2001

A Certificate Program in Teaching English to Brazilian-Portuguese Speakers

Sonia Regina Moussalli
The School for International Training

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A CERTIFICATE PROGRAM IN TEACHING ENGLISH TO BRAZILIAN-PORTUGUESE SPEAKERS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING DEGREE AT THE SCHOOL FOR INTERNATIONAL TRAINING
BRATTLEBORO, VERMONT

BY
SÔNIA REGINA MOUSSALLI

JUNE 2001

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To my parents João Moussalli and Zilda Aparecida Corrêa.

This project by Sônia Regina Moussalli is accepted in its present form.

Date _August 25, 2001_

Project Advisor _Beatriz C. Fantini_

Project Reader _Maria Regina Terralavoro_

ACKNOWLEDGEMENTS

ABSTRACT

This paper intends to present and describe a project of a teacher certificate program for Brazilian EFL teachers. First, I will introduce relevant information on the context and background where this project will take place including the reasoning behind this program, and an investigation of the prospective participants' needs. Second, I will explore a study of some educational assumptions including teaching effectiveness, efficiency, competence, performance and some principles for the preparation of effective EFL teachers. Third, I will provide the readers a description of the goals and objectives of the program, along with, a detailed description of the courses. Finally, I will include some possible ways to evaluate the participants and the program itself.

ERIC Descriptors

Teacher Education

Second Language Learning

College Programs

Teacher Certification

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CHAPTER 1

INTRODUCTION

Purpose of this Study

> Some riddles have no final answers.
> A few answerless riddles are still worth asking.
> They are worth asking not for their answers,
> since they have none,
> but for what we do in struggling with them.
>
> Earl W. Stevick (1980:3)

The main intent of this study is to introduce a project for a Post Bachelor's Degree Program in TEFL (PBTEFL) particularly designed for Brazilian teachers interested in pursuing their studies in the English language and teaching fields. Through out the writing of this paper, I will be on a following reflective journey to: (a) gather and present some context and background information about the EFL teaching in the *Grande ABCD, São Paulo, Brazil*, (b) look into some needs of Brazilian English teachers, (c) explore some assumptions, principles and theories for language teaching, (d) lay out my own beliefs of effective EFL teaching, and (e) design a program outline for EFL Brazilian teachers.

Overall, my aspirations in developing this project are: (1) to open a path to my own professional growth and to encourage other EFL teachers, like me, to start a reflective process of studies in language and teaching as a means to

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develop a more effective English language teaching, and (2) to fullfill the needs for a Post Bachelor's TEFL program at the *ABCD* area in São Paulo, Brazil.

Although this paper attempts to present a project for a program that aims to help Brazilian teachers become more effective teachers of the English language, it is not my intention to establish measurements of teacher competence. My plan here, as you will note in the following chapters, is to not discuss deeply various theories about the ideal teacher, but only to study some thoughts involving different concepts of teacher effectiveness. This study attempts to lay out some key elements in order to present my ideas and assumptions regarding effective language teaching — the basis for the teacher's program I will present in this study. Besides, I believe that whoever attempts to thoroughly define the ideal teacher may face an almost impossible enterprise. No doubt, it would engage some speculation as well as numerous empirical and theoretical studies. There are many different concepts of what "an ideal teacher" is. Is it really possible to pinpoint what an effective teacher is? What are his/her skills? How is his/her personality? Besides, I ponder whether such a study would ever point to a definite conclusion. As Medgyes notes:

> " ...ideal teachers cannot be squeezed into any pigeonhole: each ideal teacher is ideal in her own way, and as such is different from all the rest. The concept resists clearcut definitions, because there are too many variables to consider in the language teaching operation." (1999:73)

Aside from that, a detailed study of this type would move beyond the principle purposes of my project. As has been suggested by Biddle:

> " . . . the problem of teacher effectiveness is so complex that no one today knows what *The Competent Teacher* is." (1964:2)

Rosencranz and Biddle (1964) have also pointed out:

" It's neither profound nor astute to observe that the field of teacher competence, so long a focal point of interest for so many investigators, has produced few results acceptable either to teachers or to those who judge them." . . . Three persistent problems plague all attempts to define, demonstrate, train for or measure competence. These are: (1) level of abstraction, (2) time sequence, and (3) theories of the outcome." (1964: 232/ 234).

On the other hand, Richards suggests that:

" To prepare effective language teachers, is necessary to have a theory of effective language teaching — a statement of the general principles that account for effective teaching, including a specification of the key variables in effective language teaching and how they are interrelated. Such theory is arrived at through the study of the teaching process itself. This theory should form the basis for the principles and content of second language teacher education, which is thus dependent upon the following sequence: (a) describe effective language teaching process; (b) develop a theory of the nature of effective language teaching; and (c) develop principles for the preparation of language teachers." (1990:4)

In an article considering language teacher education Donald Freeman argues that without a model that describes "how language teaching is taught and learned" language teacher educators will lack articulated theories for teaching. In order to establish some basis for those who educate individuals as teachers of English to speakers of other languages Freeman proposes two models:

" The first is a model describing language teaching as a process of decision making based on the constituents of knowledge, skills, attitude and awareness. The second describes two general strategies for educating language teachers – training and development — that are based on that model. " (1989:28)

Considering both Richards and Freeman's preceding suggestions, I will further expound on these views of effective teaching which I have gathered for this project — the description, nature and the principles for the preparation of language teachers. In addition, I will examine language learning and teaching as a decision-making process based on Freeman's four constituents, and take on

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the challenge of designing a teacher's program focused on both training and development strategies. In all probabilities, my views will bring to light, my limited interpretation; however; they will be open to other interpretations well Richards remarks:

> " ...teaching is essentially a thinking process. Teachers are constantly confronted with a range of different options and are required to select from among these options the ones they think are best suited to a particular goal." (1995:78)

Then, I invite the reader to follow me over this reflective journey and examine the steps and ground elements of my research, which will be laid out in the next sub-sections and chapters. Firstly, let us explore some of the background of this project.

Background

In general terms, the idea to design this project emerged initially from my own frustrated attempts to attend a TEFL certificate program in Brazil. Back in 1991, I was offered a position to teach English at an undergraduate college in Santo André, São Paulo where I had majored in Portuguese and English for high school teaching some years before. At that point, in spite of my eleven years of teaching experience in elementary, high school and college preparatory settings, I hesitated accepting the college teaching position I was offered.

The main reason for my hesitation was that I did not have credentials to teach in college institutions. Despite my apprehension, the faculty members were not very concerned that I did not hold a degree qualifying me to teach in colleges. Because there was not many colleges that certified English teachers available in the area, is perhaps the reason they were willing to hire a non-certified professional to fill the open position. Even though I did not feel

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confident taking that job, some of the faculty members assured me that my teaching expertise would be an asset to effective teaching. On that account, I decided to accept that job as a great challenge; however, accepting it, also meant that I was committing myself to enroll in a teaching certificate program or even a Master's program as soon as possible. Shortly thereafter, I started my search for an EFL teaching program in Brazil.

I was willing to take a Teaching English as a Foreign Language College Certificate Program which was, a program focusing both on pedagogical skills for EFL college teaching and English language studies. In a very short period of time —and to my complete surprise — I learned that in order to achieve this goal I would have to employ my highest efforts. Beforehand, I had been unable to find a suitable course I could enroll in that was near home or my workplace. In addition, there was no TEFL College certificate program, or even Master's program similar to the one I had in mind. To be specific, the programs I found in São Paulo offered me only separate studies in either English language or general pedagogical studies. Consequently, I realized that if I wanted to take a master's or certificate program here, I would have to choose either a language or a pedagogical program. My only other alternative would be to take the program I had originally considered which was a distance away. This would mean various changes in my personal and professional life.

At that point, I happened to hear about the *Master of Arts in Teaching Program* with concentration in English for Speakers of Other Languages from the *School for International Training,* in Vermont, USA. I was fascinated by what I discovered. At first, I became particularly interested in this program because its special emphasis on the study of the pedagogical and linguistic areas. It was precisely the sort of program I was looking for. I was particularly delighted to hear that one of the MAT Program's goals were to bridge the gap between teaching theory and practice. This specific point increased my enthusiasm for

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the SIT. I enthusiastically applied to its MAT program, even though coming to the SIT program would require major adjustments in my personal and professional life.

During my experience as a MAT student at SIT, I have improved my English language skills. I have also learned about varied teaching language theories. I have been exposed to experiential exercises, discussions and readings that lead me to express my ideas in English and to reflect deeply upon innumerable teaching and learning issues. Among all the meaningful topics that the faculty members and peers purposeful instigated me to critically analyze, the investigation on how to become, effectively, a better EFL teacher presented the greatest challenge for my reflections throughout the MAT program.

Context

About the Brazilian Educational Structure

The Federal Government is in charge of legislating, coordinating, supervising and developing the educational system in all twenty-five Brazilian states. The general aims of national education are expressed in the *Lei de Diretrizes e Bases da Educação (LDB)*, Law # 9394 established by the national congress in December 1996 (latest restatement) which enacts the guidelines and the basis for the national education. The Ministry of Education, a governmental organization, oversees all formal educational settings - public and private schools. The Brazilian educational system is grouped in two main categories: a) Basic Education – split up into: infant education - for children up to six years-old, fundamental education - 8 years of studies, and intermediate education - 3 to 4 years of studies, b) Higher Education – split up into: graduate programs – 3 to 4 years of studies (analogous to undergraduate programs in the United States) and postgraduate programs (analogous to graduate programs in the United States):

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(1) *stricto sensu*: master's and doctorate's degrees, (2) *lato sensu*: specializing and further professional studies (analogous to professional and certificate programs in the United States).

About the Centro Universitário de Santo André

The PBTEFL program introduced in this study will take place at the Centro Universitário de Santo André (UNI-A), the former *Instituto de Ensino Superior "Senador Fláquer"*. The educational institute, still commonly well known as *"Senador Fláquer", started* as a small elementary and technical high school in 1945. In 1969, with the opening of the *College of Business and the College of Education, "Senador Fláquer"* became a higher education establishment. Since then, *"Senador Fláquer"* established other colleges and programs aiming to serve the booming population of one of the most largest industrial and urban areas of the state of São Paulo: *the Grande ABC area*. On January 14th, 2000, *"Senador Fláquer"* became the first University Center of the city of Santo André – one of the cities of the *Grande ABC*.

Currently, about 3,500 students are enrolled in the programs offered at *UNI-A*. And, about 20,000 students have already earned an undergraduate degree in the fields of Education, Language Studies, Business Administration, Psychology, and Technology. Many former students are now administrators, politicians, teachers and technicians employed at the many *workplaces* of the *ABC area,* São Paulo and Brazil.

About the Grande ABC Area

According to the World Development Report 1999/2000 of the World Bank (2000:230), Brazil is the eighth largest economy market in the world. Brazil exports around U\$ 2,665 billions in manufactured products to thirty different

countries. The United States — our biggest international purchaser — imports around U$1,082 billion from Brazilian companies. Four hundred, out of the five hundred largest world companies are represented in Brazil. Brazil is now the most internationalized developing country in the trade market. One hundred-seventy out of our five hundred major companies in Brazil are controlled by foreign capital. Most of those international companies are based in the metropolitan area of the state of São Paulo.

The state of São Paulo is the most prominent industrial center of Latin America, and, the biggest consumer center in South American. The *Grande ABC* area is one of the 36 industrial nuclei of São Paulo metropolitan area. Many of the international industries in Brazil such as Ford, General Motors (here for about 73 years), TRW, Otis, Rhodia, Scania, Basf, BMW, Volkswagen, Mercedes-Benz, Firestone, Toyota, Yakult, Bombril and Pirelli among others are based in the *Grande* ABC. Seven municipalities form the *Grande ABC*: *Santo André, São Bernardo, São Caetano do Sul, Mauá, Diadema, Ribeirão Pires* and *Rio Grande da Serra*. Together these cities have a population of 2,224 million people and are in an area of 841 sq.km. According to the magazine *Quem é Quem no Grande ABC (2000:3)*, a publication of the *Diário do Grande ABC* newspaper, the ABC is the third largest consumer market of Brazil with a Gross National Product (GNP) of $ 27,5 billion, a per capita income of $13,054.

A great deal of the *Grande ABC's* labor force is presently employed in large companies. The *Grande ABC* is highly industrial: today more than 4,807 companies employ 248,649 workers. The *Grande ABC* is known to maintain the best labor force in the country. Some economy observers went as far to say that the ABC will turn into a Detroit referring to the vertiginous growth of the automobile industry. Recent studies have demonstrated that in the last ten years more than a thousand new companies have been established in the ABC. The region is located 50 km from the principal Brazilian port, Santos.

