for retention and with rhythm the students were able to better remember Latin for a longer period of time as opposed to just trying to memorize unfamiliar vocabulary. Based on his research Gfeller (1983) also supports this idea of using music for enhancing memory. The result of his study shows that when information has been memorized along with a tune and rhythm, memorization can be enhanced.

Similarities between music and language. Murphey(1990) claims that many English instructors have been aware of the significance of using songs and music in language classes

because they are closely associated. Feld and Fox (1994) explain that the relationship between music and language is a broad field of research. They categorize music and language into four sections: music as language, music in language, language in music, and language about music, and state that they are closely related to each other in many ways. Moreover, they explain that music and language both include and are affected by social and cultural aspects of society and they both convey some kind of message to people, but by different approaches. The same type of music may not be found in each culture, but music is the universal language which is understood emotionally by everyone around the world. Jolly (1975) agrees that music and language have common elements and similarities and one similarity between them is the fact that both of them are organized with patterns of sound arranged in time. As Holahan (1987) indicates, there is rhythm not only in music, but also in language; using the rhythm of music and also the rhythm of language will benefit students in language acquisition. Graham (1978) claims that the rhythm, stresses, and intonation patterns in jazz music can help learners understand those patterns used in the spoken English language. The sounds and rhythm in music can support structures and vocabulary, and songs with lyrics are usually great for language learners since they often contain high frequency words and expressions and provide lots of repetition. Overall, music can be a medium for natural language acquisition (Cakir, 1999).

Using Songs in English Language Learning

This section explains how using songs can benefit learners in five of the English language skill areas: vocabulary acquisition, culture, songs and listening, grammar, and pronunciation. Lastly it mentions some of the cautions that teachers should be aware of in using songs.

Songs and vocabulary acquisition. As mentioned above, music is a great tool to use when there is a need of memorization in language learning, such as vocabulary acquisition. Richards (1969) claims that learners can retain vocabulary longer when songs are involved. Moreover, the rhythm of songs can assist in learners' memory, thus helping them remember structures for a longer period of time (Lindsay, 2000). As mentioned previously, language and music have similarities in that they both have rhythm and stress. They both deliver the message by sound and these common traits help learners to remember the words better as they are both sounded out and rhythmic. Kuhmerker (1969) also explains that the rhythm and kinesthetic experiences connected with songs help learners relate words with an extensive range of linguistic experience. She states that this kind of learning activity promotes the learners' memory, especially with vocabulary. Medina (1990) studied the effectiveness of songs and English vocabulary acquisition of beginning level second-grade students. There were four treatment conditions in her research and the dependent variable was vocabulary acquisition and two independent variables were an instructional medium (songs/no songs) and an extralinguistic support (illustrations/no illustrations). Each group was given a pretest and posttest and after four-day treatment, the gain scores of mean vocabulary for the group who had songs were the highest. Even though the treatment time was very short and there were potential problems with the pretest effect on the posttest, this study shows that if songs are appropriately selected, it will further develop the learner's acquisition of vocabulary items, and songs become valuable teaching materials (Jones, 2000).

Songs and teaching culture for language learning. Besides the benefit of retaining and recognizing vocabulary, many songs also produce the benefit of helping students understand the culture of the target language. For a language to be acquired, learners must go through the

process of understanding its culture since the language is a part of culture and culture represents how the language has evolved and how some expressions and idioms are created in certain ways. Martinez (1994) claims that music is one portion of popular culture and using the lyrics of contemporary artists' music can be a powerful teaching tool for the general topics that represent the culture of society. Cooper (1991), too, is in agreement with the idea that popular music teaches many lessons about American culture and this can be a great tool to teach students many cultural and social expressions in English. Furthermore, using songs, English language teachers can teach idioms and expressions that English language learners often have difficulty understanding through the practical examples in the lyrics of songs students can become familiar with authentic English language (Lindsay, 2000).

Songs and teaching listening. Ur (1984) states that listening to songs to learn English can help students practice their listening comprehension as they experience pleasurable listening, songs instead of plain dialogue or speech. According to Ur, people receive more pleasure from hearing songs they are already familiar with rather than listening to a song for the first time. Therefore, in an English language classroom popular English songs are recommended to practice listening comprehension. Lindsay (2000) states in his book that it is natural to listen to songs and most people find time to listen to music for their leisure and free time because they are enjoyable and that is the reason why even beginning level English language learners know at least a couple of favorite American pop songs.

Songs and teaching grammar. The effects of music and songs are also found in teaching grammar. Cruz-Cruz (2005) conducted research with two second grade classes in which English was taught as a second language using songs, and the result showed that students taught

with music had higher scores on post test. The positive result of using songs is well reflected in

Hancock's book, *Singing Grammar: Teaching Grammar through Songs* (1999). He states the

benefit of using songs for English grammar study and includes eighteen songs with a specific

grammar focus. When the songs are carefully selected by the teacher with a specific grammar

focus, using songs can be beneficial for teaching grammar as Hancock describes in his book.

Songs and teaching pronunciation. Celce-Murcia, Brinton, and Goodwin (2001)

include a section in their pronunciation guide book that introduces a song that includes

challenging consonants such as /s/, /z/and/l/, /r/ and recommend having students listen to the

song and familiarize themselves with those consonants. As they state the underlying principle of

using songs for teaching pronunciation, students automatically recognize the challenging sounds

from the song even if they cannot produce them yet. By listening and practicing the sounds

through songs, learners are finally able to get acquainted with those sounds. The important part is

that using songs for teaching pronunciation can release the stress of students who struggle with

pronouncing the difficult sounds of English, even with pleasure. Coromina (1993) supports this

fact in her article by stating that students become familiar with the pronunciation of native

speakers through songs. As she understands the benefit of using songs for teaching pronunciation,

learners can become better at pronunciation by mimicing the words and phrases in English songs.

Cautions in using songs. Using songs for teaching English has numerous advantages

and nobody can deny that learners enjoy learning through this powerful learning tool, music.

However, careful considerations are needed by the teachers before they select and use songs and

games in their lessons. Lindsay (2000) advises that the songs with non-standard accents or

dialects and the ones that include only a few words or too complicated melodies and beats should

not be put into practice. In addition, it is important that the teacher be sensitive about the cultural background of each student and be careful with selecting songs that contain offending lyrics to some cultures.

The songs used in the classroom should always be provided with lyrics along with the music in an appropriate time so that students do not guess words but they know exactly what words are sung in the song and be able to apply those words in their use of the target language. It is crucial that the teachers do not make this learning activity using songs merely rote learning. In order to prevent this danger, teachers need to create communicative speech situations so that the chunks learned in songs put in to students' right brain can be processed by their left brain which allows them to analyze the lyrics. In this way, students will be able to recycle the learned words in novel utterances. Murphey (1996) recommends that teachers to use songs as a tool which they can use to animate and facilitate the acquisition of language. He warns that it is the teachers' responsibility to take advantage of what music can offer and succeed in using songs in their classrooms. By selecting the right types of songs that include useful expressions and wholesome lyrics, teachers will be able to help their English language students.

Games and Learning in General

In this section, using games in general learning is analyzed in two areas: games as a powerful learning tool, and games and the role of competition in the classroom.

Game, a powerful learning tool. Like songs, games share the common beneficial trait of producing motivation and pleasure in students. As Pivec (2007) states in his article, "Play and learn," gaming is becoming a new type of interactive content in education that is worthwhile for educators to explore more. Games can involve "doing," and movement is one of the ways that

effective learning occurs (Larsen-Freeman, 2000). Since students have different learning styles, involving many different approaches in instruction can help them learn better, and using games can accommodate different styles of learning. In her resource book, *Language Games: Innovative Activities for Teaching English* (2009), Andrade collected and edited countless resources related to language games from various experienced teachers around the globe. It also demonstrates how both theory and practice related to gaming can be integrated in English language teaching. This book explains how games can be used to help students at all levels of all ages and in all language skill areas. Some games can focus primarily on four language skills, reading, writing, listening, and speaking, as well as vocabulary and grammar, and other games present critical thinking and content-based language instruction. According to Andrade's book, games can be adapted to any lessons and students can receive many benefits from playing games in their language classes.

As many studies show, challenging games can help and encourage learners to keep their interest, motivation and engagement (Wright, Betteridge, & Buckby, 2006; Inbar & Stoll, 1970; Garris, Ahlers, & Driskell, 2002). Dieleman and Huisingh (2006) contribute to the idea that games are fun and entertaining and these ways of learning are important because they produce positive mental energies and enthusiasm for learning. When students' anxiety is lessened through playing games, they start increasing confidence in learning (Andrade, 2009). Dieleman and Huisingh also add that playing games helps learners gain insights about their attitudes, values and awareness of their thought processes, and these are constructive contributions to learning. Moreover, through using games in class, students learn how to cooperate with their peers as they interact with each other and share experiences together that lead to building respect for each other and a healthy learning environment (Andrade, 2009).

Games and the role of competition in classroom. Baranauskas, Neto and Borges (1999) state that there is challenge and risk in gaming, and Shameem and Tickoo (1999) explain that there is competition in many games and also that many games challenge students to complete a task in a limited time. With the instructor's guidance, such competition and challenges can have a stimulating effect on students' learning. Nation and Thomas (1988) concur that learning can be very effective when there are challenges involved. Through positive and healthy competitive learning environments, students gain not only academic but also social knowledge. Students are encouraged by the teacher and classmates during games, and they can build confidence in themselves. Even the students who lose are not looked down upon because students understand that the game is not a real world situation, but only a game. Where there is competition, there is excitement, and this in turn helps both students and teachers to be more motivated and optimistic, and can make a significant difference in their lessons.

Games in Language Learning

This section first explains incidental learning, which occurs with the use of games, and then it depicts how games can be used in different English language skill areas: building speaking fluency, learning vocabulary and grammar, and building fluency in reading and writing. Lastly, it ends with some cautions in using games in English language classrooms.

Incidental learning. Games in the classroom help the teacher to create an environment in which the language is taught in a practical and meaningful way (Wright et al. 2006), and one of the most practical and meaningful ways of learning occurs when the learners incidentally acquire language. Incidental learning refers to learning by an indirect way, not by explicit instruction in language forms but only from the cues in the context (Rieber, 1991). The target

language can be also learned incidentally through using communicative games and activities (Shameem & Tickoo, 1999). Pluto (1982) also supports using games for incidental learning by stating that when students learn through the use of games, natural use of language occurs and the target language skill becomes incidental to the context of the games. He suggests that games are a good alternative to language drills that are dull and confusing to students.

