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A Novice Teacher's Shoebox: A Volunteer EFL
Teacher Training Curriculum

Piret Luik

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

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ABSTRACT

A Novice Teacher's Shoebox: A Volunteer EFL Teacher Training Curriculum

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This MA thesis presents the development of an online Pre-Missionary Training Centre (MTC) Teacher Training curriculum for missionaries of The Church of Jesus Christ of Latter-day Saints going to Mongolia to teach English. The thesis summarizes relevant literature on curriculum development and teacher preparation including a comparison of three prevalent curriculum development models - the ADDIE, Richards' principles, and Nation and Macalister. Thereafter, the process through which the online Pre-MTC Teacher Training was developed is outlined followed by the presentation of the curriculum. The implications, limitations and suggestions for improvement are then discussed.

Keywords: curriculum development, teacher preparation, online training

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Chapter 1: Introduction and Background

Introduction

Knowing how to speak English is quite different from knowing how to teach English as a second or foreign language (Snow, 2006, p. v). Being an English teacher involves much more than just being a native speaker or simply being able to communicate freely in the language. A significant number of English as a Second Language (ESL) or English as Foreign Language (EFL) teachers do not have much training. There are many opportunities for a BA or an MA degree in Teaching English to Speakers of Other Languages (TESOL), but due to the great demand for ESL and EFL teachers, the teachers often lack professional certification or a degree in their particular field (Smith, Vellenga, Parker & Butler, 2006). James Alatis from Georgetown University explained this phenomenon by noting that demand for English teachers simply exceeds supply (Marggraf, 1993). Marggraf explained the lack of professional certification by referring to the immense need for English teachers on the one hand, and on the other hand, the increase in college students, graduates, or elderly people who seek to either travel inexpensively or do something good in the world. Teaching English abroad offers that opportunity (Marggraf, 1993).

Background: What Is This Project About?

Often missionaries of The Church of Jesus Christ of Latter-day Saints teach English as part of their service experience. This takes place in many places of the world—Brazil, Estonia, Japan, Russia—to name just a few locations. Usually the teaching experience is limited to one or two hours a week. Most of the missionaries have no previous English teaching experience, which

often makes them feel reluctant about teaching those classes. A returned missionary from Japan, has described his experience with teaching English on his mission in the following manner:

Despite being a native speaker of English, I had no idea how to *teach* English, not having received any training before going to Japan or even after arriving. I had access to a few resource books that mostly provided conversation ideas. They certainly did not give any sound pedagogical advice or instruction. (Wilson, 2009, p. 6)

Teaching English is also a part of the service provided by missionaries called to Mongolia offer. However, the story of missionaries called to Mongolia is a little different from missionaries called elsewhere. First, they teach English more extensively than most missionaries in missions in the world do – up to 16 hours in a week. Second, the Mongolian government requires missionaries called there to have an English teaching certificate before they are issued a visa. A few years ago, the Mongolian government recognized that although the missionaries from The Church of Jesus Christ of Latter-day Saints entered the country as English teachers, they had no certification. Therefore, they decided to ask the missionaries to leave the country and allowed them to re-enter only if they had a certification for teaching English. As the missionaries called there consist mostly of 19-year olds or older senior couples from different employment backgrounds, they lacked that kind of a certification.

Typically before entering the mission field, all LDS missionaries are trained in the Missionary Training Center (MTC). They receive gospel teaching and language instruction to better help them to fulfill their assignment. The young missionaries called to Mongolia stay for a period of nine weeks. The senior couples spend only about a week at the MTC. The MTC has not provided English teacher training, nor is it authorized to certify English teachers. This is why this project was necessary.

The purpose of this project was to create an English teacher training curriculum for novice teachers that took into consideration the constraints such as the limited time period for the training, the different ages of the participants and other related limitations such as computer skills, recent experience in school environment, and so forth.

After acknowledging the need to certify the missionaries called to serve in Mongolia, the MTC started looking for solutions. The MTC turned to Brigham Young University (BYU), which has a Linguistics and English Language department with experts in training for teachers of English as a second language and thereby the ability to certify English language teachers. The MTC asked two professors from the department to help train and certify the missionaries called to Mongolia.

An initial, basic curriculum was created, and the first training took place in August 2010. After the first few training cycles it became clear the curriculum contained more than was possible to deliver given the constraints (mostly time). It was felt like that the curriculum contained a semi-truck full of information rather than offering the basic knowledge the participants needed and were able to receive given the time constraint. A metaphor was used – giving the participants a shoebox full of basic English teacher knowledge. After realizing the need for change, this project was initiated to modify the English language teacher training curriculum by adding a preparatory online training to be completed before arriving at the MTC, so the training would be more appropriate to the needs of the missionaries called to serve in Mongolia. By developing pre-MTC training online, the Pre-MTC training participants would be exposed to the basic concepts and principles of teaching English with enough time to solidify them before arriving at the MTC for additional training. The preparatory training would also allow more time to be added to the training without causing scheduling problems as the participants have a very tight and rigid schedule while they are at the MTC.

This project has been divided into five chapters. The next chapter provides an appropriate literature base for the project. This is followed in Chapter 3 with a discussion of the process of curriculum development that took place for this project. Chapter 4 contains the curriculum and materials that were developed. The final chapter includes a discussion of the limitations and implications.

Chapter 2: Review of Literature

Curriculum Design

This chapter provides an overview of related literature. First, a working definition of curriculum will be established. Thereafter, a discussion of the existing models of curriculum design is offered along with a brief overview of how the working definition of curriculum and the different curriculum design models support each other. This will be followed by an analysis of teacher preparation programs with a specific focus on short, one-month teacher preparation courses.

Curriculum Defined

Any discussion of curriculum design must begin by defining the fuzzy concept of curriculum. Curriculum can be defined in several ways. In some contexts it can refer to a particular program, but in other instances it is used more widely (Nunan, 1989). An important distinction to be made is between the terms *curriculum* and *syllabus* and their uses in Britain and in the United States. In the United States both are often used synonymously. In Britain a distinction is made. The difference is explained by White (1988) in the following manner: “‘syllabus’ refers to the content or the subject matter of an individual subject whereas ‘curriculum’ refers to the totality of content to be taught and aims to be realized within one school or educational system” (p. 4). In its wider sense, curriculum refers also to the aspects of planning, implementation and evaluation; to put this in questions it would be the why, how, how well and what (Finney, 2002).

Brown (1995) and Rodgers (1989) are two well-known authors who have written about curriculum design. Even though Brown (1995) never explicitly defines curriculum himself, he does suggest the components of curriculum in the following manner:

Curriculum development is a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. This series of *curriculum activities* will provide a framework that helps teachers to accomplish whatever combination of teaching activities is most suitable in their professional judgment for a given situation, that is, a framework that helps the students to learn as efficiently and effectively as possible in the given situation. (p.19)

Similar to Brown's (1995) suggestion is the definition offered by Rodgers (1989):

Curriculum is all those activities in which [students] engage under the auspices of the school. This includes *not only what [students] learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.* (p. 26)

Based on Brown (1995) and Rodgers (1989) the working definition of curriculum used in this thesis is the following:

Curriculum is the 'what,' 'why,' and 'how' of a formal educational course or program. The 'what' of a curriculum consists of the content being covered; the 'why' refers to the goals and objectives of the program, along with the rationale for the chosen content, its sequence, and presentation; and the 'how' covers the sequence, format, and presentation of the instruction, including the relevant methods, techniques, assessment and instructional environment. These components form the foundation to be used by administrators and teachers to plan syllabi, lessons, and activities and to select supplementary material which will best achieve program and course goals. (Evans, 2012)

The curriculum elements suggested above by Brown (1995) and Rodgers (1989) are similar as mentioned in this thesis' working definition. However, the working definition is more elaborate and specific thereby providing more guidance to the curriculum design process undertaken in this thesis. Therefore, the working definition of curriculum will be used as the framework for this thesis.

Existing Models of Curriculum Design

Three widely cited and discussed curriculum design models are ADDIE, Jack C. Richards' curriculum design principles (1990, 2001), and the model proposed by Paul Nation and John Macalister (2010). This section reviews each of these, compares them, and forms a summary of curriculum development processes that should be evident in curriculum design.

ADDIE. The ADDIE model was developed after World War II to create more effective training programs. It does not have a single author, and is a rather colloquial term used to refer to the systematic approach to instructional development (Molenda, 2003). It consists of five phases that spell out the word ADDIE: Analysis, Design, Development, Implementation, and Evaluation. An illustration of the model can be found in Figure 1. The first phase refers to needs analysis, which will determine the needs of the target group. The distinction is made between what the prospective students know and do not know (Peterson, 2003). In the design phase careful planning of the curriculum takes place. The findings from the previous analysis phase are taken into account. During the development phase, the development of materials, activities, and programs takes place. The implementation phase is where the before mentioned items are used in reality (e.g., in the classroom). The last phase, evaluation, is where it is determined whether the implemented materials, activities, and programs are effective (Teraoka Woo, 2010).

While being widely used, there is also some notable criticisms of the ADDIE model. Gordon and Zemke (2000) have conducted a study to evaluate the ADDIE model. They interviewed six ADDIE model experts for their study. They group their criticisms under four categories, out of which one is applicable to the purposes of this project – ADDIE is too slow and clumsy. Commenting further on Gordon and Zemke’s findings, Axmann and Greyling (2003) point out that the main critique for the ADDIE model is its slowness and clumsiness in today’s world. When not adapted, the model can indeed seem slow and clumsy. There is no flow back and forth between its elements as is also apparent from Figure 1. The only phase that is ongoing and present continuously is evaluation. Going along with the critique on the model’s clumsiness, Weinstein and Shuck (2011) find that the ADDIE model has “not been adapted to the shifts in the nature of work in modern industrialized societies” (p. 291). In this new environment, knowledgeable workers are involved in complex tasks and social environments. Similar critique has been posed by Crawford (2004). She finds that the model is simple but restrictive due to its cyclic nature. Also, the model does not take advantage of the digital technology that has improved significantly within the last few decades (Bichelmeyer, 2005). Since the ADDIE model does not have a known author, no one has really responded to the critique nor taken steps to further develop the model.



Figure 1. The drawing illustrates the circular nature of the ADDIE model. From “The Portfolio Development Process?” by P. Hamada, *n.d.*,

<http://edweb.sdsu.edu/Courses/EDTEC700/ETP/addie.htm>

Richards’ curriculum design principles. The author of prominent curriculum design principles, Richards (1990, 2001), has divided curriculum design into five parts: needs analysis, goals and objectives, syllabus design, methodology, testing and evaluation (see Figure 2). The needs analysis process contains involving learners, teachers, administrators, and employers. Needs, either general or specific, are evaluated. Richards has divided needs analysis further into situation analysis, which focuses on the general parameters of a language program, and communicative needs analysis, which deals with the specific communicative needs of language learners.

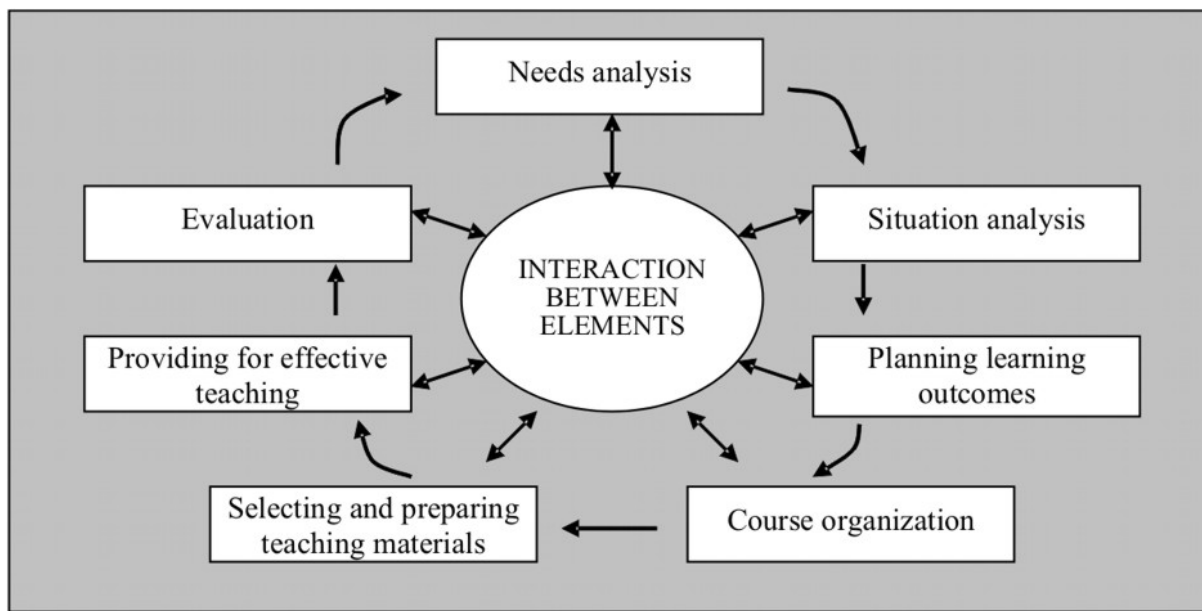


Figure 2. Storey's graphical illustration of Richards' curriculum design principles. Adapted from C. W. Storey, 2007, *Electronic Journal of Foreign Language Teaching*, 4(1), p. 88

The *goals* (*planning learning outcomes* in Figure 2) aspect of Richards' principles entails "general statements of the intended outcomes of a language program" (Richards, 1990, p. 3). Objectives are more specific than goals, and several types of goals exist: behavioral, skills-based, content-based, and proficiency (Richards, 1990).

Syllabus design (*course organization* in Figure 2) deals with the choice and sequencing of instructional content. The syllabus design looks closely at the goals and objectives derived from needs analysis; thereafter the objectives are prioritized, and it is determined how to achieve those objectives (Richards, 1990).

The *focus of the methodology* phase (*selecting and preparing teaching materials* in Figure 2) is to decide what kind of instruction to use to achieve the goals of the program. This is explained more explicitly by Richards (1990): "the activities, tasks, and learning experiences selected by the teacher in order to achieve learning, and how these are used within the

teaching/learning process” (p. 11). There are five central issues to pay attention to: 1) the approach or philosophy underlying the program; 2) the role of teachers in the program; 3) the role of the learners; 4) the kinds of learning activities, tasks, and experiences that will be used in the program; 5) the role and design of instructional materials.