Below is a table summarizing the industry in the Grande ABC area:

PLACE	POPULATION	SURFACE AREA SQ. KM	GNP/GDP U$ BILLIONS	BASE PRODUCTS
Brazil	166 millions	8.547 thousands	758	sugar cane, orange, soy
Sao Paulo State	35,816,740	248.808	227	food, metallurgic, electronics, automobile, agriculture
Grande ABC	2,224,352	841	27	Metallurgic, chemical
Santo Andre	624,820	181	4	automobile, rubber, chemical, textile, retailing
Sao Bernardo	660,396	411	12.6	automobile, automobile components, metallurgic, furniture, textile, chemical, retailing
Sao Caetano	139,825	12	3.6	food, automobile, metallurgic
Diadema	323,116	32	3	food, chemical rubber and plastic product
Maua	342,909	67	3.7	petrochemical, metallurgic
Ribeirao Pires	97,550	107	0.6	mining, clothing, horticulture, poultry
Rio Grande da Serra	34,736	31	0,0 5	horticulture, poultry farm,

Sources: World Bank: *World Development Report1999/2000,* INPES- Instituto de Pesquisas do IMES: *Sumário de Dados da Região do Grande ABC,* IBGE (1996), EMPLASA (1996) SEADE/PAEP (1996), Agência de Desenvolvimento Econômico do Grande ABC: *Atividade Econômica nos anos 90 no Grande ABC* (1999)

About the Professional Teaching Qualifications

The *Lei de Diretrizes e Bases da Educação (LDB) Law # 9394/96* establishes that teachers and education specialists are required to have educational qualifications to teach in Brazilian school settings depending on the following categories:

(1)   Teachers of infant education: college graduate degree (equivalent to a Bachelor's in the American system) in Education.

(2)   Teachers of fundamental education (1st to 4th grades): college graduate degree in Education or Intermediate Education with specialization in Education

(3)   Teachers of fundamental education (5th to 8th grades): college graduate degree in teaching a specific subject: e.g. language, science, math, etc

(4)   Teachers of intermediate education: college graduate in teaching a specific subject: e.g. language, science, math, etc

(5)   Teachers of graduate programs postgraduate degree (equivalent to a graduate degree in the United States): priority given to *stricto sensu*: master's and doctorate's degree, and or *lato sensu*: specialized and professional studies (equivalent to certificate programs in the United States).

About the English Language Learning and Teaching in the Grande ABC area

Consistent with the significant presence of international companies in the *Grande ABC* area, and a spreading international trade market, the demand for English-speaking employees has grown vertiginously. As the Brazilian economy becomes more and more globalized and internationalized, the parallel need to learn English also grows. Because the English language is perceived as the international business language, knowing English is a required professional skill for most workers, and the basic ability to communicate in English is a plus for most work positions.

At this time, Brazilians have discovered that learning English is as necessary as learning computers. Presently, it is estimated that about twenty million Brazilians are studying English in our English language schools, colleges,

company training courses, and private classes. To have a slight idea of our language schools in numbers, I can mention three of our most respected language schools (a) *CCAA* which has 700 establishments spread out over our twenty-five states; (b) *Cultura Inglesa* which has more than 40 branches and it has about 120,000 students enrolled in its English language courses; (c) and Associação *Alumni* which has more than 5,000 students.

Along with the job market demand for English speaking employees, the academic fields are also setting some English proficiency requirements. At the University of Sao Paulo, our larger university, English is a prerequisite to enter in any graduated program. Besides, many Brazilians are going to study in the United States. About 6,000 Brazilian students were enrolled in programs at American universities last year; most of them were taking graduate programs. In 1997, about 7,000 Brazilians took the TOEFL test.

Acknowledging this need, many well-established international companies provide in-house English courses to their employees as a way to stimulate them to learn English. In other companies where the employers do not offer English courses, many employees — realizing the need to learn English — have hired private tutors or have enrolled in a private language school to learn English. There are about 130 officially established language schools in the *ABCD* area. English is also taught in regular public and private schools — about 483,951 students take English classes during high and junior high school in the Grande *ABCD* area.

Unfortunately, the precise number of English teachers and students in the *ABCD* cannot be determined. In essence, there are no comprehensive records referring to this information. This due, in part to the following facts: (a) many English classes take place in non-official educational settings (as an example, some English classes are held in companies and in informal tutorial sessions;

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(b) some EFL teachers are not employed by a language school; (c) some EFL teachers are not certified to teach; d) language schools are not subject to the control of educational organizations; (e) language schools show some unwillingness to inform their number of students and teachers to researchers.

Regardless of the lack of available statistics, it is possible to infer that the pressing need for English speaking employees in the ABCD area in these days has — in due course — increased the numbers of the English students and the need for English teachers. According to the register's office the University of São Paulo, there are six colleges that offer undergraduate programs in *Letters* (a four or three-year language teaching program) with concentration in English in the *Grande ABCD* area: *Faculdade de Filosofia Ciências e Letras da Fundação Santo André, Universidade Metodista, Universidade do Grande ABC, Faculdades Integradas Senador Fláquer (now named Centro Universitário de Santo André), Faculdade de Filosofia Ciências e Letras de São Bernardo do Campo,* and *Faculdade de Filosofia de Ribeirão Pires.* Within the years of 1993 and 1997, 834 students majored in undergraduate English Teaching Programs from those institutions. Those institutions offer the opportunity to 280 new students each semester to enroll in their Letters programs.

In 1998, there were four hundred and twenty-two students enrolled in the Letters Program in only four of the colleges mentioned above. In those colleges, there were a total of fifteen English faculty teaching in the undergraduate programs, including other programs. All faculty members held an undergraduate degree in Letters with concentration in English. Only one of those faculty members held a Master's Degree in Social Sciences. Three of them were in the process of submitting their thesis for a master's degree. Two of them held a Post-graduate Teacher Certification in other areas of study.

Gathering Information about what is needed

The main components for the program presented here (approaches, areas of study, courses, and content) were based mainly on the needs of sixty prospective students. Those needs were determined by means of the questionnaire which it follows:

1)   What are the attributes of effective EFL teachers?

- Should be able to provide a model of correct language use; (42 answers)
- Posses a great knowledge of the English language: grammar, phonetics, linguistics and vocabulary; (55 answers)
- Are aware of their restricted pedagogical and language knowledge, but are able to perform pedagogically and linguistically well before the students; (20 answers)
- Have enthusiasm about the subject matter: the English language and its sociocultural implications; (24 answers)
- Are able to combine philosophy, psychology, linguistics, literature, pedagogy, and cultural studies in a reflective manner; (31 answers)
- Are well-rounded; (39 answers)
- Are aware of the most common EFL learners' grammar and pronunciation problems; (55 answers)
- Are able to identify and describe the historic and current approaches, methods, and techniques, of foreign/second language teaching; (42 answers)

- Are able to discuss in depth language teaching principles, techniques, objectives and strategies; (46 answers)
- Have ability to prepare and improve instructional materials, lesson plans, and tests, and accomplish goals; (43 answers)
- Have the ability to vary teaching approaches, methods, techniques and strategies; (32 answers)
- Are always devoted to a specific teaching method; (12 answers)
- Provide students with constructive and timely feedback; (23 answers)
- Promote a rich learning atmosphere and a positive interaction between teacher/student and student./student in his/her classroom work; (43 answers)
- Show empathy and commitment to their students, encourage, engage, and motivate students; (28 answers)
- Have managerial competence and are organized; (18 answers)
- Have the ability to be self-critical, creative, flexible, and are good learners; (21 answers)
- Think systematically about their practice and learn from experience; (32 answers)
- Take responsibility for own professional development, and have the ability to develop researches; (15 answers)
- Have the ability to use computers, the internet, and other resources in general; (25 answers)

2)   *Would you like to take a TEFL program at Centro Univesitário de Santo André- UNIA?*

- Yes (40 answers)
- No (03 answers)
- Not sure (12 answers)

3)   *Do you think a TEFL program can help the participants to become better English teachers?*

4)

- Yes (45 answers)
- No (05 answers)
- Not sure (10 answers)

4) *What are the most important elements you look for in a TEFL program?*

- Language knowledge (50 answers)
- Language skills (34 answers)
- Pedagogical knowledge (38 answers)
- Pedagogical skills (38 answers)
- Psychological knowledge (31 answers)
- Cultural knowledge (36 answers)

3) *What courses and contents should be relevant in a TEFL program?*

- English Language Grammar (50 answers)
- English Language Pronunciation (50 answers)

- Linguistics (theory) (37 answers)
- Language Acquisition and Learning (theories) (30 answers)
- Pedagogy (techniques) (50 answers)
- Pedagogy (theories) (50 answers)
- Pedagogy (practice) (18 answers)
- Psychology (31 answers)
- Culture (social behavior) (31 answers)
- Culture (literature, arts) (28 answers)

4) What types of methods/approaches or learning modes are looking for in a TEFL program?

- Experiential (7 answers)
- Content-based (45 answers)
- Lecture (22 answers)
- Case study (17 answers)
- Task-based (33 answers)
- Research (26 answers)
- Seminar (42 answers)
- Practices (29 answers)
- Workshop (29 answers)
- Mixed/ eclectic (42 answers)

5) Why would you take a Post-graduate TEFL program in Brazil?

- To improve my pedagogical knowledge and skills (50 answers)
- To improve my language knowledge and skills (50 answers)
- To have a teaching certification (35 answers)

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- To increase my chances to get a better job (25 answers)

6) *Do you think a TEFL program can help the participants to become more effective EFL teachers? How?*

Yes.(50)

- By developing the participants' language knowledge and skills. (50 answers)
- By developing the participants' pedagogical knowledge and skills. (50 answers)
- By bringing the participants to reflect upon the teaching process. (32 answers)
- By bringing the participants to study language and teaching theories. (46 answers)
- By bringing the participants to study students' behavior. (22 answers)
- By bringing the participants to study about the culture of English-speaking countries. (31 answers)

7) *What are the most important areas of studies in a TEFL program?*

- Pedagogy (50 answers)
- Language (50 answers)
- Psychology (30 answers)
- Culture (31 answers)

CHAPTER 2

EDUCATIONAL ASSUMPTIONS

How do we prepare effective language teachers? I assume that some possible answers for that question rely, in part, on our beliefs regarding language teacher education, on how we frame the aims or goals of language teaching and on how we characterize effective teaching. Definitions of teacher effectiveness, however, tend to be elusive. There is no easy answer to the question: "What makes an effective language teacher?" Someone could argue that language teaching requires specific language knowledge, technical skills, and interpersonal and intercultural abilities. But yet, there can be disagreement about what constitutes specific language knowledge, technical skills, and interpersonal intercultural abilities. For example, is the ideal language teacher a skilled technician or a reflective thinker, a combination of both or even something else? How should language teachers be prepared? What should be the outcome of teacher preparation programs? Do language teacher education programs "teach" teachers to become effective? No doubt, the answers for those questions could be various. Language teaching is a complex matter.

Some studies argue that definitions of effective teaching cannot easily capture the complexity of teaching. This is because teachers, like all other professionals, require qualities that are difficult to measure. Even though, there are many books with much to say about effective teaching, it is difficult to find

one resource that can fully explain what effective teaching really is. It is important to note that any effort to describe what makes an effective EFL teacher depends on the views of various approaches, methods, and assumptions about language teaching. There are countless matters to consider about effective EFL teaching, as well as the nature of language teaching. However, I have just selected some of those characteristics in order to articulate a fundamental structure to the teacher education program presented here. Although this paper suggests a range of vision for a particular language teacher program, it does not intend to offer a one-way model of a "perfect" teacher education program nor does it present a specific teacher education approach.

This paper takes into account the interactive, eclectic and uncertain nature of teaching. And it will only reflect a certain number of assumptions and beliefs linked to a particular teaching context. They are not subordinated to any particular approach. Basically, I expose here a proposal based on some of my personal views and experiences.

Richards says that:

" Teaching is very personal activity, and it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching.
(...) Any language teaching program reflects both the culture of the institution (i.e., particular ways of thinking and doing things that are valued in the institution), as well as collective decisions and beliefs of individual teachers." (1995:pp36 and 40)

On the whole, this study works with the hypothesis that EFL teachers can become more effective teachers as a result of language teacher education. In addition, it also stresses the idea that language teachers, in order to become

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more effective, need to further develop their teaching competence and performance.

Perhaps, my preceding statements are leading many of us language teachers to some of the questions listed below. Possibly, they might even have been — at some point of our professional life — a concern to us. In my particular experience as an EFL teacher myself, the following questions have inspired me to reflect on varied and intriguing learning and teaching issues.

- What does it mean to be an effective EFL teacher? What are the attributes of an effective EFL teacher?
- What does it mean to be an efficient EFL teacher? What are the attributes of an efficient EFL teacher?
- What does it mean to be a competent EFL teacher? What are the attributes of a competent EFL teacher?
- What does teaching performance mean? Do effective, efficient, competent teachers always perform well during their classes?
- Is *teacher competence* and *teacher performance* the same thing?
- Can language teacher education programs help language teachers become more effective, efficient, competent or to develop a better performance? How?
- What types of foreign language teacher programs lead to the preparation of effective TEFL teachers?

