

English for Educators study text analysis, methods and Materials

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Abstract

The paper delineates major methods of teaching English used throughout the history of English methodology, describes their application in the teaching process and generally shows how they have been reflected in study materials. On the basis of this theoretical survey it further deals with an analysis of a specific study material designed for a course called English for Educators 1,2. The course is intended for future teachers (not majoring in English as a foreign language) to enhance their English competences within the education, specifically pedagogy, psychology and social studies. The paper analyses particular techniques in a selected worksheet of the study material associating them with previously mentioned methods. In conclusion the paper suggests desirable changes to improve the presented material.

Key words: approach, method, technique, study material, English for specific purposes, English for Educators

Analýza studijního textu Anglický jazyk pro pedagogické profese, metody a výukové materiály

Abstrakt

Článek představuje některé významné metody výuky angličtiny používané v historii metodiky angličtiny, popisuje jejich aplikaci ve výuce a ukazuje, jak se jejich vliv promítnul do studijních materiálů. Na základě teoretického přehledu se zabývá analýzou studijního textu navrženého pro kurz Anglický jazyk pro pedagogické profese 1,2. Kurz je určen budoucím učitelům (kteří nestudují angličtinu jako svůj obor) s cílem rozšíření jejich kompetencí v angličtině v oblasti vzdělávání, konkrétně v pedagogice, psychologii a sociálních vědách. Příspěvek analyzuje jednotlivé techniky ve vybraném pracovním listu a přiřazuje je k zmíněným metodám. V závěru práce navrhuje možné zlepšení prezentovaného materiálu.

Klíčová slova: přístup, metoda, technika, studijní materiály, angličtina pro specifické účely, anglický jazyk pro pedagogické profese

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Introduction

To achieve the main objectives set by the curriculum in English language teaching, the teacher needs to use a variety of methods, techniques and procedures to help students acquire the required skills and move forward in their learning process. A teacher's preferences when teaching an individual course depends on many factors such as the content of the course, skill preferences, personality of the teacher and students, study materials, etc. This article focuses on relevant teaching methods and their application in the teaching process and on study materials. This theoretical overview precedes an analysis of the material currently used in the course entitled English for Educators 1,2. This course is designed for future teachers (who do not major in English as a foreign language) and teaches them English for specific purposes aiming to extend their professional competences in the future. In the end the paper also suggests possible modifications to the material, and therefore to the course.

1 Terminology and its use in the literature

ELT methodology is studied as an important theoretical basis for the practical application of English language teaching. “As understanding of this subject continues to develop, so too does the associated language” (Anderson, Valešová & Duda, 2020, p. 112). To understand and explore the issue of ELT methodology, it is essential to grasp some of the basic concepts that frame its theories. This article focuses on methods, techniques and procedures and their use in a specific curriculum. Jeremy Harmer in *The Practice of English Language Teaching* (2007) explains *a method* as “the practical realisation of an approach (p. 62) while *an approach* “refers to theories about the nature of language and language learning” (p. 62). Further he sees *a technique* as a single activity and *a procedure* as a sequence of such activities (p. 62). From this perspective, an approach can be understood as an umbrella term for other terms that move from the broader notion of method to the more specific procedure and the most concrete technique. Celce Murcia (2001) also understands an approach as the broadest term and method as a more specific term that is a set of procedures and these consist of specific techniques – activities (p. 3). She also points out that methods are usually compatible with one or more approaches (p. 3). Rodgers (2001) explains the difference between methods and approaches, where “methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom (p.3). Jin and Cortazzi (2011) claim that “*an approach* is a set of assumptions dealing with the nature of language, learning and teaching; *a method* is the overall plan for systematic presentation of language based on an approach; *a technique* is a specific classroom activity that is consistent with a method” (p. 560).

The authors mentioned above emphasize that classroom activities (techniques) are not limited to one method and that methods can be associated with multiple approaches. This means that the implementation of these particular terms in English language teaching may overlap because they share the same or similar ideas about the ways of achieving learning goals.