The final part of Richards’ principles is *testing and evaluation*, which is central to the whole process of curriculum development, as it influences the other parts significantly. Through evaluation it is determined whether the goals and objectives set in part two were reached (Richard, 1990).

Curriculum development model by Nation and Macalister. The curriculum design model developed by Nation and Macalister is illustrated using related circles (see Figure 3). The inside circle is goals, which shows the importance of having clear goals as the center of the curriculum development process. The inside circle of goals is surrounded by a subdivided circle representing content and sequencing, format and presentation, monitoring and assessment. Outside of this are three orbiting circles indicating principles, needs, and environment. Each of these three orbiting circles is divided into three elements. When conducting an environment analysis, learners, teachers, and the situation should be considered. For a needs analysis three types of needs exist: lacks, wants, and necessities. The three groups of principles are content and sequencing, format and presentation, and monitoring and assessment, which are the same elements shown in the middle circle of the figure. A large circle is drawn around the model. The circle represents evaluation, symbolizing that it is involved in every aspect of the design and can occur throughout the process (Nation & Macalister, 2010).

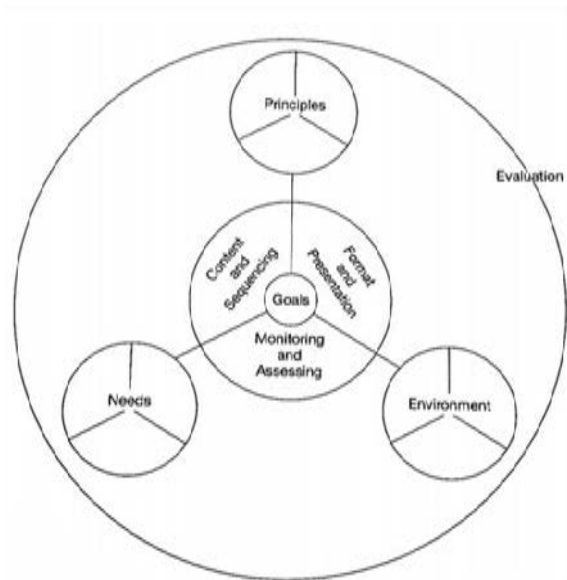


Figure 3. An Illustration of Nation's and Macalister's curriculum design model. Adapted from: P. Nation, J. Macalister, 2010, *Curriculum Design*, p. 3

Goals are placed at the center of the model, indicating the importance of having clear goals for a course. Goals can focus on the following areas: Language, Ideas, Skills or Text. Also, goals can be broken down further to be more specific objectives (Nation & Macalister, 2010). Connected to goals, Nation and Macalister discuss the content and sequencing of a course – what students should learn and in what order they should do it. As part of the subdivided circle Nation and Macalister also cover format and presentation. The aim for format and presentation “is to choose the teaching and learning techniques and design the lesson plans” (p. 88). The last part of the subdivided circle around goals is monitoring and assessment. It “represents the need to give attention to observing learning, testing the results of learning, and providing feedback to the learners about their progress” (Nation & Macalister, 2010, p. 2).

Two of the three outer circles deal with analysis. The aim of environment analysis is “to find the situational factors that will strongly affect the course” (p. 14). The purpose of needs

analysis in Nation and Macalister's model is to "discover what needs to be learned and what the learners want to learn" (Nation & Macalister, 2010, p. 24).

The aim for the third outside circle - principles - is to "decide how learning can be encouraged" (Nation & Macalister, 2010, p. 37). As there is a significant amount of research available on language acquisition, it is important not to ignore this research. The previous research and theory of language learning should be taken into account when developing a curriculum.

Evaluation of the course is the surrounding circle in Nation and Macalister's (2010) model, which shows that in evaluation, all aspects of the curriculum design process are looked at. The evaluation covers deciding on the effectiveness of the course, and looking for areas of improvement.

Comparing and contrasting the three models. With an overview of these three models, it is necessary to analyze their similarities and differences. Since Nation and Macalister's model includes the most elements we will use that as the foundation for comparing and contrasting.

Nation and Macalister (2010) as well as Richards (1990, 2001) see goals as an integral part of curriculum design. The ADDIE model does not specifically mention goals. The difference between Nation and Macalister and Richards can be seen in how they depict those goals. For Richards goals are set after the needs analysis phase, but Nation and Macalister place them in the middle of the model thereby indicating that they are central in determining why a course is being taught and what the learners need to gain from it.

Content and sequencing as well as format and presentation are seen in similar terms by all three models. Content and sequencing by Nation and Macalister (2010) is what Richards (2001) and ADDIE call the design phase. Even though Richards (2001) and Nation and Macalister (2010) list different types of content, in essence all three see this part of the model as developing

a detailed plan of instruction. Format and presentation by Nation and Macalister (2010) is called methodology by Richards (2001) and considered as part of the development phase by ADDIE (Allen, 2006). Regardless of the different name in essence they all cover choosing and developing materials for the curriculum.

Nation and Macalister's model (2010) distinguishes between environmental needs analysis (general) and needs analysis (focused on the learner). In ADDIE (Allen, 2006) those are combined into one analysis. Richards' (2001) calls the more general analysis situational analysis and the needs of learners are evaluated in communicative needs analysis. The purpose of needs analysis is the same for Nation and Macalister's (2010), Richards' (2001) and the ADDIE model (Peterson, 2003). It is to find out what learners know already and what they need to know. However, the model by Nation and Macalister (2010) emphasizes analysis extensively, and offers clearer guidelines as to what is necessary to find out and when to conduct an analysis.

Similar to Richards (1990), and ADDIE (Allen, 2006) Nation and Macalister divide evaluation into summative and formative. However, they mention other aspects to consider in evaluation such as purpose and audience, the type and focus, gaining support, and gathering the information. Though on the surface the three evaluation phases seem similar, it is clear that the Nation and Macalister model is more specific as it describes the evaluation process in greater detail.

Nation and Macalister (2010) also include in their model principles, which are not mentioned by ADDIE. Richards' (1990) does not specifically point out principles, but it can be viewed as part of the methodology phase. A part of Nation and Macalister's model (2010) that ADDIE and Richards do not include in their explanation is monitoring and assessment.

One of the main advantages of Nation and Macalister's model is its simplicity. This is especially true in comparison with Richards' model, where the different parts are somewhat hard

to recall. The authors themselves refer to the simple design as an advantage (Nation & Macalister, 2010). While not directing their criticism to any particular model, Nation and Macalister, claim that other models see curriculum design elements as taking place as a series of steps in a fixed order. The view of steps or phases seems to be prevalent in the description of ADDIE and also in the presentation of Richards' principles; both start with a needs analysis and then move to the next phase. In each occasion information from the previous phase is used in designing the next step. In reality, Nation and Macalister point out that often the teacher does not know who the learners are until the very first day of class. In their view "curriculum design is not a linear process" (Nation & Macalister, 2010, p. 9). This is a guiding principle in their model as there is no clear sequence to the different parts. It allows flexibility which is needed in our fast paced world. Also, the time frame for organizing courses is sometimes very limited, so following the steps in an orderly manner is not possible. Therefore the model created by Nation and Macalister is circular in nature. There is no one phase following another. Each phase can be conducted on its own while connected to goals and having evaluation taking place all the time.

The ADDIE, Nation and Macalister's model and Richards' principles do not differ from each other greatly (see Table 1). The three models presented and discussed above have been placed into Table 1 along with the working definition of curriculum given earlier in the thesis. The working definition serves as a framework for the comparison in order to make sure that none of the necessary elements of curriculum are overlooked in the process of curriculum development. As noted in the table, the elements of the ADDIE model are present in Richards' and Nation and Macalister's models. The latter seems to encompass the elements of Richards' principles, and it has developed them even further. Also, the model created by Nation and Macalister is circular in nature, giving more freedom to the curriculum developers.

Table 1

A Comparison of Curriculum Development Models

Working definition	ADDIE	Richards' principles	Nation and Macalister
<i>Why</i> (goals and analysis)	Analysis	Goals and objectives; Situational analysis; Communicative needs analysis	Goals; Needs analysis; Environmental Analysis
<i>What</i> (content and principles)	Design; Development	Design (choice of content; sequencing; objectives)	Content and sequencing; Principles
<i>How</i> (sequence, format, presentation, assessment)	Development; Implementation; Evaluation	Methodology; Testing and evaluation	Format and presentation; Monitoring and assessment

As can be seen from Table 1, Nation and Macalister's model includes all the elements of ADDIE and Richards' principles. The above comparison of the three models showed how Nation and Macalister build on the ADDIE model and Richards' principles. For example, the ADDIE model does not specifically mention goals. Richards includes them, but Nation and Macalister have a specific and meaningful place for goals in their model. Because of this thoroughness, Nation and Macalister's model will be followed when creating the curriculum for this project.

Teacher Preparation

With this understanding of curriculum development models and principles, an examination of teacher knowledge base and educational models is necessary for the purpose of this thesis since language teacher training is the primary focus. After this is established, the discussion will center on the focus of this project: short, one-month teacher certificates.

Day (1992), presents four models of second language teacher education – the apprentice-expert model, the rationalist model, the case studies model, and the integrative model. However, he explains that the last of the four models – the integrative model - incorporates the strengths of

the previous three, while relying on any of the others solely would result in a failure to deal with the knowledge base necessary for a teacher.

The integrative model includes four types of knowledge that should form the base of a teacher preparation program: 1) content knowledge (knowledge of English language and literary and cultural aspects of the English language); 2) pedagogic knowledge (knowledge of teaching strategies, beliefs and practices); 3) pedagogic content knowledge (how to present content knowledge, so that students can understand; teaching skills, materials and curriculum development); 4) support knowledge (knowledge of other disciplines that are connected with TESOL) (Day, 1992). Investigating the same matter, Johnston and Goettsch (2000) completed a study where they looked at the knowledge base from which experienced ESL teachers draw. They found three areas of teacher knowledge: 1) teacher knowledge (content, general pedagogical, curriculum, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, ends, purposes and values); 2) applied linguistics; 3) language teacher education curriculum design. Though different in categorization both approaches point out similar knowledge areas as necessary for an English teacher.

The integrative model developed by Day (1992) “is a systematic approach to second language teacher education that ensures that the learner gains pedagogic, content, pedagogic content, and support knowledge through a variety of experiences and activities” (p. 8). In Day’s view the learner needs knowledge in all four areas to be a successful teacher. Also, the learner should have exposure to a variety of activities, which are outlined on Figure 4. There should be exposure to all of the different types of activities presented in the Figure because they all are necessary to develop teacher knowledge.

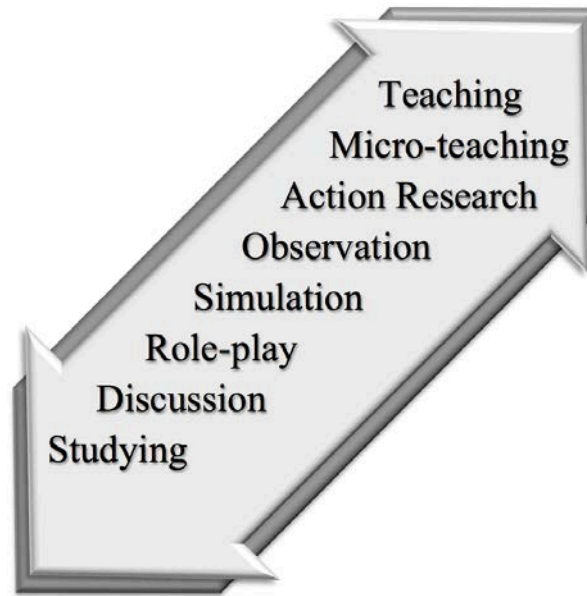


Figure 4. Professional Knowledge Source Continuum, Adapted from Day, 1992, p. 40

Another important component included in the integrative model is reflective practice. This component involves a critical examination of all aspects of the knowledge base by the student. Day (1992) finds that a simple exposure to different activities and experiences is not enough to form a knowledge base (Day, 1992). The use of reflective practice is supported by others like Cruickshank and Applegate (1981), Clift, Houston and Pugach (1989), Loughran (2002) and Larrivee (2000). Cruickshank and Applegate (1981) find that the purpose of reflection is to improve. In their view, reflection is “helping teachers think about what happened, why it happened, and what else could they have done to reach their goals” (Cruickshank & Applegate, 1981, p. 553). Though the latter view sees reflection as having a role mainly after teaching situations, Day finds that reflection has a place after every activity presented on Figure 4.

As we have now established what forms a teacher knowledge base, it will be helpful to know how one can receive a certificate in teaching English. There are several ways to obtain teacher education in TESOL. The options are to attend a university or an organization and get a

teaching certificate, BA, MA, or PhD degrees, but you can also opt for online training. Most BA degrees take 3-5 years to complete. However, according to the professional TESOL organization there are only 38 universities in the United States that offer such a possibility (TESOL, 2013). MA degrees are obtained usually with 2 years of study and there are 96 universities in the United States providing such an option (TESOL, 2013). However, the most common teacher preparation for ESL/EFL professionals is a short certificate program, which lasts about a month (Brandt, 2009). There are 267 institutions offering a teaching certificate in the United States (TESOL, 2013). As such, a fast track certificate program is the focus of this project. It will also be in the center of our discussion in the next section.

Teaching Certifications

There are many courses that offer teaching certification such as the Certificate in English Language Teaching to Adults (CELTA), Trinity College London Teaching Certificate in TESOL (CertTESOL), and The School for International Training (SIT) TESOL Certificate. The most well known and used of these seems to be the CELTA program as over 10,000 people choose to go through the program yearly (CELTA, 28.1.2013). Given its popularity, this literature review will focus on the CELTA. The focus on only one of the several teaching certificates seems adequate since the components in each program are similar; they simply differ in what they emphasize (Brandt, 2009).

CELTA uses a centrally planned and locally implemented (CPLI) approach. This means that guidelines are prepared in one location and thereafter distributed to the branches that implement them. The specifications are used by local trainers to ensure that the criteria set by the program are met. Also, the locally run programs are monitored by a third party to ensure quality (Brandt, 2009).

The CELTA model has about 120 contact hours, which include input, supervised lesson planning, teaching practice, feedback on teaching, peer observation, observation of experienced teachers and consultation time. Besides the above, there are 80 hours of independent study. The assessment criteria is outlined in the guidelines given to the local units (*University of Cambridge ESOL Examinations, 2011*).

