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EFFECTIVE TECHNIQUES IN TEACHING EFL

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Abstract. *Teaching EFL (English as a Foreign Language) is a continuous struggle for teachers in their quest to use the most learner-profitable methods and techniques. The present paper deals with 2 techniques that provided enjoyable and skill-enhancing for the learners: team teaching and email writing.*

Team teaching is most common in the domain of foreign language teaching. Successful team teaching has the potential to benefit all concerned. Teachers stand to gain in terms of their professional development. Team teaching provides teachers with a partner to help them set objectives, make plans, implement lessons and evaluate the results, they have someone from whom they can draw inspiration and who can provide them with constructive feedback on their teaching. Learners have 2 teachers to learn from.

The e-mail provides a context for real-world communication and authentic interactions. By connecting foreign language speakers outside of the classroom, e-mail also provides a context for communicating with other speakers in authentic communicative situations. Interaction via e-mail lends a feeling of reality to students and it is much like spoken language because of its informal and interactive nature.

1. Introduction

To meet the goals established and to experiment and find the method that works best for each type of class, teachers might utilize a variety of approaches to create a dynamic environment. We only focus on 2 in the current study, both of which we have utilized in practice.

2. Team Teaching

This idea may assist calm issues and offer instructors a feel of what group coaching actually “appears like” in the class for the instructors who have in no way had the possibility to group train or who have also had averted doing it for a whole lot of reasons.

The exercise of getting instructors side by side within the identical lecture room on the identical time to teach is certainly considered one among many arrangements that fall under the umbrella of team teaching. This arrangement has received popularity in current years.

There are many specific approaches to put into effect team teaching; however one which has received reputation these days is having instructors teaching together within the same lecture room on the identical time.

One of the teachers is commonly a native speaker of the target language while teaching a foreign language, mainly while teaching EFL. The primary teacher is commonly more knowledgeable and not

a native speaker of the target language, that is why having an assistant who speaks the target language is desirable.[7] The reputedly reduced teacher-to-student ratio that outcomes from cooperative teaching is certainly considered one among its benefits. The simplest manner to efficiently decrease the ratio is to carry out separate activities, divide the class into groups, and feature both instructors flow into and engage with students. In a perfect classroom, each teacher might be actively supervising and educating the class in all times.

It is not out of the ordinary that a lot of educators are against team teaching because, somehow, they are perceiving themselves as “solitary beings”, unwilling to share the highlight or “be observed” by a colleague.[7] However, you should not experience criticism or feel overshadowed by your team teacher in a productive team. According to Horwich, the simultaneous use of instructors within the same lecture room is a distinctly new phenomenon in education, and it is probably tough to get beneficial guidance from experienced educators or in professional literature.

For the connection to achieve success and the gaining knowledge of targets to be accomplished, each individuals of the teaching team ought to communicate sincerely with each other. Teams of teachers from diverse cultural origins who value vastly different communication techniques may find it more challenging to communicate. [7] [10]

The instructors can outline their unique roles in the group through having discussions at every stage of the process. In order to better comprehend each other's coaching philosophies and the cultural and private impacts which have created them and their practical implementations, it is by far vital to do this. In addition, an open conversation clarifies any potential misconceptions before they have a chance to impede the flow of a session and ensures that everyone is sharing equal responsibility for staying on course in the direction of the set goals. By holding these meetings, you can make sure that the teachers are happy and effective team members. [10]

The teachers must first assess their unique skills and strengths and decide how to apply them in a collaborative environment. They should determine how their strengths complement those of their partner and how they may help them develop their partner's abilities in a variety of areas (e.g., vocal projection, articulation, and diction, pace, giving instructions, teacher-student interaction, etc.). In an ideal scenario, both partners will actively participate in every area of the teaching process rather than adopting a rigid pattern of acting or teaching exclusively within “partner 1's domain” and “partner 2's domain.” They can start setting goals for the term and the year after they have collectively examined the skill set, taking into account the objectives they want the students to accomplish. In a classroom where students are being taught collaboratively, maintaining eye contact is crucial. They may frequently need to notify one another to begin new activities, to stop an activity, or to adjust an activity.