Games and building speaking fluency. Lindsay (2000) agrees not only that games bring excitement and motivation into the classroom but also that students can actively practice language and enjoy learning through playing games. According to him, students feel less restrained and controlled when they are participating in a game, and this encourages them to free themselves from worrying about making linguistic mistakes. Therefore, the students do not mind risking the production of errors in a game context and actually start "saying" and using English. Rather than thinking about their grammar mistakes, they focus on communicating to score points or win. Ara (2009), too, testifies that in order to play games, students must say things and this is a great way to have the students who never speak in class to actively communicate during the lesson. After many experiences with meaningful game contexts in an English classroom, students can build speaking fluency.

Games in learning vocabulary and grammar. It is difficult for learners to remember a massive amount of English vocabulary if they do not use it. Therefore, students can benefit from teachers' use of games in their vocabulary lessons as well as complicated grammar classes since using games provide repetition and review in an effective way. Lee (1986) clarifies that it is not the repetition of mechanical drills, but the repetition of interesting communication that leads to advances in the language, and this kind of repetition is found in many language games.

Ara(2009) claims that games can foster practicing and using vocabulary constantly through repetitive patterns, and also games are great for reviewing difficult grammar concepts in a relatively short time. While using games, students can unconsciously become familiar with challenging grammar rules.

Games and building fluency in reading and writing. Games usually allow limited time for tasks to be completed. When students are competing against the clock and each other or other teams, it motivates and encourages them to finish the task in a shorter amount of time (Shameem & Tickoo, 1999). Therefore, the nature of competition in games can enhance students' fluency not only in speaking but also in reading and writing. Andrade (2009) states that using games in reading and writing classes can be competitive, and this element can help students' writing productivity as well as reading fluency. Andrade quotes Tarawhiti, one of the contributors to her book, *Language Games: Innovative Activities for Teaching English* that "fun activities help stimulate ideas, encourage fluency, and assist the writing process" (2009).

Cautions in using games. As stated above, using games produces many benefits in English language learning. However, teachers also need to be aware of some cautions when using games. Mcfarlane, Sparrowhawk and Heald (2002) warn that when games are not relevant to the teaching content, they can result in wasting valuable lesson time. She suggests that the accuracy and appropriateness of the content within a game should be considered before playing it in the classroom. The rationale for using games or activities should also be explained in an appropriate manner (Shameem & Tickoo, 1999). Along with the purpose of playing games, Andrade recommends that the instructions be understood by students, and written instructions on the board can help clarify uncertainty that can interrupt effective learning (2009). Pivec (2007) also recommends that teachers need to carefully select the kind of games that function well with

the learning objectives and the learners' needs. Involving students in selecting songs and games will help teachers to solve many of the potential problems listed above and encourage students to be more engaged and motivated in the activity. Teachers also need to be aware of the negative effect that competition can bring to the classroom and conduct games in a healthy competitive environment that helps students have positive learning experiences (Andrade, 2009). Using the right type of games relevant to the objectives and purposes of a lesson can promote exciting, enjoyable, and engaging learning that are all helpful elements in language acquisition.

Summary

This chapter has reviewed various studies and theories on the topics of songs and games in learning in general and how they can be utilized in English language learning. It has explained the benefits of using songs and games in learning English language skills. It has also presented some cautions that teachers should be aware of when they use songs and games in their classrooms. The next chapter will cover the process that I underwent in the development stages of creating my two BTRTESOL units.

Chapter 3: Unit Development

This chapter provides a summary of the developmental stages each unit underwent and explains specific changes that were made to the units in that process. A detailed log of the particular activities and time spent on them during the process of developing these units is provided in Appendix B.

Supporting Coursework

Throughout the course of completing the TESOL master's program, several classes that I took provided very useful resources for my project. As I mentioned in the first chapter, my past experiences with using songs and games in teaching English was the major reason why I chose these two chapters to work on, but the classes that I took shaped the way I designed and developed the units. This section introduces the two most influential courses on my work in order for the reader to better understand the later references to these courses.

Linguistics 500 – Introduction to Research in TESOL. My first semester in the TESOL graduate program (Fall 2008), I took *Introduction to Research in TESOL* from Dr. Henrichsen. During this course, I learned how to find and read research articles. The skill I learned from taking this class was essential for me as I had to search for many resources for my project. I also learned how to be a more academic writer with the proper use of valuable and relevant resources. More importantly, I began to build a good relationship with Dr. Henrichsen, who would later become my committee chair.

Linguistics 678 – Advanced Materials Development. The second course that influenced the way I designed and developed my units was *Advanced Materials Development*, also taught by Dr. Henrichsen. In this class, I learned the process of developing and organizing a

project and how to create it in a way that the readers find it easy and pleasing to read. Through the skills I gained from taking this course, I was able to use the program, D*reamweaver* and create website pages for my units. Another skill I learned was to edit video clips and insert them on the web pages for my units. This was very useful knowledge to have as I selected and edited video clips for my units. Lastly, we learned a lot in class about the different stages and procedures that one must go through in the process of developing materials, instructional design and project management using Greer's model which will be mentioned in detail in Chapter Five. I realized that it takes much time and effort to develop materials and a project, and there are ways to do it properly in an orderly manner. I will use a modified version of Greer's stages to organize the rest of this chapter.

Project Planning and Development on the First Unit

First, my songs unit was mostly done during fall semester, 2010. During this semester, I took Linguistic 678 and created this unit as the required project for that class. In that class, each student developed one product and at the end of the semester gave a presentation to the class. I developed my first unit and prospectus with my BTRTESOL project team members and shared a presentation with my classmates. The work put into my first unit included reviewing relevant resources. These texts included Dandrea's thesis on *Popular music and vocabulary teaching in the ESL classroom* (1989) and Jones' thesis on *The effect of music preference on incidental ESL vocabulary learning* (2000). They both conducted research on the use of songs with English language learning, particularly on vocabulary teaching and learning, and found that songs are effective for English vocabulary acquisition when appropriate songs are used. Murphey's (1996) book, *Music and Song* was also used as a reference for this unit. It offered many creative ways for using music to teach English. Lindsay's (2000) book, *Teaching English Worldwide: A New*

Practical Guide to Teaching English was another resource that I used as a reference for this unit. It introduces many basic skills of teaching English as a second language and includes a unit that introduces ways to create enjoyable learning in English language acquisition through using songs. These texts helped me understand the topic clearly and allowed me to develop a basic, concise introduction and guide to using songs in English language teaching. However, I tried not to limit my resources to these texts but extend research to various other articles and books so that I could understand concepts related to the topic and select the essential information for my unit.

As I examined the literature, it quickly became apparent that using songs in English language teaching has a great relationship with enjoyable learning which is also related to my second BTRTESOL unit, *Using Games and Other Fun Yet Effective Activities for English Language Teaching*. Thus, they shared several common traits such as their impact on positive emotion, motivation, etc. I found that my two units were closely related to each other, so I decided to have a single inter-related literature review for both of the units.

Development on the Second Unit

During the winter semester of 2011, I began to work on my second unit. Development of the games unit was more challenging than the first unit. For the first unit, Dr. Henrichsen already had some resources and information I could use, but for the second unit, I had to create and design the unit from the very beginning. However, as I mentioned above, since both units share many common characteristics, I was able to better research the literature and relevant resources.

In addition to my individual research on the second unit, our BTRTESOL team held a weekly meeting throughout the semester to create the prospectus for our project and give each other feedback on our units. With the BTRTESOL's minimalist and connectivist approach in mind, we tried to thoroughly examine each competing product and selected the major concepts

that should be covered in each BTRTESOL unit. We also attempted to make connections to each unit by adding links to other BTRTESOL units at the end of each unit.

Towards the middle of the semester, I began to search for the academic resources for my second unit. Some of the main resources I used in creating this unit were Lee's(1986) book, *Language teaching games and contests*, Shameem and Tickoo's(1999) book, *New ways in using communicative games in language teaching*, Wright and Buckby's (2006) book, *Games for Language Learning*. All of these resources are explained in detail in Chapter 2; They basically introduce a variety of examples of how to use games in an ESL or EFL classroom in detail. All these texts allowed me to select the information for my unit and provide examples that I used for teaching each language skill. During the development of this unit, I learned various ways of teaching English with the use of games and even used some of them in my classroom and found many of them effective.

Pilot Testing and Revision

During the winter semester of 2011 I had opportunities to present my units at two conferences: the Intermountain-TESOL Conference in 2010 and the International TESOL Conference in 2011. I received valuable feedback from experienced teachers and TESOL professionals by presenting my first unit at these two conferences. At the end of the winter semester of 2011, I was able to pilot test my two units within two groups of novice teachers in Ling 377 Basic Training in TESOL and the HELP International Training Sessions. For Ling 377 the students were novice teachers who were enrolled in a class that was specially created to prepare them to teach English abroad. The feedback I received from both groups was very helpful, but the feedback from the novice teachers who are my actual target audience for my units was especially valuable for me and I was able to revise some parts of my units based on

their comments and feedback (See Chapter 5 for details on those revisions).

During the spring of 2011, I focused my efforts on finishing up my second unit as well as revising and editing the first unit. As time went by, both units went through small changes and became more compatible with the goal of the BTRTESOL project. I went through the final changes and revision of each unit in order to get them ready to be uploaded to the BTRTESOL website. Many of these revisions are discussed more in Chapter 5 in which I discuss evaluation, piloting, and revisions.

During this period I also worked on selecting and editing video clips. Dr. Henrichsen had a library of video clips that he collected from novice teachers around the world throughout many years and I got to choose the clips most suited for each of my units. I cut the most important part out of the entire clip for each of the units. The video clips that I selected will be a great help to those novice teachers and demonstrate and model examples of some of the strategies I introduced in my units.

Summary

This chapter has given a summary of the developmental stages that this project underwent. It has also described the course work that prepared the author for this project as well as some of the main literature that was used in creating and shaping each unit. The next chapter will provide the actual content of these two units: "Using Songs to Increase Participation, Recall, and Enjoyment" and "Using Games and Other Fun Yet Effective Activities for English Language Teaching."

Chapter 4: Final Versions of the Units

This chapter will present the actual units created in the final paper versions. The design template that was used for these paper versions was created by students in English 418 taught by Professor Danette Paul in winter 2008. The instructional design of the units was developed by Dr. Henrichsen in the initial stages of the BTRTESOL program. In this design, the units are organized into different sections: an introductory scenario, objectives, main principles and ideas, a video demonstrating some major idea or principle from the unit, reflection questions for the video and individual sections, and a "Where to go to learn more" section that includes both electronic and paper-based resources. These units are designed for novice teachers, a low level audience, who have limited knowledge related to the content of these units.

