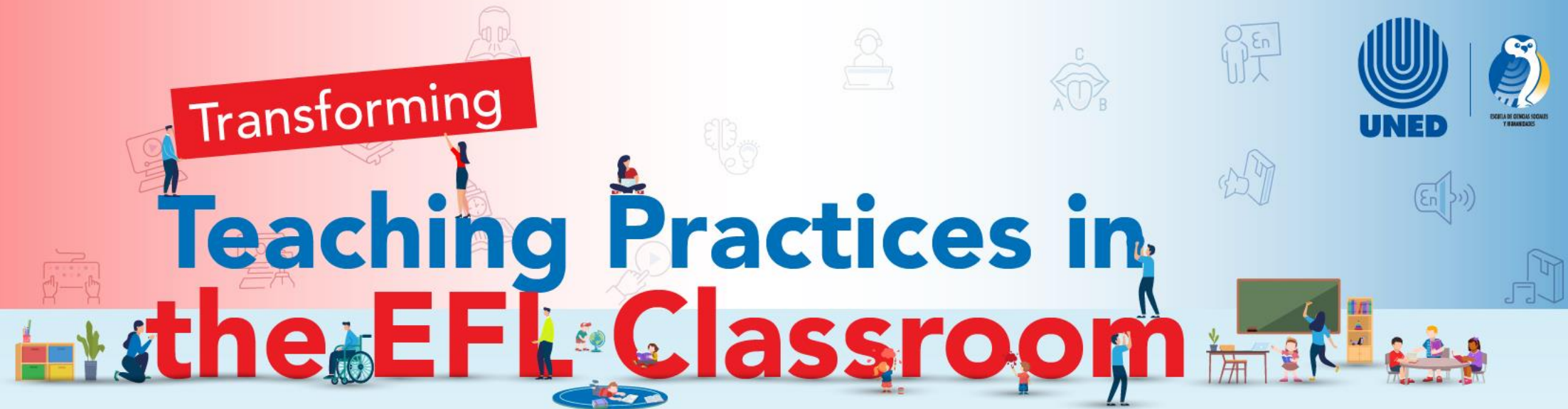


Transforming

Teaching Practices in the EFL Classroom

VII VIII Seminar for English Teaching Professionals

August 24th, 2024



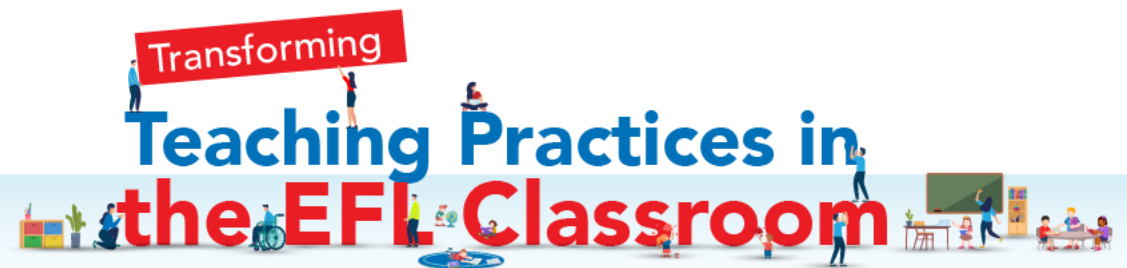
Plenary: Developing Authentic Tasks in the EFL Classroom

