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ETAI | 40 Years Of Sharing Ideas
8th International ETAI Conference July 3-4, 2019, Jerusalem, Israel

ETAI Summer Conference!
Wednesday, Thursday 3-4 July 2019
at Ramat Rachel, Jerusalem

Pre-Conference event – July 2

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ETAI Mission Statement

Our mission is to enrich and empower English language educators and to promote professionalism in English teaching at all levels of the educational system in Israel.

ETAI Statement of Purpose

ETAI (English Teachers' Association of Israel) is a grassroots, voluntary organization concerned with the professional development of its close to 1000 members. ETAI members work in all sectors and at all levels of education – elementary, junior high and secondary school, college and university.

ETAI offers professional support, information, forums for discussion and practical suggestions and resources to help English teachers deepen their expertise and grow in their careers through its local events, regional and national conferences and its journal, the ETAI Forum.

The aim of all the organization's activities is to enable teachers to seek the appropriate avenues to keep up-to-date with the latest research in the field, materials, methodologies and technology essential for their lives as English language teachers.

It is our job as a teachers' association to supply a variety of arenas to foster professionalism. These include organizing events throughout the country, keeping in touch with the English Inspectorate and the Ministry of Education and maintaining our connections with international English teachers' organizations as an affiliate of TESOL and an associate of IATEFL.

ETAI Membership Dues

Members	200 NIS
Full-time students (must present a valid student ID card)	150 NIS
New immigrants / New teachers / Retirees	150 NIS
Group membership (3 or more from the same institution)	180 NIS each
Overseas membership	\$70, €55

New member / Membership renewal form can be downloaded from the ETAI site:
etai.org.il

LETTER FROM THE CHAIR

Greetings to new and veteran ETAI members alike,

Allow me to introduce myself as the new (returning) Chair of ETAI. I taught EFL for 32 years in Beer Sheva, and retired from teaching a year ago. I've now moved into a bit of teacher training and participating in various EFL committees.

From the beginning, ETAI has always been a great source of inspiration and support for me, as I hope it will be for you. Heartfelt thanks to our outgoing chair, Susan Bedein, and outgoing Vice Chair, Eleanor Satlow, for their dedicated work on the Board for the past few years. Susan will now be my Vice Chair, and I look forward to productive work together.

By the time you read this, we will be well into the 2018-2019 school year, though as I sit down to write this, the holidays have just ended, and Israel is now getting back to work. In ETAI, we are looking forward to a rich year of conferences and activities, proudly celebrating ETAI's 40th year of facilitating the sharing of ideas and teaching experiences among English teachers in Israel. We look back on 40 years of excellent regional, national and international conferences with great satisfaction, and look forward to many more. We invite you to join us, both in attending conferences and also in joining the planning committees and the team of presenters at the conferences.

Our theme for this year is "Speaking of Communities – Sharing Ideas". We have a full calendar of conferences planned, which you can see on our website – <http://www.etai.org.il/>. Once again, we have managed to arrange professional development credit ("gmul" – PD credit) for those who attend 30 hours of conferences. Thanks to our National Inspector, Dr. Tziona Levi, this year we will be partnering with the Let's Talk and Keep Talking programs for the PD credit course. Details can be found on our site as well as the site of these programs.

A final thought comes from the renowned author and playwright, George Bernard Shaw: "If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas." This is the essence of ETAI, and I greatly look forward to collaborating with all of you in the coming year.

Mitzi Geffen

ETAI Chair

Monday, 15 April, 2019:

Spring Conference

at

Kfar Silver Youth Village
(near Ashkelon)



LETTER FROM THE EDITOR

I often tell the new teachers I work with that we are blessed as educators because we have the ability to touch the future. All of the efforts that we make both inside and outside of the classroom have a serious impact on the success our students will attain in their lives as learners and professionals.

The 21st century has seen an unprecedented global expansion of EFL learning as English has developed as the leading global lingua franca (Fishman, Cooper & Conrad 1977: xii). Graddol (2006:70) argues that extensive curriculum reforms are taking place as people are required to operate in this globalized world and improving proficiency in English forms a key part of the educational strategies in most countries, including Israel.