Unit 8B

Using Songs to Increase Participation, Recall, and Enjoyment

Introduction

There is power in music—power to motivate students and to help their memories when they are learning a new language. For these reasons, songs have been used by language teachers for centuries. Although you shouldn't rely on music-based activities exclusively (see p.30) songs can be helpful additions to many lessons—especially when they are used properly.

Scenario: Remembering songs for language learning

Rachel was teaching English to teenagers who didn't really care much for her complicated grammar explanations. Also, they complained that there were too many new words to learn and remember. They protested that her English class was hard and boring. When Rachel asked another teacher what she could do to liven up her class and motivate her students, that teacher asked her, "Have you tried using songs as part of your lessons?"

Rachel wondered why she hadn't thought of that before. She remembered that her high school Spanish teacher had taught her class some traditional Spanish-language songs, and those were about the only things she now remembered from that class years ago. She wondered if English-language songs would produce the same beneficial effects for her students. She also wondered which songs would be best for her class and how she should go about teaching them.

What would you do if your students complained about being bored?

Which types of songs might you use when you teach English?

Where could you find these songs?

What qualities and characteristics would you look for when selecting songs for language teaching?

How could you use songs in a language class?

Objectives of this unit

After you work through this unit, you will be able to…

➢ Explain the benefits of using songs for language teaching.
➢ Choose songs that are appropriate for your students.
➢ Present and practice those songs effectively in your language classes.

If you have learned well, your conversation class will be both enjoyable for those involved and effective in helping them improve their English skills.

The least you should know about using songs for language teaching

This section will cover three important topics related to the use of songs for language teaching: The benefits of music, criteria for selecting appropriate songs for language teaching and ways of teaching songs. This section will also tell you about resources, both in books and websites, where you might go to get some good songs for your English as a second/foreign language class.

1. Benefits of using songs

Songs can produce many benefits in your language class.

● When chosen wisely and used properly, they can produce greater **motivation** and **involvement** of students because they involve them actively and naturally in language practice.
● When they have fun singing songs in their English class, students can develop improved **attitudes** toward the class and the target language.
● The melody, rhythm, active involvement, natural repetition, and enjoyment in songs all work together to produce increased **retention** of the language in the songs. Properly chosen songs help improve your students' memory of the material they are being taught.
● Songs and other forms of music can also be used as vehicles for teaching culture. This **cultural awareness** can be taught directly (along with the other aspects of the song, such as its vocabulary, grammar, and pronunciation) or indirectly (simulating native-like experiences in which students pick up the cultural content naturally).

2. Ways of teaching songs

There's much more to teaching a song in a foreign language than just saying, "Let's sing." You need to plan and prepare in many ways, and the first step is deciding how to present the song to the students and then practice it.

Here are some options:

- Teach songs step by step by introducing and reviewing the new vocabulary in them.

- Show students a clear model by singing the songs yourself or using video, audio recordings, example students, etc.

-Teach songs directly through demonstration, translation, cloze texts, focus questions, true-false statements, private study, jigsaw listening, disappearing texts, dictation, etc.

- Use songs as a part of or related to larger lesson and the curriculum.

- Provide appropriate support by writing down words on board or poster, or by using pictures and musical instruments.

- Demonstrate enthusiasm when you teach songs; your enthusiasm will be contagious and motivate your students to sing.

3. Selecting songs for language teaching

When you select a song to use in your English class, consider the following:

● Language teaching purpose (not just for fun, but it should have instructional value.)
● Linguistic level (learners' English level should be considered when the teacher chooses songs. Songs that contain complex vocabulary or grammar should be avoided for beginning level learners.)
● Maturity level (learners' age needs to be considered for the same reason mentioned above. Young learners might not be able to understand the content of songs that express complex ideas.)
● Musical difficulty (complicated melody or rhythm may be too difficult for learners.)
● Length (not too long, unless telling a story)
● Language use (quantity, repetition of vocabulary items, grammatical structures)
● Cultural content (see BTRTESOL Unit 1D)
For instance, the children's song, "Row, Row, Row Your Boat" is at a low level linguistically and musically. Plus, it is short and involves a lot of repetition. It would be good for young beginning level learners of English. In contrast, "The Star Spangled Banner" has a tune that is difficult to sing, and it uses many hard, old-fashioned words. In addition, it is very long and expresses complex ideas. The only reason for using it in a language class would be for cultural purposes.

Example song activities

Here are some examples of song-based activities that have been used successfully for English teaching. For more examples or ideas, see the "Where to go to learn more" section at the end of this unit.

1) *Jumbled lyrics*: good for all levels

This activity is designed to practice listening comprehension and to encourage students to use contextual clues to order the words in a text. Choose a song, preferably one that tells a story and is appropriate to the language level of your class. Find a recording of it and type out the lyrics, leaving extra space between the lines. Cut each line or verse in half and put all the cut-up strips for the whole song in an envelope. Distribute the envelopes to pairs and ask them to put the words into the correct order, depending on what they think would be logical and grammatical.

2) *Partial song creation:* good for intermediate to advanced level

This activity can be used to encourage students to create and predict. Find a song that your students would enjoy but which they do not already know. Prepare handouts with the first lines but the rest of the lines missing. Have them listen to the first few lines and ask students to complete the rest of the verse, either in rhyme or in prose. Tell them that they will be hearing the song later, but that they should write their own words first.

3) *Writing to known tunes*: good for all levels

This activity helps students to use language creatively and to explore the use of rhythm, rhyme, and resonance. Choose two or three well-known songs (such as "Jingle Bells," "We Shall Overcome," "My Bonny Lies Over the Ocean," "La cucaracha," etc.). They should be simple songs with a contagious 'hummability.' Type out the traditional words of one verse and the chorus for each song. Make enough copies of your typed-up verse for everyone in the class. Students should work individually or in small groups and produce new words for the song tune. They then sing their new songs to each other.

4) *Changing the text*: good for all levels

This activity is designed to practice lexical and grammatical categories, and see the semantic changes that result. Choose a song that has a strong story (for example, "The boxer," "Marvelous little toy," etc.). Prepare hand-outs of the song lyrics. Ask students to read the song and change all the verbs/ pronouns from first to second or third person/ adjectives to opposite meaning/ gender references from male to female (or vice versa).

5) Cloze listening: good for all levels

This activity is good for students to practice listening to words in the song more carefully. Have students listen to the song first without seeing the words and then give them handouts that have the lyrics of the song and some blanks in place of the words that students need to learn. Have students write in the words as they listen to the song.

<div align="right">Some of the above were taken from Murphey(1996) 's book, Music and Song(pp.73-79)</div>

Warning

Songs can be fun, and even addictive, but… remember:

● Songs, at best, provide only "rehearsed" practice (see BTRTESOL Unit 4E)
● Songs (if used) must have an instructional purpose. Explain it to students before or after they sing.
● Don't use songs as a steady diet. Rather, use them occasionally to produce variety, interest, and motivation.
● Make sure the students know what they are singing or listening to by providing the words at appropriate times depending on the activity.

● The lyrics of songs should not include any message that can culturally offend students.

Video examples

Here are two useful video clips that show teachers using songs to teach English.

"Country Road", "Moon Represent My Heart" taught by Rochelle Welty at Beijing University, China

"Fun Fun Fun" taught by Janice Hansen at Beijing University, China

Both of these teachers provide the lyrics while the students listen and sing along. It is important to use the words when you teach English with songs. The students seemed to be enjoying singing along the song, "Country Road" since it is a familiar song to them and the melody is easy enough to follow.

Comprehension and reflection questions

Think about each of the following questions related to the video you just watched. Write a sentence or two in response to each one.

1. Did you notice any problems with the teacher's or students' behavior in the video clips? How might those problems be overcome?
2. What could do to improve the way she uses songs in class? (Compare the teacher's action to what you read in the "The Least You Should Know" section above.)
3. How do these teachers and students' use of songs compare to your own teaching or learning experiences?

Where to go to learn more

Connections to other units in this program

Here are some other units in this program that relate to topics we have addressed in this unit.
- Unit 2C: Designing effective lessons for language learning and teaching
- Unit 8A: Conducting effective and enjoyable conversation classes
- Unit 8C: Using games and other fun yet effective activities for English Language Teaching

## Online and other electronic resources

Songs for teaching provides songs that are enjoyable and educational. People can listen to the songs free and they offer printable lyrics and songs are categorized into different subjects and topics such as Mathematics, Fine Arts, reading, holidays, etc.

http://www.songsforteaching.com/grammarspelling.htm

Musical English Lessons International provides countless songs with related ESL skills. This free website has many valuable ESL/EFL teaching ideas and materials and is created by Bibi Baxter, an ESL/EFL teacher and materials specialist.

http://www.musicalenglishlessons.org
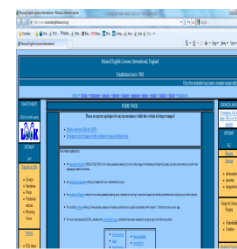
Print and paper-based resources

If you want to know more about using songs to teach English, you can refer to these additional resources.
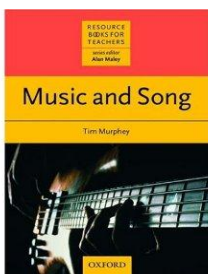
Murphey, T. (1996). *Music and Song*. Oxford University Press.
ISBN: 0194370550   List Price: 22.50
Tim Murphey offers many creative ways for using music to teach English in this book. It is divided into types of activities with indications of the language level for each activity. Many of the ideas from this book could be used in the EFL classrooms as well as ESL classrooms.
 http://www.amazon.com/Music-Oxford-English-Resource-Teachers/dp/0194370550/ref=sr_1_1?ie=UTF8&qid=1309307832&sr=8-1

Lindsay, P. (2000). *Teaching English Worldwide: A New Practical Guide to Teaching English*

ISBN: 1882483774   List Price: 39.95
This book introduces the basic skills that novice English language teachers should acquire before they start to teach. Chapter 15 in this book introduces basic skills for teaching with songs. This chapter includes information on how to use songs in the classroom with different types of activities.

http://www.amazon.com/Teaching-English-Worldwide-Practice-Professional/dp/1882483774/ref=sr_1_1?ie=UTF8&s=books&qid=1309307914&sr=1-1
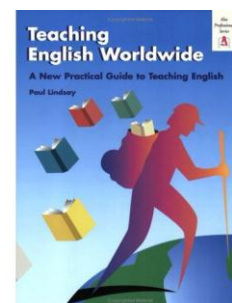
Unit 8C

Using Games
for English Language Teaching

Introduction

Games involve challenges, and educational researchers point out that the most effective learning takes place when challenges are involved. Games also help learners to keep their interest in learning.