2 Brief list of methods used in language teaching

The first method that had had a huge impact on language teaching, and some features of which are still in use today, was the Grammar-translation method. “Students were given explanations of individual points of grammar, and then they were given sentences which exemplified these points. These sentences had to be translated from the target language (L2) back to the students’ first language (L1) and vice versa” (Harmer, 2007, p.63). Thus, the use of the target language, structural analysis, single sentences rather

than texts, accuracy and practice of reading and writing skills were essential. The main goal of this method was to enable students to translate literature from the source language and to enhance their intellectual development.

The Direct method was a reaction to the Grammar-translation method and brought more emphasis on communication. "Contrary to the Grammar-translation Method, no translation is allowed in the classroom. Through the use of visual aids and demonstrations meaning is conveyed in the target language without using the native language" (Dincay, 2010, p.44). The direct method had later evolved into Audiolingualism in which drill of grammatical sentences patterns was emphasized. "The purpose was habit-formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement" (Harmer, 2007, p. 64). In the 1970s and 1980s, several alternative methods emerged in language methodology, namely Silent Way, Suggestopedia, Total Physical Response, and Community Language Learning, which are based on humanistic approaches because they "may relieve the students from stress and strain in the present classroom. Learning should be joyful, it should not be painful" (Manohar & Chenna Reddy, 2018, p.63). Although these methods are rarely used in mainstream teaching, they still have an impact on language teaching today.

Today's language methodology is strongly influenced by the Communicative approach, which was later labelled as Communicative language teaching (Anderson, Valešová, & Duda, 2020, p. 116). "A major strand of CLT centres around the essential belief that if students are involved in meaning-focused communicative tasks, then language learning will take care of itself" (Harmer, 2007, p.69). "As an extension of the conceptual-functional curriculum, CLT also places a strong emphasis on helping students use the target language in a variety of contexts, and places a strong emphasis on learning four language skills – listening, speaking, reading, and writing" (Dincay, 2010, p. 55). This functional and situation-based method diverted attention away from explicit teaching of grammar and its practice in model sentences. Anderson, Valešová, and Duda (2020) mention a strong and a weak version of this method, with the weak one promoting a greater emphasis on traditional teaching principles. "The weak version is the one reflected in most course books... textbooks often use themes or topics which provide linguistic contexts and support development of vocabulary for specific situational context" (Anderson, Valešová, Duda, 2020, p.117).

Last two methods which are needed to be acknowledged as influential ones are: the Task-based learning, which is based on "a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms" (Harmer, 2007, p.71) and the Lexical approach which "concentrates on developing learners' proficiency with lexis, or words and word combinations" (Moudraia, 2001, p. 2). These lexical items might be e.g. collocations, idioms, fixed or semi-fixed phrases.

2.1 Which method is the right one?

A wide range of methods explained in the literature might lead to the assumption that there is one which best meets all the requirements of teaching/learning proces. Although throughout the history there have been various methods that were preferred and used extensively in classrooms for a period of time, a deeper exploration of the issue has come up with new findings indicating the ineffectiveness of the method. In the early 1990s, Nunan (1991, p.28) expressed the idea that:

There never was and probably ever will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about the processes of second language acquisition and which are also in keeping with the dynamics of the classroom itself.

Other authors with a similar attitude towards methods include Long (1989) who developed an “anti-methods” view and argued that there are in fact no methods, or Prabhu (1990) who stated that the concept of method leads to “over-routinization of teaching”. This eclectic approach proves to be very relevant in the modern methodology of the new millennium.

Pennycook (1989), Long (1989, 2003), Prabhu (1990), Stern (1991), Richards (1990, 2003), and Kumaravadivelu (1994, 2003a) are amongst the first persuasive critics who call the conceptual coherence and validity of method into question and lament over our ‘century-old obsession’ or prolonged preoccupation with the unproductive and misguided quest for the best method that would be the final answer” (Fahim, Pishghadam, 2011, P.38).

One of the arguments against using a single method in ELT is the current emphasis on teacher’s inventiveness.

Typically rather than being bound to a particular method, creative teachers often adopt an approach that might be called ‘principled eclecticism’. In other words, they do not choose methods and procedures at random but according to the needs of their class. They use a wide variety of teaching approaches and a wide range of resources and activities. Instead of depending on a single method, creativity is promoted by a mixture and combination of styles (Richards, 2013, p.31).