Effectiveness, Efficiency, Competence, and Performance

In an attempt to organize the flow of our thoughts concerning to the previous questions, let us investigate the meaning of the words *effectiveness,* efficiency, *competence and performance.*

The Oxford American Dictionary (1980) states that the word *effective* is an adjective that means producing an effect, powerful in its effect, actual, existing (not nominal), operative. It also defines the noun *effect* as a change produced by an action or cause, a result and the verb *effect* as to bring about, to accomplish. Therefore, I understand that someone *effective* is someone that produces a change, or brings about — accomplishes a result by an action or cause. By this way, I can infer that an effective EFL teacher is someone who brings his/her students about a *change* or a *result* (language learning) by the action of teaching.

For instance, I believe we can identify some *changes* or *results* caused by the action of teaching in Hawley's (1984) words:

> " (a) effective teachers engage students with academic learning time; (b) effective teachers credit student learning that meets *desired outcomes*; (c) effective teachers engage students interactively; (d) effective teachers maintain and communicate high expectations for *students performance*; (e) effective teachers maximize learning time by the use of instructional settings appropriate to the *tasks* being pursued".

The Oxford American Dictionary (1980) defines the adjective *efficient* as acting effectively, producing results with little waste of effort. The Webster's New Dictionary (1990) presents a slightly different definition for *efficient*: someone or something capable of doing what may be required. The American Heritage Dictionary – Electronic Version (1994) defines *efficient* as acting directly to produce an effect: *an efficient cause,* acting or producing effectively

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with a minimum of waste, expense, or unnecessary effort. Thus, I can imply that an efficient EFL language teacher is someone capable of acting (teaching) to produce an effect: language learning.

In an attempt to define the words efficiency and effectiveness, Starling (1996), as well known business researcher, points out that they are not always reciprocal terms:

> " Like efficiency, effectiveness means producing or capable of producing results. But the two terms are not freely interchangeable in idiomatic use. As previously indicated, efficiency suggests operating, in such a manner as to minimize the loss or waste of resources in producing an output. Effectiveness on the other hand, emphasizes the actual production of acceptable outcomes and actions. For an organization, "acceptable" outcomes and actions" must be those that meet the demands and expectations of groups, organizations and individuals outside the organization that are affected by its decisions, policies, and operations. (...) Thus effectiveness requires a keen awareness of who these groups are, how powerful they are, how they are interrelated, and how to deal with them." (1996:05)

Starling concludes that efficiency is essentially an internal standard of performance, involving how one deploys a given set of resources within an organization. It is a necessary, but not sufficient conditioning for ensuring a business organization's survival. On the other side, effectiveness is the assessment of the organization's output and activities. From this point of view, I can infer that efficiency is a method, a course of action, or an instrument by which an act can be accomplished or an end achieved. And that effectiveness is the consequence of a particular action, operation, or course; a result. Efficiency can be understood as a process, which converts inputs into outputs, the process of doing what should be done. Effectiveness can be understood as the conversion of this process into actual results.

The Webster's New Dictionary (1990) describes the adjective *competent* as something or someone suitable for a purpose; sufficient; capable; legally

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qualified. Thus, I suppose that a competent EFL teacher might be portrayed as someone who is legally qualified, capable, and suitable to teach English.

Now, let us compare some definitions of the words, *competence* and *performance*. The American Heritage Dictionary – Electronic Version (1994) defines *competence* as the state or quality of being adequately or well qualified; ability. Synonym: ability; a specific range of skill, knowledge, or ability; the quality or condition of being legally qualified to perform an act; sufficient means for a comfortable existence. Therefore, I can infer that teacher competence possibly means the teacher's ability, adequacy, skill, knowledge or qualification.

The Oxford American Dictionary (1980) defines *performance* as the process or manner of performing: to carry into effect, to execute, to function. The American Heritage Dictionary – Electronic Version (1994) defines *performance* as the act of performing or the state of being performed; the act or style of performing a work or role before an audience; the way in which someone or something functions. Therefore, I can infer that teacher performance is the teacher's functioning before the students, the way he/she carries into effect his classes.

According to Biddle:

> " Performance is the set of behavioral standards, a role of a set of cognitions maintained by a subject person, and a job of a set of tasks maintained in an official system. (...) applying to a given actor and context over the set of useful framework. " (1962:160-161)

Based on the definitions presented above, we could come to the following premises:

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(a) An effective EFL teacher is someone who brings his/her students to a change, an expected result, and a product (language learning output) by the action of teaching.

(b) An efficient EFL teacher is someone who is capable of producing the action of teaching (input process).

(c) A competent EFL teacher is someone who is legally qualified, capable, and suitable to teach English.

(d) Teacher competence means the teacher's ability, adequacy, skill, knowledge or qualification.

(e) Teacher performance means the teacher's functioning before the students, the way he/she carries into effect his classes.

Further, what exactly do we mean by referring to someone as a "competent" EFL teacher? "Competent" is one of those words that carry extended meanings. People, sometimes, use the adjective "competent" to describe someone that "performs" well some specific task. I personally feel that this description presents somehow an inaccurate sense. Thus, I would like to suggest some distinctions between those terms.

Would competent teachers always have an effective performance? My assuming is, "not always". I believe that competent teachers may or may not perform effectively at all times. A competent teacher may be efficient and have the proper abilities, skills, knowledge and qualification for teaching, but for various reasons not be able to achieve the expected teaching and learning results or not be able to function effectively before his/her students. On the other hand, I believe that some language teachers that are not competent, that is – do not have the proper abilities, skills, knowledge and qualification for teaching, may function effectively before their students and achieve some expected teaching and learning results. It is possible not to be a competent teacher and still be an effective teacher. It is also possible to be competent teacher and not be an

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effective teacher. Perhaps, the reasons for this could be due to some implications related to teachers' awareness and attitudes. For instance, sometimes, a competent teacher may lack some perceptions of the attitudes of the others and his/her own that can be a negative interference with his/her teaching and cause learning inhibitions. On the other hand, sometimes, a non-competent teacher may have some perceptions that may enhance his/her teaching and promote effective learning despite his/her lack of proper abilities, skills, knowledge and qualification for teaching. Even though teacher competence and teacher performance are very closely related factors for effective teaching, and many people tend not to differentiate these terms, I would like suggest that they are, in some ways, distinct matters, as I will describe next.

On the whole, teacher competence, as presented in this study, refers to the teacher's individual (internal) attributes relating more closely to his/her knowledge and skills as:

(a)   his/her conscious knowledge of language teaching theories: EFL Pedagogy;

(b)   his/her language skills and knowledge of the subject matter: the English language and its sociocultural implications;

(c)   his/her liking for the language teaching;

(d)   his/her ability to combine philosophy, psychology, linguistics, literature, pedagogy, and cultural studies in a reflective manner;

(e)   his ability to prepare and improve instructional materials, lesson plans, and tests;

(f)   his/her ability to be a good learner and researcher;

(g)   his/her ability to use computers, the internet, technology resources;

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(h)   his/her endowment to be a well-rounded and creative person;

On the other hand, teacher performance, as presented in this study, refers first, to the ways the teacher actually behaves and interacts with the classroom relating more closely to his/her awareness and attitudes towards his/her students; second, to the results of his/her teaching — the actual achievement of the teaching goals (meet the acceptable outputs for individuals) as:

(a)   his/her functioning and procedures before the students, the ways he applies, carries out, and presents his subject matter and teaching knowledge and skills;

(b)   his/her interpersonal awareness and attitudes;

(c)   his/her ability to interact with the students;

(d)   his/her ability to stimulate encourage engage motivate the students; establish a positive learning atmosphere in the classroom

(e)   his/her willingness to examine students' needs;

(f)   his/her enthusiasm with the English language and teaching it;

(g)   his/her disposition to be flexible with others;

(h)   his/her capacity to transform theory into practice, to apply his/her knowledge, skills to the actual classroom work;

(i)   his/her ability to accomplish teaching and learning goals;

(j)   his/her ability to apply tests, to use instructional materials, to follow and to put into effect lesson plans;

(k)   his/her ability to give appropriate feedback to students;

(l)   his/her ability to convert inputs into output;

(m)   his/her ability to transform student errors/mistakes in learning;

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(n)   his/her sensibility to establish trust in the classroom and a positive learning environment;

(o)   his/her awareness to the student's previous knowledge;

In sum, I understand that the development of teacher's effectiveness, efficiency, competence and performance can result in effective teaching and learning is represented next:
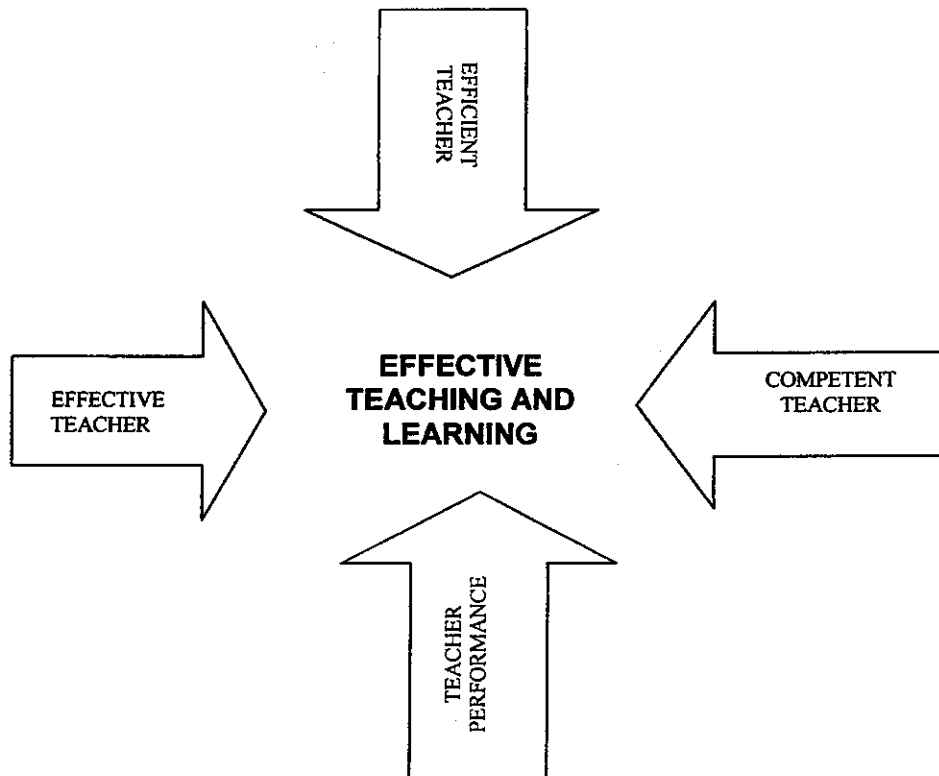
Figure 2.1 Effectiveness, Efficiency, Competence and Performance

Description of Effective EFL Teaching

What exactly do we mean by effective EFL teaching? In spite of the definition I presented above, I believe that the best attempts to describe

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effective teaching start by considering effective learning. Earl Stevick in his book *A Way an Ways* raises an acute definition of teaching:

> " Jakovits and Gordon have correctly pointed out that, while we know that "learning" takes place, and that people can do it, we are much less sure about "teaching". There can, after all, be "learning" without "teaching", but one cannot claim to have "taught" unless someone else has learned. This is what has tempted us to play down the importance of teaching." (1980: 16)

Effective teaching cannot be described apart from effective learning. Thus, clear descriptions of effective EFL teaching and effective TEFL programs should take into consideration the interaction of teaching and learning. To put it briefly, learning is as changing. Consequently, teaching is helping learners to change in knowledge, skills, beliefs, and behavior. However teaching is not a solitary path. The process of learning and teaching is a responsibility of not less than two portions of a whole — learner and teacher. I also understand that effective teaching brings both learner and teacher to a change. It is nothing less than an interactive process. Teaching and learning can be "learned" by formal studies and practical experiences. And for the teacher, teaching practice is a learning experience. Teaching practice represents in itself a great, if not the greatest, opportunity teachers have to put their skills and knowledge into effect, to grow, to learn, and to change with their learners. Teaching is a ball of fire.