In brief, using games can create a productive and enjoyable learning environment if you use them properly.

Scenario: Using games to help students remember vocabulary

Hannah applied for an EFL job in Mexico and got accepted to work at a small language school. She did not have much experience in teaching English so she decided to follow the textbook as much as possible. She was assigned to teach a reading class which required students to memorize a vast amount of vocabulary. Two weeks later, students were complaining about how difficult it was for them to memorize many words and to recall the already learned words later. The students asked Hannah if she could come up with a better and creative way of teaching vocaublary.

When Hannah asked other experienced teachers for help, they all said the same thing: "Use some fun games to review vocabulary at the end of every lesson." Experienced teachers suggested that playing games is an excellent way to help students naturally use words repetitively. They also told her that this sort of repetition helps students to remember the learned words longer.

Hannah started thinking about what kinds of games and activities she could use in her English lessons and how she could use them to review vocabulary. She also worried, however, that she might look unprofessional using games in her teaching.

What would you do if you had students complaining about having to memorize too much vocabulary and it was overwhelming for them to remember all the words they have previously learned?

Which types of games might you use when you teach English?

Where could you find them?

What characteristics would you look for when selecting games for language teaching?

How should you use games in your language classes without looking unprofessional?

Objectives of this unit

After you work through this unit, you will be able to…

- ➢ Explain the benefits of using games for language teaching
- ➢ Use games to make your lessons more creative and motivating.
- ➢ Choose games that are appropriate for your students.
- ➢ Play those games effectively in your language classes.

The least you should know about using games

Games can be great tools for teaching almost every aspect of language, but especially good for reviewing the lesson and help students recall what they have learned such as vocabulary and grammar rules. They can be used for practicing all the skills (all of the English language elements) and at all stages of teaching and learning English language. Games can provide both rehearsed and extemporaneous, language practice. Either way, they can be productive and enjoyable if done right.

You should always have a clear instructional purpose in using games, and if your students are adults, you may also need to explain it to them. Games must be an integrated part of an entire lesson, not just a playful, unconnected activity that makes you appear unprepared or unprofessional.

This unit will cover four major topics related to the use of games and effective activities for language teaching: The benefits of games in language learning, ways of using games, criteria for selecting appropriate songs for language teaching, and types of games for different skill areas.

1. Benefits of games

Games can produce many benefits in your language class.

- Learners can practice and **internalize** vocabulary, speaking, and many other English language skills through playing games.
- **Motivation** can also be increased by using games and competition.
- In many games learner's attention is focused on the message, thus they **acquire language forms unconsciously**. Games can be presented with relatively little preparation and can be used for the review and practice of various language points.

2. Ways of using games

When using games to teach English you need to:

- Help students get familiar with new games by introducing them in the following ways:
  - explaining linguistic concepts to the class
  - demonstrating the game's procedures first by teacher modeling and then by student modeling (use one or two learners)
  - writing key language and instructions on the board
- Decide which form of class organization is best suited for playing the selected game: pair work, group work, individual, the whole class.
- Make sure each group or individual is doing what you expect them to be doing during the game by going from group to group or individual to individual listening in, and making comments and corrections, if appropriate.
- Relate the language principle from the game to the larger lesson and or course curriculum.

3. Selecting games for language teaching

For successful language teaching choose games that:
- are most suited to your students' linguistic and maturity level, and purpose of their learning.
- match their purposes for using English and the context in which they will use it.
- promote students to talk more freely while they play.

- Be creative and make your own games by studying magazines, newspapers, radio and TV programs and by asking your learners and searching online (e.g. www.tesolzone.com, for more see the list at the end of this unit.)
- Collect and file games for use whenever you happen to come across them. If you don't, you may not be able to find them later when you need them.
- Have students create their own games in a group and use them as a review. This is a great way for students to review the concepts they learned by creating and including what they have learned in their games.

Beware of some games

Some games are not helpful for language learning or are not practical for classroom use.

Be careful with…

- Games like chess that require minimal language use
- Elimination games (e.g., traditional "Simon Says") in which those who need practice the most get eliminated earliest
- Complicated, time-consuming games with elaborate set-up/take-down/scorekeeping procedures (e.g., Monopoly).
- Overly childish games (e.g., London Bridge) especially with young adult and older learners.

Types of games

Here are some examples of games that have been used successfully for English teaching. For more examples or ideas, see the "Where to go to learn more" section at the end of this unit.

1) *Number games*
- Bingo: Almost everyone knows how to play Bingo, so no explanation is needed except for how to make the cards: The teacher draws a sample (5x5) grid on the board and students copy it on their papers. Then they fill in their own numbers (or words) randomly so that every student has a different card.
- Count even/ odd numbers: The teacher says the first number which is either an even or odd number and the students one by one are responsible to say the next even or odd numbers that go after the number stated by the teacher. (e.g.Teacher: 11! Students: 11, 13, 15, 17, 19, 21… Teacher: 20! Students: 20, 22, 24, 26….)
2) *Vocabulary games*
- Word building: The teacher gives one word and the students need to say any words that are related to the word given by the teacher. (e.g. Teacher: tree!   Student1: pencil, Student 2: desk, Student 3: wood, Student 4: branch…)
- My shopping basket: Student 1: In my basket I've got an apple. Student 2: In my basket I've got an apple and a ball. Student 3: In my basket I've got an apple and a ball and a sock.
- Letter chains: through-here-egg-gap-photograph- hair, etc.(First letter of the next word must match the last letter of the previous word.)
3) *Games for reviewing vocabulary words*
- Who am I? : Students have a job title or names of objects (e.g. fruits, vegetables, furniture, etc.) on their forehead or back and they are supposed to ask their classmates Yes or No questions to find out what kind of job they have.
- Speed quiz: Divide the class into two groups. Give each team a stack of cards with vocabulary they learned in class and have them explain those words to their team members, (without actually saying the words) within given time limits. The team that gets more words within the time wins.
4) *Games for speaking practice with questions*
   Don't say No: Explain that each student must try to make his partner say No by coming up with all kinds of Yes or No questions. Have them keep a tally of the number of times No is said by the partner and switch turns. The student with the lowest score wins. (e.g. Do you like to study?)
5) *A useful game for Listening: Gossip*

The teacher holds a card that has a list of sentences. Students line up in two or more rows. The teacher whispers a sentence to the first person and then the student whispers it to the next in line, and so on until everyone has heard the sentence. The last student from each line to hear the message should say it out loud or write it on the board. The teacher writes down the original sentence on the board. The team which has the most accurate sentence in the end wins.

6) *A useful game for Writing: Story build up*

Divide the class into two groups. Have each student to write one sentence on a piece of paper and pass it down to the next person who should write one sentence after the previous sentence. The next students continue in the same fashion. Each team is trying to build up a continuous story. The team whose group members are all done writing the sentences first wins this game. Then one student from each team reads the team's story to the class.

Warning

Games must be an integrated part of an entire lesson, not just a playful, unconnected activity that makes you appear unprepared or unprofessional. Also the use of games needs to have a clear instructional purpose. Plan to use games in your lessons ahead of time and use them to facilitate your teaching.

Video examples

Suitcase game: Here is a video clip that shows two teachers in Thailand using a game with young English language learners. This game uses clothing in a suitcase to review and practice clothing vocabulary the students learned previously. The students are excited and motivated to learn or review vocabulary by playing this fun game.

Comprehension and reflection questions

Think about each of the following questions related to the video you just watched. Write a sentence or two in response to each one.

1. Was there anything that the teacher did well or poorly? Why do you think so?
2. How did the teacher correct the students' errors?
3. Compare the teacher's and students' actions to what you read in the "The Least You Should Know" section above.
4. How do these teachers' and students' use of games compare to your own teaching or learning experiences?

Where to go to learn more

Connections to other units in this program

Here are some other units in this program that relate to topics we have addressed in this unit.

- Unit 2C: Designing effective lessons for language learning and teaching
- Unit 8A: Conducting effective and enjoyable conversation classes
- Unit 8B: Using songs to increase participation, recall, and enjoyment

Online and other electronic resources

The Tesol Zone introduces various EFL games that focus on giving students opportunities to practice their English as much as possible. The introduced games can be used for practicing various English language skills (Listening, Speaking, etc.) and elements (vocabulary, grammar, etc.)

www.tesolzone.com

ESL Activities.com provides many resources for classroom activities and games. The website has many great teacher tools and online activities.

http://eslactivities.com

Dave's ESL cafe provides countless activities and games that are posted by experienced ESL/EFL teachers themselves. You can find many useful games and activities from Idea Cookbook section.
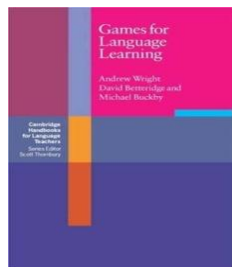
http://www.eslcafe.com/idea/index.cgi?games

English Exercises Online provides many valuable interactive materials, both for learners and teachers to practice and use grammar and vocabulary.

http://www.englishmedialab.com/games_puzzles.html

Print and paper-based resources

Wright, A. (2006). *Games for Language Learning* (3rd ed.) Cambridge University Press.
ISBN: 9780521618229   List Price: 23.65
Wright's book explains how games provide meaningful and enjoyable language practice for all age groups and all skill areas of speaking, listening, reading and writing. Clear instruction is given for the preparation of each game and its use.
http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=Games+for+Language+Learning

Lee, W.R. (1986). *Language Teaching Games and Contests* (2nd ed.) Oxford University Press.
ISBN: 0-19-432716-7   Price: 15.50
This classic book includes hundreds of ways of using games in the language classroom. Lee's book consists of various creative games for each skill area with the indication of the age, level and group size.
http://www.amazon.com/Language-Teaching-Contests-Resource-Teachers/dp/0194327167/ref=sr_1_1?s=books&ie=UTF8&qid=1309311170&sr=1-1
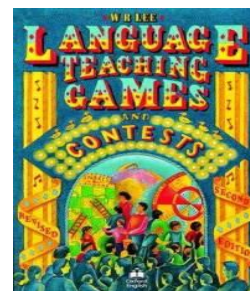
Andrade, M. S. (2009) (Editor). *Language Games: Innovative Activities for Teaching English.* Teachers of English to Speakers of Other Languages, Inc.
ISBN: 978-1931185530   Price: 39.95
Andrade's book is an excellent resource for ESL/EFL teachers who need creative activities and games for their classrooms. It provides many games that can be used with students at different proficiency levels and for teaching various language skills.
http://www.amazon.com/Language-Games-Innovative-Activities-Teaching/dp/1931185530/ref=sr_1_2?ie=UTF8&qid=1311270759&sr=8-2

Chapter 5: Evaluation and Revision

This chapter will describe the process I followed in evaluating and revising the two BTRTESOL units I created. It first describes the structure of the development model on which this process was based. It also describes the various data sources on which revisions were based. Some changes were made from criticism provided by Dr. Henrichsen, the other committee members, and BTRTESOL team members. Criticism was also collected from presentations at I-TESOL 2010, in the Linguistics 377 class, and at the international TESOL Conference 2011 in New Orleans. My units were also revised by checking their readability using Paul Nation's Range program and Dave Child's Text Readability program. All of the criticism gathered from these events was taken into a careful consideration; however, the majority of the comments received came from the students, novice teachers, of the Linguistics 377 class. The feedback from each of these sources is described later in this chapter. The corresponding revisions are described within each section.