This trend in ELT is also influenced by postmodernism, a philosophical movement characterized by relativism and subjectivism. There is no single truth and no single way to do things best. Kumaravadivelu (2006) distinguishes between method, which consists of a single set of theoretical principles and classroom procedures, and post-method, which is defined as the construction of classroom practices and principles by teachers themselves based on their prior and experiential knowledge. The strongest argument for combining methods is the limitations of each specific method and its lack of effectiveness in achieving learners’ language goals.

3 Procedures or planning lesson structures

The variability of methods used in ELT is reflected in the variability of procedures, i.e. particular techniques (activities). The following established models for lesson structures-procedures may be mentioned:

The PPP (Presentation-Practice-Production) model, more recent, flexible models such as ESA (Engage-Study-Activate) and ARC (Authentic practice-Restricted practice-Clarification), and alternative models such as TTT (Test-Teach-Test) or Willis' (1996) Framework for Task-based Learning (Anderson, 2017, p. 1).

Nevertheless, Anderson criticizes these models for their lack of context in foreign language teaching. He presents a simple three-stage model called CAP (context-analysis-practice) that integrates context as a central component of language learning (p. 1). A lack of context in ELT is emphasized by more authors. Howard and Major (2004) talk about necessity to contextualise materials "to topics and themes that provide meaningful, purposeful uses for the target language" (p. 105). Nunan suggests "that any teaching practice that helps students develop their communicative competence in an authentic context is considered an effective instructional strategy in ESL/EFL situation" (Farooq, 2015, p. 180). Anderson, Valešová and Duda (2020) claim that "English language learners need to have knowledge of context, achieved through suitably chosen input strategies, in order to ensure their language output is effective and appropriate" (p. 120).

4 Methods and materials

Manifestations of the methods in classrooms are commonly reflected in the teaching materials used by teachers to follow the curriculum and achieve the desired objectives. "Historically, an approach or method also tends to be used in conjunction with a syllabus, which is an inventory of things the learner should master; this inventory is sometimes presented in a recommended sequence and is used to design courses and teaching materials" (Celce-Murcia, 2001, p.6). These materials can either be developed by the teachers themselves or pre-designed in the form of course books or other learning materials. To follow course requirements flexibly and effectively, it might be necessary to use multiple resources and to complement individual techniques with one's own inventiveness. Tomlinson (2014) points out that teaching materials should be amenable to different methods and we need to pay more attention to their development and evaluation because they are not just examples of methods which is how they were introduced in the past. Moreover, there are more factors influencing success of a teaching process, Madsen and Bowen (1978) talk about congruence among several variables such as teaching material, methodology, students' objectives, the target language and its context, teaching personality and their teaching style.

However, teaching materials were largely influenced by teaching methods. “Before the advent of the communicative approach, many coursebooks focused largely on structure and were heavily influenced by the legacy of Grammar-translation methods of teaching” (Tomlinson, 2014, p.87). Celce-Murcia (2001) explains that in the Grammar-translation method (but also in other methods such as the Direct method, the Audiolingual method and the Cognitive method) materials have been organized around grammar points. This means that linguistic competence is built within specific grammatical areas (p. 7). Students start with easier basic structures and more complex structures are taught consequently based on their knowledge. This organisation is typical of most current textbooks, with one grammatical feature dominating each lesson, and together with it students master a set of vocabulary and practise all the language skills. On the other hand, in the Communicative approach “syllabus is organized around notions (meanings such as spatial location, age, degree) and functions (social transactions and interactions such as asking for information or complimenting someone)” (Celce-Murcia, 2001, p. 7). The emphasis is on the contextualization and use of authentic material (Anderson, Valešová & Duda, 2020). Grammar and vocabulary are secondary and are taught only to express notions or functions. An extreme position is held by Řeřicha and Práger (2018, p. 25) who claim that the historic centrally-controlled classroom with the textbook as its major instrument has been made obsolete by the Internet deleting spatial and temporal limitations and the electronic environment has made the textbook archaic.

5 How the content of the course influences choice of material

When choosing appropriate methods for ELT and selecting or developing appropriate teaching materials, the content of the course is a necessary prerogative. While most English courses are aimed at teaching and improving competence in general English, a certain amount of them are focused on specific purposes (English for specific purposes, ESP). Majority of these courses are provided for students who need the language skills in a specific field of study or work (business, engineering, medicine, tourism, arts, etc.).