Even though effective teaching can be seen as an interactive process, it is important to keep in mind that teachers are responsible for making learning easier for the learners. It does not matter how they make it happen. There are so many ways. And the choice of this or that process, technique, method or approach is just a matter of decision-making. In light of this, the description of effective EFL teaching of which I can think is based on a priority of the factors I have already mentioned:

(a)   Effective EFL teaching implies effective EFL learning;

(b)   Effective EFL teaching changes learners' language knowledge, skills, and performance;

(c)   Effective EFL teaching occurs through interaction;

(d)   Effective EFL teaching is making language learning easier for EFL learners;

(e)   Effective EFL teaching means changing by learning with EFL learners, changing through classroom experience;

(f)   Effective EFL teaching is a result of a conscious and interactive process of decision-making ;

(g)   Effective EFL teaching comes with a growth of teacher competence and teacher performance;

Principles for the preparation of effective EFL teachers

Can language teacher education programs really help language teachers become more effective, efficient, competent or develop a better performance? How? Developing teaching competence and performance can be understood as a cognitive, reflective, and pragmatic process of growth based on knowledge, *skills, attitude and awareness* (Freeman's four constituents). In an article titled 'Teacher Training, Development, and Decision Making: a Model of Teaching and Related Strategies for Language Teacher Education' for the TESOL QUARTERLY, Freeman provides us the following definitions regarding to *knowledge, skills, attitude and awareness*:

> "Language Teaching can be seen as a decision-making process based on four constituents: knowledge, skills, attitude and awareness... Knowledge, for the teacher, includes what is being taught (the subject matter); to whom it is being taught (the students _ their backgrounds, learning styles, language levels and so on); and where it is being taught (the sociocultural, institutional, and situational contexts). Skills define what the teacher has to be able to do: present material, give clear instructions, correct errors in

various ways, manage classroom interaction and discipline and so on.
...Attitude is interplay of externally oriented behavior, actions and
perceptions, on the one hand, and internal intrapersonal dynamics, feelings
and reactions, on the other. It becomes a sort of bridge that influences the
effective functioning of the individual teacher in particular circumstances.
...Awareness is the capacity to recognize and monitor the attention one is
giving or has given to something." (1989:31-33)

In all, I believe that interdependent empirical and theoretical studies in the
fields of pedagogy, psychology, culture and linguistics based on Freeman's four
constutients: *knowledge, skills, attitude and awareness* can help EFL teachers
improve their teaching competence and performance and, as a result, become
more effective EFL teachers.

♦ Pedagogy: Students analyze TEFL approaches, methods,
techniques, in strategies, and practical topics as: lesson plans,
classroom practice and management, feedback, evaluation,
materials, course plans, and educational research;

♦ Psychology: Students study emotional and behavioral
characteristics of an individual or a group that focuses on learning
styles, attitudes, teacher's roles, student's role, motivation,
empathy and psycholinguistics aspects.

♦ Linguistics: Students explore, with special attention to
pedagogical purposes, some topics of the English language
grammar: as phonology and phonetics, pronunciation, meaning,
linguistic history, morphology, syntax and usage.

♦ Culture: Students reflect upon cultural issues that may affect
EFL learning and teaching including an investigation on some
topics of sociolinguistics, language acquisition, literature,
intercultural communication, English for specific purposes;

Thus, the TELF program presented in this study is grounded on the
integration of four interdependent competency areas: pedagogy, psychology,

linguistics and culture, based on Freeman's four constutients: *knowledge, skills, attitude and awareness,* as illustred next:
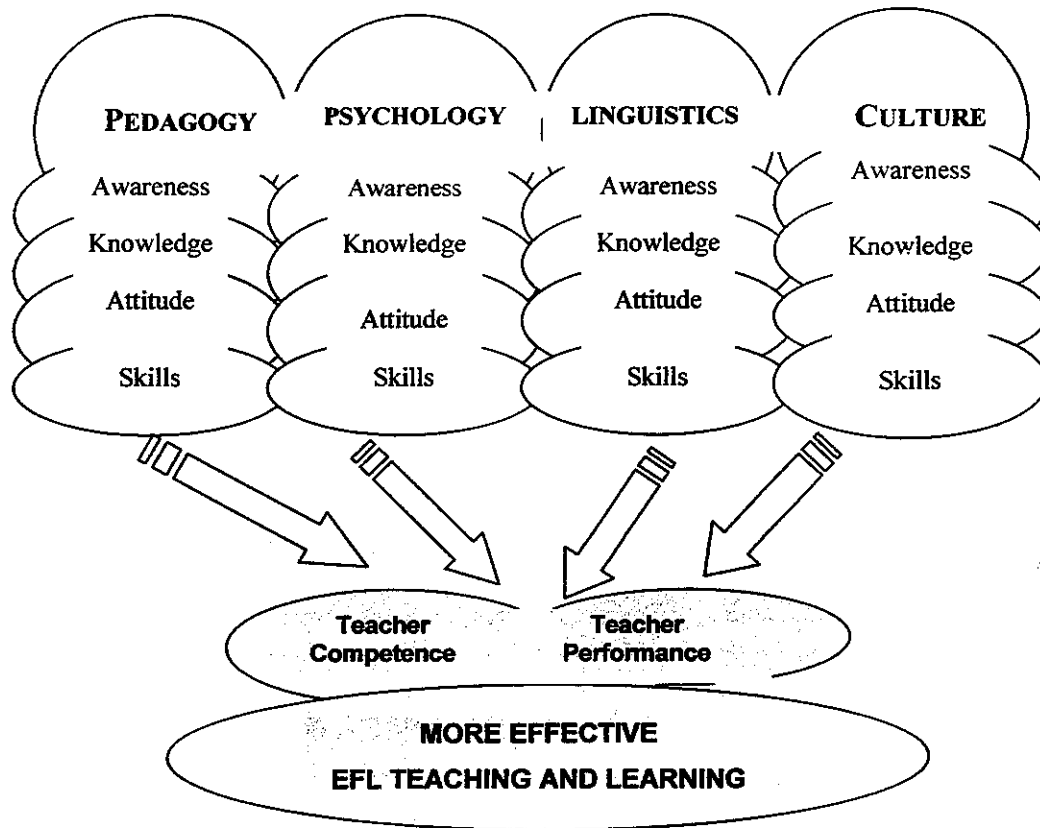
Figure 2.2 Principles of Effective EFL Teaching Preparation

As I mentioned before, in this study, teacher competence refers to the teacher's individual attributes relating more closely to his/her knowledge and skills. And teacher performance refers to the ways the teacher actually behaves and interacts with the classroom relating more closely to his/her awareness and attitudes towards his/her students and achievement of his/her pedagogical goals. However, in order to prepare effective EFL teachers it is necessary to observe that the competency areas presented above need to be developed in an interdependent manner. I understand that no effective TEFL preparation can take place without linked studies involving those competency areas.

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On the other hand, I would like to point out that my intention on presenting a model as illustrated in figure 2.2 is not on building an image of a stereotyped effective TEFL program, but rather on seeking a coherent rationale of principles for the preparation of effective EFL teachers. This rationale is just a starting point. It should be seen as a tool or as one of the many paths which can lead to a more effective EFL teaching.

Nevertheless, anyone who wishes to become a more effective EFL teacher needs to explore his/her own potential to establish his/her own standards, (whatever they are) for effective teaching through his/her own teaching experiences, as well, academic studies. Personally, I believe that it is quite impossible to meet an EFL teacher who can thoroughly fit in with any standard description of effectiveness. Thus, the program presented here intends to provide an opportunity to the participants to:

> (a)   study theories and concepts from the fields of pedagogy, psychology, linguistics and culture based on Freeman's four constituents: knowledge, skills, attitude and awareness;
>
> (b)   reflect on and practice the theories and concepts studied as a way to develop their own theories, concepts and beliefs about language teaching;

An opportune aspect to consider after the definition of the competency areas presented above is the definition how the content of this program will be addressed to the participants. In other words, let us now examine the strategies this program will convey. The PBTEFL program is designed so that all courses are highly integrated and interdependent. This integration operates between the competency areas: pedagogy, psychology, linguistics and culture, and within

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Freeman's four constutients: *knowledge, skills, attitude and awareness,* as illustred next:

	PEDAGOGY	PSYCHOLOGY	LINGUISTICS	CULTURE
Knowledge of:	teaching approaches, principles, methods, and techniques.	theories of emotional and behavioral characteristics of individuals and groups	language systems	literature, arts, context, beliefs, values, religion, social interaction and behaviors, English speakers' culture
Skills in:	using appropriate techniques, activities, tools choosing methods and approaches	applying behavioral theories to language learning and teaching	language writing, speaking, reading listening, and pronunciation	applying sociocultural theories to language learning and acquisition
Attitude towards:	incorporating teaching theory into classroom performance	developing empathy, confidence, creating a rich learning atmosphere and a positive interaction between teacher/student and student./student in his/her classroom work	a positive disposition to language usage and development	an open disposition to individuals and different social behaviors, interactions, and context
Awareness of:	learning and teaching strategies, individual learning styles, students' and teachers' roles	different learning styles different students' responses individual emotional characteristics	students' common grammar and pronunciation problems	nonverbal behavior and socio-cultural differences

Strategies: Teacher training or development?

Nowadays, there are many different ways of categorizing teacher education. Many definitions of training and development have been suggested, examined, and contrasted by a large number of language teacher educators and researchers. As in illustration, we can consider the following ideas:

> " Training and development are two basic educating strategies that share the same purpose: achieving change in what the teacher does and why. They differ in the means they adopt to achieve that purpose." Donald Freeman (1989: 41-42)

> " Teacher development is the process of becoming the best teacher you can be. It means becoming a student of learning; you are own as well as that of others. It represents a widening of the focus of teaching to include not only the subject matter and the teaching methods, but also the people who are working with the subject and using the methods. It means taking a step back to see the larger picture of what goes on in learning, and how the relationship between students and teachers influences learning. It also means attending to small details which can in turn change the bigger picture. Teacher development is a continuous process of transforming human potential into human performance, a process that is never finished." Adrian Underhill (in Head, K and Pauline Taylor. *Readings in Teacher Development.* Oxford: Heinemann ELT, 1997:vii)

> " Training is a strategy for direct intervention by the collaborator, to work on specific aspects of the teacher's teaching. (...) The aspects of teaching that are seen as "trainable" are discrete chunks, usually based on knowledge or skills, which can be isolated, practiced, and ultimately mastered." Freeman (1989:39)

> "Teacher development, as we understand it, draws on the teacher's own inner resource for change. It is centered on *personal awareness* of the possibilities for change, and of what influences the change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities for change in the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teacher you are now and of other people's responses to you. It is a self-reflective process, because it is through

questioning old habits that alternative ways of being and doing are able to emerge." Head, K and P. Taylor (1997:01)

Woodward (1991:147) suggests a bi-polar scale that emphasizes some differences between teacher training and development:

" teacher training	teacher development
compulsory_____	voluntary
competency based _____	holistic
short term_____	long term
one-off_____	ongoing
temporary_____	continual
external agenda_____	internal agenda
skill/technique and_____	awareness based, angled
knowledge based towards personal growth	
	and development of attitudes/insights.
compulsory for entry_____	non-compulsory
to the profession	
top-down_____	bottom-up
product/certificate_____	process weighted
weighted	
means you can get a_____	means you can stay
job interested in your job	
done with experts _____	done with peers

Beyond the definitions indicated above, we could find an extensive number of other theories focused on developmental or training strategies. Just to mention a few: Wallace's (1991) Craft , Applied Science, and Reflective Models; Woodward's (1997) Loop Input; Widdowson's (1983) distinction between training and education, Prabhu's (1987) distinction between equipping and enabling procedures. Although there are varied theories involving teacher education strategies today, I am concerned that, perhaps, by categorizing and selecting this or that strategic mode for teacher programs, courses and workshops could reflect more a trendy set of established forms for organizing teacher education than a way to meet the needs and wants of specific language

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teachers, learning purposes, and or contexts. I have even perceived between the lines of some theories tendencies which favor teacher development:

> " Teacher development has sometimes been unhelpfully identified as a further step beyond training and as being particularly concerned with the needs of experienced teachers as opposed to those in initial training. By keeping it separate from training, we imply that development is something distinct and unusual, and that people who have little or no experience of teaching are not ready to deal with the issues it raises. Yet this is to misrepresent the essential nature of teacher development, which is a reflective way of approaching whatever it is that we are doing as teachers, and at whatever level of experience we are doing it. When better to learn the attitudes and intentions of a developmental outlook, than we are starting out?
> The focus of teacher education is already being extended from a narrowly based training model towards a broader approach in which developmental insights are learned alongside classroom teaching skills." Katie Head (1997:12)

Development and training can be seen in many diversified interpretations. The dualistic view that teacher education consists of two basic natures such as training and development seems to be a way to organize and oversimplify the complexities involving teacher education. I personally understand that one cannot happen without the other.

In sum, teacher development can be defined as attitudes towards learners, personal awareness, affective factors, personal growth, holistic process, continuous process, etc, and teacher training defined as skills, knowledge, product/certificate weighted, competency based, etc. But, how can attitudes and awareness be "developed" without knowledge and skills? For example, how would a soccer player perform well only by being aware of himself and his attitudes and affective factors towards the fans and other players? A good soccer player needs to have some very particular skills - muscle strength, for example, and knowledge of strategies and rules. Moreover, if development is

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a holistic and continuous process, how can this process be "continuous" and "holistic" without the "previous" and "interdependent" knowledge and skills?

In addition, quoting Woodward's words: How can a teacher stay interested in his/her job without first getting his/her job? In my opinion one of the dangers of choosing development as a more valuable strategy could open a path to a vacuum of learning — an absence of meaningful factors: previous knowledge, external experiences and skills. I do not think one person can change from nothing, but that first, we need to have something to be changed.

On the other hand, I do not believe that a teacher education program should be focused only in training strategies. I believe, however that it should be a mixture of training and development. I see the development of attitudes and awareness as a tool to enhance acquired knowledge and skills, and also as a way to attain more knowledge and skills. Going back to the soccer player example, I think that a skilled and knowledgeable player can enhance his skills and knowledge by developing his attitudes and awareness by becoming closely involved with his fans and the other players and through this, becoming more motivated to improve his knowledge, skills and performance.