The teaching practice and observations are integral parts of CELTA (Brandt, 2009). The observations consist of six hours of observing other teachers. The teaching practice is also six hours. The length of each teaching practice must be between 40 minutes and three hours for each session. In addition, the practice sessions must take place at two different levels. It is also necessary that the practice sessions should take place on a continuous basis through the course (*University of Cambridge ESOL Examinations, 2011*). The teaching practice is assessed, and feedback is offered immediately after the practice (Brandt, 2009).

Even though CELTA is widely popular, research conducted by Brandt (2007) points out some problems that the trainees see with different areas of the program. As relevant to our discussion here, the shortcomings in CELTA observation and teaching practice are discussed, so that they might be avoided in the development of this curriculum.

The major critique about observations was given about the gap between what the experienced teachers did and what the trainees were expected to do, experienced teachers not using what the trainees were being taught, and trainees being critiqued for doing what the experienced teachers did.

For teaching practice the critique revolved around three main areas. First, the trainees found their relationship with the tutor to be difficult as they did not know how to meet their expectations. Second, since practice teaching was assessed the trainees felt pressured to demonstrate their skills rather than meet the needs of their students. Third, the trainees felt like

the students they practice taught differed from the learners they would face in the real world later on (Brandt, 2007).

These critiques show that though widely popular CELTA, has some shortcomings. However, knowing these problems allows other curriculum developers to avoid these pitfalls. Brandt (2007), who conducted the above research, also suggested some ways to deal with the problems the trainees pointed out. First, she suggested an open discussion between the instructors, experienced teachers and the trainees. This would allow the trainees to know more about the teaching philosophies of the experienced teachers as well as what was expected of them. Second, she pointed out that some of the teaching practice could go unassessed, which would help the trainees to feel less pressure. Third, she called for a need for more flexibility during the course, which would allow for greater responsiveness to the needs of the trainees. In this chapter we have talked about three basic models of curriculum design including ADDIE, Richards, and Nation and Macalister. Each offers valuable principles. However, in developing the curriculum presented in chapter 4 we opted for the model created by Nation and Macalister due to its simplicity and clarity. However, the practices and principles of all three models will be considered. After understanding the basic models of curriculum design, a teacher knowledge base and education models were discussed, thereby establishing what a teacher needs to know. Thereafter, the attention was turned to how to obtain teacher education with the focus being on the CELTA certificate to allow us to see what a widely popular teaching certificate course includes and how it is managed.

Chapter 3: Methodology

In this chapter an overview of the history of the project is given. The initial MTC Teacher Training curriculum is outlined with a discussion of obstacles that created the need for further changes in the curriculum and eventually led to the creation of the Pre-MTC Teacher Training. Thereafter, the process of developing the online Pre-MTC Teacher Training is discussed.

Background

As noted in Chapter 1, the MTC asked two BYU faculty members of the Linguistics and English Language Department to assist them with providing the necessary English teacher training for missionaries going to Mongolia. The first two training sessions took place in August 2010 and October 2010. For these sessions the BYU faculty created a curriculum which consisted of a textbook, slides, lesson plans and other associated materials. As negotiated with the MTC the training would take place during a week-long period consisting of approximately 15 contact hours. During their nine-week stay at the MTC, the young missionaries have a very busy schedule. Their days are filled with different learning assignments, which made it difficult to add the English Teacher Training to their schedules. Therefore, after considering the schedule of the participants, 15 hours were agreed upon. The time limitation proved to be one of the biggest issues for the curriculum because the participants had no previous English teacher training. This created a situation where the instructors taught a lot of new concepts to the participants while at the same time trying to help the participants apply what they had learned almost immediately.

In order to provide background for the training and to increase the training time a textbook was chosen as part of the curriculum. *More Than a Native Speaker* (Snow, 2006) was selected because it is simple, but also it offers the necessary depth that a volunteer teacher needs. Because of time constraints, the participants were asked to read only certain chapters related to

the topics to be discussed during training. Because of the missionaries' tight schedules, this reading was to be done sometime before class, usually the night before. The rest of the book was to be finished after the training.

The curriculum created by the two professors divided the training into five days. The topics covered are presented in Table 2. As can be seen from the table, the first training sessions were mostly instructional with some observations and practice teaching opportunities (lasting each approximately 45 minutes). The observations and practice teaching took place at the MTC. The MTC has ESL students who receive language instruction on a daily basis. The ESL students present at the MTC are on varying proficiency levels, but the students at the lowest level were chosen to be observed and taught by the participants of the MTC English teacher training. The teachers observed were hired by the MTC. Most of these teachers are full-time students who are hired for part-time teaching positions. One of the main requirements to be a part-time teacher is proficiency in a needed language (there are over 50 languages taught at the MTC). However, the teacher candidates are not required to have any teaching certifications. After being hired the teachers receive some minimal training by the MTC before teaching missionaries. The training focuses more on the specifics of teaching at the MTC and the methodologies used, rather than overall language teacher training. Also, the instructors conducting the new MTC teacher trainings do not often have any official language teaching certifications. This is one of the reasons BYU professors were contacted in first place.

After the first two training sessions, which were held in August 2010 and October 2010, it became evident that the curriculum contained more than was possible to deliver within the given time. Due to the lack of time, the topics assigned for the last day were often not discussed at all and many other topics were rushed. Also, it was decided that the practicum element in the curriculum (observations and practice teaching) was weak. After all, the participants were

expected to teach classes of students on their own once they arrived in Mongolia. It became clear that the participants, being novice ESL teachers, were usually observing novice ESL teachers themselves since the MTC teachers are not required to have any teaching certifications and often lack experience in teaching a language. This was not a very effective way for the participants to learn how to teach well. The aim became to modify the curriculum, so that the participants would understand the basic concepts of English teaching and have meaningful teaching experiences which would help them to prepare for teaching a classroom of students on their own.

Table 2

The Topics in the Initial MTC Teacher Training Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction to Teaching English Lesson Planning	Lesson Planning	Teaching Grammar	Teaching Reading and Writing	Teaching ESP
	Using and Creating Appropriate Materials	Teaching Speaking and Listening	Teaching Vocabulary	Teaching Large and/or Multi-Level Classes
Observations	Observations	Micro-Teaching	Micro-Teaching	Micro-Teaching

After the two initial training sessions, three important changes were made. First, most of the instruction topics remained the same, but the overall training time was increased by five hours. This allowed more time to be spent on instructing the participants and helping them to prepare for their teaching experiences. Second, the observation problem was solved by receiving permission from the MTC to bring in experienced ESL teachers to teach the MTC ESL students for the period when the participants of the MTC teacher training had class observation. All of the experienced teachers brought in have MA degrees in TESOL and have several years of ESL teaching experience. Third, to enhance the practice teaching experience for the participants a team-teaching element was introduced to the curriculum. This meant that instead of teaching on their own immediately, the participants prepared and taught their first practice lesson with an

experienced ESL teacher. Each teaching practice was followed by an evaluation/reflection guided by one of the instructors.

These changes were introduced in the following training sessions, which took place at the beginning of 2011. With these above described measures, the observation and practice elements of the MTC teacher training were improved. However, the lack of time was still a problem. Taking into account the time allotted by the MTC (20 hours) and the curriculum that needed to be covered, it was clear that there was still too much content to cover. Therefore, it became obvious that something had to be done further to alleviate the issue. During discussions with the MTC leadership an idea of an online Pre-MTC Teacher Training curriculum came up. The online curriculum would allow the participants to be exposed to the instructional element of the curriculum before they would come to the training session taking place at the MTC. This in turn would enable them to be better prepared for the observations and practice teaching experience once they arrived at the MTC.

The idea of implementing preparatory training was also in harmony with the general direction of where the overall MTC training was moving. Within recent years the MTC had moved towards three phases of training: pre-MTC, MTC and post-MTC. The pre part required missionaries to complete certain assignments before entering the MTC; then, they were trained at the MTC; following their departure a follow-up training takes place at their destination. It was decided that the MTC Teacher Training should take a similar direction. The online curriculum would be the preparatory training done before the participants come to the MTC Teacher Training. The main part of the training would take place at the MTC, which would be followed by a follow-up training once the participants reached Mongolia. With the development of an online Pre-MTC, and modifying the MTC Teacher Training, two of the three phases would be in

place. The post-MTC teacher training has not yet been created, though the need and idea for its existence are apparent.

With the clarification of a pre, at and post curriculum model in place, the need for an online Pre-MTC Teacher Training has been established. Therefore, in the next section the development of the Pre-MTC Teacher Training is discussed.

Pre-MTC Teacher Training Curriculum: Development

Since one of the professors in charge of the training sessions at the MTC was teaching a Curriculum Development class at BYU the upcoming winter 2012 semester, it was decided that the five students of that class would develop the online Pre-MTC Teacher Training curriculum. The developer of this thesis was one of the students in the class. Because of familiarity with the training sessions held at the MTC to that point, as well as the content and materials included in the training, the researcher had a central role in the development of the online Pre-MTC Teacher Training curriculum. The class met twice a week. As curriculum development principles and models were read and discussed in the class, the principal focus was on the development of the Pre-MTC project.

Because of its thoroughness, the Pre-MTC curriculum development followed the model presented by Nation and Macalister (2010), which was discussed in Chapter 2. As one of the first steps, a needs analysis and an environment analysis were conducted. To carry out the analyses, discussions with the MTC teacher training instructors were held as well as some shorter discussions with people who had been to Mongolia as English teachers.

As part of assessing needs, an online survey was sent to 23 certified previous MTC English Teacher Training participants. There were 14 surveys completed. The certified couples responded together, since they received the survey together. All of the participants were asked

how many different teaching assignments they had in a week, how big the classes were, what contexts they taught in, how old their students were, were the English Teacher Training hours and preparation they received at the MTC sufficient for their needs, how much time they prepared for teaching assignments, which resources they used and would like to use, and what resources were available when they taught. The complete list of survey questions can be found in Appendix A. This enabled the curriculum developers to become more familiar with the teaching environments in Mongolia as well as to gather information about the benefits and weaknesses of the current MTC teacher training curriculum.

In Nation and Macalister's (2010) model the goals are at the center of the curriculum development process. Therefore, simultaneously with the needs analysis goals were created for the Pre-MTC Teacher Training to guide the curriculum development process. The main goal for the Pre-MTC curriculum is to prepare participants for the MTC Teacher Training session.

The discussions between the MTC leadership and BYU faculty had already determined that the Pre-MTC training should be in the form of an online course. Having the course online would allow the participants to complete it before they arrived at the MTC which has several advantages. First, the online course adds time to the training without causing problems associated with the rigid and busy schedule of the participants while they are at the MTC. Second, the preparatory training enabled the moving of most of the instructional aspects of the course to take place online before the MTC training, thereby giving more time for things that could not be conducted outside of the MTC such as practice teaching. Third, the MTC's overall training was moving towards a three-phase pre, at, and post concept: the missionaries are required to complete some assignments before arriving at the MTC, they are trained while at the MTC, and there is a follow-up training once they arrive at their destination. Developing an online Pre-MTC Teacher

Training in addition to the MTC Teacher Training would thereby align with the rest of the MTC training.

There were several possibilities for an online delivery mechanism. At that point BYU was using Blackboard. However, because of some limitations with Blackboard, BYU was working on developing its own online learning management system – Learning Suite. After discussions with the specialists working on developing Learning Suite, it was determined that it best fit the needs of the planned online curriculum. It provided all the necessary features for the purposes of the curriculum (video content possibility, simple scoring options, digital dialog, feedback) as well as easily accessible technical support. Because Learning Suite is developed and serviced on the BYU campus, the technical issues will be resolved more quickly compared to when relying on a third-party source.

In Nation and Macalister's (2010) view the presentation of the material is intertwined with the format of the curriculum. The presentation should be "in a form that will help learning" (Nation & Macalister, 2010, p. 9). The needs analysis revealed that the target group of the curriculum involves two extremely different types of learners, 18–21 year olds out of high school or college and older mostly retired couples. For the latter group, knowing how to effectively use a computer is a great challenge. Though most of them have used a computer before, they generally do not feel comfortable doing so. This creates a situation where learning is inhibited due to frustrations with using a computer. Therefore, the online curriculum had to be structured to account for these constraints. Several helpful elements (discussed in detail in chapter 4) were created to help them navigate the system.

In designing the content for the curriculum the existing MTC Teacher Training content was taken into account as well as the results of the needs analysis. The content was divided into manageable pieces with the underlying understanding that the content was going to be mostly

informational to be followed by practice teaching once the participants arrived at the MTC for the Teacher Training.

The evaluation of the Pre-MTC Teacher Training was designed to mostly take place during the MTC Teacher Training because that will allow the instructors to see if the goal of preparing the participants for the MTC Teacher Training has been reached. Other, more elaborate, evaluation ideas were discussed during the development of the online Pre-MTC Teacher Training curriculum, but because of Learning Suite's unavailability for piloting and due to the difficulty of accessing participants after the completion of the training, these ideas were not viable.

Chapter 4: Results

The previous chapter outlined the process of curriculum design for developing the online Pre-MTC Teacher Training. Now, with the understanding of how the curriculum was created, the curriculum itself will be presented. The working definition and the Nation and Macalister model (see Chapter 2) used in the online Pre-MTC Teacher Training curriculum development will serve as the framework for presenting the curriculum in this chapter (see Table 1). The working definition outlined three main questions to which a curriculum should answer – *why*, *what*, and *how*. The Nation and Macalister curriculum design model listed and discussed the various steps that have to be undertaken when developing a curriculum – goals, content and sequencing, format and presentation, monitoring and assessment, needs, environment, principles, and evaluation. These steps correspond to the *why*, *what* and *how* of the curriculum working definition and therefore will be used as the framework for presenting the curriculum.

In this chapter first the *why* of the curriculum is presented – the goal of the curriculum, the needs analysis and environment analysis that were carried out. Thereafter, the *how* is covered. An overview of Learning Suite as the format of the curriculum is given as well as the monitoring and assessment carried out by a tutor is presented. This is followed by a description of the evaluation of the curriculum. Lastly, the *what* of the curriculum is presented — the content of the curriculum is described as well as its sequencing.

Why: Goals, Needs Analysis, Environment Analysis

The *why* of the curriculum definition consists of goals, needs and environment analysis. In order to understand the big picture, it is important to present the overall goal of the Pre-MTC, MTC, and the Post-MTC teacher training the participants go through: This EIL Teacher Training

course is designed to prepare the participants with the *basic knowledge* needed to teach English as a foreign language in Mongolia. The goal for the online Pre-MTC Teacher Training is to prepare the participants for the MTC Teacher Training by helping them to learn the basic principles and concepts about teaching a language.