When studying ESP, students are expected to have certain linguistic competences on which they can build more specific knowledge. In the practical part, the article will target at the analysis of the materials used in a course called English for Educators designed for future teachers. It prepares students in teacher training programme to understand and use English in educational settings.

5.1 English for Educators and its specifics

Since English for Specific Purposes in Education is less frequent compared to other disciplines, the materials for this course had to be designed by the teachers themselves.

The materials have been developed to follow the basic requirements establishing that students will use and understand appropriate vocabulary in a variety of topics concerning educational settings, comprehend educationally oriented texts, and express general ideas or support simple notions related to selected topics. The topics were chosen to meet the requirements of the present-day education and related social issues. These include: bullying, learning difficulties and inclusive education, project-based learning, digital technologies, burnout, school and family, the role of the teacher in contemporary society, the lifestyle of teachers, non-verbal communication, CLIL methods, xenophobia and racism, and intercultural communication. In each topic, students are provided with an academic text (taken from the original source without adjustment) related to the topics. They study the text before each lesson in order to come to class with basic knowledge to be developed. In class, students work with a worksheet containing a set of techniques based on reading comprehension, target vocabulary and communicative skills.

6 Study text analysis of English for Educators

In this chapter a selected worksheet will be analysed with regard to the methods, procedure and specific techniques used. All the worksheets are designed in similar way, following the same procedure with some modifications in the individual techniques. For the purpose of the analysis, we will use *bullying*, which is the first topic in the course (see Appendix at the end of the article).

The content of the lesson is contextualized as the information about the topic and the necessary vocabulary are incorporated into the authentic text. Specific terminology is highlighted, analysed and practiced in the techniques of the worksheet. Thus, it can be asserted that the structure of the lesson is quite similar to the CAP (context-analysis-practice) procedure.

6.1 Introduction

Students are expected to have read a text related to the topic before the lesson. They are therefore expected to be aware of the basic vocabulary and the topic itself. The worksheet starts with a brainstorming activity (see Appendix, ex. A) in which students come up with some words related to the topic. "Brainstorming is a technique that can especially be used to motivate the students to think and to make them productive"

(Cengiz, Sarigoz, Donger, 2015, p.253). This technique is placed at the beginning of the lesson to activate students, to let even the shy to contribute as this activity “is based on expressing thoughts on a topic loudly without any criticism and judging” (Cengiz, Sarigoz, Donger, 2015, p.253). Moreover, it serves as a brief revision of the vocabulary studied at home.

A subsequent activity is a picture-based technique providing a basis for discussion in a broader view. It gives students a chance to talk freely in pairs/groups, retain the vocabulary they studied at home and use it in a meaningful way supported by the pictures serving as a visual aid. All these features are typical of CLT and thoroughly discussed in the following activities.

6.2 Reading comprehension and vocabulary practising techniques

The follow-up set of techniques is focused on mastering reading comprehension and vocabulary. The emphasis in this section is on writing skills and independent work, although it may be enriched by speaking and pair work depending on students' and teacher's preference. The first activity (see Appendix, ex. C) is to match headlines with particular paragraphs of the text. Since students were given a text without subheadings, this activity helps them to become aware of the sequence of the text and to better remember the main content of conveyed information. “Numerous studies suggest that the inclusion of signals such as titles, headings, subheads, and typographical cues in written text facilitates comprehension” (Grant, 1993, p. 482). It further tests students' ability to scan the text and quickly locate key words in each paragraph referring to the headlines.

In the first vocabulary practice activity (see Appendix, ex. D) students are requested to match the new vocabulary with their definitions. Avoiding the mother tongue, which is emphasized in, for example, the Direct method or Audiolingualism, teaches students to comprehend the meaning of words monolingually and to prioritize the English language to Czech, which might not be effortless for some students. The vocabulary is taught first through context (all words appear in the text) and then through definitions. Alizadeh (2016) mentions a study by Nist and Olejnik (1995) who studied learners' abilities to learn and remember new vocabulary depending on the strength of the context and the adequacy of the definition. The conclusion was that “context helped learners' performance when they saw a word in context and then looked at its definition on a multiple-choice test” (Alizadeh, 2016, p.24). Nevertheless, a reduction of vocabulary in the mother tongue can have negative consequences especially for less competent students. “Words in a second language are better retained if presented along with their native language translations which provide more association for the learner than does a definition written in the target language” (Yang & Dai, 2011, p.63). Practice also proves that adequate and relevant use of the mother tongue (especially in teaching grammar

and vocabulary) is an undeniable part of Communicative language teaching. Therefore, teachers commonly use the translation of key words as the last step in teaching vocabulary, even if it is not explicitly written in the instructions.