Instructional Design Project Management Model

As mentioned in Chapter 4, the model that guided me throughout the whole process of evaluation was the "Typical Project Management Model," presented by Michael Greer in his book, *ID Project Management: Tools and Techniques for Instructional Designers and Developers* (Greer, 1992). Even though Greer's model takes the perspective of an instructional development project manager, several steps introduced by Greer were appropriate for this project. A brief explanation of Greer's model and how the steps presented in his model were applied to evaluate my project follow. In his model, Greer distributes 10 developmental steps in three phases. The first phase, Project Planning, includes the two steps of 1) Determine Project Scope,

and 2) Organize the Project. The second phase, Instructional Development, consists of five steps: 3) Gather Information, 4) Develop the Blueprint, 5) Create Draft Materials, 6) Test Draft Materials, and 7) Produce Master Materials. The last phase, Follow up, is broken down into three steps: 8) Reproduce, 9) Distribute, and 10) Evaluate.

In the development of my BTRTESOL units, both steps of Phase I, Determine Project Scope, and Organize the Project, and the first step of the next phase, Step 3: Gather Information, were completed during 2009 and 2010. The work on these three steps in Greer's model was already done by Dr. Henrichsen and the BTRTESOL team earlier as this project had started before I became involved. In fact, I was part of the second BTRTESOL team who revised and modified some parts of the initial prospectus made by the first BTRTESOL team in 2009 and 2010. In fall 2010, the four members of the BTRTESOL team (Heidi Healy, Amanda Malaman, Udambor Bumandalai, and I) met weekly to revise and modify the previously developed BTRTESOL prospectus. The revised form of the prospectus is listed in Appendix A. The prospectus provided an in-depth description of the target audience for this project, defined all the topics for over forty different units, and identified the rationale for choosing a minimalist and connectivist approach. Along with developing the prospectus, we created detailed plans of the thorough steps and activities that we needed to follow as a team as we worked on this project and created "a successful project" as mentioned by Greer (p.2, 1992).

One challenge that we faced as a team was that the target audience for this BTRTESOL's project was hard to define. The term that we used for the target audience was "novice teachers" which could refer to teachers who had not received any training or education that qualified them to be a teacher, regardless of previous teaching experience, or teachers who had barely started in

the field of TESOL. It took us quite a while to figure out who our exact audience might be, and we finally came to the conclusion that the units we created could be used by both of these groups-those who had some teaching experiences but lacked proper training or education and the others who may have received some education but lacked experience, and also the potential target group that consisted of those who had neither TESOL experience nor training. In sum, our intention for developing our units for this project was to help any and all teachers who needed basic training and resources in order to become better qualified teachers. After developing the prospectus as a team, we individually started working on creating our units, which process is described in Step 4: Develop the Blueprint, Step 5: Create Draft Materials, and Step 6: Test Draft Materials. As explained in Chapter 3, for Steps 4 and 5 I worked on creating objectives for each unit and outlining the content that should be included to achieve each objective. Then I proceeded to the next crucial step, Step 5 and created preliminary and revised drafts of all materials as mentioned in Greer's model (1992).

During the process of creating my two units, I kept in mind the concepts of minimalist and connectivist, which formed the underlying approach for all BTRTESOL units. I tried my best to make the units comprehensible and practical to our target audience. After creating the initial drafts for both units I engaged in Step 6: Test Draft Materials. I tested the materials several times with novice and experienced ESL teachers by giving presentations and collecting feedback. The feedback provided by novice and experienced teachers through my various presentations of my units helped me stay on the right track, as I went through the process of revising the units I had initially drafted. Nevertheless, I know that even more presentations and contacts with novice teachers would have helped make the materials even more authentic on target. It would have been more practical if I had contacted novice EFL teachers in other countries who lacked the

resources that are available to ESL teachers in the United States. I strongly recommend that future members of the BTRTESOL team make extra effort to collect feedback from both ESL and EFL novice teachers in order to make the project more reliable and useful.

The remaining four steps of Greer's model, Step 7: Produce Master Materials, Step 8: Reproduce, Step 9: Distribute, and Step 10: Evaluate, are out of the scale of my project, but it is possible for the future BTRTESOL members to pursue and push to include them as part of their projects. However, I would say that some of the steps in Greer's last phase were somewhat applied in the development of this project as I constantly made revisions and received feedback from one teacher who explored one of my two units on the website and emailed me and provided some feedback and asked questions about the specific examples of the use of games and they were turned into revisions to the final version of the unit.

The remainder of this chapter will explain the process I went through presenting the materials to two general audiences 1) professional experienced teachers, and more importantly 2) the novice teachers, who are the BTRTESOL program's target audience. The subsequent revisions to my units were based on data gathered: 1) presenting my units to professionals and novice ESL/EFL teachers at conferences and in training sessions, 2) checking the readability of my units using different tools and formats, and 3) discussing the units with the members of my advisory committee.

Ling 377: Basic Training in TESOL, Provo, Utah in March 2010

Along with the first BTRTESOL team in 2010, I had an opportunity to present the rough draft of my songs unit to the students who were enrolled in Ling 377. Dr. Henrichsen, who is my chair, taught this class in winter 2010 and he allowed BTRTESOL team members to present their

units and get feedback on them during the class. Even though my unit on songs was not fully completed yet, I was able to get an idea of who my audience was and get some feedback before I finished writing the unit. For this presentation, I showed the students how to use songs in language classes by demonstrating a short lesson using a popular song. I demonstrated how to connect the use of the song with various language skill areas, such as listening, grammar, and speaking. Although I did not receive any written feedback from these five students who were soon-to-be EFL novice teachers, I was able to receive some positive oral feedback. All of them thought using songs to teach English was a fascinating idea and could be beneficial in their future teaching if they knew how to use them properly. From this and subsequent experiences with novice teachers I learned that what is intuitive for experienced ESL teachers is often puzzling to novices. The students in Ling 377 did not know even the basics of how to use songs to support language learning in the classroom. They also wanted to know about more resources that they could access to learn more ways of using songs. Overall, this was a good experience for me to get to know my audience better and understand their needs.

Intermountain-TESOL Conference, Ogden, Utah, October 2010

In order to get experienced teachers' feedback on my units I gave presentations at several professional TESOL conferences. The first of these occasions was the Intermountain –TESOL Conference (I-TESOL) in October 2010. By this time, only one of my two units was ready to be presented. Four of us in the BTRTESOL team presented with Dr. Henrichsen at the conference and we were each given about 15 minutes to present. Before I started, I provided a piece of paper where audience members could write down insights, comments, and feedback throughout the presentation. I approached the audience, who were professionals in TESOL, with the unit's scenario, which portrays a novice teacher who struggles with her bored looking students, and I

asked the audience if using songs would help this teacher to excite her students and also asked if anybody had used songs in their classroom, attempting to activate their background knowledge before the introduction of the content. Some of the professionals responded that they had used songs in their classroom and found them effective. With their positive comments, I pointed out each objective of the unit and the corresponding basic principles on each PowerPoint slide. After the brief presentation that included objectives, the benefits of using songs, a demonstration of using a song, cautions, and more books and websites to find out more about this topic, I received several comments from the audience. The survey I distributed to the audience had the following questions: 1) What did you like about the unit? 2) Do you feel there is any essential information missing? 3) Do you have any suggestions for additional resources? Some of the feedback that I received for the first question indicated that the idea of starting each unit with the scenario was a good idea, the whole unit was well organized, the unit included basic yet essential explanations and creative ideas, sources to learn more were helpful, etc. For the second question, the feedback suggested that the unit mention appropriate and inappropriate songs and explain a little more about using chants. All of these comments and feedback were very helpful. Based on them, I made small revisions to my unit after discussing them with my chair, Dr. Henrichsen.

International TESOL Conference, New Orleans, LA, March 2011

In March 2011, I was able to present my first unit once again at the international TESOL Conference's Graduate Student Forum. Some of the graduate students in attendance from all over America were novice teachers themselves and they gave me some valuable feedback. Some suggested that the fact that the unit includes a short video clip would help novice teachers see the principle. It was great to hear those comments because I had already selected the video clips for my unit. Some other comments stated that the section on how to use songs be more specific so

that novice teachers could be guided easily. Some of the experienced teachers who attended the forum suggested that song lyrics should be provided to students and they should not be too idiomatic, which can confuse students. I appreciated all of these comments and suggestions, and I revised the section on how to use songs with a more detailed explanation as suggested and included the caution that indicated to avoid using too idiomatic lyrics in the "Caution" section of my unit. It was good to receive much encouragement and positive feedback from professionals who had used songs to teach English.

HELP International Training Session, Provo, UT, March 2011

Another opportunity to pilot test my units came in March 2011. Dr. Henrichsen arranged for BTRTESOL team members to present at the training session of HELP International, a service-based non-profit organization, that was being conducted on campus. I did not know much about HELP International until I presented at one of its sessions, but I realized that this organization needs a lot of help with training novice EFL teachers as they send many volunteers to all over the world to educate people in poor countries. I shared my units with three other team members and was able to receive some productive feedback using the same format that I had used in previous presentations.

On the first day I presented my songs unit and received some feedback that was similar to what I later received from Ling 377 class members (mentioned below). Most of the novice teachers liked the idea of using songs and were excited to use them when they went abroad to teach. Some feedback recommended that I make sure to evaluate the websites that I list in the unit, so I re-evaluated the websites and made sure that they were all easily accessible websites. Some of the other comments asked me for some useful books for volunteers to take with them in

case the place they are going to doesn't have Internet access, so I checked the books that I mentioned in the "Where to go to learn more" section.