As discussed previously in chapter 2, Nation & Macalister (2010) distinguish between needs and environmental analysis. The needs analysis gives information on what needs to be learned while the environmental analysis focuses on different factors, which will influence the curriculum design process. In Chapter 3 the specifics of conducting the needs and environmental analyses were also described. Similar methods were used for both analyses – online survey and discussions with the two professors and people who had been to Mongolia. Most of the information for the needs analysis was received from the online survey as it revealed what the participants needed to learn in order to acquire the basic knowledge a volunteer English teacher needs. The environmental analysis information was received mostly via the discussions held with the two professors. Since they had been involved with the training sessions from the very beginning, they were well aware of the factors associated with the current trainings as well as what would affect the development of the online Pre-MTC Teacher Training. Besides the discussions with the two professors, an information session was held with the technological support team from Learning Suite to better understand the technological factors influencing the development of an online course.

The environment analysis revealed the need for adding the online Pre-MTC Teacher Training because the participants had to be certified as English teachers, but the time available for the MTC Teacher Training sessions was not sufficient for the learner needs. It was discovered that two very different groups of learners were involved – technologically adept recent high

school graduates and retired professionals who did not feel comfortable handling computers. With few exceptions the participants did not have any previous English teaching knowledge.

The environment analysis also indicated that it was necessary to make the curriculum (the online Pre-MTC as well as the MTC and Post-MTC) more sustainable. It was necessary that someone else besides the two professors would be involved with the training as the two professors in charge of the certification and training process could not provide enough time from their busy schedules to teach the 20-hour MTC training as well as be in charge of the online Pre-MTC curriculum and maintain their full-time responsibilities at the university.

The discussions with the two professors as well as with people who had been to Mongolia as English teachers also revealed which language teaching principles the participants needed to learn and understand in order for them to reach the goal of the curriculum. These principles are discussed later in this chapter as it became the content of the curriculum.

The needs analysis, which was carried out in an online survey revealed that all participants who had gone through the early variations of the MTC training sessions found the preparation that they received in the MTC Teacher Training sufficient, though several noted that they would have liked more teaching practice time. The need for more teaching practice also became evident from the discussions with the two professors. The respondents mentioned teaching in the following locations: schools, universities, churches, travel agencies, police stations, the Ministry of Health and different businesses. The teaching hours varied: 60% of respondents spend 10-15 hours teaching every week, while the rest teach between one to 10 hours. Class size varied from one student to 50, while the ages of the students range from four to 70. Respondents noted initially spending more time preparing their lessons; however, after some practice, 60% of them prepared for each teaching assignment for about an hour. The rest of the participants spent half an hour. In terms of having enough resources for planning lessons, 90% of

the respondents found the resources to be sufficient, while only 50% of them could rely on the internet while planning. Only about 30% of the respondents use or have used the METEOR (Missionary English Teaching Electronic and Online Resources) file. The METEOR has a list of websites, along with links and descriptions, which include materials to help prepare missionaries for teaching assignments. It was specifically developed for the MTC Teacher Training to assist the participants in lesson planning and teaching.

In summary, the survey revealed that the participants found the training they had received helpful, but would have benefitted spending more time practicing teaching. The locations, class sizes and ages of the students vary greatly; meaning, that having more time practicing actual teaching would help the participants to be better prepared for these various circumstances. Spending more time practice teaching would also mean more time preparing for lessons, thereby reducing the amount of time the participants reported it takes them to prepare lessons when they are new in Mongolia. All these above mentioned results of the needs and environment analysis became the guiding principles in the design of the online Pre-MTC Teacher Training.

How: Format and Presentation, Monitoring and Assessing, Evaluation

Delivery method: Learning Suite. The Pre-MTC online curriculum is delivered via Learning Suite, which is an online learning management system developed by BYU. Learning Suite incorporates all the necessary features for the purposes of online Pre-MTC training. It allows uploading content in multiple formats, which was deemed to be necessary during the designing of the curriculum. Learning Suite allows easy uploading of videos and embedding screenshots to regular text content. Learning Suite has a specific tab for assignments where students can view and complete required assignments. These assignments are scored by a tutor (discussed in the next section); thereafter, the participants can view their results and track their

progress. Also, the instructor and the tutor are easily able to track the progress of each participant. When necessary, they can contact the student to provide more specific feedback.

In the previous chapter a computer illiteracy constraint on the part of the older participants was presented which required developing elements in Learning Suite to overcome that problem. Several steps were created to help navigate the system. First, each section has clear instructions where to click next. Second, some sections include screenshots (see Figure 5) to teach how to navigate web pages that the participants have to use to complete assignments. Third, the participants have the contact information of a tutor who can assist them should they face any challenges.

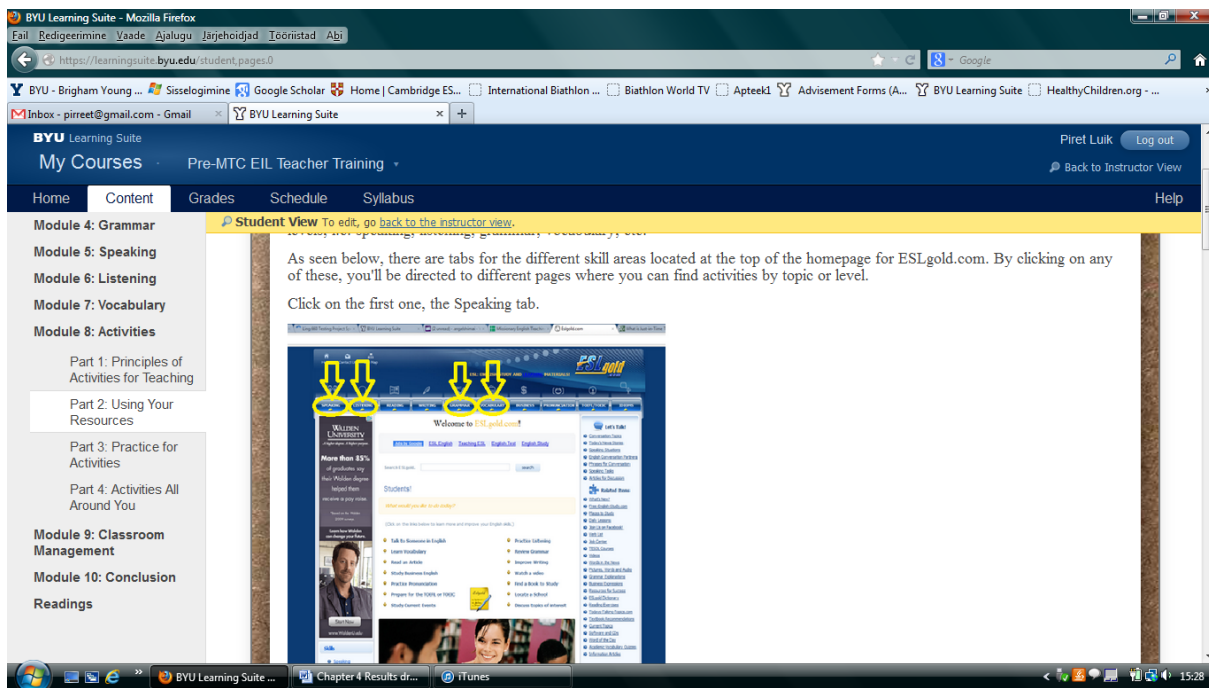


Figure 5. Screenshot of Module 8: Part 2 Using Your Resources. The necessary tabs on the webpage are marked in yellow to help navigate the webpage.

Monitoring and assessment: tutor. The online Pre-MTC Teacher Training utilizes a tutor, who is qualified to help the participants. The tutor is a graduate student in the TESOL MA program and is well acquainted with the online Pre-MTC Teacher Training. The tutor's help is

essential as he/she is used for two main purposes. First, the tutor can be contacted by the participants should they encounter any problems with navigating the system. The tutor is able to log on, view the exact same content as the participants, and help them to solve the problem by guiding them. Should there be any technological glitches the tutor can be contacted as well. Second, the tutor is also responsible for monitoring and assessing the participants. The tutor reviews the completed assignments and gives feedback to the participants. This is done in order to ensure that the participants meet the goals and objectives of the Pre-MTC Teacher Training curriculum. By helping the participants with technological problems as well as reviewing and giving feedback to the participants, the workload of the two professors is reduced allowing them to focus their main energy on supervising and managing the curriculum.

Evaluation. The evaluation of the online Pre-MTC curriculum takes place as formative assessment when the participants arrive to the continuation of the training at the MTC. Before the arrival of the participants the instructors review their responses from the online training and discuss the learning process of the participants with the tutor. Also, reviewing the instructional content at the beginning of each day of the MTC training and seeing the participants in teaching situations allows the instructors to see how well the participants have acquired the principles and content covered in the online training. This creates a dynamic teaching environment where the instructors upon noticing problems will modify their teaching to better meet the needs of the participants.

The effectiveness of the online Pre-MTC Teacher Training curriculum is evaluated by the review sessions held at the beginning of each MTC training day as well as by the practicum part of the MTC training. The answers given by the participants during the review of the Pre-MTC Teacher Training allow the instructors to see if the participants have met the goal of the online Pre-MTC Teacher Training curriculum – to be prepared for the MTC portion of the training.

What: Principles, Content and Sequencing

The main purpose of the online Pre-MTC training content is to offer instruction to the participants with the understanding that opportunities to practice learned principles would take place during the MTC part of the teacher training. It was decided that the content should be presented in manageable pieces, so that the participants could experience a sense of accomplishment after completing each piece. The content was chosen based on the previous training sessions conducted at the MTC and the needs analysis. Due to the participants' limited training time, only the most essential elements were included in the content of the curriculum. One major change from the previous training sessions was made – reading and writing were not included in the training anymore. This decision was made because the needs analysis indicated that the participants rarely taught reading and writing in Mongolia.

The content is divided into ten modules: Introduction, Teaching Resources, Lesson Planning, Grammar, Speaking, Listening, Vocabulary, Activities, Classroom Management and Conclusion (see Appendix B). Each module has a main page, which contains an overview and presents the objectives of the module. Each module is also further divided into different parts requiring participants to complete reading assignments, answer questions based on what they learned from the reading, and complete varying tasks to demonstrate their understanding of the reading material. Each module is designed to take approximately one hour.

The sequencing of the content mostly follows the order from the previous trainings held at the MTC with some minor changes (Introduction, Lesson Planning, Using and Creating Appropriate Materials, Grammar, Speaking, Listening, Reading, Writing, Vocabulary, ESP, Teaching Large and/or Multi-Level Classes). It was decided to place the Teaching Resources module right after introduction to empower the participants with the knowledge of how to use

resources right at the beginning of the course. The Lesson Planning module is next as it is a necessary foundation for teaching students. The different skill area modules four to seven (grammar, listening, speaking, vocabulary) were left intact from the previous trainings as there was no imminent need to change the order. The Activities module serves as an extension of the previous modules helping the participants to apply the principles learned. The place of the Classroom Management module was also left unchanged. In the following sections each module will be discussed in turn.

Module 1: Introduction. The Introduction module is designed to introduce the participants to the online Pre-MTC Teacher Training. There are two videos embedded in the module content. The first video features the two professors from the Linguistics and English Language department who welcome the participants and present the purpose as well as give a general overview of the training. The second video features a missionary who served and taught English in Mongolia. The purpose of the latter video is to help the participants know more about their English teaching assignments in Mongolia. The video also gives a glimpse about life in Mongolia and what a missionary's everyday life in Mongolia looks like.

The Introduction module also contains instructions for the website and gives a short overview of the online training. The last part of Module 1 is an assignment based on a required reading from *More than a Native Speaker* (Snow, 2006) about the roles of a language teacher. In the assignment the participants are asked to answer questions based on the reading to help them reflect upon the reading experience and at the same time it will allow the tutor and instructors to evaluate the participants' understanding of the material.

Module 2: Teaching Resources. The module on teaching resources helps the participants to prepare for teaching by helping them to get to know some common resources available for them. The first part of the module teaches the participants how to navigate and download content

from azargrammar.com (see Figure 6). The latter is a webpage that goes hand in hand with Azar Grammar series by Betty Azar. The Azar Grammar books are what the participants will have available in Mongolia to use in their preparation for teaching assignments.



Figure 6. Module 2: Part 1 Learn How to Use Azargrammar.com

The second part of the Module contains an assignment which requires the participants to familiarize themselves with different online resources for teaching grammar, listening, speaking and vocabulary. The Module also contains the METEOR file and helps the participants to learn how to use it.

Module 3: Lesson Planning. The Lesson Planning Module has a required reading from *More than a Native Speaker* (Snow, 2006), which must be completed before starting the Module. The Module starts with a foundational question asking the participants to reflect upon the importance of lesson planning. The second part of the Module describes the essential elements of a lesson plan. The third part of the Module presents an alternative view to the lesson plan model

given in the textbook. The alternative view is the ROPES model. The ROPES model is an acronym for Review, Overview, Present, Evaluate, and Summarize. The experienced teachers observed by the participants during their MTC training use the ROPES model. The next section in the lesson planning module presents a blank template to help in the process of creating a lesson plan. Also, links to different examples of lesson plans are included.

The last part of the module asks the participants to choose one of the example lesson plans and to identify when the different parts of the ROPES model are used during the described lesson. This assignment includes also a reflection question to summarize the module and to help the participants reflect upon the importance of lesson planning.

Module 4: Grammar. The Grammar module helps the participants to learn about teaching grammar while at the same time helping them to familiarize themselves with English grammar rules and patterns. The first part of the module contains an inventory (see Appendix C) to help the participants to identify which English grammar terms they know and do not know. The assignment is not graded, but is rather meant to serve as a guide for the participants in preparation for the teaching assignments facing them.

The second part of the module requires the participants to answer questions based on the reading about grammar. The last part of the module asks the participants to familiarize themselves with one grammar term which they marked in the inventory that they do not know. The participants are invited to use the online resources they learned about previously in Module 2 to complete the assignment.

Module 5: Speaking. One of the integral parts of understanding the teaching of the speaking skill is knowing what fluency and accuracy are. Therefore, the participants are asked to describe the meaning of both terms based on the reading in the first part of the Speaking module.