One advantage of getting instructors within the same lecture room is that the trainer can be physically closer to a of a larger number of students, which need to hold a larger number of students actively engaged in the lesson for an extended duration of time. For some exercises, both teachers could be standing in front of the class and dealing with the tasks and students solving them. [10]

In addition to giving pupils a different way to pronounce words during choral pronunciation, echoing also helps other students in the class hear the words more clearly. Additionally, it can be helpful when students need some L1 to L2 translation to understand. A slow speed or natural speed might be used for echoing. The “supporting” instructor is frequently in a good position to judge the speed or volume of echoing that the class might need.

Teachers should always keep an eye on each other and the time in order to keep the class moving along at a steady pace. Time keeping can be greatly improved by having two teachers in the classroom.

To ensure smooth transitions between activities, it is helpful to build a nuanced system of communication amongst teammates that includes hand gestures, eye contact, and verbal clues. The flow of the lesson is severely disrupted when what is to be done next is explicitly discussed in the classroom.

Ideally, both teachers should be involved in giving direction, transitioning to the next activity, and modifying or reducing failed activities. To move the class from a failed activity to a backup plan together, teachers should keep in mind to have mutually agreed on backup activities. [1]

Different teachers have different levels of student tolerance for disruptive behaviour. Both teachers and students must agree on a set of rules that define what is allowed and what is not allowed in the classroom, and penalties for disruptive behaviour. This should be done before the student starts playing. When non-native speakers teach a language and native-speaker assistants work alongside them, there can be significant cultural differences in how they structure their lessons. Unable to identify what behaviour is undesirable, many non-native teachers find themselves in the frustrating situation of being the only enforcer in the classroom.

The first considerations when evaluating anything are fairness and rationality. All too often teachers design exams and assignments without considering realistic timing or educational factors. After a year-long student assessment strategy is developed, you can decide how to conduct in-class assessment. Important considerations for evaluation are:

- Co-create assessments and assignments based on what and how you teach to ensure consistency and fairness to students.
- Use a mutually agreed upon system for student assessment.
- Keep in mind the goals you set together, check in regularly to see how you are doing, and stay in touch.
- Collaborate more to change what does not work. [7]

If all goes according to plan, team teaching can be a very rewarding personal and professional experience. We hope that by implementing the few simple suggestions above, your experience working with an education team will be a real success, not just a compromise.

3. Using E-mail in EFL

Email has been called "the mother of all Internet applications" [11]. It is a computer-assisted synchronous communication method. With the development of networks, computers can now offer foreign language learners more than just exercises: "Computers can create and exchange messages in the classroom and with other students around the world." It can be a medium for actual communication in the target language." [14]

In less than a decade there have been so many innovations in the use of email in language teaching that it is difficult to track down what these concepts are and what applications they have for language learners.

3.1 Educational Benefits of E-mail

As many researchers have pointed out, email expands opportunities in the classroom because it gives students the opportunity to meet outside the classroom and communicate in a foreign language. Due to the nature of email, language learners do not have to be in a specific classroom at a specific time to talk to people in a foreign language. These geographic options maximize the time one can spend in a communicative environment reading and writing in a foreign language. Students can sign up and send emails from the comfort of their home or from a public place.

According to the Ranking, increased exposure to a foreign language gives students more input than they could reasonably expect from less than four hours of instruction per week in most secondary schools and colleges. [17]

In environments where the teacher's role is less important, students can use email to communicate with each other. [15] When communicating by email, language learners may feel in charge of their own learning because they have more control over the topic and flow of the conversation. The ultimate goal is not to write a perfect essay, but to communicate with someone in a foreign language.

Beauvois claimed that 100% of the class attended thanks to computer communications. Others have also observed that students who are reluctant to communicate face-to-face are more receptive to participating in electronic learning environments. [1] Email allows students to communicate with

speakers of the target language without incurring the high costs of travelling abroad. [6][18] Before the invention of the Internet, it was impossible to communicate with native her speakers and other students so quickly and regularly.