On the second day, I was able to present my games unit for the first time to a different audience, who were also involved with the HELP International program. Most of the feedback I received was positive and the novice teachers found it effective and creative to use games in their classrooms. Some feedback said that the section for criteria for choosing songs was really helpful and the detailed examples of how to use games were beneficial for them. Some people wanted to know if I included video clips in my unit, which I did. They were glad that they could access the clips online. I was pleased with the response I received from this group and was glad that I was able to be part of the training session knowing that this organization is non-profit and helps people in all parts of the world.

As I reflected on this experience, I learned two helpful lessons: (1) if something (like my own cultural experiences) is not in the units, it should not have been in my presentation; however, (2) people enjoy and relate better to personal experiences and are likely more willing to participate and share their own thoughts after personal experiences are shared. Due to this second point, I considered including a short summary of my own cultural experiences in one of the units, but decided against it due to length restrictions. The length restriction was one of the most frustrating features of this project; I felt that there was always more that needed to be explained and more information that would be helpful to novice teachers.

Ling 377: *Basic Training in TESOL*, **Provo, UT, March 2011**

The most helpful opportunity I had in developing and evaluating this project was to give a presentation to a group of BYU students who were enrolled in Ling 377. I was able to spend

much more time than I did in any of the previous presentations, and this allowed me to closely

contact the audience, who were novice teachers. This class was designed to train novice teachers

who are going out to the field to teach English as a foreign language and this was a great

opportunity for us to present our materials to the closest target audience for our project. I gave a

presentation for each of my units on different days to these Ling 377 students. The two

presentations were similar to the ones that I had given at the HELP International Training

Session, only they were slightly revised because of the previous feedback I received. With more

time allowed, I was able to ask more questions and demonstrate how to use songs and games for

each of the units. I thought the presentations were better than the previous ones since this was the

last presentation and it went through some revision and modification throughout the evaluation

process and benefited from the feedback I received from previous conferences and training

session. The students were quite interested in both units and liked the ideas of both bringing

excitement to the classroom and making learning more enjoyable. Even though our BTRTESOL

target audience is novice teachers who mostly teach adult learners, some of the students were

pleased to learn how to use songs and games as they were about to go to foreign countries and

teach young learners. After the presentation, they were given a survey with the same first

questions I used previously, but I changed the second question from "Do you feel there is any

essential information missing?" to "What part of this presentation would you be interested to use

in your own teaching?" since the students did not have teaching experience and thus would not

know what is essential in this topic. Most of the six comments I received from this group

indicated that it was really helpful to know various kinds of games for different language skills

and they suggested that the section on how to choose games be more detailed. I reviewed the

section and made sure that it was detailed enough for the novice teachers to follow. One student

made a suggestion for my second unit that he would put the emphasis on learning English

through playing games that allowed learners to speak rather than equally list all the possible

language skill areas that can be learned through playing games. I also agree that definitely

effective learning can take place when students play games that allow them to talk. Therefore, I

put one more description for the items for "Selecting Games" section indicating that it is

important to choose games that encourage students to talk more freely while they play games.

All the feedback I received from these presentations allowed me to place myself in our

target audience's shoes and think about what can be done better in order for them to understand

and follow the instruction that is applicable and practical in their teaching.

Readability of the Units

Since the target audience for our project is novice teachers, it was necessary to make my

units easy to read because the BTRTESOL target audience consist of 1) volunteers who have

little time to prepare and are not paid, 2) volunteers who often have a lower level of commitment

to TESOL as a profession, and 3) novices who are not university students enrolled for academic

credit or earning a grade. In other words, members of the BTRTESOL program's intended

audience are not required to read these units and thus it is important that I make my units easy

(and therefore, attractive) for them to read. For this reason, I ran several analytical programs to

see if my units were easily readable to the audience. The first program I used to check readability

was Paul Nation's Range program, which determines how much of the vocabulary in a text is

found in the most common 2,000 English words and the 570 words in the Academic Word List

(AWL). I also used Dave Child's Text Readability program (at

http://www.addedbytes.com/lab/readability-score/), which is a tool that shows how easy or

difficult to read a particular text is, using the Flesch-Kincaid, Gunning-Fog, Coleman-Liau, SMOG and Automated Readability scoring systems.

Using Paul Nation's Range program revealed that only 48 tokens (4.97%) and 42 types (10.88%) out of a total of 386 types were not found in the most common 2,000 words nor the AWL. In other words, the first unit had 42 words out of the total number of 386 different words that were low frequency vocabulary words, which is about the average level and not too difficult for novice teachers to be able to read. Most of the words that were listed as not found in any list included proper nouns, such as "Rachel" that was used as a novice teacher's name used in scenario and "jigsaw" that is name of the game. The second unit had only 86 (5.77%) out of 1490 tokens and 57 (11.49%) out of 496 types that were neither found in the most common 2,000 words nor the AWL, which means that the second unit consisted of 57 words out of 496 different words that were low frequency vocabulary words. Some of the words that were not found in any lists included "frivolous" and "dreary" and I changed these words to "playful" and "dull." When I made changes to these two vocabulary items, the score for the second unit became 69.10 and the average grade level became 8.30, which was much lower than the first time without changes. The result showed that the second unit was slightly higher level than the first unit. However, mostly this resulted from the names of the games that are not common. I was pleased to know that both of units were fairly easy to read for the novice teachers.

Using Dave Child's Text Readability program, I found that the Flesch-Kincaid Reading Ease score of the first unit (songs) was 69 and the average grade level was 8.32 (a higher score indicates easier readability; scores go from 0 to 100). The second unit (games) had a Reading Ease score of 61 and 10.16 average grade level, but after the above mentioned change was made

these scores became 69.10 and 8.30. Contrasting these results with Brown's highly popular

TESOL methodology text, *Teaching by Principles* (2001) which has a Flesch-Kincaid Reading

Ease score of 63.1% and a 7.4 grade level, showed that my units were slightly more difficult than

Brown's methodology text, but they are still a lot lower than newspapers including *USA Today,*

which has an average grade level of 10.94, and the Provo *Daily Herald,* which has a readability

grade level of 10. 68. When the readability of my two units is compared to other BTRTESOL

units, it is clearly lower, which is better. BTRTESOL units 4A and 4C are written at the "10.14"

and "10.28" grade levels respectively (Scholes, 2010, p. 76), and Units 1D and 7E have

readability levels of "10.46" and "9.98" (Colver, 2010, p. 56).

Advisory Committee Feedback

Throughout the process of creating my units, I had regular meetings with my chair, Dr.

Henrichsen. In May 2011, we had a meeting where all three members of my advisory committee

(Dr. Henrichsen, Dr. Anderson, and Dr. Graham) came to see my presentation on my two units

and provided me with valuable feedback. Later, however, one of my committee members, Dr.

Graham, retired and we had to replace him with Dr. Dewey. Despite the temporary confusion

that this change caused, I felt grateful for the fact that I got to receive feedback from both Dr.

Graham and Dr. Dewey for my project.

Dr. Anderson suggested that I use and refer to a crucial book for my second unit:

Andrade's resource book for games, *Language Games: Innovative Activities for Teaching*

English (2009). Andrade collected resources related to language games from various experienced

teachers, and her book explains which games are appropriate for students' levels, ages and

language skill areas. This book became one of major resources I used for my second unit, and

from it I gained better insight on how to approach my unit on games. In winter 2011 I took his Linguistics 672 class on teaching reading and in that class I learned a lot about motivation in second language acquisition, especially Dornyei's motivation models. In the final stages of my project, Dr. Anderson also advised me to make some changes to the scenario of the games unit to avoid having a scenario too similar to the other unit's. He also recommended me that I add Dornyei (2001)'s work on motivation for the literature review.

Dr. Graham suggested that I include information that talks more about how repetition plays an important role in using both songs and games and how it is beneficial to language learners. He also suggested that teachers should be aware of two different approaches to learning songs. One approach is that learners are not aware of what they are singing, even though they can produce the lyrics of the song, those lyrics may be meaningless to them. In such cases, learners do not know how to utilize the vocabulary gained from mastering the song in new contexts. The other approach is more desirable. Teachers teach songs giving explanations of the meanings of vocabulary, and they provide lyrics of the songs so that learners are aware of the meanings of the words they are singing. I put this information from Dr. Graham in my "Caution" section and emphasized the importance of providing and teaching the lyrics of the songs when they are used for language acquisition.

Dr. Dewey taught me many important concepts about second language acquisition when I was his student in Linguistics 640. Then he also gave me lots of valuable feedback in the final stages of my project. He told me to indicate what changes had been made in the prospectus of our BTRTESOL project since the last team members had worked on it and to make sure that no inadvertent plagiarism was committed by the team members in our project write up.

Dr. Henrichsen was the one who went through proof reading and revision for each unit and each chapter of the write up for this project. He suggested that the actual units could be lengthened a little with more detailed examples of using songs and games in each unit. He also said the literature review needed to be more specific as far as the explanation for each research study cited. From countless meetings with him throughout the whole process I was able to truly understand and learn better about this project and the related content knowledge.

Summary

This chapter has described the process of evaluating and revising the two BTRTESOL units I developed. Improvements were made because of the productive criticism and feedback that was received from novice teachers, professional teachers, and my committee members. This chapter has also described some of the major and minor changes that were made to the units in their development. The next chapter will describe the lessons I learned through the process and make recommendations for future BTRTESOL team members and anyone else who is interested in material development projects.

Chapter 6: Recommendations and Conclusion

This chapter includes a description of some of the knowledge and the lessons I gained and learned through the process of working on this project. It also contains recommendations for future BTRTESOL team members so that they will work more effectively on this project. Finally, this chapter will end with a brief discussion of my opinions and ideas on the value of this project.

Knowledge Gained

I have progressed a lot academically in the last few years, and being involved in developing this project helped me learn valuable lessons about what it takes to become an effective ESL/EFL teacher and how to help those who are just starting a career in teaching. In addition, I learned how important it is to create and provide an enjoyable learning environment as a teacher so that students can find pleasure in learning a second language.

Creating an enjoyable learning environment can be challenging, especially for novice teachers, but it is possible for them to learn how to prepare effective, fun lessons so that students can enjoy them. As the rationale for my two units suggests, using songs and games is definitely one of the best ways to create enjoyable learning experiences. Songs and games help both teachers and students to get excited and motivated about language lessons, and they produce fun yet effective learning. Novice teachers should know how beneficial it is to use songs and games in their classrooms so that they are better prepared and equipped to teach and facilitate their students' learning. From my work on this project, I also learned many ways of presenting lessons with different kinds of songs and games that I can use in my own classroom and how to

effectively use them. I plan to use the knowledge and experience that I gained from doing this project for the rest of my teaching career.