The conundrum remains, what tools do we, the EFL teachers, utilize to enable our students to become proficient in the English language? We can avail ourselves of the many in-service courses which are offered by the Education Ministry, our districts and of course ETAI Conferences and learning sessions. We, however, must also have a forum to share our ideas, our experiences, our successes and our research. For this, we are fortunate to have the *Etai Forum*.

The *Etai Forum* is a journal for English Teachers in Israel, an affiliate of TESOL International Association. In its pages you will find current information in our field, the latest research being conducted by our colleagues in Israel, as well as other parts of the world, and the latest ideas for classroom activities and lessons to enhance our skills as well as our students' progress in acquiring the language.

At this time, I would like to thank outgoing editor Julia Mor for her hard work, her commitment and her dedication to the work of editing the *Etai Forum*. Each person who supports this worthy endeavor deserves much kudos, thank you Julia!

I hope to continue the tradition of offering EFL teachers a quality journal designed to help you to do your work better as well as to inspire you. This edition has a variety of articles which range from Leo Selivan's special section on Experimental Practice, to research on *Words' Historical Change* by Bardenstein and Brandel, to an excellent Literature log on *The Little Prince*, by Lisa Melamed, and finally a fabulous article on *Reading for Pleasure: Yes we can!*, by Amanda Caplan.

I would like to encourage all of you to share, within these pages, your ideas, your successful lessons, your research, and your inspirational thoughts on teaching English as a foreign language. There is so much that we have to learn from one another.

Wishing you all a healthy and productive spring,

Karen Guth
Editor, *Etai Forum*

About our new editor

Dr. Karen Guth teaches English at Yeshivat Mekor Chaim, where she is the English coordinator and in the Ulpana at Rosh Tzurim. Karen received her Doctorate in Education, Curriculum Studies, from the University of South Africa. Her professional website is englishteachingwithcreativity.wordpress.com. She also has a website at www.tellmeastorybubie.com where she publishes stories she writes for her grandchildren.

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ETAI 2018 SUMMER CONFERENCE

For the first time, the ETAI summer conference in July 2018 was held at the Ramat Rachel Hotel and Conference Center just outside Jerusalem. Nearly 300 English teachers from all around Israel found their way around the beautiful buildings and grounds of the venue on their way to some 40 sessions on a variety of speaking-oriented subjects, in keeping with the theme of both ETAI and the Ministry of Education.

Our Chief Inspector, Dr. Tziona Levi, opened the conference with an introduction to the work of the Ministry and then welcomed the Minister of Education himself, Mr. Naftali Bennett, who applauded ETAI for the work we do and even turned over the microphone to members of the audience to hear about their innovative ideas.

In their plenary talks, Dr. Melisa Cahnmann-Taylor and Drs. Norbert and Diane Schmitt, brought to us by the US embassy and the American Center of Jerusalem, led the way into the many inspiring and fascinating sessions that followed over the two days of the conference. In classrooms, the auditorium, the gardens and around tables, ETAIers could be seen and heard networking, sharing, discussing and processing, always a vital part of any successful conference.

Wrapping up the many hours of academic and practical experiences, Avi Goldstein navigated us through the intricate paths of negotiation as a problem-solving tool in the English classroom, leaving us with notebooks (or iPads) full of notes and ideas for our continued development as confident and competent ELT professionals in Israel.

Susan Bedein and Eleanor Satlow

ETAI BACK TO SCHOOL CONFERENCE REPORT

Our annual Back to School Conference, which is traditionally held in the north, was held on Monday 20th August, 2018 at the Nir Ha'Emek Youth Village, Afula. We did our best to choose a date which suited all sectors and were pleased to welcome 120 motivated teachers who came from all levels of the school system.

The day started with the opening plenary by our Chief Inspector of English, Dr. Tziona Levi, who spoke about the various programs which are running across the country. The conference participants listened to what the programs entailed and were encouraged to take part.