The next part of the module is designed with the purpose to help the participants to learn about goal setting when learning a language. In this section the participants are also asked to do some supplemental reading from *Preach My Gospel* – a guide for missionaries and members of The Church of Jesus Christ of Latter-day Saints. This supplemental reading from *Preach My Gospel* helps the participants to learn about setting effective and meaningful goals thereby complementing *More than a Native Speaker*, which does not distinctively discuss goal setting.

The last part of module five is pronunciation. In this module the participants are guided to a webpage to become familiar with the linguistic terms of pronunciation. The participants are not required to memorize the terms. Being familiar with the terms and knowing where to find more help when preparing to teach pronunciation will help them in the future when explaining how to pronounce different sounds.

Module 6: Listening. The Listening module helps the participants to understand the importance of listening in language learning and teaches them how to come up with effective activities involving listening skills. The first part of the module reviews some important concepts in listening, like bottom-up and top-down processing. The next part tests the participants understanding of the difficulties of listening from the reading. This is followed by some videos exemplifying difficulties with understanding someone’s speech. The participants are asked to answer questions based on the videos to show their understanding of the different aspects of the difficulty in listening and how to help students to cope with it. The last part of the module outlines the essential elements of an effective listening activity.

Module 7: Vocabulary. The Vocabulary module helps the participants to understand how to design or recognize effective activities meant to help students to learn vocabulary and how to evaluate the vocabulary level of learners. The first part of the module asks the participants to

submit an answer explaining their understanding of the difference between receptive and productive vocabulary based on the reading from *More than a Native Speaker*.

The second part of the module has the participants watch a video by Paul Nation, where the latter explains how to use flash cards effectively. During the video the participants are required to complete a worksheet to help them understand the content of the video. This is followed by two reflective questions to be submitted meant to help the tutor and instructors know that the participants have understood the content.

The last part of the Vocabulary module guides the participants back to the online resources from Module Two and requires them familiarize themselves with the General Service List. After getting to know the list, the participants are asked to answer a reflective question.

Module 8: Activities. The Activities module helps the participants to learn how to use already existing online resources and how to create effective activities. The first part of the module outlines the key principles for using activities when teaching. The second part of the Activities module walks the participants through the steps to find a specific teaching activity on a webpage listed in the METEOR file. The next section asks the participants to explore the same webpage used in the last section; where after, they are required to submit an assignment describing an activity for each of the following skill areas: listening, speaking, grammar, and vocabulary. The last part of Module Eight requires the participants to come up with an activity on their own while trying to use as few physical materials as possible.

Module 9: Classroom management. The Classroom Management module helps the participants to prepare themselves for possible issues with managing the classroom, such as dealing with different levels of students in one class, large classrooms, tardiness issues, solving misunderstandings and many more. The first two parts of the module review proactive and reactive classroom management.

Part three of the module involves four case studies presenting common classroom management issues – mixed level abilities, large classes, reluctant speakers and allowing an equal time for all. The participants are required to submit their responses describing the main issues in the given case studies, suggest ideas how to prevent these situations from happening in the first place, and to offer possible solutions.

Module 10: Conclusion. The Conclusion module includes a video where the two professors from the Linguistics and English Language department congratulate the participants for completing the modules. Also, the video as well as the module provide a short introduction to what the participants will do when they arrive at the MTC for the teacher training.

Summary of the Online Pre-MTC Curriculum

As can be seen from the presented online Pre-MTC Teacher Training curriculum, it includes all the necessary elements – the *why*, *what* and *how* of the curriculum are clearly present. With an understanding of the curriculum and its different parts the next chapter will offer the implications and applications of the Pre-MTC Teacher Training curriculum.

Chapter 5: The Implications, Limitations and Possibilities

In this chapter the implications and limitations of the online Pre-MTC Teacher Training are presented as well as suggestions for improvement. The implications show how the curriculum benefits the participants and people of Mongolia and the limitations point out the weaknesses of the curriculum. This is followed by a section offering suggestions on how to further improve the online Pre-MTC Teacher Training.

Implications

The online Pre-MTC Teacher Training greatly benefits the missionaries of The Church of Jesus Christ of Latter-day Saints. With its new visa requirements the Mongolian government requested the missionaries called to serve in Mongolia to present an English teacher certification since they obtained their visas as English teachers. An MTC Teacher Training was developed by two BYU professors who soon recognized that there was not enough time to meet the needs of the participants. Therefore, the online Pre-MTC Teacher Training curriculum was developed to better meet the needs of the participants. The online curriculum allows the participants to learn the basic principles of teaching English, which in turn enables them to better apply those principles when they practice teaching during the MTC part of their training experience. What was once less than 20 hours of training has now become nearly 40 hours of training. This would not have been possible without the online Pre-MTC Teacher Training.

By receiving better preparation the participants are able to better help the people of Mongolia. Having a greater exposure to teaching English via the online Pre-MTC and MTC trainings the participants are empowered to effectively teach English to Mongolians. The latter can thereby get better jobs and study abroad because of their knowledge of English.

Limitations

Every curriculum has its limitations. The biggest limitations for the online Pre-MTC Teacher Training are technology related. As mentioned in previous chapters, the participants of the online Pre-MTC training are from two vastly different groups – computer wise recent high school graduates and retired mostly technologically inexperienced seniors. Chapters 3 and 4 described how steps were built into the curriculum (tutor, clear instructions, pictures) to solve the challenge. However, it has become evident that even with these additional helping elements the ability to use computers is still a problem for the seniors. While they navigate the online course they often run into difficulties with the technology having to contact the tutor. At the same time, it must be noted that the use of a tutor, providing pictures and clear instructions has certainly helped along the way. Also, this problem does not have an easy fix solution and eventually it can only be corrected to a certain extent. As these problems occur the tutor can continue to refine and rework problematic elements to better help the participants.

Another technology related limitation for the curriculum is the incompatibility of different web browsers. It has become evident that certain web browsers work better with Learning Suite than others. This has caused problems for the participants as they do not see certain material or some links do not function properly. Usually, the tutor has been able to solve these problems by guiding the participants through the glitches.

The curriculum occasionally uses freely available online content such as videos, which can disappear without any warning, since it is not managed by anyone related to the curriculum. This means that content can suddenly become unavailable to the participants, so they are not be able to complete the required assignments and thereby be sufficiently prepared for the MTC Teacher Training. In the next section, it is suggested that as a further improvement another tutor

to be hired. This tutor's assignment would be to maintain the content of the curriculum and to replace the content that is no longer available.

Another limitation for the curriculum is still the time. Though adding the online Pre-MTC Teacher Training has increased the hours the participants spend learning basic teaching English concepts and putting them into practice, it is still rather limited. The participants spend 20 contact hours during the MTC training and the Pre-MTC training has added 10-20 hours to that time, which is helpful, but it has to be acknowledged that more would be better. Having more time would allow these participants to solidify their new knowledge and they would be more capable English teachers.

Suggestions for Improvement

There are several ways the online Pre-MTC Teacher Training can be improved. As mentioned in the previous section it is suggested that another tutor be hired who would be in charge of maintaining the content of the curriculum. Some modules use content that is freely available to anyone and is managed by a third party. This content can be taken off the web or moved to another place without any warning, so the links in the Learning Suite content would not function. Since the instructors do not use the online Pre-MTC Teacher Training web page on a daily basis, they would not know of these problems unless one of the participants notifies them or the tutor in charge of feedback and technology. Hiring another tutor would allow a quick maintenance of the content – the tutor can monitor the functioning of the links in Learning Suite and when necessary replace the broken links in a timely manner. This would allow the participants to acquire all necessary material and be prepared for the the MTC training.

The maintenance tutor can also be in charge of evaluating the online Pre-MTC Teacher Training. Chapter 3 outlined the general evaluation of the curriculum. Evaluation is an integral

part of effective curriculum development (Nation and Macalister, 2010) It is clear that improvements can be made in the evaluation of the online Pre-MTC Teacher Training curriculum. It is proposed that the maintenance tutor to be present during the first day of the MTC training for the participants to ask questions about their experience with the online Pre-MTC Teacher Training. After receiving constant feedback from the participants, the tutor can better evaluate the curriculum and how the goal to prepare the participants for the MTC training is achieved.

Another improvement would be the development of the post-MTC Teacher Training. As mentioned earlier in chapter 3, the MTC's language and gospel training that all missionaries receive has been moving towards a three-phase concept: training before arriving on site, training at the MTC, and follow-up training after arrival to the destination. This concept might also be applied to the Teacher Training the missionaries going to Mongolia receive. It has been discussed in previous chapters how developing the online Pre-MTC Teacher Training allows more training time, thereby enhancing the training experience for the participants. At this point in time, only the Pre-MTC and the MTC Teacher Training have been fully developed. Adding the post-MTC Teacher Training would enhance the training experience for the participants because they would be able to have more training after exposure to teaching in Mongolia.

Teaching is also a part of the Professional Knowledge Source Continuum that Day (1992) designed explaining that a student needs to have exposure to a variety of activities. The online Pre-MTC Teacher Training is the studying part of Day's continuum. The MTC Teacher Training has discussion, role-play, observation, and micro teaching. Adding the Post-MTC training would include the teaching from Day's continuum presented in chapter 2. Even though the participants receive extremely valuable experiences by practice teaching during the MTC training and receiving feedback on that teaching, it is clear that the students and circumstances in Mongolia

cannot be replicated during the MTC training. Receiving additional training after some exposure to teaching in Mongolia would allow the participants to get answers to questions they did not know to ask before.

Conclusion

Curriculum development is a messy process. It requires constant effort by the developer to make sure that all pieces are in place and nothing is overlooked. Once the curriculum is implemented a never ending evaluation process goes on to determine the usefulness and effectiveness of the curriculum. Developing the online Pre-MTC Teacher Training curriculum followed Nation and Macalister's (2010) curriculum development model. The model involved setting clear goals, conducting needs and environment analysis, considering format and presentation, monitoring and assessment, content and sequencing, and evaluating the curriculum throughout the development process.

The online Pre-MTC Teacher Training and the certification resulting from this training allows the missionaries of The Church of Jesus Christ of Latter-day Saints called to Mongolia to receive their visas and to better teach English to the people of Mongolia. The training increased the amount of time the missionaries spend studying and practicing various principles and concepts enabling them thereby to become better equipped for teaching English in Mongolia.

It is hoped that this MA thesis will serve to add to the understanding of curriculum development in a situation where there is limited time to execute the curriculum. It is hoped that the online Pre-MTC Teacher Training will benefit the participants of it as well as the people of Mongolia whom the former will teach.

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Appendix A: Survey Questions

1. When were you trained at the MTC?
2. Were the total number of hours of EIL Teacher Training appropriate for you? Why?
3. Was the MTC preparation sufficient? If not, what changes would you suggest that we make in the training?
4. In what contexts do you teach (i.e. hospitals, schools, etc.)?
5. How many hours per week do you teach?
6. How many teaching assignments do you have each week?
7. What are the sizes of the English classes you teach?
8. How old are your students?
9. How much time do you spend preparing for each teaching assignment?
10. Do you have sufficient resources to help you in your planning?
 - a. Yes
 - b. No
11. What resources do you need that you do not have access to?
12. What resources do you use the most?
13. What resources do you have in the classroom that you use during teaching? (whiteboard, chalkboard, Powerpoint projector, laptop, etc.)
14. How reliable is the Internet for your planning?
15. Have you used METEOR?
16. How is METEOR useful to you?

Appendix B: The Content of the Online Pre-MTC Teacher Training Curriculum

Module 1: Introduction

Welcome to the English as an International Language Teacher Training! You have received a unique opportunity to serve the Lord's children through teaching English. To learn more about the structure and purpose of this training please watch the following video as a quick introduction to this training program.

Video

As mentioned in the video, as part of this training you will have to digitally submit some of your thoughts and reflections in response to questions and readings. Please continue onto "Part 1: Website Instructions" to learn how to navigate this website and submit your reflections.

To continue, click on *Part 1: Website Instructions*, found in the content column on the left of your screen, listed under *Module 1: Introduction*.

Part 1: Website Instructions

As mentioned in the introductory video, this online teacher training program consists of ten modules, which you see on the left of your screen. In order to progress in the program, you must complete the modules in the order they are presented. Each module will require that you read pages from Don Snow's *More than a Native Speaker*. Copies of your reading assignments are included in the Readings label also on the left of your screen.

Each module is divided into "parts." These parts contain questions and activities that build upon the reading assignments you will complete prior to beginning a module.

Although this program is online, it is also interactive. As you complete each module we ask that you share some of your thoughts and reflections. For each module you will have an opportunity to write a reflection of what you are learning and to upload the document to Learning Suite. We

are interested in your progress through this program, so we will respond to your reflections and writings in the form of an email.

Completing these ten modules will prepare you for the further training you will receive in the MTC. Remember, it is necessary that you complete this program prior to entering the MTC.

The next part of this module will teach you a little more about what English as an International Language means and the kind of teaching you will do in Mongolia. Please continue onto the next portion, "Part 2: Teaching in Mongolia."

To continue, click on [Part 2: Teaching in Mongolia](#), found in the content column on the left of your screen, listed under [Module 1: Introduction](#).

Part 2: Teaching in Mongolia

You may have noticed that the purpose of this program and the training you will receive in the MTC is to prepare you to teach English as an *international language*. Within the profession, English teachers often make distinctions among English as a Second Language (ESL), English as a Foreign Language (EFL), and English as an International Language (EIL). These three labels represent three different language teaching scenarios, which are explained briefly below.

English as a Second Language (ESL): In this scenario the majority of the population speaks English; therefore, it is taught to a minority population that needs to learn English in order to function in everyday activities. The learners of English have easy access to English outside of the classroom. The minority population learns English as a second language.

English as a Foreign Language (EFL): As opposed to the situation described above, in this scenario English is the minority language. For example: a Mongolian high school student in Mongolia that is taking an English class in order to fulfill a language credit is learning English as

a foreign language. In this scenario, the learners of English do not have easy access to English outside of the classroom.

English as an International Language (EIL): English is used as an international language when two people who do not share the same first language use English to communicate. You are preparing your learners for situations when they will use English to interact with speakers of other languages.

In Mongolia you will be teaching English as an International language. In order to gain a clearer understanding of what you will be doing in Mongolia watch the video below. This video is a short interview with Ben Mortenson. Brother Mortenson served as a missionary in Mongolia teaching English. During the interview he shares some of his experiences teaching and gives insight on what a "typical" day in Mongolia is like for a missionary.