Since I believe that effective EFL teaching depends mainly on the teacher's pedagogic skills, pedagogic knowledge, language skills, language knowledge, as well on the teacher's attitudes and awareness towards learners, learning, and his/her own role as a foreign language teacher, all courses of the program presented here have been designed to provide the participants development and training opportunities in a complementary manner. Even though all the courses, as showed in the next chapter, are organized in a conceptual content-based framework, they will aim towards the development of a collaborative and individual reflective process. That is, all the participants will have the opportunity to expand their skills, knowledge, attitudes and awareness

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by sharing with the others their own experiences, points of view, questioning, and teaching techniques. The participants will also be encouraged to become better teachers through deepening their understanding, as Stevick suggests, that *some riddles have no final answers,* and to further walk towards a continuous change. Naturally, the types of strategies that will be employed in each course will depend on the needs of the learners, the subject matter, and the instructor decision-making. Monthly meetings, with the participation of all members of the faculty and students, will take place in order to promote on-going discussions and to ensure that the program, as a whole, will provide a balance of strategies according to the emerging needs. To this end, this program will not have a predetermined model of how much of its content will be taught throughout training and or development strategies. It all will depend on the decisions of those involved with the program process.

CHAPTER 3

DESCRIPTION OF THE POST BACHELOR'S DEGREE PROGRAM IN TEFL
(PBTEFL) PRESENTED IN THIS STUDY

This study presents a project for a post-graduate TEFL Certificate
Program particularly designed for Brazilian English teachers — *Programa de
Pós-Graduação (Lato Sensu) para professores de Inglês como Língua
Estrangeira.* This program is conceived in conformity to the requirements of the
Conselho Nacional de Educação which were expressed in the CNE/CES
04/2001 Resolution. All participants, who successfully complete all program
requirements, will receive a nationwide post- graduate certification in the field of
the Teaching English as a Foreign Language.

Student's Admission Requirements

The admission requirements for a student who wishes to qualify to the
PBTEFL program are:

- A four-year Letters degree with concentration in English from
an accredited Brazilian college.
- An official transcript of all undergraduate study.
- A successful completion of an interview assessing the
candidate's academic work and English proficiency.
- A minimum of two-years of English teaching experience.

- A personal statement describing the purpose in pursuing the PBTEFL program.

Profile of our prospective students

The PBTEFL program is intended for Brazilian English teachers who have received a four-year Letters degree with concentration in English from an accredited Brazilian college/university who wish to expand their teaching and language skills. All of the English teachers who through a questionnaire expressed their wish to take the PBTEL program have previous teaching experience in public and private schools, language schools, corporate settings, and colleges in Brazil. Some of them have experience abroad. All of them are seeking to improve their teaching and language knowledge. Most of them are expecting to have better job opportunities after they finish the program. They consider their fluency in English good to excellent. Some of them are language assistant directors, directors and coordinators in well-known language schools. Some are language school owners.

Our Mission

The mission of the PBTEFL program is to enhance the intellectual, cultural, professional and personal development of its participants. Serving the Grande ABC area in São Paulo, one of the most prominent metropolitan regions in Brazil, this program seeks to serve the educational needs in the field of English teaching in the region by offering a comprehensive teaching and learning environment including activities of interaction. In particular, this program aims to prepare effective EFL teachers.

Faculty

The courses will be taught by some of the Centro Universitário de Santo André staff members from the English Language Department. Faculty providing instruction in the PBTEFL program have extensive teacher traning experience. They hold master or doctorate degrees in linguistics, pedagogy, second language acquisition, literature, language, and sociolinguistics. Each faculty member is committed to teaching publishing, and researching.

Program Design

General Goals and Objectives

The overall goal of the PBTEFL program is to provide the students with a sequence of learning experiences which will help them to become more effective EFL teachers. In sum, during the PBTEFL program students will be encouraged to:

- Utilize the knowledge of teaching and learning theories in choosing appropriate approaches, methods, techniques and tools.
- Incorporate teaching theories into classroom performance.
- Develop their English language knowledge, skills, awareness and performance.
- Apply behavioral theories to language learning and teaching practice.
- Develop their knowledge and awareness of the English speaking culture.
- Develop their ability to prepare and improve instructional materials, lesson plans and tests.

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Areas and courses of study

The program presented in this project is meant to provide Brazilian English teachers with a course of studies that will, conceivably, offer them an opportunity to improve and reflect upon their language and teaching abilities and beliefs. As such, this program is grounded on the integration of the following major areas of study and courses:

Area: **Development of the English Language**

Courses:

ENG01   Phonetics, Phonology and Pronunciation

ENG02   Pedagogical English Grammar

ENG03   Studies in English Prose and Poetry

Area: **Pedagogy**

Courses:

PED01   Methods, Principles and Techniques of Teaching English as a Foreign Language I

PED02   Methods, Principles and Techniques of Teaching English as a Foreign Language I I

PED03   Teaching Writing, Reading, Speaking and Listening in EFL.

PED04   Pedagogical Issues in Teaching Undergraduate Students in Brazil

Area: **Sociolinguistics:**

Courses:

SO01   Cultural Issues in EFL Teaching

SO02   Principles of Language Learning and Acquisition

Area: **Teacher's Development**

Courses:

TD01 Tests, Materials, Plans and Course Design

TD02 Methodologies in Educational Research

TD03 Teaching Practicum

ENG01- **PHONETICS, PHONOLOGY, AND PRONUNCIATION**

Course Goals:

First, this course aims at the development of an oral awareness and knowledge of the pronunciation of the English language. Secondly, it aims to determine and discuss the most common pronunciation problems of Brazilian English learners. Finally, this course aims at a pedagogical examination of phonetic features and pronunciation problems as a way to bring the participants an opportunity to reflect upon the teaching pronunciation practice and its tools.

Course Objectives:

By the end of the course each student will:

- be able to identify the major features of the English sound system.
- have gained skills in teaching pronunciation.
- have become aware of the most common pronunciation problems of Brazilians have in learning English.

Course Description:

Discriminative values of speech sounds: their function in the communicative process. Analysis of phonological data. Phonetic and phonemic study of American English pronunciation including theories and practices of teaching and acquiring pronunciation. This course will be taught in English.

Course Content:

I - The sound system of English

Spelling and Pronunciation

The description of English Consonants

The description of English Vowels

Contrastive Sounds of English

Non-contrastive Sounds of English

Grammatical Endings

Word Stress

Sentence Stress

Rhythm and Intonation

II - Teaching Pronunciation

The Identification and Correction of Common Pronunciation Problems

Brazilian Portuguese Speakers have

A Brief View of Approaches to Pronunciation Teaching

An Inventory of Techniques for Classroom Activities

Hours of Instruction:

32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through discussions, readings, lectures, and varied student tasks. The course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own teaching experiences, ideas, and language knowledge.

Student Evaluation:

To pass the course the student must:

a) receive a minimum grade 7.0 (teacher's assessment of student's work):

Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – Insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Course Bibliography:

Required Textbook:

Avery, P. and S. Erlich. <u>Teaching American Pronunciation</u>. New York: Oxford University Press, 1992.

Complementary Readings:

Baker, A. <u>Ship or Sheep? An Intermediate Pronunciation Course.</u> Cambridge: Cambridge University Press, 1981.

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Mortimer, C. Elements of Pronunciation: Intensive Practice for Intermediate and More Advanced Student's. Cambridge: Cambridge University Press, 1985.

Nielsen, D. L.F. and A. P. Nilsen. Pronunciation Contrasts in English. New York: Regents, 1971.

Pratror, C. H. and B. W. Robinett. Manual of American English Pronunciation. New York: Holt, Rinehart, and Winston, 1985.

Swan, M. and B. Smith. Learner English: A Teacher's Guide to Interference and Other Problems. Cambridge: Cambridge University, 1987.

Wong, R. Teaching Pronunciation: Focus on English Rhythm and Intonation. New Jersey: Prentice Hall Regents, 1987.

ENG02 - **PEDAGOGICAL ENGLISH GRAMMAR**

Course Goals:

This course is designed to provide language teachers with a working knowledge of the grammar structures most crucial in the teaching of English for Brazilian students. In addition, the participants in this course will: relate and apply knowledge of the structures studied to classroom situations (i.e., student errors, student questions, lesson planning, etc.); review recent research on explicit grammar instruction; develop a repertoire of techniques for teaching grammar; and evaluate and critique grammar texts and grammar tests.

Course Objectives:

In the Pedagogical Grammar course, students work toward the following priority objectives:

- learning key grammatical terminology to describe English language structures.
- understanding the main English grammar structures.
- applying English language knowledge to effective classroom practice.
- gaining grammar skills and strategies in teaching and learning.
- becoming aware of the most common grammar problems of Brazilian English learners.
- evaluating and critiquing grammar texts and grammar test.

Course Description:

Intensive study of selected English grammar structures. Practical applications of linguistics theories to the analysis of grammatical structures pertinent to the

teaching and learning of English as a Foreign language. This course incorporates traditional, structural, and transformational approaches to grammatical analysis. This course will be taught in English.

Course Content:

I - Fundamentals of English Grammar

Defining Language

Language Terminology

Morphology

The Word (parts of speech): Articles, Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Sentence Connectors, and Interjections.

Syntax: the sentence and its parts (sentence structure) — the Subject and the Predicate

Punctuation

II - Teaching Grammar

Grammar and the Teaching of Grammar

The identification and correction of common grammar problems for Brazilian students.

Acquiring Grammatical Competence.

A brief view of approaches to grammar teaching

An inventory of techniques for classroom activities

Hours of Instruction:

32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through discussions, readings, lectures, and varied student's tasks. The course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own teaching experiences, ideas, and language knowledge.

Student Evaluation:

To pass the course the student must:

> a) receive a minimum grade 7.0 (teacher's assessment of student's work):
> Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – insufficient
> b) have a minimum class attendance: 6 sessions (24 hours).
> c) complete all written assignments and readings.
> d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Bibliography:

Required Textbook:

Swan, M. Practical English Usage. Oxford: Oxford University Press, 1980.

Complementary Readings:

Celce -Murcia and Diane Larsen-Freeman. The Grammar Book: An ESL/EFL Teacher's Course. Mass. : Heinle & Heinle Publishers, 1983.

Celce- Murcia M. and S. Hiles. Techniques and Resources in Teaching Grammar. New York: Oxford University Press, 1988.

Frank M. Modern English: A Practical Reference Guide. New Jersey: Prentice Hall, 1972.

McCaullum. 101 Word Games For Students of English as a Second or Foreign Language. New York: Oxford University Press, 1980.

Rinvolucri, M. Grammar Games. Cambridge: Cambridge University Press, 1984.

Rinvolucri, M and P.Davis. More Grammar Games. Cambridge: Cambridge University Press, 1995.

Ur, Penny. Grammar Practice Activities. Cambridge: Cambridge University Press, 1989.

ENG03 STUDIES IN ENGLISH PROSE AND POETRY

Course Goals:

This course aims to equip the participants to read and analyze American and British literature with a great awareness of its development and complexity and to provide some background for more advanced studies.

Course Objectives:

By the end of this course each student will:

- be able to identify the major characteristics of the British and American Literature heritage.
- have gained knowledge of psychological, historic, linguistic, and cultural aspects of the English-speaking societies.
- have developed a broader knowledge of the formal English language in written contexts.
- have become aware of the changes of the English language through the centuries.
- have gained skills in reading and analyzing literary writing.
- have become acquainted with the most outstanding writers of the English language.

Course Description:

A study of selected American and British prose and poetry writers. An overview of the British and American literary heritage from Beowulf to Thomas Wolfe. This course will be taught in English.

Course Content:

I - A Brief Panorama of the English Literature

Old English Literature

Medieval Literature

Renaissance and Reformation

Revolution and Restoration

Eighteenth-century Literature

The Literature of the Romantic Period

High Victorian Literature

Late Victorian and Edwardian Literature

Modernism

Post Modern Literature

II - Selected English Writers

Beowulf

Geoffrey Chaucer

Sir Thomas Malory

William Shakespeare

John Milton

William Wordsworth

Lord Byron

Jane Austen

John Keats

Charles Dickens

James Joyce

Oscar Wilde

III - A Brief Panorama of the American Literature

The Puritan Age

The Neo-Classic Age

The Romantic Movement

Realism and Naturalism

Modernism

Post-Modernism

IV - **Selected American Writers**

William Bradford

John Smith

Thomas Jefferson

James Fenimore Cooper

Edgar Allan Poe

Walt Whitman

Emily Dickinson

Henry James

Robert Frost

Thomas Eliot

Mark Twain

William Faulkner

Ernest Hemingway

Thomas Wolfe

Hours of Instruction:

32 hours of classwork divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through seminars, discussions and readings.
Each participant will choose two writers, one British, the other American, and
present a seminar about their biography and literary work .