This was followed by the first round of parallel sessions, which included talks on Practical Problem Based Literature (PPBL) Tasks, the WOW materials of the WattsEnglish program, helping students to improve presentations, encouraging student talk, and tips on putting together JH tests.

After a break for lunch, the second plenary of the day took place, given by Dr. Janina Kahn-Horwitz. Janina spoke about how teaching spelling can empower our students and greatly improve their reading and writing. The second round of parallel sessions which followed included talks on electronic dictionaries, developing strategies for Module G, the 7th grade speaking program *Let's Talk*, the *Talking Books* elementary school project and how to use umbrella projects in the classroom.

The materials and book exhibition was open throughout the day, which gave the participants the opportunity to browse and buy. The conference participants left at the end of the day having had a day well spent which was practical, meaningful and stimulating, and which helped to gear them up to getting ready for the new school year. The Northern ETAI team (Tracy Piada, Gail Singer, Kara Tenzer and Debbie Gabai) worked hard to ensure a well-organized and smoothly run conference. Hope to see you next year at the next Back to School Conference!

Tracy Piada
ETAI Northern Coordinator

WE ARE DELIGHTED TO ANNOUNCE THE 2018-2019 GMUL PLANS!

This year we will have two tracks for gmul, partnering **ETAI** with the **Let's Talk / Keep Talking** program "**Opening the Lines of Communication**" under the sponsorship of AMAL and with the support and guidance of Dr. Tziona Levi, the National Inspector of English.

Track 1: Requirements for the gmul for ETAI – "Speaking of Communities – Sharing Ideas"

- * **1 mini-conference** – Or Yehuda – Bronco Weiss School, Or Yehuda – 4/12/2018

or
 Bet Hanina – Girls' High School – 17/2/2019
 or
 One of the **Let's Talk / Keep Talking** sessions – see your English coordinator for details
- * **1 full day conference** – Spring Conference – Kfar Silver Youth Village (Ashkelon) – 15/4/2019

or
 Back to School conference – Acco – 21/8/2019
 or
 Pre-Conference event – Jerusalem – 2/7/2019
- * **2-day conference – Ramat Rachel, Jerusalem – 3-4/7/2019**
 This conference is **required** in order to receive gmul.

Plus completion of the written and active task. Execution of the active task must be completed by **June 20th**, and submitted **no later than June 30th**.

Track 2: Requirements for the gmul for "Opening the Lines of Communication" (Let's Talk / Keep Talking):

- * **Session 1 (F2F)** Oct/Nov 4 academic hours (In 6 different locations around the country)
- * **Session 2 (online)** January 2 academic hours
- * **Session 3 (F2F)** Feb/March 4 academic hours (in 6 different locations around the country)
- * Participation in **1 mini ETAI conference or 1 full day ETAI conference** during the year – 4 academic hours
- * Participation in the two-day **summer ETAI conference: Speaking of Communities – Sharing Ideas** in Ramat Rachel, Jerusalem – 16 hours
- * Completion of written and active task – **to be submitted no later than June 20th**

Teachers who choose to attend any sessions (even just one session) in the "**Opening the Lines of Communication**" program, will complete the written task assigned for that program.

Teachers, who attend all of the hours of the hishtalmut as ETAI conference hours, will complete the task assigned by ETAI.

Note that the requirements for receiving gmul will only be completed after attending all of the required conference hours – including those after the written task has been submitted.

- * The price for the complete gmul program for ETAI members is 160 NIS – 40% less than a member paying at the door for the same set of conferences.
- * For non-members, the price is 360 NIS – 36% less than a non-member paying at the door for the same set of conferences.
- * To see the details about the program, go to <http://www.etai.org.il/>
- * Payment for the gmul program of each track must be arranged before attendance at the first event.
- * To pay, call Karen at the ETAI office – 02-5001844.

READER'S LETTER

From the ETAI Facebook page

After reading “The State of Stative Verbs” (ETAI Forum, Summer 2018).

I'm shocked and disappointed that Leo Selivan has stopped teaching stative verbs. The proper use of stative verbs is essential for all of our EFL students. We should rigorously teach stative verbs along with verb conjugations and daily grammar exercises.