Video

As you have been called to serve a mission in Mongolia, you will be serving the Lord by bringing your Mongolian brothers and sisters to Christ, and also helping the Mongolian people learn English. You will be helping Heavenly Father's children in their spiritual, as well as their temporal needs. As mentioned earlier, the purpose of this program is to prepare you for the training you will receive in the MTC. The goal is to provide you with the basic tools that you will need in order to be an effective English teacher.

Your first reading assignment is to read from Don Snow's *More than a Native Speaker*, pages 3-15 "Principles of Language Teaching." Once you have read those pages you may continue on to the next portion of the module, "Part 3: Role of a Teacher."

To continue, click on *Part 3: Role of a Teacher*, found in the content column on the left of your screen, listed under *Module 1: Introduction*.

Part 3: Role of a Teacher

Before beginning Part 3, you should have finished reading pages 3-15 of *More than a Native Speaker*.

In your reading assignment Don Snow discusses some of the roles of a language teacher. Think about an instructor that made an impact on your life. The following questions are meant to help you think about a teacher that made a positive impact in your life. Please write your reflections in a separate Word document and upload it here in Learning Suite.

- What made this teacher stand out to you?
- Did this instructor fulfill some of those roles that Snow mentions?
- What qualities did this teacher possess?
- Have you had an instructor that played some of those roles in your life?
- Snow also mentions the importance of an English teacher also being a language learner. How do you think your experience learning Mongolian can help you be a better English teacher?

Thank you for completing Module 1. There is no reading to complete for Module 2. You may continue to Module 2. Click on the Content tab and then on Module 2.

Module 2: Teaching Resources

“Now these sons of Mosiah...had waxed strong in the knowledge of the truth; for they were men of a sound understanding and they had searched the scriptures diligently, that they might know the word of God. But this is not all; they had given themselves to much prayer, and fasting; therefore they had the spirit of prophecy, and the spirit of revelation, and when they taught, they taught with power and authority of God.” (Mosiah 17:2-3).

Just like you are preparing yourself to preach the Gospel, you should prepare yourself to teach English. The following module will help you to get acquainted with finding teaching materials.

Upon completion of this module you will be able to:

- use the Missionary English Teaching Electronic and Online Resources (METEOR) file
- locate relevant online resources for teaching English

To continue, click on *Part 1: Learn How to Use Azargrammar.com*, found in the content column on the left of your screen, listed under *Module 2: Teaching Resources*.

Part 1: Learn How to Use Azargrammar.com

In just a few moments we will ask you to open the METEOR file. This file contains links to online resources that will help you to become acquainted with teaching resources, and it will save you time in creating lesson plans. It is essential for you to get to know the resources listed on the file as you will not have time to do so at the MTC, nor do you want to spend much time on it on your mission.

The assignments presented in this module will help you become comfortable with using METEOR. Later you will have some more specific assignments involving the use of this valuable resource.

Following are instructions on how to use azargrammar.com. Please read through the instructions to learn how to navigate the website and how to open materials from the website. At the end of these instructions you will find the METEOR file. If you are not overly confident about your computer skills, you can open and print the instructions from here: [Azargrammar.com printable instructions.doc](#)

In a separate browser window, type azargrammar.com, then follow the instructions below.

Open the first resource listed in the file (azargrammar.com). After opening it, simply click on the link provided in column B. After opening azargrammar.com, you will find a menu on the left side, click on Classroom Materials.

Instructional picture

You will see pictures of a red, blue and black book. Under each of the books is a list of items:

- Teacher-Created Worksheets
- Expansion Activities
- Vocabulary Worksheets
- Song Lessons
- Powerpoint Supplements

For practice we will find and open a Teacher-Created Worksheet on Article Practice for Count and Non-Count Nouns.

Click on Teacher-Created Worksheets (under the red book):

Instructional picture

Click on Chapter 7-Count and Noncount Nouns:

Instructional picture

There are different worksheets listed under "Chapter 7-Count and Noncount Nouns." We are going to open the first one called "Article Practice." Click on either of the icons on the left:

Instructional picture

Now you should be able to see the Article Practice worksheet and you may print it out as needed for a lesson. Please go back to Classroom Materials and follow the same instructions to

review other materials listed under Classroom Materials. Note that for the Powerpoint Supplements tab you do not need to follow the instructions; the Powerpoint slideshow will open as you click on it.

Please open the METEOR file

If you have your own laptop computer that you are taking with you to Mongolia, you can download an excel copy of METEOR by clicking on the download link below.

Missionary English Teaching Electronic and Online Resources.xls

To continue, click on *Part 2: Learn About Other Teaching Resources*, found in the content column on the left of your screen, listed under *Module 2: Teaching Resources*.

Part 2: Learn About Other Teaching Resources

Please open the METEOR file (Link below). You will find a description of each website under column C. Please read through the descriptions for items 2-24. After that, list three websites that include materials for teaching grammar, speaking, listening, vocabulary. Please write your response and then upload the file to Learning Suite.

METEOR Excel File.xls

Thank you for completing Module 2. In order to complete Module 3 you will need to read pages 61-66 "Lesson Planning" in *More than a Native Speaker*.

Module 3: Lesson Planning

"...if ye are prepared ye shall not fear." Doctrine and Covenants 38:30

Before beginning this module, you should have finished reading pages 61-66 "Lesson Planning" of *More than a Native Speaker*.

Upon completion of this module you will be able to:

- explain why lesson planning is important
- identify the essential elements of a lesson plan

- describe the key elements of the ROPES model

To continue, click on *Part 1: Why We Plan*, found in the content column on the left of your screen, listed under *Module 3: Lesson Planning*.

Part 1: Why We Plan

Why is lesson planning important? Respond to this question in a separate Word document and upload the document in Learning Suite.

Your answer may have included some of the following ideas, but read through the following ideas regarding the importance of lesson planning.

Teachers go through a learning process, and all the information you get before you go into the field is to help you along the way.

In the beginning, most teachers experience the ‘how much time do I have to fill?’ phase. As teachers learn and become more comfortable and confident, they move to the next, more effective phase: ‘how can I use the time effectively?’

Think of a lesson plan as a guide not a script “it should guide not dictate” what you do in class. Because remember, you teach people, not plans. Good lesson plans have a sense of coherence, variety, and flexibility.

The confidence and focus that comes when you plan will show in your teaching. You will feel it, and your students will see it.

To continue, click on *Part 2: Essential Elements of Lesson Plans*, found in the content column on the left of your screen, listed under *Module 3: Lesson Planning*.

Part 2: Essential Elements of Lesson Plans

The reading for this module discusses the importance of taking the time to plan and write down your lesson. If you have not already done so, please read Reading #2 (p. 62-63)

To do this effectively, it is important to understand the essential elements in lesson planning. Good lesson plans have a sense of coherence, variety, and flexibility.

A good lesson plan will include the following ESSENTIAL elements:

- Goals and Objectives: what are you trying to do and what do you expect them to be able to do at the end of your lesson?
- Rationale: what are your reasons for doing this?
- Materials: what physical materials will you need for your lesson? props? handouts? markers?
- Timing: how much time do you think each part of the lesson will take?
- Activities: what activities will you use during your lesson to help achieve your goals and objectives?

To continue, click on *Part 3: Lesson Plan Models: Learning the ROPES*, found in the content column on the left of your screen, listed under *Module 3: Lesson Planning*.

Part 3: Lesson Plan Models

Snow presents one model in your reading:

- Preview
- Warm-up
- Main Activities
- Reserve (spare-tire) activity

Another good model for lesson planning is known as the ROPES model. ROPES is a great approach to help you include the essential elements of a lesson plan. You will be using the ROPES model in the MTC.

ROPES

- **Review:** what you covered perviously
- **Overview:** what you plan to cover in the lesson
- **Present:** your lesson
- **Evaluate:** whether or not they understood the lesson
- **Summarize:** what they learned in the lesson

Also spelled **ROPPES**, where the **PPP** represents **Present, Practice, Perform**. This means that once you **PRESENT** your lesson, you give them an activity to **PRACTICE** what they just learned, and then you have them **PERFORM** and demonstrate what they learned.

To continue, click on *Part 4: Examples of Lesson Plans*, found in the content column on the left of your screen, listed under *Module 3: Lesson Planning*.

Part 4: Examples of Lesson Plans

Lesson Plans can take many forms. Click on the links below to see sample lesson plans.

Click on Download for both items listed below. The first will show you a blank outline that can be used for creating a lesson plan. The second will show you an example of a lesson plan that uses this template.

[Dr Evans Lesson Plan template.docx](#)

[Sample Lesson Plan Using Template.docx](#)

Now, click on the link below and explore the lesson plans that you find on this site:

[Lesson Plans to browse...](#)

To continue, click on *Part 5: Exercises*, found in the content column on the left of your screen, listed under *Module 3: Lesson Planning*.

Part 5: Exercises

Now, choose one lesson plan using the same site you just explored, and identify which parts of the lesson plan go with which part of the ROPPPES model. To complete this, you will need to:

1. Visit Lesson Plans to browse...
2. Select a lesson plan
3. Give the title of the lesson plan you choose and
4. Identify the part of the lesson plan, if present, that corresponds to that letter, i.e. 'Practice' corresponds with the 'watching a video' activity.

Write a brief response to the following question:

Based on the principles presented in this module, how do you think lesson planning will benefit your teaching opportunities?

Upload your response in Learning Suite.

Thank you for completing Module 3. In order to complete Module 4, you will need to read pages 191-198 "Grammar: Finding a Balance" in *More than a Native Speaker*.

Module 4: Grammar

“The Spirit is the most important single element in this work. With the Spirit magnifying your call, you can do miracles for the Lord in the mission field. Without the Spirit, you will never succeed regardless of your talent and ability” (Ezra Taft Benson, seminar for new mission presidents, 25 June 1986).

Just like you need the Spirit when teaching the Gospel, you need to know how to learn and teach grammar to be a successful English teacher. Many of your students will expect you to teach them grammar. Knowing how to teach grammar well will also help you in learning your own mission language.

Before beginning this module, you should have finished reading pages 191-198 of *More than a Native Speaker*.

Upon completion of this module you will be able to:

- explain what grammar is
- identify key principles of grammar learning and teaching
- find the meaning of English grammar terms with the help of METEOR

To continue, click on *Part 1: Grammar Inventory*, found in the content column on the left of your screen, listed under *Module 4: Grammar*.

Part 1: Grammar Inventory

Please take the following grammar inventory. Be honest. Do not look up the meanings of the terms during the inventory. We just want to know what you know and what you do not know. This inventory will also help you to analyze your own grammar term knowledge, which will help you to prepare for your future teaching assignments.

Grammar inventory.doc (see Appendix C)

To continue, click on *Part 2: Grammar Learning and Teaching*, found in the content column on the left of your screen, listed under *Module 4: Grammar*.

Part 2: Grammar Learning and Teaching

Please explain in your own words what grammar is. Write your response in a separate Word document and upload it in Learning Suite.

Once you have completed that, turn to Preach My Gospel pp. 128 – 129, "Principles of Language Learning." PMG outlines four principles of language learning. Snow talks about grammar learning and teaching. Compare the sections in PMG and *More Than a Native Speaker*. Write your response in a separate Word document and upload it in Learning Suite.

To continue, click on *Part 3: Practice*, found in the content column on the left of your screen, listed under *Module 4: Grammar*.

Part 3: Practice

Go back to the grammar inventory you completed earlier in this module (Part 1: Grammar Inventory). Choose one term you marked "I do not know what it means". If you had marked all of them as "I know what it means," then choose one you are less familiar with.

We will now teach you how to use azargrammar.com to find out what that term means. There are two ways how you can search for something. First, you can go to “Classroom Materials” → “Powerpoint Supplements” and try to locate the necessary concept (instructions on how to use azargrammar.com are under Module 2: Teaching resources). Second, you can use the search bar located on the upper right corner of the page:

Instructional picture

Find out the form, meaning, and use of the term:

- Form/structure: how a grammar principle is structured and how it is sequenced with other structures in a sentence or text.
- Meaning/semantics: what the grammar structure means.
- Use/pragmatics: the relationship between the language and the context. The context can be social (context created by interlocutors, their relationship to one another, the setting), or it can be linguistic discourse context (the language that precedes or follows a particular structure)

Be ready to teach that term to others during your MTC English as an International Language teaching training. When you teach, you should be able to explain the form, meaning, and use of the term.

Take notes to help you remember the important points of the grammar point that you can use while you present to others.

Thank you for completing Module 4. In order to complete Module 5, you will need to read pages 103-113 and 122-134 in *More than a Native Speaker*.

Module 5: Speaking

“*And Moses said unto the Lord, O my Lord, I am not eloquent, neither heretofore, nor since thou hast spoken unto thy servant: but I am slow of speech, and of a slow tongue.*” (Exodus 4:10)

Your students may also feel they are “slow of speech” and want to improve this vital communicative skill. Keep this in mind as you read and go through this module.

Before beginning this module, please read pages 103-113, 122-134 of *More than a Native Speaker*.

Upon completion of this module you will be able to:

- explain the difference between fluency and accuracy
- help your students set goals to improve their speaking
- identify key points for teaching pronunciation

To continue, click on *Part 1: Fluency and Accuracy*, found in the content column on the left of your screen, listed under *Module 5: Speaking*.

Part 1: Fluency and Accuracy

In the first part of your reading for this module (pp. 103-113), Snow mentions finding a balance between fluency and accuracy.

Please write your reflections in a separate Word document and upload it here in Learning Suite.

- What does Snow mean by fluency?

- What does he mean by accuracy?
- Why does he recommend finding the balance between fluency and accuracy?

Thank you for completing Module 5, Part 1. Click on the Content tab and then on Module 5, Part 2.

Part 2: Setting Goals

One of the important aspects to success in any endeavor is setting goals.

Turn to *Preach My Gospel* p. 146

- If you do not have a copy, you can access it [here](#).
- Read the section “How to Set Goals.” Although these are guidelines to help you set goals as a missionary, the same principles will apply to teaching English as an international language. In order to be successful speakers of English, your students should have goals to practice outside of class.

Choose 3 bullet points from *Preach My Gospel* and comment on how a language student could use them to set goals for speaking. Please write your reflections in a separate Word document and upload it here in Learning Suite.

To continue, click on *Part 3: Pronunciation*, found in the content column on the left of your screen, listed under *Module 5: Speaking*.