Student Evaluation:

To pass the course the student must:

a) receive a minimum grade 7.0 (teacher's assessment of student's work):

Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

<u>Bibliography</u>:

Required Textbooks:

Andrew, Sanders. <u>The Short Oxford History of English Literature</u>. New York: Oxford University Press, 1996

Brown, Clarence and John Flanagan. <u>American Literature, A College Survey</u>. NY: McGraw-Hill, 1961

Foerster, Norman. <u>American Poetry and Prose</u>. Boston: Houghton Miffin Company,1970

Thornley, G.C. <u>An Outline of English Literature.</u> London: Longman, 1987

Complementary Readings:

Burgess, A. <u>English Literature.</u> London: Longman, 1986

Ford, Boris. <u>The New Pelican Guide to English Literature. V. 9 American Literature,</u> 1988

Stonyk, Margaret. <u>Macmillan History of Literature – Nineteenth Century.</u> London: Macmillan, 1983

PED01 METHODS, PRINCIPLES AND TECHNIQUES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE I

Course Goals:

This course aims to enable participants to develop an awareness to EFL teaching approaches by providing them an opportunity to discuss and reflect upon language learning/ teaching principles, classroom practices and student/teacher – student/student interactions.

Course Objectives:

On completion of this course each student will:

- be able to apply positively learning theories to classroom practices.
- have gained skills to create a rich learning atmosphere and a positive interaction between teacher/student and student/student in his/her classroom work.
- have developed a broader awareness of student's different learning styles.
- be able to discuss language teaching principles, objectives and strategies.
- have become aware of the his/her own role as a foreign language teacher and of his/her students' role in the teaching/ learning process.

Course Description:

Introduces an examination of principles, the nature of approaches, methods, and techniques of teaching English to speakers of other languages. Analysis of classroom practices, including peer teaching and observation, which address the

needs of Brazilian students. Discussion and application of teaching principles and techniques through case studies. The study of the development and management of classroom interaction: student/student and teacher/student. This course will be taught in English.

Course Content:

I - Language, Learning and Teaching.
Sharing ideas and Experiences in Foreign Language lLearning and Teaching:

What is Learning a Foreign Language?

What is Teaching a Foreign Language?

Students' and Teachers' Roles.

Characteristics and Functions of the English Language.

II - The Nature of Approaches and Methods.
Approach and Method.

Principles of Language Learning and Teaching.

Techniques, Tools and Procedures.

Hours of Instruction:
32 hours of classwork divided in 8 sessions of 4 hours each.

Course Process:
This course will be conducted through discussions, readings, lectures, and varied student tasks. The course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own teaching/learning experiences, ideas, and theory knowledge.

Student Evaluation:

To pass the course the student must:

a) receive a minimum grade 7.0 (teacher's assessment of student's work):

Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – Insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Bibliography:

Required Textbooks:

Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. New York: Oxford University Press, 1986

Richards, Jack C. and Rodgers, Theodore S. Approaches and Methods in Language Teaching. New York: Cambridge University Press, 1986

Complementary Readings:

Blair, Robert W. Innovative Approaches to Language Teaching. Rowley: Newbury House Publishers, 1982

Brown, H. Douglas H. Principles of Language Learning and Teaching. New Jersey: Prentice Hall Regents, 1993

Darian, Steven. English as a Foreign Language: History, Development, and Methods of Teaching. Norman: University of Oklahoma Press, 1972

Finocchiaro, Mary. English as a Second Language: from Theory to Practice. Rowley: Newbury House Publishers, 1974

Howatt, A. P. R. A History of English Language Teaching. Oxford: Oxford University Press, 1984

Medgyes, Péter. The Non-native Teacher. Ismaning: Max Hueber Verlag, 1999

Rivers, Wilga M. <u>Teaching Foreign Language Skills</u>. Chicago: The University of Chicago Press, 1981

Stevick, E. W. <u>Teaching Languages: A Way and Ways</u>. Boston: Heinle & Heinle Publishers, 1980

Titone, R. <u>Teaching Foreign Languages: An Historical Sketch.</u> Washington D. C.: Georgetown University Press, 1968

PED01 METHODS, PRINCIPLES AND TECHNIQUES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE II

<u>Course Goals:</u>

Participants in this course will develop a greater knowledge and gain a deep understanding of approaches, methods, and techniques of foreign/second language teaching in order to further develop their personal approach to teaching.

<u>Course Objectives:</u>

On completion of this course each student will:

- be able to identify and describe the historic and current approaches, methods, and techniques, of foreign/second language teaching.
- be able to apply positively learning theories to classroom practices.
- have gained skills to create a rich learning atmosphere and a positive interaction between teacher/student and student./student in his/her classroom work.
- have developed a broader awareness of students' different learning styles.
- be able to discuss in-depth language teaching principles, objectives and strategies.
- have become aware of the his/her own role as a foreign language teacher and of his/her students' role in the teaching/ learning process.

<u>Course Description:</u>

An in-depth examination of historical and current methods, approaches, principles and techniques of teaching English to speakers of other languages. Analysis and application of teaching principles, approaches, methods and techniques through case studies and peer teaching. This course will be taught in English.

Course Content:

I - History of Language Teaching Methods.

The Grammar- Translation Method

Background

Principles

Theory of Language

Theory of Learning and Teaching

Goals

Learner and Teachers Roles

Techniques/ Procedures

The Direct Method.

Background

Principles

Theory of Language

Theory of Learning and Teaching

Goals

Learner and Teachers Roles

Techniques/ Procedures

The Audio-Lingual Method

Background

Principles

Theory of Language

Theory of Learning and Teaching

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Goals

Learner and Teachers Roles

Techniques/ Procedures

The Total Physical Response Method

Background

Principles

Theory of Language

Theory of Learning and Teaching

Goals

Learner and Teachers Roles

Techniques/ Procedures

The Direct Method

Background

Principles

Theory of language

Theory of learning and teaching

Goals

Learner and Teachers roles

Techniques/ Procedures

The Natural Approach

Background

Principles

Theory of language

Theory of learning and teaching

Goals

Learner and Teachers roles

Techniques/ Procedures

The Communicative Approach

Background

Principles

Theory of language

Theory of learning and teaching

Goals

Learner and Teachers roles

Techniques/ Procedures

The Counseling- Learning Approach and Community Language Learning

Background

Principles

Theory of language

Theory of learning and teaching

Goals

Learner and Teachers roles

Techniques/ Procedures

Hours of Instruction:

32 hours of classwork divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through discussions, readings, lectures, and varied student tasks. The course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own teaching/learning experiences, ideas, and theory knowledge.

Student Evaluation:

To pass the course the student must:

> a) receive a minimum grade 7.0 (teacher's assessment of student's work):
>
> Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – Insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Bibliography:

Required Textbooks:

Larsen-Freeman, Diane. Techniques and Principles in Language Teaching.
New York: Oxford University Press, 1986

Richards, Jack C. and Rodgers, Theodore S. Approaches and Methods in
Language Teaching. New York: Cambridge University Press, 1986

Complementary Readings:

Blair, Robert W. Innovative Approaches to Language Teaching. Rowley:
Newbury House Publishers, 1982

Brown, H. Douglas H. Principles of Language Learning and Teaching. New
Jersey: Prentice Hall Regents, 1993

Darian, Steven. English as a Foreign Language: History, Development, and
Methods of Teaching. *Norman: University of Oklahoma Press, 1972*

Finocchiaro, Mary. English as a Second Language: from Theory to Practice.
Rowley: Newbury House publishers, 1974

Howatt, A. P. R. A History of English Language Teaching. Oxford: Oxford
University Press, 1984

Medgyes, Péter. The Non-native Teacher. Ismaning: Max Hueber Verlag, 1999

Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of
Chicago Press, 1981

Stevick, E. W. Teaching Languages: A Way and Ways. Boston: Heinle & Heinle
Publishers, 1980

Titone, R. <u>Teaching Foreign Languages: An Historical Sketch.</u> Washington D. C.: Georgetown University Press, 1968

PED03 - TEACHING WRITING, READING, SPEAKING, AND LISTENING IN EFL

Course Goals:

The major goal of this course is to provide the participants effective with instructional strategies to teach teaching writing, reading, speaking, listening and the integration of these four modes.

Course Objectives:

By the end of the course each student will:

- identify pedagogical approaches to teaching of reading, writing, listening and speaking and be able to explain their applicability to the teaching context.
- asses students' needs and be able to plan appropriate teaching strategies involving the four skills in a separate or combined way.
- analyze theories of the teaching of reading, speaking, writing and listening processes.

Course Description:

The focus of this course is to prepare participants in the teaching of EFL writing, reading, listening, and speaking skills. This course provides discussion and analysis of approaches, theories, research, techniques, and materials. Studies also involving the integration of the four modes. This course will be taught in English.

Course Content:

I – Teaching Reading

Pre-reading Activities

Skimming and Scanning

Decoding/Linking Sentences and Ideas

Comprehension

Comparing Texts

Schema Theory

II - Teaching Writing

The Controlled-to-Free Approach

The Free-Writing Approach

The Paragraph-Pattern

The Grammar-Syntax-Organization Approach

The Communicative Approach

The Process Approach

III - Teaching Listening

Authentic Materials

Formal and Informal Speech

Environmental Clues

Understanding the Sounds, Intonation and Stress

Bottom-up and Top-down Processes

Interactional and Transactional Functions

IV - Teaching Speaking

Pre-communicative Activities

Communicative Activities

Contexts of Social Interaction

Classroom Activities and Techniques for Teaching Speaking

Fluency and Accuracy

Discourse Structure

Error Correction

Proficiency

Interlanguage

Fossilization

III - Integrating the four Skills

Integrating Speaking, Listening and Pronunciation

Integrating Reading, Writing

Whole Language

Hours of Instruction:

32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through discussions, readings, lectures, and varied student tasks. The course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own teaching/learning experiences, ideas, and theory knowledge.

Student Evaluation:

To pass the course the student must:

a) receive a minimum grade 7.0 (teacher's assessment of student's work):

Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – Insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Bibliography:

Required Textbooks:

Brown, Gillian. Teaching the Spoken Language. Cambridge: Cambridge
  University Press, 1983

Grellet, Francoise. Developing Reading Skills. Cambridge; University of
  Cambridge Press, 1981

Raimes, Ann. Techniques in Teaching Writing. New York: Oxford University
  Press, 1983

Ur, Penny. Teaching Listening Comprehension. Cambridge: Cambridge
  University Press, 1991

Complementary Readings:

Freeman, Y. Whole language for Second language Learners. Portsmouth:
  Heinemann

Halliday, M. Spoken and Written Language. Oxford: Oxford University Press,
  1989

Richards, Jack. The Language Teaching Matrix. Cambridge: Cambridge
  University Press, 1990

Silberstein, Sandra. Techniques and Research in Teaching Reading. New York:
  Oxford University Press, 1994

PED04- PEDAGOGICAL ISSUES IN TEACHING UNDERGRADUATE STUDENTS IN BRAZIL

Course Goals:
The main goal of this course is to expose students to the major issues of higher education and to strengthen their understanding of the current and emerging nature and role of higher education in contemporary Brazilian society.

Course Objectives:
Upon completion of this course each student will:

- gain a working knowledge of Brazilian higher education organizations and become more familiar with current teaching issues in undergraduate schools.
- develop a working understanding of the nature of higher education.
- apply experience to situations requiring problem solving.
- improve skills in developing, implementing and assessing higher education curriculum.
- study the nature of Brazilian colleges and universities, its goals, functions, and distinguishing characteristics.
- become aware of the philosophies that legitimize Brazilian higher education and their historical significance and impact.

Course Description:
This course covers three general areas: the historical and philosophical forces that have helped shape the curriculum in Brazilian higher education; the current practices; and the factors that influence developing and implementing academic programs. It also examines the Brazilian higher education system—its purposes,

institutions, faculties, curriculum, organization and administration, constituencies, and relations with society. This course will be taught in Portuguese.

Course Content:

I - Historical, Philosophical and Social Perspectives in Brazilian Higher Education
Higher Education Policies
Purposes

II- Brazilian Higher Education System
Public Education Structure
Private Education Structure

III- Organization of Brazilian Higher Education Schools
Lei das Diretrizes e Bases da Educação Nacional
Brazilian Constitution

IV - Teaching and Teachers in Undergraduate Settings

V - The Undergraduate Curriculum

VI - Assessing the Higher Education Curriculum

Hours of Instruction:
32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:
This course will be conducted through discussions, readings, lectures, and varied student tasks. The course also will attempt to establish a bridge between theory

and practice. The participants will be encouraged to share their own teaching/learning experiences, ideas, and theory knowledge.