This project also helped me to understand the process of materials development. I think the knowledge that I gained from developing this project could be applied to any materials development projects that I may encounter in the future. I learned how to organize and prioritize all the steps that need to be taken in the process of developing a project and also how to work effectively with team members. Moreover, I became more skilled at searching academic resources and selecting appropriate studies for each topic as I searched and read many articles and books for my literature review. I definitely learned a great deal from going through revisions and evaluations of my units. The knowledge I gained from learning how to use the tools to evaluate my units such as running readability programs will be beneficial for my future teaching career. By going through this process, I learned the importance of being willing to make changes in my work to make it better and constantly seeking for advice and feedback from committee members and the target audience. I learned about challenges and benefits of working on a team. Most of all, working under the direction of a committee that consisted of experienced teachers and scholars really helped me progress with both academic writing and academic thinking.

Lessons Learned and Recommendations

In the process of creating these two units, I learned many valuable lessons. To make my explanation concise and practical, I will mainly focus on the four most important lessons that I learned. In the process, I will offer recommendations based on those lessons for two primary audiences: 1) a general audience of people with interest in this project or developing materials; and 2) future members of the BTRTESOL team (whom I will address in second person).

Writing the content of the unit. The major lesson I learned about how to write

practical and effective content for each unit was that I need to identify objectives for each unit in

the beginning stages of development. If you know what objectives you want for each unit that

you are developing, it will help you shape the path of development in the right direction and

more accurately see what content you should include for each unit. I am grateful that I was able

to work on my first unit for over a year. Starting with the first unit early and completing it soon

really helped me to work more efficiently on my second unit. I knew where to look for resources

and how to organize my unit more clearly after completing the first unit. Getting started with

your unit early will allow you to make several revisions and thus produce the best result. It is

also important that you think about a scenario for your unit that is appropriate and authentic to

your audience. You can write your scenario based on your own experience which makes it even

more practical. In addition, make sure that you choose or create the right video clip for your unit

that provides the best teaching model for your audience to follow and that illustrates the main

points in your unit.

As I noted in chapter five, working within the length restrictions for each BTRTESOL

unit was very frustrating. There was always more information that would be helpful to novice

teachers. For instance, I wish I could have included example lesson plans for using songs and

games. I might have focused more on the benefits of using these types of activities if I had more

space. However, making these difficult decisions was a valuable academic learning experience.

Making use of the opportunities to give presentations. The second lesson I

learned was the importance of taking as many opportunities as possible to give presentations on

your units. Based on my experience, presenting my units and receiving comments and feedback

helped me the most to develop and revise my units. I especially appreciated the chance that I had to give presentations to both novice teachers and the TESOL professionals. All the experiences of giving presentations on several occasions really helped me to know exactly what my target audience wanted me to include in my units and also what was more effective and important to include from among the many concepts that I could have used in my units. I am grateful for Dr. Henrichsen for his support that allowed us to present at various conferences including the international TESOL conference in New Orleans and the Ling 377 class at BYU. It is crucial that you prepare well for each presentation and come up with effective questions for an evaluative survey for each different occasion when you present your units. More importantly, after receiving feedback from people at conferences or in classes, make sure to collect the information and categorize it in an organized manner. That way, you will be able to see the big picture of what the feedback is telling you.

Collecting resources and writing the literature review. This is one of the essential procedures that you have to work on diligently throughout the whole process of developing your unit. Make sure to read as many related studies and articles as possible before you start writing your units. When you fully understand what has proven to be effective through previous studies and research, you will be able to better know what to include and how to develop your unit. Without a thorough study of existing relevant literature, you will be handicapped and not be able to develop the most effective training resources for novice teachers and easily lose your way in shaping your unit. Search available resources both online and in the library and don't forget to seek advice from the professionals around you such as your professors and teachers.

Learning how to work on a team. Once you decide to work on the BTRTESOL project, you are committing yourself to work on a team. Make sure that you know how to communicate well with your team members and learn to cooperate with them. It is a great opportunity for you to learn and grow by working with other people who have different talents and skills. Make sure to delegate responsibilities evenly with your team members and frequently meet or communicate with them to make sure everybody on the team is on the right path moving in the same direction. In my experience of working in a team, I truly learned a lot from observing how other team members solve problems that I could not solve on my own. Because they were supportive of my work, I became more motivated to work more diligently. Be supportive of other team members and take their advice willingly and be ready to give them advice.

Conclusion

This project was developed in the hope of helping novice teachers around the globe so that the English language learners in the world can also benefit by receiving proper English language instruction. This project was also useful to me as I learned a lot in the process as stated above. First, I learned a great deal about the importance of providing enjoyable lessons for language learners especially with the use of songs and games. I thought I knew a lot about using songs and games and their benefits in a language classroom with my BA degree in music education and my past experience teaching, but there was a lot more to learn. For instance, doing the literature review helped me to understand the real rationale behind using songs and games in teaching the English language. Using songs and games can really benefit English language teachers as it brings excitement and more involvement into learning activities.

Overall, even though it was very challenging for me, this whole experience taught me many great lessons and gave me knowledge that will better shape my academic and professional career. I hope that the units I created for the BTRTESOL program will also be beneficial to many novice English language teachers in the future.

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Appendix A: BTRTESOL **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 BTRTESOL Team (names below)
Department of Linguistics and English Language
Brigham Young University, Provo, UT 84602
801-422-2937, Lynn_Henrichsen@byu.edu
Basic Training and Resources for TESOL:
The Least You Should Know and Where to Go to Learn More

•**Product overview**
   Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More is a book and a 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.

• **Audience/Market**
   Many untrained or minimally trained people teach ESL/EFL in community programs, commercial schools, public libraries, churches, homes, language schools abroad, etc. *Basic Training and Resources for TESOL: 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 are 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. The U.S. Department of Education's Office of Vocational and Adult Education (Kutner, Sherman, Webb, Herman, Tibbets, Hemphill, & Jones, 1992) initiated a 30-month study into the training of teachers and volunteers working in adult basic education [ABE] and ESL. The study "was launched ... in response to the widespread concern that inadequate training is a major impediment to to the effective delivery of adult education services"(Kutner et al., 1992, p. 8). Nine sites were visited across the U.S. to better understand the training of volunteers and teachers in adult education. Reasons cited for lack of training included high turnover, lack of funding, and limited requirements. The most common form of training was a

single-session workshop. The study offers two suggestions for developing training programs that are especially relevant, they discuss the importance of giving volunteers ownership in their training and providing training that is easily accessed and meets their needs.

No one knows exactly how many novices or volunteers teach ESL in the United States. The number, however, is undoubtedly large. 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. The 2009 Yearbook of Immigration Statistics indicated that in 2009 the US received 74,602 refugees from various countries, the greatest amount received in the last 10 years (US Department of Homeland Security [DHS], 2010). Many companies advertise several tens of thousands of EFL teaching jobs in many locations around the world. The website volunteerabroad.com lists 600 plus organizations that send volunteers around the world, many of them to teach English. We contacted several of these organizations to assess the number of volunteers. Three of these organizations totaled 600 volunteers (personal communications, October 2010). Help International sends 150 volunteers a year and International Language Programs (ILP) sends 350 per year (personal communication, October 2010). Some of these programs, of course, provide at least minimal in-house training for their volunteers. Additionally, Bridge TEFL trains 3,400 in certification programs. The number of untrained teachers, who work independently or with programs that provide minimal and often inadequate training, is probably very large. It is these people, a huge group of teachers needing more preparation and resources, that constitute the market for *Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More.*

•History

Over the years many training manuals have been produced for various volunteer tutors within specific organizations. These manuals desire to provide novice, often volunteer, teachers with the skills needed to teach English to adults in various situations. These programs rely on volunteers to meet a need in the community. *The HER Project: Homebound English for Refugee Women* (Beck,1982) was developed for the Tacoma Community House. The manual itself consists of approximately 37 pages of basic information about teaching ESL and lesson plans for teaching primarily oral, survival English. The basic information section includes ideas about teaching vocabulary, structure, pronunciation and listening skills it also includes ideas on evaluation, using visual aids, and general information about teaching ESL. More recently the Tacoma Community House (2001) has produced another handbook for ESL tutoring. This handbook, Tutoring ESL: A Handbook for Volunteers, includes information for tutors on activities in the four skills of reading, writing, listening, and speaking. Additionally, it includes information on assessment, lesson planning, and general teaching tips and techniques. Other information is available on their website www.nwlincs.org.

Another common method for training volunteers is through a one-time workshop. One workshop by Literacy Volunteers of America – Connecticut (1992), was conducted to train volunteers to teach basic literacy and life skills in ESL. It was a two and a half hour workshop and the participants received information and handouts about curriculum and tutoring techniques.

•Approach and Distinctive Features

Basic Training and Resources for TESOL: 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 *Basic Training and Resources for TESOL* 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 non-English speaking countries worldwide) 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 the case studies and scenarios are also viewable on an accompanying DVD or on the website.