English Language Fellow Pearl Lubin, Ed.D.
August 24, 2024

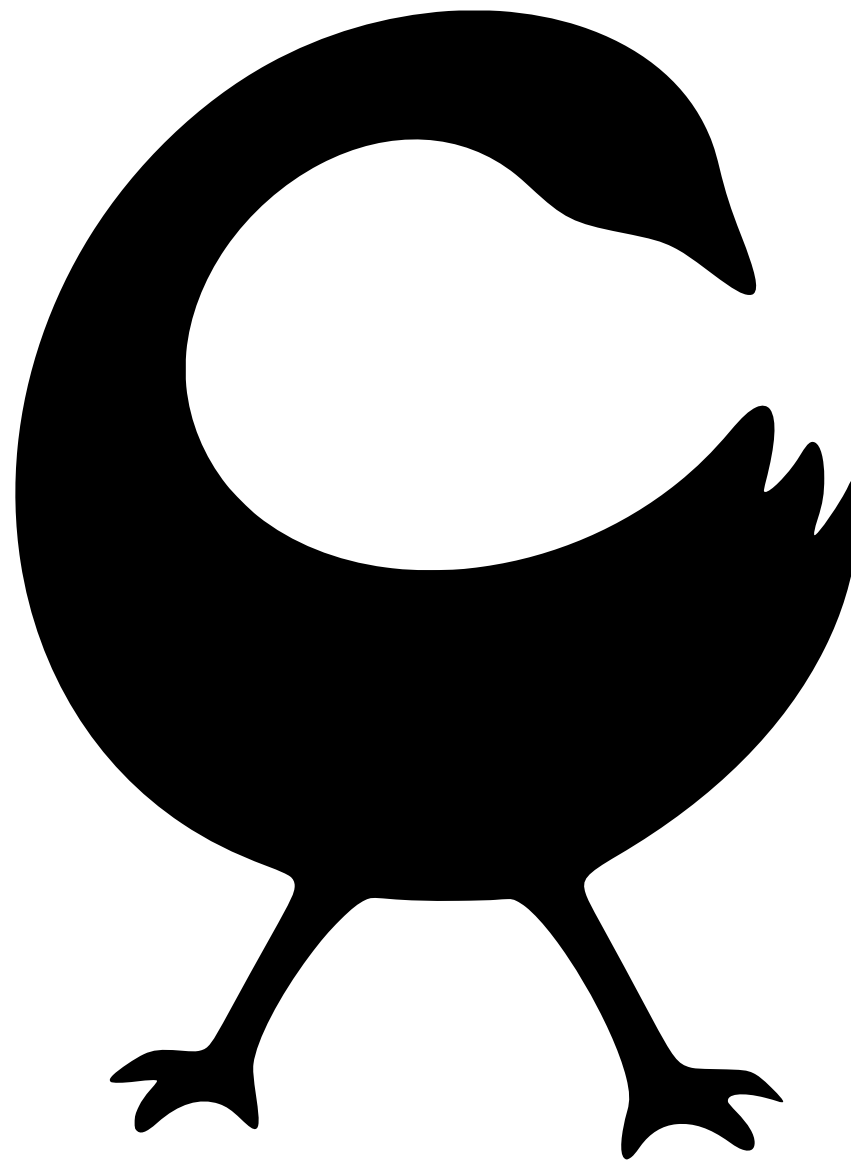


Overview

1. Look in – Teacher Identity
2. Look at – Culturally Sensitive Teaching
3. Look around – Using All Resources to Develop Authentic Tasks

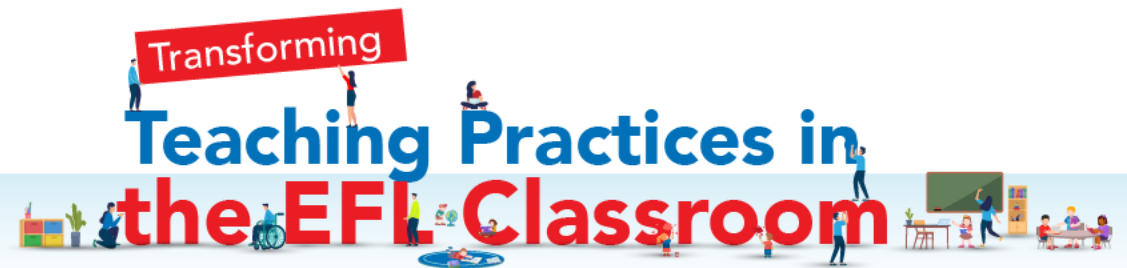


Sankofa



Teacher Self-Identity

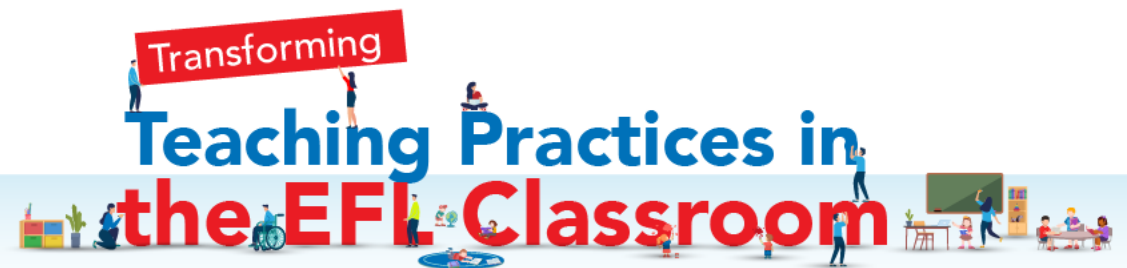
Teacher identity: how teachers view themselves and their role in the classroom.