Student Evaluation:

To pass the course the student must:

> a) receive a minimum grade 7.0 (teacher's assessment of student's work):
>
> Scale: 10.0 – Excellent;   9.0 and 8.0 – Good;   7.0 – Sufficient;   6.0 and under – Insufficient
>
> b) have a minimum class attendance: 6 sessions (24 hours).
>
> c) complete all written assignments and readings.
>
> d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Bibliography:

Required Textbooks:

Catani, Afrânio Mendes. Novas Perspectivas nas Políticas da Educação
    Superior na America Latina no Limiar do sec. XXI. São Paulo: Ed. Autores
    Associados, 1998

Santos, Clovis Roberto. Educação Escolar Brasileira. São Paulo: Ed.
    Pioneira,1999

Complementary Readings:

Berber, Neusi Aparecida Navas, Metodologia do Ensino Superior: Realidade e
    Significado. São Paulo: Ed. Papirus, 1994

Fávero, Maria de Lourdes. A Universidade em Questão. São Paulo: Ed. Cortez,
    1989

Graciani, Maria Stela Santos. O Ensino Superior no Brasil: Estrutura de Poder.
    Rio de Janeiro: Ed. Vozes, 1982

Martins, Carlos Benedito. Ensino Superior Brasileiro: Transformações e Perspectivas. São Paulo: Ed Brasiliense, 1989

Moraes, Irany Novah. Perfil da Universidade. São Paulo: Ed. da Universidade de São Paulo, 1986

Queluz, Ana Gracinda. Educação sem Fronteiras. São Paulo: Ed. Pioneira, 1996

Ranieri, Nina Beatriz. Educação Superior Direito e Estado na Lei de Diretrizes e Bases (lei n. 9394/96). São Paulo: Ed. da Universidade de São Paulo,2000

Saldanha, Louremi Ercolani. Planejamento e Organização do Ensino: um Manual para o treinamento do professor Universitário. Porto Alegre: Ed Globo,1974

Silva Junior, João dos Reis. Novas Faces da Educação superior no Brasil. São Paulo, 2001

SO02- CULTURAL ISSUES IN EFL TEACHING

Course Goals:

The major purpose of this course is to expand the participants' awareness and understanding of the role of culture in the process of foreign language teaching and learning. This course aims to prepare participants to use content and patterns of culture as pedagogical tools to teach EFL.

Course Objectives:

By the end of the course, each participant will be able to:

- demonstrate knowledge of cultural aspects involving EFL teaching.
- demonstrate ability in selecting and constructing classroom strategies related to the association of language, thought and culture.
- demonstrate an awareness to investigate how culture affects foreign language learners and teachers.
- develop an understanding of cultural identity and diversity.
- develop an understanding of the interaction between language, culture and communication.

Course Description:

The study of the role culture plays when learning and teaching English as a foreign language. This course addresses the effect of culture on language teaching and learning and how culture manifests itself through language. It also examines some pedagogical techniques related to cultural manifestations that expose ESL students to some cultural values, attitudes and beliefs of the target language cultural groups. This course will be taught in English.

Course Content:

I - Definitions of Culture in Language Teaching

Definitions of Terms: Culture, Language, Society, and Communication

Links between Language and Culture

Behaviorist Theory

Functionalistic Theory

Cognitive Theory

Symbolic Theory

II - Cultural Studies in Language Teaching

Acculturation

Social Distance

Cultural Stereotypes

Sociopolitical Considerations

Language, Thought and Culture

Nonverbal Behavior

III - Bennett's Model of Intercultural Sensitivity

IV - Pedagogical Tools for Teaching Language and Culture

Cultural Assimilators & Critical Incidents

Anecdotes

Media

Ethnography

Culture capsules and Culture Clusters

Grids

Music / Literature

Articrafts

Games

Textbooks/ Instructional Materials

Hours of Instruction:

32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through discussions, readings, lectures, and varied student tasks. The course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own teaching/learning experiences, ideas, and theory knowledge.

Student Evaluation

To pass the course the student must:

a) receive a minimum grade 7.0 (teacher's assessment of student's work):

Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – Insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Bibliography:

Required Textbooks:

Byram, Michael. Cultural Studies in Foreign Language Education. Calved: Multilingual Matters, 1989

Kramsch, Claire. Context and Culture in Language Teaching. Oxford:

Oxford University Press, 1993

Complementary Readings:

Brown, H. Douglas H. Principles of Language Learning and Teaching. New Jersey: Prentice Hall Regents, 1993

Clark, Raymond, Patrick Moran and Arthur A. Burrows. The ESL Miscellany Brattleboro: Pro Lingua, 1991

Hadley, A Omaggio. Teaching Language in Context. Boston: Heinle & Heinle Publishers, 1993

Halliday, M.A.K. Language as Social Semiotic. The Interpretation of Language and Meaning. London: Edward Arnold, 1978

Samovar, Larry and Richard Porter. Intercultural Communication: a reader. Belmont: Wadsworth, 1994

Sleelye, Ned. Teaching Culture: Strategies for International Communication. Lincolnwood: National Textbook, 1985

Stewart, Edward C. and Milton Bennet. American Cultural Patterns: A Cross Cultural Perspective. Yarmouth: Intercultural Press, 1991

Tomalin, Barry and Susan Stempleski. Cultural Awareness. Oxford: Oxford University Press, 1993

Vygotski, L. S. Thought and Language. MA: M.I.T. Press, 1986

Wertsch, James. Culture, Communication and Cognition. Cambridge: Cambridge University Press, 1989.

SO02 **PRINCIPLES OF LANGUAGE LEARNING AND ACQUISITION**

Course Goals:

The students will examine principles of first language acquisition and foreign language learning in order to become more aware of the complex implications involved in the process of language learning. This course aims to bring the students to an understanding of how those factors affect the ways one learns a foreign language .

Course Objectives:

By the end of the course each student will:

- identify and describe theoretical models of first language learning and second language acquisition.
- have gained skills in applying language learning and acquisition theories to evaluating and making informed classroom decisions.
- have become aware of the importance of linguistic, psychological, physical, and socio-cultural factors in language development .

Course Description:

Study of concepts of, and research related to, the processes involved in learning and acquiring a first, a second or a foreign language. Attention will be given to the impact of learners' native language, and learning environment. This course will also address a variety of learning strategies involving students' responses to teaching techniques and approaches. This course will be taught in English.

Course Content:

I - First Language Acquisition Principles

Skinner's Theory

Chomsky's Theory

Bloom's Theory

Saussure's Theory

II - Human Learning Principles

Ausuble's Theory

Roger's Theory

Gagnes's Theory

Inductive and Deductive Reasoning

Gestalt Learning

Gardner's Theory

III - Language Manifestation Aspects

Competence and Performance

Comprehension and Production

Input and Discourse

IV - Comparing and Contrasting First Language Acquisition, Second Language Learning and Foreign Language Learning

Physical Considerations

Cognitive Considerations

Affective Considerations

Linguistic Considerations

Environment Considerations

V- Theories of Learning behind Teaching Methods.

The Grammar -Translation Method

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The Audiolingual Method

The Total Physical Response

The Natural Approach

The Silent Way

Suggestopedia

The Participatory Approach

IV - Learning Strategies

Metacognitive Strategies

Cognitive Strategies

Socioaffective Strategies

Communication Strategies

Hours of Instruction:

32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through discussions, readings, lectures, and varied
student tasks. The course also will attempt to establish a bridge between theory
and practice. The participants will be encouraged to share their own
teaching/learning experiences, ideas, and theory knowledge.

Student Evaluation:

To pass the course the student must:

a) receive a minimum grade 7.0 (teacher's assessment of student's
work):

Scale: 10.0 – Excellent; 9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0
and under – Insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

> c) complete all written assignments and readings.

> d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

Bibliography:

Required Textbook:

Brown, H. Douglas H. Principles of Language Learning and Teaching. New Jersey: Prentice Hall Regents, 1993

Complementary Readings:

Anderson, R. C. and David A. Ausubel. Readings in the Psychology of Cognition. New York: Holt, Rinehart & Winston, 1965

Andersen, R. W. New Dimensions in Second Language Acquisition Research. Rowley, MA: Newbury House Publishers, 1981

Ausubel, D. A. Adults vs. Children in Second Language Learning: Psychological Considerations. Modern language Journal 48:420-424, 1964

Ausubel, D. A. Educational Psychology: A Cognitive View. New York: Holt, Rinehart & Winston, 1968

Berko-Gleason, J. The Development of Language. New York: Charles E. Merril Publishing Company, 1985

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Diller, Karl. Individual Differences and Universals in Language Learning Aptitude. MA: Newbury House Publishers, 1981

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    Language Acquisition: Continuity and Change in Development. NJ:
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TD001- <u>TESTS, MATERIALS, PLANS AND COURSE DESIGN</u>

<u>Course Goals:</u>

The overall goal of this course is to enable the participants to design, develop and evaluate EFL courses, syllabuses, lesson plans, teaching and learning materials, teaching/learning strategies, and testing/evaluation practices appropriate for use with a variety of approaches.

<u>Course Objectives:</u>

In order to accomplish the goal outlined above the participants should work toward the following specific objectives:

- Gaining familiarity with the basic components of course, syllabus, material, and test designing.
- Having an understanding for selecting and developing appropriate instructional materials, strategies and testing in varied contexts, student needs, learning goals and approaches.
- Having the ability to evaluate the effectiveness of teaching materials, tests, procedures and curricula.
- Gaining skills to prepare syllabuses, lesson plans, instructional materials, and tests.
- Having a positive attitude toward the preparation of lesson plans, materials and tests.
- Becoming aware of the role of course planning, syllabus designing, instructional materials, strategies, testing and evaluation in the language learning process.
- having the ability to adapt published materials.

Course Description:

This course focuses on the design of EFL courses and the criteria for assessing learning and teaching strategies and materials. Examination of the syllabus and its relevance to material preparation. Practice in adapting EFL materials currently in use and developing new materials. Principles an procedures of foreign language testing and evaluation. This course will be taught in English.

Course Content:

I - Planing a Course

Diagnosis of needs

Types of courses

Formulation of goals and objectives

Context

II- Syllabus Design

Components of the Syllabus: Learning Goals, Objectives, Content, Process, Strategies, Resources, and Materials.

Types of Syllabuses:

Product-oriented Syllabuses:

Grammatical Syllabuses

Functional-notional Syllabuses

Analytic Syllabuses

Process-oriented Syllabuses:

Procedural Syllabuses

Task-based Syllabuses

Content Syllabuses

Syllabus Design and Methodology

III- Lesson Planning

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Instructional Goals

Description of Content

Sequencing and Pacing

IV- Learning and Teaching Strategies and Materials

Types of Instructional Strategy

Types of Instructional Materials

Designing, Redesigning and Evaluating Instructional Materials

V- Learners' Evaluation

Patterns and Procedures of Assessment

Assessment Tasks, Test Tools, Test Types and Formats

Hours of Instruction:

32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:

This course will be conducted through discussions, readings, lectures, and varied student tasks. The course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own teaching/learning experiences, ideas, and theory knowledge.

Student Evaluation:

To pass the course the student must:

> a) receive a minimum grade 7.0 (teacher's assessment of student's work):
> Scale: 10.0 – Excellent;   9.0 and 8.0 – Good;   7.0 – Sufficient;   6.0 and under – Insufficient
> b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried at the instructor's discretion.

<u>Bibliography:</u>

Required Textbooks:

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Ebel, R L. <u>Essentials of Education Measurement.</u> Englewood Cliffs: Prentice-Hall,1991

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TD02- **METHODOLOGIES IN EDUCATIONAL RESEARCH**

<u>Course Goals:</u>

The purpose of this course in research methods and procedures is to help students acquire the abilities to read and critique research in educational settings and to conceptualize, design and conduct a practitioner research project specifically related to the classroom practice. Emphasis will be placed on understanding how educational research contributes to knowledge about effective practices in EFL teaching and learning fields.

<u>Course Objectives:</u>

Students who complete the course will be able to:

- articulate how research contributes to knowledge and informs professional practice in educational settings.
- identify strengths and weaknesses of research procedures and findings in existing studies.
- select, evaluate and use existing research to informed professional decision-making.
- identify and access key resources for conducting inquiries in educational settings.
- describe and employ a variety of research and analytical strategies including survey, evaluation, hypothesis construction, action research, and ethnographic methods.
- adapt research methods to best address the specific research questions, with sensibility to specific interests and needs.
- Conduct practitioner research in the classroom utilizing the methods and procedures of action research.

- Identify appropriate techniques for presenting research findings to relevant audiences.
- Work individually or in a group to conduct and report a significant educational research project.

Course Description:

This course considers topics pertaining to the conduct of research. The course covers a variety of research methods commonly used in basic and applied educational research. Topics include qualitative and quantitative research designs, sampling, ethics, and validity. Students will be expected to participate regularly in both group and individual assignments. This course will enhance research-related skills that have impact on classroom work, and how dramatic or subtle that impact might be. This course will be taught in Portuguese and English.

Course Content:

I - Research - An Overview

   The Purposes of Research

   The Types and Nature of Research

   The Scientific Method

II - The Research Problem

   Problem Identification and Research Question/Hypothesis Generation

   The Theory Base (review of empirical literature)

   Hypothesis Formulation and Testing

   Experimental Variables

   Operational Definitions

III. Research Methodology

Control of Variables

Research Designs

Ethics in the Use of Human Subjects

Introduction to the Computer as a Research Tool.