Basic Training and Resources for TESOL also focuses primarily on proven instructional procedures that can immediately be put into practice. In accordance with Blanchard, P. Zigarmi, and D. Zigarmi's (1985) 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, direct teacher training. Therefore, *Basic Training and Resources for TESOL* 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

Title	Strengths	Weaknesses
TESOL Core Certificate Program	◦ Includes a 60-hour foundation course in teaching theory and practice. ◦ Includes a 60-hour course on language skills and assessment. ◦ In the second course one	◦ 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)

	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	
Colorin' Colorado	◦ Many links to other web resources and books ◦ Good for an ESL (U.S.) setting ◦ Has online webcasts with professionals ◦ Good resources for parents and educators ◦ Good resource for boosting reading	◦ Mainly targeted to Hispanic ESL learners, with only materials up to the third grade in Arabic, Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Tagalog, and 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
More Than a Native Speaker	◦ Helpful appendixes on course planning, culture topic list ◦ Could be useful with other materials that will add more practical information ◦ Text is user friendly and readable ◦ Does not use big terms, good explanations	◦ Difficult for new or less experienced teachers to decide in what situation, for what level to use examples of assessment, teaching principles, etc. ◦ Book is outdated ◦ 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 graphics, pictures ◦ Very little about different proficiency levels, classroom management etc.
Teach English: A training course for teachers	◦ Very specific guidelines for beginning teachers ◦ 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	◦ It is old, but it has been reprinted in several editions ◦ The cover does not look interesting
A Training Course	◦ Helpful activities for	◦ Outdated, now there are other techniques

for TEFL	teacher to help identify teaching strategies and activities for the learners ◦ Offers discussion examples of dialogue between students and teachers ◦ Gives references for further readings ◦ Charts ,graphs and symbols to illustrate principles and ideas ◦ Communicative teaching tasks ◦ Offers techniques for all skills to be taught	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 technical language
Oxford Basics	◦ Offers 25-30 basic lesson plans per book ◦ Covers a wide variety of topics including grammar, teaching children, intercultural activities, etc. ◦ Affordable price	◦ Each book focuses on a specific area, listening, speaking, grammar so you may need to buy several books ◦ Few overall principals of teaching English. ◦ Some of the activities seem very contrived, they try to coordinate lessons across books which sometimes results in either very similar lessons or very contrived lessons ◦ All lessons at a beginning level
Teaching English Worldwide: A New Practical Guide to Teaching English	◦ Helpful visual aids such as charts, cartoons and graphs ◦ Good explanation on commonly asked questions in chapter 1 ◦ Reasonable price ◦ Includes the necessary and basic information needed for a teacher who may be responsible to teach all skill areas	◦ No specific level of learner mentioned ◦ Not sufficient information in each section ◦Hard to create a lesson plan with only the given information
Highway to E.S.L.: A User-Friendly Guide to Teaching English as a Second Language	◦ Helpful information on choosing an overseas job ◦ Covers a variety of topics in different skill areas ◦ Offers where to go to find more in each chapter	◦ Not enough on the different skills ◦ Analogy of Highway is a bit of a stretch at times ◦ Useful only for teachers studying abroad ◦ Not enough meat in each chapter, very

	◦ User friendly	simplistic
Teaching English as a Foreign Language for Dummies	◦ Plethora of information ◦ Author is experienced ◦ Information on numerous countries and teaching situations ◦ Lesson planning for different skills presented ◦ Information on choosing TEFL as a career	◦ Doesn't cover subjects completely only peripherally ◦ Focuses mostly on those who are not teachers at the moment, probably would not be helpful for those with more knowledge ◦ Little focus on developing a teaching personality and classroom management ◦ Needs more on ESP, EAP and Content-Based Teaching ◦ No mention on Assessments such as TOEFL, TOEIC and Michigan
Teaching Adult English Language Learners	◦ Author shared his 35 years of teaching experience ◦ Each chapter starts with a scenario ◦ Designed for administrators and teachers who will be working with adult learners specifically	◦ Very concise providing the basic information that highlights the learning needs of adult learners only ◦ Only focused on survival English skills when in reality adult learners do want to pursue academically higher education

Competition: Bibliographical Information

Title	Author	Publication Information	ISBN	Price
TESOL Core Certificate Program	TESOL	TESOL, 2010	N/A	$1,000
Colorin' Colorado	WETA (with the American Federation of Teachers, National Institute for Literacy, U.S. Department of Education)	Web-based service, 2008	N/A	free
More Than a Native Speaker	Don Snow	TESOL, 1996	0-939791-64-1	$ 31.20
Teach English: A training course for teachers	Adrian Doff	Cambridge University, 1990	0-521-34864-1 0-521-34863-3	$32.00 $28.00

A Training Course for TEFL	Peter Hubbard, Hywel Jones, Barbara Thornton, Rod Wheeler	Oxford University, 1983	019432710	$15.00
Oxford Basics	Various	Oxford University, 2000	Various	$12.50?
Teaching English Worldwide: A New Practical Guide to Teaching English	Lindsay, Paul	Alta Book Center Publisher, 2000	1-882483-77-4	$26.95
Highway to E.S.L.: A User-Friendly Guide to Teaching English as a Second Language	Dang, Pinky Y & Ruiter, Rik	iUniverse Inc, 2005	978-0595342211	$18.68
Teaching English as a Foreign Language for Dummies	Maxom, Michelle	Wiley, 2009	978-0470745762	$18.63
Teaching Adult English Language Learners	Orem, Richard A	Krieger Publishing Company, 2005	1-57524-219-2	$27.75

•Scope and sequence
  The forty-plus units in *Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More* cover a broad range of teacher-preparation topics.
The 42 units cover a broad range of teacher-preparation topics, 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., 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 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 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
Number of units we are working on this semester: 4

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.

•**Field testing**

Over the course of the year we will have numerous opportunities for feedback. As a group we meet weekly and give each other feedback, and we have individual meetings with our professor, Dr. Henrichsen, to receive feedback. We gave a presentation at the ITESOL conference in Ogden, UT on October 23, 2010 where we asked attendees to fill out a questionnaire about each of our individual units. We each received feedback on our units. The following is the summary of the feedback on our individual units.

Unit 5 B Working Successfully with Young English Language Learners

I received 10 responses to my request for feedback. Most of the people who filled out the feedback sheets commented that they liked the content and that the information of characteristics and how young learners learn was good. It helped me recognize that I have recognized some of the key factors in teaching young learners. Suggestions for improvement included, discussion of expected behaviors, list of teacher characteristics, information on development, information on TPR. I also received a couple of resource suggestions such as, Starfall.com, Center for Applied Linguistics: Teaching English in the Elementary Classroom, and Making it Happen by: Patricia A. Richard-Amato.

Unit 6 F Content-Based Language Teaching

Unit 6F received feedback from 14 people. The majority of this feedback was a pat on the back letting us know we were headed in the right direction. Some suggestions for improvement were given including: include more vocabulary practice, use modified texts, use authentic texts, look at local immersion programs, break unit into separate units, move from realia to interaction to writing and reading.

Unit 6 B Developing English language learners' speaking skills

Ten people gave feedback on this unit. All of the participants indicated that the content of this unit was very interesting and useful. Six people suggested that the following should be included in the unit: grammar, pronunciation, examples to go along with each areas that are involved in

speaking, culture, level of learners and ways to identify needs. One comment made on additional resources that would be helpful was TPR storytelling. Another comments was to indicate information on how the tongue, teeth and lips are involved in producing accurate pronunciation. Overall, it was encouraging to know what future users are looking for in this unit and these comments have helped to sort out the necessary things that should go into this unit.

Unit 8 B Using Songs to Increase Participation, Recall, and Enjoyment

For this unit much of the feedback received commented that including this unit in the book is a good idea as it involves more creativity and fun exercises added to the book. A couple of people suggested that it is important to maintain the class professional while using songs to improve the students' motivation and participation level so that it does not distract the learning atmosphere of the class from being too casual but helps to create a better, enjoyable educational environment.

In Winter of 2011 we will receive feedback from students in Ling 377, a class to train students to teach English abroad for Help International and other organizations. Finally we will receive feedback from pilot users. Pilot users will be able to link from the website to a Qualtrics survey that has been created for each unit.

•**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 Bartova is a graduate student in the Brigham Young University TESOL Master's program. She earned her bachaler's degree in German Literature from BYU as well. She has experiences with teaching several languages such as German, English and Czech while being fluent in four. She has taught English listening-speaking classes to prospective collages students of the ELC institute in Utah, as well as tutored English pronounciation 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.

Amanda Malaman is a graduate student in the Brigham Young University TESOL Master's program. She completed a BA in The English Language, with minors in TESOL and Portuguese from BYU in 2006. Since then she taught ESL students from beginning to advanced at Nomen Global Language Centers in Provo UT. There she worked on the materials development team creating textbooks used by the students. She currently work for ETS as a TOEFL iBT Speaking Rater and as a Reading Teacher at the BYU English Language Center.

Heidi Healy is a graduate student in the Brigham Young University TESOL Master's program. She graduated from Utah State University with a BA in Early Childhood and Elementary Education with emphasis in Spanish and ESL. She taught elementary school for 2 years. She has had worked with City University in Hong Kong and Wizard Schools in Campinas, Brazil doing distance education. She has worked at the BYU English Language Center, and currently volunteers as an English tutor for Guadalupe Schools.

Udambor Bumandalai is a graduate student in the Brigham Young University TESOL Master's program. She earned a BA in Linguistics with a minor in TESOL from BYU in 2007. She has six years of English teaching experience to children and adults in Mongolia and the USA. She is currently teaching listening and speaking and grammar classes at the English Language Center in Provo, Utah.

Jung-Eun Chung is currently a student in the TESOL Master's program at Brigham Young University. She graduated from BYU-Hawaii majoring in Music Education. She taught English to adults in Korea for three years and in the USA for two years. She is currently teaching at the English Language Center in Provo, Utah.

Appendix B: Record of MA Project Hours

Date	Activity	Hours (including preparation)
11/03/09	Review BTRTESOL website	1
11/19/09	Attend BTRTESOL team meeting	1
3/31/10	Presentation on my songs unit at Ling 377 class, Provo, BYU	4
9/04/10	Review my two units on the BTRTESOL website	2
9/09/10	Review on the previous BTRTESOL team's prospectus	2
9/15/10-10/24/10	Meet with the BTRTESOL team members to prepare presentation at I-TESOL	3
10/27/10-12/09/10	Meet with the BTRTESOL team members to prepare the revised BTRTESOL prospectus	10
10/23/10	Presentation on my songs unit at I-TESOL Conference, Ogden, UT	5
10/26/10	Read feedback from I-TESOL Conference and make changes in my unit	2
10/27/10-12/15/10	Work on writing a proposal to TESOL Conference	3
12/18/10	Finish literature review of songs unit	20
1/03/11-3/16/11	Prepare a poster of my units for TESOL Conference with Heidi Healy (BTRTESOL team member)	10
3/17/11	Presentation on my songs unit at International TESOL Conference's Graduate Student Forum	3
3/09/11	Presentation on my songs unit at Ling 377 class, Provo, BYU	3
3/25/11	Presentation on my songs unit at HELP International Training Session, Provo, UT	3
3/26/11	Presentation on my games unit at HELP International Training Session, Provo, UT	4
3/30/11	Presentation on my games unit at Ling 377 class, Provo, BYU	3
4/03/11	Review the feedback and comments from all the presentations and revise my units	4
4/13/11	Finish creating songs unit (website, video clips, Dreamweaver)	8

4/25/11	Finish literature review of games unit	20
5/06/11	Finish creating games unit (website, video clips, Dreamweaver)	14
5/09/11	Present my MA project to the whole committee members and receive feedback	6
5/10/11	Make changes from the committee's feedback	4
5/26/11	Attend Electronic Thesis class	2
7/01/11	Finish writing MA project report and revisions	35
-7/01/11	Meetings with my chair, Dr. Henrichsen	30
		Total: 202 hours