Some teachers may object that these disciplines are deadly boring; others argue that students learn stative verbs, verb conjugations, and basic grammar naturally as they learn to speak and to read. Finally, some teachers point out that after Israeli kids have finished ten years of English classes, many of them still don't know how to ask where the nearest restroom is. This may be true. However, with a thorough grounding in stative verbs, verb conjugations, and grammar, at least these kids will know not to ask, “Where are the nearest restroom?” and “Where is the nearest restroom being?”

Sorry, Leo, I really can't agree with you on this.

UPDATE: Sorry, I did a very bad job on my post. I was trying to make a point in a clever, satirical way, and I failed to make my point clear. My point was that we teach useless and boring material like stative verbs. Leo is absolutely right to stop teaching this junk; we never should have been teaching it in the first place. Today a child can effortlessly watch colorful and entertaining content on her phone. We compete for her attention and enthusiasm with sleeping pill material that won't help her one bit. Dumb.

Eli Lato

Holon

Feature

**THE WHOLE IS LARGER THAN THE SUM OF ITS PARTS:
Three Years of the National Program for the Advancement of English Studies**

by Tziona Levi (*zionale@education.gov.il*)

The Ministry of Education has announced the allocation of resources to promote English studies in Israel. I would like to take advantage of this platform and detail the actions that were taken and those planned, with their underlying rationale.

The first goal of the National Program for the Advancement of English Studies is to raise the proficiency level for both receptive and productive skills for all students. Additionally, to increase the number of students taking the matriculation exams at higher levels in order to make academic studies accessible for more candidates from all sectors of Israeli society. To this end, the curriculum is being updated as a basis for teaching programs and writing textbooks so that it will meet international standards, particularly those known as the Common European Framework of Reference for Languages (CEFR). Studying the English language, according to the curriculum, will include all language modes, reading, speaking, listening and writing, together with vocabulary knowledge and grammar. It is important to update the curriculum in a changing world, while adapting to current models of learning and teaching.

The third goal of the National Program concerns English teachers. First, there is a need to improve the quality of English teachers throughout the country, and second to recruit more candidates to study at the teaching colleges. It is common knowledge that the number of English teachers in schools does not meet the growing needs, and efforts should be made to train and employ additional teachers.

In order to realize the goals of the National Program, an operational plan was formulated by collecting feedback from teachers, supervisors and instructors on various occasions, and using a detailed survey. This plan includes, inter alia, the following actions:

1. Committees were established to update the curriculum according to international standards, while addressing local characteristics and needs. In a meticulous process of consultation and examination of topics for change, the members of the committees met with local experts and recognized foreign scholars (Prof. Penny Ur, Prof. Elite Olstein, Prof. Batia Laufer, Prof. Ellen Spolsky, Prof. Ofra Inbar and Prof. Anat Zohar). In addition, we consulted international experts: Prof. Norbert Schmitt, Diane Schmitt and Prof. Claude Goldenberg. All of these people are renowned in the fields of teaching English as EFL/ESL and evaluating vocabulary, grammar, literature, language and 21st century skills while implementing large-scale changes.
2. Additional teaching hours, dedicated to oral language teaching, were allocated in the seventh, ninth and tenth grades. Teaching programs (*Keep Talking*, *Let's Talk* and *Debate*) were constructed and teaching activities with various learning materials and teacher training programs were designed for each of these programs. In addition, in the elementary grades, the speaking skill is endorsed using WhatsApp (*Speak Up*).

For evaluation purposes, in the high school grades, online tests were developed to promote the spoken language with the aim of influencing the assimilation of the need to teach speaking skills, as well as pilot computerized tests to examine processes for improving and evaluating the tests. There is a significant difference between the instruction of oral language, that is carried out face to face and in a direct manner throughout the teaching years and also prior to the teacher's annual grade, and the methods of evaluation in a one-time test setting. The oral test scores have so far been disproportionately high and of dubious validity (do not reflect the actual level of speech in English) owing to the manner in which the test is administered. Reflecting the current need of integrating English with technological skill, school graduates are now tested with an innovative, avatar-guided test.