The subsequent activity (see appendix, ex. E) is based on responding to the questions related to the text. Students are asked to answer the questions in writing and to read them later when reviewing with the class. The students' answers are also verified in pairs. This peer teaching reinforces both linguistic and social skills. Students can learn from each other and make sure their answers are correct before sharing them with the whole class. The peer correction has become important with Communicative language teaching, which emphasized more autonomy of students in the classroom. "The 'recent' approaches and methods have emphasized a lot on learners' cognition and their autonomy. With such a change, student-oriented techniques of error correction, such as peer correction or self correction has come up" (Sultana, 2009, p.11). The task itself is focused on the written reproduction of the information that appeared in the text and trains students to locate specific information.

The final technique (see Appendix, ex. F) in this part of the worksheet demands completing sentences with appropriate words from the new vocabulary. The sentences provide students with the context they need to select the correct word. This activity, known as the fill-in-the-blanks exercise, is a common technique used in the Grammar-translation method (Larsen-Freeman & Anderson, 2011). Although this technique can help students retain the necessary vocabulary, Folse (2006), in his study on the effectiveness of writing exercises on vocabulary retention, states that the fill-in-the-blank activity as merely receiving output is less effective than producing output that is independent vocabulary production in students' own text (p. 277). Hulstijn and Laufer report that fill-in-the-blank exercises elicit less engagement than writing original sentences (Kargozari and Ghaemi, 2011). These arguments apply to the fill-in-the-blank activities with a restrained choice of vocabulary and grammatical patterns.

In fact, all the techniques that are designed to practice reading comprehension and vocabulary list can be associated with the Grammar-translation method, which emphasises writing and reading skills using the mother tongue and all the activities require significant mental effort. However, some aspects of other methods, such as peer correction or the completion of communicative activities, may be included if the teacher considers them relevant. Moreover, features of the Lexical approach are evident here in agreement with Harmer (2007) considering it as teaching of phrases which show words in combination, lexical chunks or lexical phrases often prefabricated ones (74). The definitions may be considered a subset of formulaic language, something that students are supposed to remember.

6.3 Final communicative activities

The concluding part of the worksheet is devoted to communicative activities in groups. Group/pair work is popular in several methods, especially in Communicative language teaching, Community language teaching and Cooperative learning, which is not a full-fledged method but rather a methodological innovation whose main concern is the language learner (Larsen-Freeman & Anderson, 2011). "A survey of research on pair/group work conducted by Long and Porter (1985, cited in Ellis, 1999), indicate that learners produce more, use longer sentences, and do not speak any less grammatically in group work than they do in teacher-fronted lessons" (Zhang, 2010, p.82). Activity G (see Appendix, ex. G) activates students to discuss the information contained in the text adding extra ideas of personal character. It consists of paraphrasing known messages and independent discussion. The final activity of the worksheet (see Appendix, ex. H) is termed as a role-play. "Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation" (Larsen-Freeman & Anderson, 2011, p.114). This activity is prevalent in methods emphasizing communicative goals especially in Communicative language teaching. It is an activity in which the social context of the communicative event is essential as it makes utterances meaningful. Although independent communicative activities are of great importance, Richards (2006) talks about a process of moving through "controlled activities such as memorization of dialogues and drills, and toward the use of pair work activities, role plays, group work activities and project work" (p. 4). Similarly Littlewood (2011) mentions a transition from organized to automatic processing. "In fluent communication, lower-level operations such as formulation and articulation can occur automatically, allowing controlled processing to be allocated to higher-level operations such as conceptualization" (Littlewood, 2011, p. 548).

Conclusion

The conclusion summarizes relevant findings from the analysis of the study text and suggests modifications that may improve the quality of the material. Two methods are equally represented in the text: The Communicative language teaching method – 3 exercises, all of them paired/group exercises in which students are asked to use the target language to communicate, and the Grammar-translation method – 3 exercises in which students practice reading comprehension and vocabulary. One of the exercises has features of the Lexical approach. However, before each lesson students are instructed to read and translate an academic text, which is emblematic of the Grammar-translation method, thus it is obvious that this method is represented in the course.