Part 3: Pronunciation

As you saw in your readings, there are many aspects to speaking, such as fluency, accuracy, setting goals, and evaluation. One aspect that your students will likely want a great deal of assistance with is *pronunciation*.

In just a moment, you will do an activity using METEOR. First, let's go through the steps you will need to take. When you go to METEOR, you will need to find the "Phonetics -

University of Iowa" page (Resource #16 on the list). The link will take you to a page that looks like this (except for "click here"):

Instructional picture

You'll then click where the arrow is pointing. A window will then pop up that looks like this:

Instructional picture

Now let's go to METEOR and get started. Take some time (around 20 minutes) clicking on the buttons (stop, fricative, etc.) to become familiar with these aspects of pronunciation. This will help you explain how to pronounce certain sounds. You DON'T need to memorize the formal names of these, just be familiar with them.

Thank you for completing Module 5. In order to complete Module 6, you will need to read pages 89-98 in *More than a Native Speaker*.

Module 6: Listening

"He that hath ears to hear, let him hear." (Matt. 11:15)

Before beginning this module, you should have finished reading pages 89-98 of *More than a Native Speaker*.

Upon completion of this module you will be able to:

- explain what listening is and why it is important in learning a language
- identify several issues that make listening difficult
- recognize the four necessities for an effective listening activity and explain the importance of each one

To continue, click on *Part 1: Intro to Listening*, found in the content column on the left of your screen, listed under *Module 6: Listening*.

Part 1: Intro to Listening

Listening is a vital skill, for it is the first step in effective communication. In real-world contexts, you must be able to listen before you can speak. Listening is our means of understanding what is being spoken, and the practice of listening will also improve a language learner's overall proficiency. By practicing this skill, learners are able to:

- speak with more accurate pronunciation and intonation
- acquire a larger range of vocabulary
- respond in an appropriate manner without having to pause and think

The question then becomes: **What is listening?**

Instructional picture

When we listen, whether it is in our native language or in a second language, we use two types of processing. The first is called **top-down processing**. When we use top-down processing, we are utilizing our background knowledge of the topic and context to understand what is being spoken. In contrast, **bottom-up processing** relies on understanding of individual words and phrases to construct meaning. Both types of processing are important to listening comprehension, and later in this module, we will teach you the fundamentals of effective listening activities which will help your students to practice both bottom-up and top-down strategies.

To continue, click on *Part 2: Issues in Listening*, found in the content column on the left of your screen, listed under *Module 6: Listening*.

Part 2: Issues in Listening

Based upon your reading, what are some of the reasons why listening is a difficult skill to master? (Fill in as many as you can think of)

When you're finished, click here to download possible answers. Listening Challenges.pdf

Part 3: Listening Issues Activity

You will now view three videos, which each depict a situation in which listening might be difficult. As you view the videos, pay attention to what you can and cannot understand and reflect on what factors might be affecting your comprehension. You will be asked to record your responses after each video.

To continue, click on *Example 1*, found in the content column on the left of your screen, listed under *Part 3: Listening Issues Activity*.

Video 1

Please write your reflections in a separate Word document and upload it here in Learning Suite. Please write a brief response to the following questions in the box below and click submit when you have finished.

- How much of the above exchange were you able to understand?
- What made it easier and what made it more difficult?
- How might you address this issue when teaching listening skills in your classroom?

To continue, click on *Example 2*, found in the content column on the left of your screen, listed under *Part 3: Listening Issues Activity*.

Video 2

Please write your reflections in a separate Word document and upload it here in Learning Suite.

After watching the Example 2 video clip, please write a brief response to the following questions:

- How much of the above exchange were you able to understand?
- What made it easier and what made it more difficult?
- How might you address this issue when teaching listening skills in your classroom?

To continue, return to the Content tab, Module 6, Part 3, and click on *Example 3*.

Video 3

Please write a brief response to the following questions in the box below and click submit when you have finished.

- How much of the above exchange were you able to understand?
- What made it easier and what made it more difficult?
- How might you address this issue when teaching listening skills in your classroom?

To continue, click on *Part 4: Solving the Issues*, found in the content column on the left of your screen, listed under *Module 6: Listening*.

Part 4: Solving the Issues

In order to help our learners achieve the greatest proficiency in listening, it is important that listening activities in class include these 4 features:

Text - This is the script of what is being spoken

Context - This is the background information necessary to understand the text

Purpose - Each activity as to have a specific purpose. Some example purposes are:

- identifying usage of the past tense
- increasing listening fluency
- comprehending what is spoken with the purpose of using that information

Task - This is what the students will do to achieve the purpose of the activity. Some example tasks are:

- dictation
- following a spoken set of instructions
- answering comprehension questions about a text

Be sure to consider these elements when planning listening activities.

Thank you for completing Module 6. In order to complete Module 7, you will need to read pages 177-187 in *More than a Native Speaker*.

Module 7: Vocabulary

"A word fitly spoken is like apples of gold in pictures of silver." Proverbs 25:11

Before beginning this module, you should have finished reading pages 177-187 of *More than a Native Speaker*.

Upon completion of this module you will be able to identify:

- the difference between receptive and productive vocabulary
- what vocabulary activities are appropriate for various proficiency levels
- how vocabulary strategies and activities can help learners
- appropriate ways to evaluate vocabulary knowledge

To continue, click on *Part 1: Productive Vocabulary*, found in the content column on the left of your screen, listed under *Module 7: Vocabulary*.

Part 1: Productive Vocabulary

Please write your reflections in a separate Word document and upload it here in Learning Suite.

At the beginning of your reading, Snow defines receptive and productive vocabulary. In your own words, what is the difference between receptive and productive vocabulary? What are some of the various components of productive vocabulary?

To continue, click on *Part 2: Vocabulary Strategies*, found in the content column on the left of your screen, listed under *Module 7: Vocabulary*.

Part 2: Vocabulary Strategies

According to Snow, what are the different phases of acquiring vocabulary? Please write your reflections in a separate Word document and upload it here in Learning Suite.

Snow mentions some strategies that help learners progress through the phases discussed in the last question. One of these strategies is using flash cards. In the following video, Dr. Paul Nation teaches a group of English language learners how to use flash cards to learn vocabulary. In your packet is an accompanying worksheet titled, "Learning Vocabulary Using Word Cards." As you watch the video, answer the questions on the worksheet. Once you have finished watching the video and have completed the worksheet answer the two questions below.

Video

Please write your reflections in a separate Word document and upload it here in Learning Suite.

What does retrieval mean when learning vocabulary?

Explain one memory trick that Paul Nation teaches the students in the video.

To continue, click on *Part 3: General Service List*, found in the content column on the left of your screen, listed under *Module 7: Vocabulary*.

Part 3: General Service List

Please write your reflections in a separate Word document and upload it here in Learning Suite.

For this portion of the module we want you to become familiar with the resources on METEOR that will help you teach vocabulary.

Search for the "General Service List" in METEOR (Resource #11). Take 15 minutes to look over the "General Service List." First, at the top of the page click on "About GSL" to get an overview of what the General Service List is. Then spend time looking at the list.

Respond to this reflective question: How do you think this list will help you determine what kind of vocabulary to teach?

Thank you for completing Module 7. In order to complete Module 8, you will need to read pages 92-99 and 113-122 in *More than a Native Speaker*.

Module 8: Activities

"The learning atmosphere is enhanced when all present are interested in the lesson and participate in discussions and other activities. To help maintain a high level of interest and participation, use a variety of teaching methods." --Teaching No Greater Call

Before beginning this module, you should have finished reading pages 92-99 and 113-122 of *More than a Native Speaker*.

Upon completion of this module you will be able to:

- identify key principles of creating activities
- identify online sites with useful activities for teaching
- identify the key parts of an activity (present, practice, perform)

To continue, click on *Part 1: Principles of Activities for Teaching*, found in the content column on the left of your screen, listed under *Module 8: Activities*.

Part 1: Principles of Activities for Teaching

An activity can be as simple as crumpling a piece of paper into a ball and using it to toss to students to have them answer a question or participate in some kind of game, whether it be to define a vocabulary word, tell the next part of the story, create a sentence that exemplifies the grammar discussed, etc. Activities hold the students' attention and give them an opportunity to practice what they're learning.

Principles of Activities for Teaching

1. Stay focused on the goals and objectives.

2. Be creative! A variety of activities can keep people interested. Also, people have different learning styles, so different types of activities can help learning by appealing to different senses, i.e. audio, visual, kinetic, etc.
3. Try to keep activities interesting and authentic (real life situations that students can identify with-the more they see the usefulness of what they're doing, the less you have to work to motivate them to participate)
4. You don't have to do everything yourself! There are *many* resources to help you. You can find activity ideas, worksheets, quizzes and other resources to facilitate teaching. Many resources are available through METEOR. Just make sure they support your goals and objectives.

To continue, click on *Part 2: Principles of Activities for Teaching*, found in the content column on the left of your screen, listed under *Module 8: Activities*.

Part 2: Using Your Resources

There are endless resources available at your fingertips. You don't always have to create your own activities. You can save time by finding effective lessons already created and available online.

Using METEOR, select the third website listed (ESLgold.com). At the top of the page, you can see tabs for several different skill levels, i.e. speaking, listening, grammar, vocabulary, etc.

As seen below, there are tabs for the different skill areas located at the top of the homepage for ESLgold.com. By clicking on any of these, you'll be directed to different pages where you can find activities by topic or level.

Click on the first one, the Speaking tab.

Instructional picture

Once you have clicked on the Speaking tab, you will see the following page. Located toward the bottom, there is a section where the resources are listed by level, i.e. low beginning, high beginning, low intermediate, etc.

Click on the Low Beginning link.

Instructional picture

Once you have clicked the Low Beginning link, you will see a bullet-point list of different topics. These are activity ideas appropriate for Low Beginning level learners.

Click on the second bullet-point item: Introducing people.

Instructional picture

After clicking on the Introducing People link, you will see the following page:

Instructional picture

Read through the activity. Consider how you could use this activity for a lesson.

To continue, click on *Part 3: Practice for Activities*, found in the content column on the left of your screen, listed under *Module 8: Activities*.

Part 3: Practice for Activities

Please write your reflections in a separate Word document and upload it here in Learning Suite.

The directions given in Part 2 of this module showed how to locate activities on ESLgold.com.

Just as you saw in Part 2, spend some time exploring the tabs for the other skill areas. As you do this, consider how you might be able to use these in your own teaching.

From the activities you browse through on this site, find, select, and describe one appropriate activity for EACH of the following skill areas: speaking, listening, grammar, and vocabulary.

In your description, include the skill level and why you chose this activity.

Speaking

Listening

Grammar

Vocabulary

To continue, click on *Part 4: Activities All Around You*, found in the content column on the left of your screen, listed under *Module 8: Activities*.

Part 4: Activities All Around You

It is good to have a few simple ideas up your sleeve in case you find that your class is having a difficult time focusing or in case you find yourself with a little extra time.

Create an activity that you think could be useful as a contingency plan and doesn't require much as far as physical materials. Hangman is not an option.

Please write your reflections in a separate Word document and upload it here in Learning Suite.

Over the next week, look for learning activities people use in your day to day encounters. Whether it be at church, institute, or any other learning situation, pay attention to how they are used to improve learning. Pay attention to both the positive and, if present, negative impact of the activity. What was good about it? What could be improved? If possible, visit a primary lesson. Activities in primary are particularly geared towards keeping learners engaged in the lesson. Even if you are teaching adults, keeping the activity fun, animated, and engaging can help hold the attention of not only children, but adults as well. Be prepared to write a short description of what you experience during the next week.

Thank you for completing Module 8. In order to complete Module 9, you will need to read pages 221-229 in *More than a Native Speaker*.

Module 9: Classroom Management

"God's chief way of acting is by persuasion and patience and long-suffering, not by coercion and stark confrontation. He acts by gentle solicitation and by sweet enticement. He always acts with unfailing respect for the freedom and independence that we possess. He wants to help us and pleads for the chance to assist us, but he will not do so in violation of our agency. He loves us too much to do that" --Howard W. Hunter (in Conference Report, Oct. 1989, 21; or Ensign, Nov. 1989, 18).

Before we begin Module 9, please describe what you think of when someone talks about classroom management. Please write your reflections in a separate Word document and upload it here in Learning Suite. After completing the reflective task above, read pages 221-229 of *More than a Native Speaker*.

Upon completion of this module you will be able to:

- Explain ways to prepare an optimal classroom environment
- Identify strategies to use when unexpected events arise in class

To continue, click on Part 1: Proactive Classroom Management, found in the content column on the left of your screen, listed under Module 9: Classroom Management.

Part 1: Proactive Classroom Management

There are two types of classroom management. The first type we will discuss is proactive classroom management. In proactive classroom management, the teacher sets up their class in a way that will facilitate learning for the students. Put simply, it is what the teacher does before the students even come into the room as well as the general atmosphere of the class.

Please take a moment to read the classroom preparation passage from *Teaching, No Greater Call*.

While the suggestions here are geared toward classes in the Church, the principles can be applied to any classroom.

- arrange the chairs in a way that everyone can see and participate
- keep your classroom clean
- have your materials organized

The way you present yourself as a teacher will have a great impact on how your students behave. The following are some suggestions that will help you as a teacher to add to a positive classroom environment.

- dress professionally
- maintain good posture
- move around the room
- make eye contact with the students
- speak with clear articulation at a rate your students will understand

Finally, the most important principle in managing a classroom is being prepared, even if it means preparing for unexpected events.

To continue, click on *Part 2: Reactive Classroom Management*, found in the content column on the left of your screen, listed under *Module 9: Classroom Management*.

Part 2: Reactive Classroom Management

We don't live in a perfect world, and as stated earlier, you can't plan for every possible scenario in your class. What you can do is be prepared with contingency plans and ideas of what to do when things go differently than expected. Following are some of the ways a lesson might be interrupted:

- Disruptive students - Students can be disruptive in many ways, whether it is talking when they are not supposed to, or if it is more overt acting-out.

- Time - Even with good preparation, a lesson may not exactly fill the class time and you find yourself with extra time at the end, or there may not be enough time to cover all of your prepared material.
- Overly large classes - It can be difficult to practice certain language skills in a large class, and the larger the class is, the less attention any specific individual will receive.
- Different proficiency levels within a classroom - When there are students with very different language abilities, it is easy for all to get frustrated. The lower-level students may get lost and give up, the higher-level students might get bored and not progress, and you as the teacher could find it difficult to keep your teaching balanced.
- Students not understanding a particular grammar pattern/linguistic construct - It is easy to follow a lesson plan when everyone understands, but if the class as a whole, or even a few students, don't understand as you had anticipated, it can throw off the flow of a lesson or even several lessons as you take time to review.
- Students not participating - In every class, there will be students who participate a lot (perhaps even too much) and students who are reluctant to speak.