3. To promote literacy and reading fluency, English libraries were set up in 500 primary schools throughout the country. Models were developed to promote reading for pleasure and activities that encourage extensive reading. In addition, for students who have difficulty in English in the elementary grades and prior to the Meitzav examinations, a program called *Building Blocks* was established for instruction in the field of literacy, fluency reading and reading rehabilitation. This program drew upon diagnostic tools and designed appropriate work plans. In order to implement the program, a community of counselors was formed which accompanies the schools that require assistance, using methods of simulation of real situations, analysis of case studies, insights from teacher documentation of their teaching process, explicit development of teaching materials in the field of reading and professional development sessions.
4. In order to promote student achievement and to increase the number of matriculation examinees in English at the higher Bagrut level in English, reinforcement hours were provided and teaching activities and learning materials were prepared and presented to teachers at teacher training conferences throughout the country in a program called *Ladders*. In addition, special programs have been developed to integrate content in English studies, such as English geography (given an additional hour,) shared citizenship, and Jewish Peoplehood, in order to expose those interested in teaching relevant content in English in an approach that promotes content and language learning simultaneously: CLIL (Content Language Integrated Learning.) At the same time, emphasis is placed on teaching and evaluating vocabulary at all levels as the strongest predictor of success in language learning.
5. The English curriculum and the National Program for the Advancement of English Studies invites renewed learning and an examination of teaching practices in the face of the new challenges. English teachers are given the opportunity to participate in professional development and to be updated with innovative teaching methods. These tools can help lead their students to succeed in achieving the updated goals in an array of learning options, from traditional face-to-face meetings near home through online training and microcredit courses to membership in teachers' communities. Examples of topics that English teachers deal with in the various learning frameworks include the teaching and assessment of vocabulary, the integration of technology in the English classroom, bridging gaps between elementary and secondary school, basic literacy skills, reading comprehension and extensive reading, teaching English in mixed-ability classes and how to teach speaking in the English classroom.

The number of English teachers participating in professional development is large in comparison to parallel disciplines and their performance is impressive.

In addition, the Ministry of Education has been interacting with teacher training colleges to implement goals in the National Program for the Advancement of English Studies at the stage of pre-service. Evaluation reports initiated by the Council for Higher Education (Malag) contribute to the thinking about the teaching programs in colleges that train the next generation of teachers. In order to overcome the need for additional teachers, 260 teachers with bachelor's degrees and a good command of the English language were recruited for accelerated accreditation programs at colleges around the country. The same number of new teachers will join the teaching system this year.

The implementation of these goals poses a considerable challenge in the Israeli educational system, which is multicultural and multi-lingual, and is characterized by socioeconomic disparities that significantly influence language learning. The schools are also influenced by the sectoral nature of Israeli society, which is a factor in decisions in the field of language studies and language policy.

Crowded classrooms do not provide the optimal conditions necessary for language acquisition, certainly more demanding when English is so distant to many of the students, especially the teaching of spoken language. Other challenges are the inherent gap between Arabic-speaking and Hebrew-speaking students. Arabic-speaking students are required to learn literary Arabic and then Hebrew as a second language and only afterwards study English. Also, four weekly hours of instruction given at school provide insufficient time for effective teaching of English on a high level. Therefore, every opportunity should be taken to create learning opportunities to study the English language outside of class and to actively encourage independent learning.

The implementation of the National Program in English cannot take place only in closed rooms or by providing additional hours of instruction. We are not only talking about improving student grades and raising the number of students taking matriculation exams at higher levels. In order to realize the broad goals of the National Program in English as a whole, it is necessary to convince all stakeholders to promote English learning from elementary school. Some will decide to allocate hours and recruit teachers, some will decide to develop professionally and establish teachers' communities and some will act as local entrepreneurs to encourage students to practice outside the school. It takes the effort of many individuals to make a collective impact on the learning of a broad discipline, such as English, in Israel.