3.2 How to Creatively Incorporate E-mail into Foreign Language Classes

Email gives students a valuable opportunity to converse with others in their target language. A class mailing list or listserv can be created by a teacher or student. Allowing interested outsiders to be included in your class email list can increase your chances of meaningful communication with other target language speakers beyond your known classmates. [4]

Activities can be scheduled for use between two or more courses at different locations or within one session. Students can participate in online forums outside of regular courses. Email is a hybrid language that contains elements of both spoken and written language, also called conversational style. [13]

Because there is no face-to-face interaction, learners are under less pressure to produce something right away, and they can take their time to develop their ideas, just as they would in writing. Email communication is good for preparing students for both the face-to-face conversations that take place in the classroom and for the more carefully crafted and sophisticated compositions that teachers ultimately expect students to have as relaxed conversations. It's the first step. [19]

When email interactions are limited to a group of students, instructors can easily associate communication challenges with the topics covered in class, allowing students to spend more time communicating and participating. Email assignments can be created by teachers as warm-ups, follow-ups, or extracurricular activities.

Email context helps students prepare for longer writing projects. Teachers can direct students to write short biographies of selected celebrities for future writing projects.

Before taking the listening test, students can share background information on the topic via email in preparation for class. The theme of the listening lesson can be communicated to the class in advance. Students can share their knowledge, experiences, and questions about this traditional festival via email before listening to a lecture in class.

Email is a great way to prepare in advance for class discussions. Ramazani describes a project he calls "The Weekly Essay." A few days before the reunion, his students email each other essays about specific readings. As a result, students are better prepared for essay debates in class. [16]

Similarly, you can assign a debate topic and encourage students to start an email conversation about it. By the time students form debate teams in class, they will already have a thorough understanding of both sides of the argument and will be better able to determine their own position.

To supplement or extend what students have done in class, teachers might provide e-mail assignments. This incites students to return class discussions, allowing them the chance to present an opinion they were not prepared to express in class or to reaffirm or clarify ones they made in class. Students can also use new vocabulary or grammar points that they learned in class in their post-class e-mail tasks.

A conversation with the instructor "may serve as a transition toward the use of foreign language in a real-cybernetic-world context". [5] In addition to boosting students' self-confidence in their language abilities, Gonzales-Bueno notes that " [t]he initial opportunities to interact in the foreign language via electronic communication, as offered to students by their foreign language teachers, may provide the necessary first steps to render the learner capable of navigating the Internet autonomously in a foreign language".[5]

An email interaction between a teacher and student can be brief and unstructured. Teachers may insist that their students send them emails on a regular basis. First, you need to decide on the frequency and content of your communication. By associating email messages with course materials, you can promote the introduction of new terms and formats while reducing dictionary overuse that can be discouraging and frustrating. In addition to responding quickly to student responses, teachers should plan assignments with the time they plan to spend on exchanges.

Teachers can offer students the opportunity to communicate online about their writing. This option is especially useful in situations where classes are only held once or twice a week. Without having to wait until the next lesson, students can email the teacher with any questions. As soon as their writing assignments are ready, students can also submit them via email. As feedback is provided soon after the writing is finished, the teacher can then return the assignments to the students online while also providing remarks that may have a more significant impact on the rewriting process.

As long as the language is kept private, communicating with the teacher only by email in a diary gives one a communication avenue. Gonzales-Bueno claims that students perform under the advantages of a safe writing environment to give their messages while keeping up with a conversational format.[5] In contrast to the kind of input learners would receive from the language and content their peers might send, an additional benefit of intensive individual communication with the teacher during the early stages of language acquisition is the extent of authentic input and corrective feedback learners receive in this context.[5] While the advantages of a one-on-one email discussion with the teacher are evident, it is important to be aware of any potential drawbacks to such extensive email communication. First, the email back and forth between students and teachers can overwhelm teachers. [11] A single teacher can be responsible for responding to up to 100 emails, but she is the only partner a student can respond to.

Moreover, peer communication differs from teacher-student communication in many ways. Knowing that a teacher's job is often to establish form, students may value form over content. However, there are other options for maintaining a high level of personal feedback and input.

E-mail exchanges can be very intensively integrated into the course by aligning discussion topics with the curriculum. Discussions between partners help each other understand the course material better and become more fluent in the language. This exchange can also be designed so that students work with partners to tackle specific challenges that are interesting and challenging, but not directly related to the subject matter. The most beneficial exchange method for language learners is exchanging emails with native speakers. Learners can receive a lot of feedback in their target language from their exchange partners while maintaining a natural communication environment. In this environment, learner comprehension is enhanced. In addition, teachers argue that people who learn a second language and can successfully communicate with native speakers in writing are more likely to be motivated to review their grammar for better understanding.[9]

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