To increase the effectiveness of the study material, the following future changes are suggested. To increase vocabulary retention, students should use the new vocabulary more independently, e.g. to write sentences/short text using selected words in context. Students retain vocabulary better if they produce output, not only receive it. Furthermore, in the vocabulary practice section, students would benefit from translating sentences containing new vocabulary from English into Czech, since in this instance they use the necessary vocabulary in the appropriate context and practise the grammatical patterns simultaneously. This technique requires more mental effort and skill than simply matching or filling-in-gap exercises. In terms of communicative techniques, the recommendation lies in integrating a communicative activity in which students are guided to use specific words in a controlled way, being given a more specific context to activate the desired vocabulary. This improves the retention of the necessary vocabulary as well as communicative skills.

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Attachment:

Exercise sheet

WARM-UP

- A. Brainstorming – can you think of words that are related to “bullying”? Write down at least 5 of them. Define this term.



- B. Look at the pictures, describe them and characterize which type of bullying it is. Talk about possible causes of this behaviour. Answer the questions:

- Where does it happen?
- When does it happen?
- Who are the bullies?
- Who are the victims?
- What may be the reasons to bully?



<https://www.helpguide.org/articles/abuse/bullying-and-cyberbullying.htm>



<https://extension.umn.edu/bullying-and-violence/bullying-big-problem-big-consequences>



<https://www.pexels.com/photo/two-girls-gossiping-with-one-another-6936406/>

TEXT-BASED EXERCISES

C. Write numbers of the paragraphs which match to these headlines.

Characteristics of bullies and victims	___
Definition of bullying	___
Consequences of bullying	___
School intervention	___
Types of bullying	___

D*. Match these words from the text with their definitions:

1. Hurt	the activity of using the internet to harm or frighten another person
2. Bully	someone who hurts or frightens someone else mostly at schools
3. Victim	conversation about other people's private lives that might be unkind or not true
4. Gossiping	someone that has been hurt, suffered because of the actions of someone else
5. Powerful	to cause emotional or physical pain to someone
6. Cyberbullying	process of making people feel ashamed or lose respect for themselves
7. Insecure	the condition of being unable to sleep, over a period of time
8. Insomnia	someone who is criticized or laughed at
9. Humiliation	having a lot of strength to control people and events
10. Target	when people have little confidence and are uncertain about their own abilities

E*. Answer the questions based on the information from the text:

1. What is the difference between direct and indirect bullying?
2. What are examples of verbal bullying?
3. Why is cyber bullying difficult to detect?
4. How do bullies justify their behaviour?
5. What family background do bullies often have?

6. What are typical signs of victims?
7. How does bullying influence victims' results at school?
8. What health problems might bullying cause?

F. Complete the sentences with the highlighted words in the text:

1. Be _____. Driving a car can be very dangerous if you don't have enough experience.
2. He isn't very good at communicating with people and understanding them. He probably _____.
3. She doesn't take part in school activities as she is quite isolated. She might suffer from _____.
4. Some victims of bullying are called _____ by their classmates.
5. I've eaten something poisonous because I have a terrible _____.
6. He doesn't believe in his abilities at all, he must have _____.
7. Students with _____ have to leave school as this is a very prestigious school.
8. I don't believe that _____ can be effective. Beating children won't change their behaviour.

G. The last paragraph deals with school prevention and intervention. In groups, discuss the ideas what schools / teachers / headmasters can do to help. Can you add any new ideas?

Read the last paragraphs and compare it with your ideas.

Find three more ideas online. Which of them do you find the most helpful?

H. Discussion

- Do you think bullying is prevalent at Czech primary and lower secondary schools?
- What was your experience with bullying prevention at your school?
- Have you ever seen a teacher dealing with bullying? What was their strategy?
- Have you ever witnessed bullying of any sort?

I. Role play.

Work in groups of three, one person is a parent of a bullied child, the other one is a class teacher and the last is a headmaster. The parent tells the other two how and why his/her child is bullied and asks them to find a solution on how to help the victim. All participants agree on the best solution.

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