Research Proposal Writing

IV. Analysis of Results Data-handling Techniques

Assessments and Measurements including Reliability and Validity

Quantitative Data Analysis

Qualitative Data Analysis

Descriptive Statistics and Graphical Presentations

V. The Research Report

Written Presentation of Research

Oral Presentation of Research

Hours of Instruction:

32 hours of classwork in 8 weeks divided in 8 sessions of 4 hours each.

Course Process:

Research methods and procedures will be explored through lecture and class discussion of the readings. Individual and group projects are principal vehicles for learning how to employ basic analytical tools and research procedures. This course also will attempt to establish a bridge between theory and practice. The participants will be encouraged to share their own classroom research experiences and ideas.

Student Evaluation:

To pass the course the student must:

a) receive a minimum grade 7.0 (teacher's assessment of student's work):

Scale: 10.0 – Excellent;   9.0 and 8.0 – Good; 7.0 – Sufficient; 6.0 and under – Insufficient

b) have a minimum class attendance: 6 sessions (24 hours).

c) complete all written assignments and readings.

d) participate in classroom activities.

NB. A final written evaluation may be carried out at the instructor's discretion.

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TD03- **TEACHING PRACTICUM**

Course Goals:

This course is designed to enable the participants to translate their course work into practice, to evaluate their own teaching strategies, to prepare lesson plans, to reflect upon and discuss their classroom observations.

Course Objectives:

By the en of the course students will:

- develop a working knowledge of appropriate and accomplished teaching practices.
- document, analyze and reflect upon their conceptions of teachers and teaching practices.
- be knowledgeable regarding professional standards in education and how they apply in a variety of settings.
- describe and evaluate the roles and responsibilities of professional educators; develop skills in data collection and analysis in order to assess teaching.
- identify teaching strategies appropriate for a diversity of learners.
- develop an understanding and appreciation of the moral and ethical dimensions of teaching.

Course Description:

This course provides an opportunity for students who have had course work in theory and methods to put into practice what they have learned under the supervision of an EFL college instructor or a licensed and experienced EFL

teacher. Observation and teaching in actual college and EFL classrooms. This course will be taught in English and Portuguese.

Course Content:

I - Teaching Observation
Observation Categories

II - Teaching Planning
Lesson Plan

Syllabus

Teaching Goals

Teaching Observation

Content

Strategies

Tools

Evaluation

III – Teacher and Student Relationship

IV- Assessing and Improving Teaching

Hours of Instruction:
Students will spend twelve weeks (32 hours with a minimum of 20 hours of direct instruction responsibilities) in a classroom setting. In addition to teaching twenty hours , participants must set aside 12 hours for teaching preparation, classroom observation, group and individual conferences with peers, supervisor, and teachers to discuss their teaching.

Course Process:

Local colleges and language schools will cooperate in providing experiences in classroom settings This course will require the participants to both discuss the instructional strategies observed and applied as well as adapt them to specific needs. This course aims to establish a bridge between theory and practice. The participants will be encouraged to share their own classroom research experiences and ideas.

Student Evaluation

To pass the course the student must:

> a) receive a minimum grade 7.0 (teacher's assessment of student's work):
>
> Scale: 10.0 – Excellent;   9.0 and 8.0 – Good;   7.0 – Sufficient;   6.0 and under – Insufficient
>
> b) complete all written assignments, lesson plans and readings.
>
> c) participate in all discussion meetings.
>
> d) complete 20 hours direct instruction.

NB. A final written evaluation may be carried out at the instructor's discretion.

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Krahnke, Karl. Approaches to Foreign Language Teaching. Englewood Cliffs: Prentice-Hall, 1987

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Program Completion Requirements

In order to graduate from the PBTEFL Program, the student must successfully complete the following exit requirements:

a)   Complete a total of 384 hours of instruction during two years of study, including 20 hours of teaching practice in the following compulsory courses (32 hours each) :

- Phonetics, Phonology and Pronunciation
- Pedagogical English Grammar
- Studies in English Prose and Poetry
- Methods, Principles and Techniques of Teaching English as a Foreign Language I
- Methods, Principles and Techniques of Teaching English as a Foreign Language I I
- Writing, Reading, Speaking and Listening in EFL.
- Pedagogical Issues in Teaching Undergraduate Students in Brazil
- Cultural Issues in EFL Teaching
- Principles of Language Learning and Acquisition
- Tests, Materials, Plans and Course Design
- Methodologies in Educational Research
- Teaching Practicum

b) demonstrate mastery of pedagogical and linguistic knowledge, and skills included in the four areas of studies which are required of all participants.

c) achieve a grade-point of 7.0 or higher in each course.

d) have a minimum class attendance of 80%.

e) be registered for at least three courses in each semester.

f) receive favorable recommendations from faculty members.

CHAPTER 4

THE PBTEFL PROGRAM ASSESSMENT

Evaluating Educational Programs

Evaluation of any curriculum or program component is a fundamental element in order to ensure the effectiveness and improvement of any educational program. Teaching is one of several components of the curriculum that need evaluation. Teaching and implementation of the curriculum must be evaluated so that teachers and other decision-makers may make the best decisions regarding teaching objectives, course content, teaching approaches, and testing.

A language teaching program reflects particular ways of thinking and doing things as well as collective decisions and beliefs of individual teachers (Richards and Lockhart: 1995). An evaluation process is an effective means of exploring teaching and learning beliefs, of measuring performances, of improving the teaching and learning process, of adjusting teaching decisions and strategies to meet the learners' needs and the goals and objectives in a particular program.

Evaluation can measure an ongoing program, course, or class. Evaluation also may help directors decide such matters as ranking and promoting teachers. According to Woodward (1997) evaluation means to

ascertain the present and future significance, value or quality of our process work after carefully studying the good and the bad features of particular options and to express all this in terms of the known. According to Woodward, evaluation may be carried out for different purposes, for instance: to assess success or failure, to hold things still and control procedures, to discover what needs to be worked on, to describe side-effects, to explore responses to a problem, to test hypotheses, to motivate students, and to assess the effectiveness of a process or process choices.

Rationale

As we can infer from the above, there are many reasons that an evaluation process should be planned for the effectiveness of any study program. The intent of this chapter is to present a set of ideas for evaluation procedures a PBTELF program. These are only basic ideas to initiate the evaluation process, which will be developed by those involved with the program. The aim of the following outline is to involve the teachers and coordinators in the evaluation process at the planning stage. Just as there are many reasons for evaluations, there are many methods of evaluating. Naturally, the choice for one particular method or over a more versatile approach to the evaluation process of any program. It should be determinate by arising needs. The following considerations are suggested as the first elements to consider in order to stimulate a reflective way of thinking toward a creative and flexible framework for evaluation. Teachers, students, and administrators can employ these considerations in any particular circumstance. The answer to these questions will determine the routes to the evaluation practice.

1. What is the aim of the evaluation?
2. Who is the evaluation for?
3. What is to be evaluated?

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4. What criteria are going to be used in the evaluation?

5. Who should conduct the evaluation?

6. When should the evaluation take place?

7. What are the sources of data?

8. What methods of data collection are to be used?

9. How is the evaluation to be managed?

10. How is the data to be processed?

11. How are the findings to be validated?

12. What conclusions can be drawn from the evaluation?

13. How are the results to be reported?

14. What action is expected to follow?

15. How is the evaluation to be evaluated?

Ongoing Program Evaluation

Ongoing evaluation, which takes place during the evolution of a process, is a broadly used means of measuring the progress and achievements of teaching programs. An ongoing evaluation can help improve teaching and learning practices, and in changing teachers, learners and administrators views. First, teachers and learners can more closely observe their work and performances during the course. Second, they can better understand the course development and its relation to the goals of the program. Third, teachers and learners can benefit from the evaluation by modifying their teaching or learning strategies, thus improving their performances. Fourth, by participating in the ongoing evaluation, teacher and learners become more involved within the program. Fifth, the evaluation project can strengthen empathy between teachers and learners. Sixth, the evaluation outcomes can introduce changes in the program structure, assumptions and goals.

Evaluation Procedures

Ways of collecting data in on going program evaluation can be various. A diversity of instruments and processes can be used: student questionnaires; teacher questionnaires; interviews with teachers; samples of students' work; teacher diaries: teacher portfolios; learner diaries; audio tape recordings of lessons; video recordings of lessons; classroom observation reports; interviews with coordinators; interviews with program administrators; careful analysis of teaching materials and curriculum/syllabus documents; and reports of supervisors etc.

In order to meet the needs of all participants more adequately and to provide the kinds of support necessary to help teachers achieve the objectives of PBTEFL program, evaluations can be conducted at different moments:

> a) Introductory Evaluation: In the preparation period of the program, the teacher will need to complete a teaching portfolio which would include teaching assumptions, statements about teacher's roles and students' roles, course goals, course content, teaching methodology, teaching strategies. The teacher's portfolio should be analyzed to see if they correspond with the program educational assumptions, and course descriptions. If they do not correspond, adjustments need to be made. The learners' data like personal information, language proficiency, learning strategies, and other psychological factors, should be collected. From the data collected and studied, the teacher should have a thorough knowledge of the program and the learners. Then a detailed teaching plan can be written.

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b) Informal Midway Evaluation: After the program is in progress, the teachers and learners may use varied informal evaluations to measure their performances. The teachers and learners should be actively involved in collecting data and analyzing them periodically during the course. Teachers and learners can share views on their observations and make comments on questionnaires and during periodical interviews and group discussions. Learners should receive comments from the teachers on corrections and personal conversations with the teacher.

c) Formal Midway Evaluation: After a certain period, a formal evaluation (student questionnaires and teacher questionnaires) needs to be carried out. During this period, the data collected should be studied to verify if the course and program goals are being achieved. Documents such as syllabi and lesson plans should be studied to obtain an objective view of the courses and program's progression. The teacher can then revise the plan for the coming sessions, if necessary. The learners should also write brief summaries of their learning progress during this stage.

d) Formal Final Course Evaluation: When each course is ended, another evaluation should be undertaken. The teacher and the coordinator need to study all the data collected during the course. The result of this stage should be an objective comment and/or statistical conclusion that summarizes the achievement progress of the course. This will be used later as fundamental data for the program evaluation and as a reference for the next term course.

e) Formal Conclusive Program Evaluation: When the program is concluded, other evaluations should be undertaken. Because

numbers alone cannot show the depth of a program's impact, the director and the coordinators of the PBTEFL should use both quantitative and qualitative measures to assess success in achieving the program goals. Qualitative measures include student and teacher (group and individual) interviews, former student follow-up, workplace observations while quantitative measures include student and teacher questionnaires, scaled performance ratings, former student questionnaires, and a program-goal-achievement survey. This survey will help determine the strengths and weaknesses of the program in order to make improvements for the coming term. The input into this process will be essential to ensure that the approaches, assumptions, methodology, goals, content, and courses of the program are positively contributing to the preparation one for teaching English effectively.

CHAPTER 5

CONCLUSION

The main intent of this paper has been to describe a project for a Post Bachelor's Degree Program in TEFL, the PBTEFL that will be carried out at the *Centro Universitário de Santo André* and give the educational assumptions upon which it has been based. When I first thought about writing this project, I endeavored to design a TEFL program that could help Brazilian teachers become more effective teachers of the English language. During the process of planning and researching concepts and facts for this, I learned that it would mean a more arduous undertaking that I had expected. Initially, I thought that designing a teachers' program meant to gather information about the prospective students' needs, to develop the program's main goals, and to select appropriate courses of studies — its goals and content. Then, after some preliminary research, I realized it meant substantially more.

By reading Freeman's (1990) suggestions about the preparation of effective language teachers , I concluded that, in order to develop the basis for the PBTEFL program, I needed to study and propose some theory describing effective language teaching and some principles for the preparation of effective EFL teachers. Soon afterward, I started a little systematic study of varied theories about effective language teaching. I became particularly intrigued by the dichotomous meanings of the terms effectiveness/efficiency and competence/performance. The results of this study are given in the educational assumptions presented in chapter 2. Next, I started to set forth the design of the

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PBTEFL program based on these educational assumptions. Although the
PBTEFL program have not been operational yet , I feel that it is moving in that
direction. The concepts presented through out the previous chapters have been
conceived from careful examination of the program's prospective participants'
needs, of my formal studies of language teaching theories, and of my personal
interpretation and teaching experience. Yet, the results of this study have
showed me that EFL teaching preparation is a complex undertaking that presents
a challenge to whoever plans to prepare, train or educate EFL teachers.
Regardless of how one can describe ideal models of teaching preparation
programs, there are diverse routes that can be followed. In this paper I have
attempted to connect the views — sometimes very abstract concepts — that
certain individuals have about effective language teaching, teaching preparation,
teaching competence and performance in order to transform these views into a
concrete outcome: the PBTEFL program.

Will the program described here meet its goals? Will it succeed? What will
be the program deficiencies and its outstanding features? What will be useful
from its implementation? The foundations for the undertaking have been set up.

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