Anyone interested in responding to the program or contributing in any way to improve it, in response to this call for action, or to comment on the draft curriculum is invited to contact me. We are trying to reach out to as many teachers as possible in order to present the rationale and hear their opinion on the entire process. To date, English teachers have given positive and constructive feedback in seminars and conferences that have taken place all over the country.

In summary, the initiatives, programs and changes monitored by the Ministry of Education are based on a principled approach while mapping needs, careful planning and developing short- and long-term programs through consultation and feedback from local and international experts. At each stage we make sure to involve the audience of teachers, instructors, and supervisors so that all the voices are heard and policy is influenced by data from the field. In-depth thinking and a desire for improvement guide us in maintaining the quality of the changes in English instruction and assessment. It is essential to prepare the community of teachers and learners, as well as interacting with English textbook writers and publishers, who play a significant role in this process.

This is an invitation to partner with us and to join those of us who have a strong desire and passion to make a focused effort to promote English studies in the education system. There is still much to do.

Dr. Tziona Levi is the chief inspector for English Language Education at the Ministry of Education, Israel. She holds a PhD from Tel Aviv University. Her research dealt with the impact of dynamic assessment (DA) on the achievement of an oral proficiency test. Tziona is involved in fields connected to the methodology of language instruction and learning and the connection with language assessment. In the last three years, she has initiated a number of programs to promote the learning of English at all levels, especially regarding spoken interaction, together with the necessary professional development for teachers. She was an English teacher for 27 years in Beit Sha'an, a district counselor in the north of the country, and the Head of English Studies in ORT for 12 years.

LET'S BREAK THE MOLD!

The idea of this section has been in the making for quite some time. My own interest in the Experimental or Exploratory Practice was piqued when I attended a workshop led by UK-based teacher and trainer Michael Harrison at the annual TESOL France colloquium. When I was asked to guest-edit this special section I immediately asked Mike to contribute an article, in which he lays down 'the ground rules' and introduces the concept. Other contributors to this issue – many of whom were participants in my in-service professional development courses on vocabulary learning and teaching – focus on their experimentation with L2 vocabulary teaching. Ronda Gaon-Kennedy outlines a lesson plan which helps learners become aware of collocations in English, while taking a very thorough approach to vocabulary selection and remaining keenly aware of her learners' needs. Not all articles are devoted exclusively to vocabulary teaching though. Darlene Herman suggests several ideas for incorporating *Noticing*, the concept originally proposed for teaching grammar, into various aspects of classroom instruction such as reading, writing, spelling and even classroom management. I hope the suggestions and ideas, presented by these contributors, will encourage you to step out of your comfort zone and set your own Experimental Practice challenges.

*Leo Selivan – Guest Editor
ETAI International Liaison*

EXPERIMENTAL PRACTICE IN ELT: An Opportunity to Develop Yourself

by Mike Harrison (*mjah84@gmail.com*)

When a teacher embarks on their career, they may have only been exposed to a narrow range of teaching methodologies, approaches, and techniques. Certain initial training courses are designed following a particular methodology and some focus on training teachers how to best use different materials, such as course books, authentic material and using different technological aids. However, initial teacher training courses often do not offer the time to explore these much.

Once a teacher has reached the stage of their career where they wish to pursue a higher level of training, such as an MA or Diploma course, they may come across the metaphor of experimental practice. According to the dictionary, an experiment is 'the process of testing various ideas, methods, or activities to see what effect they have' and something experimental is 'using new ideas or methods that are not yet proved to be successful every time'. This has been a useful metaphor for me in thinking about trying different and new teaching practices.

However, a metaphor of exploration may also be useful, as what is experimental practice for one teacher may differ completely for another. If ELT is a territory to be explored, we can place ourselves on a kind of map of practice, based on our initial training and our teaching experience. Depicting the landscape of ELT as a map has been shown to be beneficial for reviewing and reflecting on practice (Hancock, 2013; Waters, 2009).

As teachers we can take charge of our professional development by engaging with parts of ELT that we may be less familiar with, investigating them, thinking of ways to incorporate them into our teaching practice, and reflecting on this process of experimentation.



A Map of ELT by Mark Hancock

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