These challenges can seem daunting at first, but *Teaching, No Greater Call* offers several suggestions for how to deal with adverse circumstances in the classroom. The other tool that you must have whenever you teach is a contingency plan. As you write out your lesson plans, make sure to include tasks or ideas to turn to if class doesn't run exactly as you had anticipated.

To continue, click on *Part 3: Case Studies*, found in the content column on the left of your screen, listed under *Module 9: Classroom Management*.

Part 3: Case Studies

You will now be presented with several situations. For each situation, think about what the problem is, how it may have been prevented, and how you might deal with it as the teacher of that classroom.

Case Study #1: Mixed Level Abilities

You have advertised your English classes far and wide in hopes that a few interested students will show up—15 would be great. On the day of the first class, 40 students are in their seats eager to start learning English. You know that their ability levels are not going to be the same, but you only have two teachers—your companion and you. What can be done to ensure that these interested students keep coming to class and get instruction in English that will be meaningful for each student? Since the "submit" function is not working, please upload your response for each of the case studies.

How would you deal with these students?

Case Study #2: Large Classes

Your companion and you are now serving in a city where a successful English program has been running for some time. The class is offered only for high-beginning level learners. It has been a very popular class with at least 35 students in the class each week. It has been set up as a speaking class, but you realize with 35 students and only two teachers, something must be done to ensure that each student gets many chances to practice English during the 70 minute lesson.

What might you do to help in this situation? Since the "submit" function is not working, please upload your response.

Case Study #3: Reluctant Speakers

Students in your speaking class have put up a great deal of resistance when you ask them to speak to each other. They want to speak only to you, a native English speaker. You are not

sure why they do not want to participate in pair or small groups with other students. They seem to only participate in speaking activities when you are present in the group. Once you leave, they fall silent and turn their attention away from the speaking task you have given them. You want them speaking as much as possible while they are in class.

What can be done to remedy this situation? Since the "submit" function is not working, please upload your response.

Case Study #4: Allowing Equal Time for All

As you know, learning a language requires both skill and knowledge. The skill is developed through much practice, so you develop English classes that make your classes student centered not teacher centered. You have had quite a bit of success getting students to participate, but you have one student who comes to every class and who dominates the activities. He is so over anxious to improve his English that he does not allow others to participate very much at all. You do not want to insult this student or discourage his enthusiasm to improve, but you want all students to have a chance to participate.

What can be done in this situation? Since the "submit" function is not working, please upload your response.

There are no further readings. Please continue to Module 10: Conclusion.

Module 10: Conclusion

"Be thou prepared, and prepare for thyself, thou, and all thy company that are assembled unto thee, and be thou a guard unto them." (Ezekiel 38:7).

This English as an International Language Teacher Training has prepared you to go, teach, and help those that will be "assembled unto thee" in your various teaching experiences. Remember these principles and rely on the Spirit to guide you in your teaching.

Please watch the following video.

Video

To continue, click on *Part 1: Alphabet Soup*, found in the content column on the left of your screen, listed under *Module 10: Conclusion*.

Part 1: Alphabet Soup

The following is what we like to call “Alphabet Soup.” As you may have noticed, the field of teaching English has many abbreviations, and it is important for you to at least be familiar with them as your students may talk about them periodically. This is not an all-inclusive list, rather it includes the abbreviations you are most likely to come across.

- TESOL - Teaching English to Speakers of Other Languages. This is the name of the profession.
- TOEFL - Test of English as a Foreign Language. This is a test that non-native English speakers take for admission to a US university.
- IELTS - International English Language Testing System. This is an international standardized test of English proficiency.
- OPI - Oral Proficiency Interview. This is a standardized measure for assessing speaking proficiency.
- ESL - English as a Second Language
- EFL - English as a Foreign Language
- EIL - English as an International Language
- ELL - English Language Learner
- ESP - English for Specific Purposes

To continue, click on *Part 2: Now What?* found in the content column on the left of your screen, listed under *Module 10: Conclusion*.

Part 2: Now What?

Now that you have finished this online introduction into teaching English, you may be thinking, "well, now what do I do?" Enjoy your time preparing for your mission, and keep in mind the information from this training. The most important thing is to remember the principles you have learned here.

During your stay at the Missionary Training Center you will receive additional training and have an opportunity to review the principles that you have learned during this online training.

Thank you for completing all 10 Modules.

Appendix C: Grammar Inventory

Term	I don't know what this means	I know what this means, but couldn't explain well	I know what this means, and I could explain it well
Adjective			
Adjective clause			
Adverb			
Adverb clause			
Article			
Auxiliary verb			
Clause			
Conjunction			
Count noun			
Dependent clause			
Gerund			
Imperative			
Independent clause			
Mass noun			
Modals			
Non-count noun			
Noun			
Noun clause			
Object			
Object pronoun			
Parts of speech			
Past perfect			
Past perfect progressive			
Perfect tense			
Perfect progressive			

tense			
Phrase			
Possessive pronoun			
Preposition			
Present perfect			
Present perfect progressive			
Present progressive			
Pronoun			
Proper noun			
Relative clause			
Simple past			
Simple present			
Subject			
Subject pronoun			
Tag question			
Verb			

Appendix D: METEOR

Resource	URL	Description
Azar Grammar Resources	http://www.azargrammar.com	Resources prepared by teachers for teachers who use the Azar grammar books. The website includes teacher created worksheets and activities for every chapter. Also, it provides vocabulary worksheets to go along with the chapters and grammar topics covered in each chapter.
Dave's ESL Cafe	http://www.eslcafe.com/	One of the most visited sites for ESL teachers and Students. Most helpful would be the idea cookbook under the section 'Stuff For Teachers'. It includes activity ideas for different skill areas (grammar, listening, speaking, vocabulary, pronunciation) as well as ideas on how to teach business English, tutoring.
ESL Gold	http://www.eslgold.com/	Free English teaching and learning resources divided by skill area (speaking, listening, reading, writing, grammar, vocabulary, pronunciation) and then divided again by learner proficiency (low beginning, high beginning, low intermediate, high intermediate, advanced). You can also find explanations and quizzes.
BBC: Learning English	http://www.bbc.co.uk/worldservice/learningenglish/	Here you can find multimedia files along with activities and worksheets. You can find grammar, vocabulary and pronunciation activities.
ESL Galaxy	http://www.esl-galaxy.com/index.htm	ESL Galaxy offers video lessons for younger learners and beginners, quizzes, worksheets, games (communicative, board, reading, writing, spelling), powerpoint lesson materials, and flashcards.
BTR TESOL	http://hummac.byu.edu/btrtesol/index.php	Contains materials produced for English teachers that have had little formal training. It contains an overview of many considerations a teacher should make and how they can be a better teacher.
Teacher Corner: BYU ELC	http://humanities.byu.edu/elc/teacher/teachercorner.html	A collection of training materials for new teachers at BYU's English Language Center. You can find information on how to understand ESL learners, best teacher descriptions, activities to do the first week of class, and how to design a syllabus.
Internet TESL Journal	http://iteslj.org/	Contains a wealth of articles, research papers, lessons plans, classroom handouts, teaching ideas & links related to teaching English. Also, has some activities and games for classroom use.
About.com- English as a 2nd Language	http://esl.about.com	A great number of learning activities, language principle explanations and support for students and teachers of English
General Service List (GSL)	http://jbauman.com/gsl.html	This website is maintained by Professor John Bauman who currently teaches in Japan. The site provides easy access to the General Service List (GSL).
3000 Most Common Words in English	http://www.paulnoll.com/Books/Clear-English/English-3000-common-words.html	Complete list of the 3,000 Most Common English words divided into 200 word sublists.

Randall's ESL Cyber Listening Lab	http://esl-lab.com/	A great resource for listening. Contains dialogues and excerpts from lectures there are also multiple choice activities that accompany each listening passage. The listening passages and quizzes are in different levels. You can also find some vocabulary lessons.
English Grammar Quizzes	http://a4esl.org/q/j/	English Grammar quizzes that are divided between difficulty and form. Quizzes vary in length and could either be given to students as homework or used to generate your own grammar tests. Also, you can find some vocabulary quizzes and crosswords.
ESL Activities Zone	http://www.1-language.com/eslactivityzone/index.htm	A list of about 30 classroom activities that can be used to supplement instruction.
English Listening Lesson Library Online	http://ello.org/	Similar to esl-lab.com but uses a wider variety of accents. Listeners are also accompanied by multiple choice questions.
Phonetics - University of Iowa	http://www.uiowa.edu/~acadtech/phonetics/about.html#	After opening the page, click on "Launch English Library". This website provides Flash animation so you can see what happens when consonants and vowels are pronounced. There is video as well as audio of the sounds spoken in context. There is also a visual diagram that can go through the pronunciation step-by-step. This is a good resource for understanding what happens during pronunciation so it can be explained to learners.
Sounds of English	http://www.soundsofenglish.org/	A website that contains information related to improving English pronunciation including instructional materials and activities.
Many Things	http://www.manythings.org	At this website there are quizzes, word games, word puzzles, proverbs, slang expressions, anagrams, a random-sentence generator and other computer assisted language learning activities.
Academic Vocabulary	http://www.nottingham.ac.uk/~alzsh3/acvocab/index.htm	This site will help students expand their academic vocabulary using the Academic Word List (the AWL).
English Corner: Vocabulary	http://www.englishcorner.vacu.com/index.html	The English Corner is a site where you can find English grammar exercises, grammar rules, vocabulary games, interactive crossword puzzles, ESL reading exercises, and collocations.
Oxford 3000	http://www.oup.com/elt/catalogue/teachersites/oald7/oxford_3000/?cc=gb	This website contains tools to help teachers and students master the Oxford 3,000—a list of 3,000 words that have been selected because of their usefulness to students of English.
Wordsmyth	http://www.wordsmyth.net/	Wordsmyth is an online dictionary and vocabulary building tools that were created with the express purpose of meeting the needs of learners of English and young native speakers.
Learner's Dictionary	http://www.learnersdictionary.com/browse/words3k/	In The Learner's Dictionary the words used to define terms are limited in their complexity making it a very useful English to English dictionary for EFL students.
Purdue Online Writing Lab	http://owl.english.purdue.edu/	The Purdue Online Writing lab is a great resource for writing students and writing teachers. It has many helpful tutorials about writing and grammar.
Nik's Learning Technology Blog	http://nikpeachey.blogspot.com/	Nik Peachey's Blog is a great resource for ideas that integrate web tools and technology in the English classroom. In addition to describing a web tool he lists

		specific applications for the classroom.
Glossary of English Grammar Terms	http://www.usingenglish.com/glossary.html	This website will help explain grammar terms and structures. It also has several different grammar tests that you could use to determine how well grammatical structures are understood
Appendix A - More than a Native Speaker	https://docs.google.com/fileview?id=0BxVPDURqGyd9M2E1NmQ3NjctNzk0ZS00Y2FmLTkwYmEtOWE4YzhkZTZkMTE0&hl=en&authkey=CKeC6ZYK	Gives an overview about what kinds of learning objectives should you set for a particular group of students based on proficiency and skill area.
TOEFL (Test of English as a Foreign Language)	http://www.ets.org/toefl	The TOEFL test is a standardized test used to determine that a learner has a high enough level of language proficiency to function well at an English speaking university. The TOEFL is used most frequently for admission to universities in the United States. Compare the TOEFL with the IELTS test.
IELTS (International English Language Testing System)	http://www.ielts.org/	The IELTS test is a also a standardized test used to determine preparedness to enter an English speaking university. This test is used primarily in unversities outside of the US. Compre the IELTS with the TOEFL test.
Items used in the MTC training:		
Lesson Planning Template	https://docs.google.com/fileview?id=0B9SclosCx40EZjE0MzgyMjYtNTYxMy00Zjg2LTlhNmQtNWE5ODdhNGQwNGRk&hl=en&authkey=CL-37O8M	A blank lesson planning tool to help in preparing for teaching assignments.
Lesson Plan for teaching the pronunciation of the past tense in English		A lesson plan prepared by master teachers to teach the pronunciation of the past tense in English. You will use this plan while at the MTC during a practice teaching opportunity.
Motivational Strategies Questionnaire		A questionnaire that allows participants to see the relationship between what they consider effective teaching strategies and the strategies that they actually use in the classroom.
Perceptual Learning Style Preference		A questionnaire designed to teach students what their preferred learning style is (visual, tactile, auditory, group, kinesthetic, individual.)
Strategy Inventory for Language Learning		A questionnaire that allows students to discover their personal strategies in learning English.
Strategy Inventory for Language Learning Answer Sheet		The answer sheet which reveals how often the student uses specific strategies for learning English.
Survey of Reading Strategies		A survey that collects information about the strategies students use when they read.
ROPES Videos	https://docs.google.com/document/d/1_F-LnvLULK3OGLbskuLm4UREgce5cVD5a0FIPpf6F6Q/edit?hl	Document that contains links to YouTube videos that demonstrate the components of the ROPES lesson planning method.

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Who Lives Where pictures	https://docs.google.com/file/d/194xwYDIV636L0aJz9mj2e76S__CaIQzdvQFE0ToxgMVmmOPI6xU2rsX7DiW8/edit	Pictures to go along with the Who Lives Where activity.
Who Lives Where handout	https://docs.google.com/document/d/1fzJ9Q7O8kBGQ75_GnRjJuo0ld4zyxEskUM_jg7CkSfs/edit?authkey=CL2VzhQ&authkey=CL2VzhQ	The handout of Who Lives Where activity.
Who Lives Where answers	https://docs.google.com/file/d/1OsPB9GXsapOLCVsub54WEM1xhbNCvKLM1AqzGPM-tgn57hiSd5ZhIF_cBzBh/edit	The answers for Who Lives Where activity.
Tense and Time Windows		The Tense and Time Windows powerpoint.
How to Write Diamonds	https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=1dMwn1yUsdFBGd7hGQ3ZAF-iXcgrQhRg-2n9L7ztbfFS8mFb0DfLwRN2QEFv5&hl=en_US	
3-2-1 Summaries		