Teacher Self-Identity

How do you see yourself?

- Values
- Beliefs
- Cultural background



How Does Teacher Identity Relate to Teaching?

Sense of self as a group member that *develops* over time through an active *process of investigation, learning, and commitment*" (Phinney & Ong, 2007).

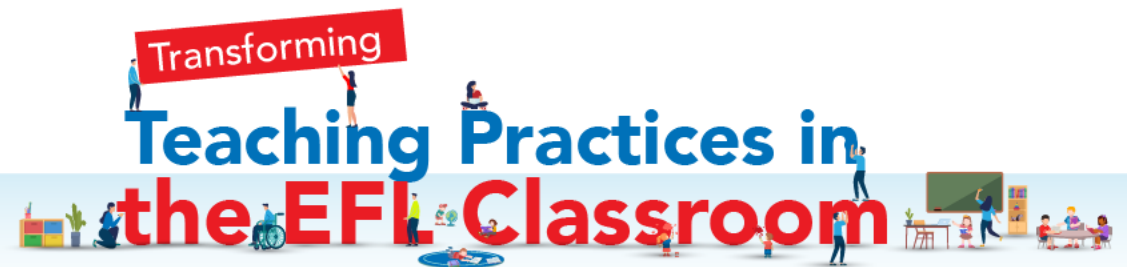
Accept + dedicated => receptive
(McAllister & Irvine, 2000; Phinney et al., 2007).

Teachers who have explored and have been affirmed in their ethnic identity **respect others** (Olarte, 2017; Tatum, 2008).



Impact in the Classroom

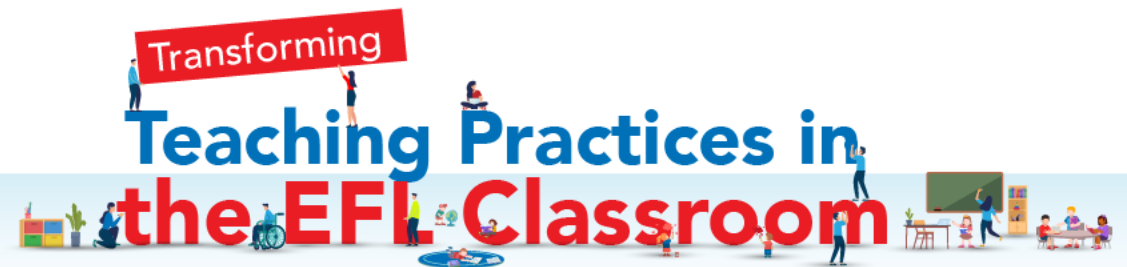
- **Self-awareness**
 - Better understand students
 - Better address student needs
- **Pain or gain**



Equity Pedagogy

Teachers can **empower students** of all cultural backgrounds to attain **educational success in an equitable learning environment.**

(Banks, 2009; Gay, 2000; Ladson-Billings, 1995)

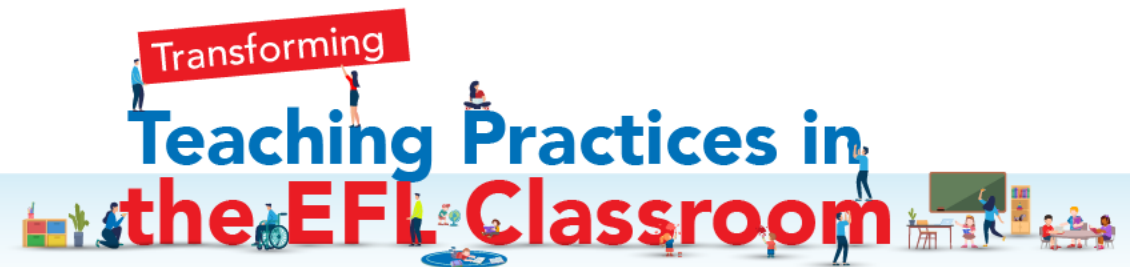


Cultural Competence

An **equitable learning environment** (Banks, 2009; Gay, 2000; Ladson-Billings, 1995).

Cultural competence
Different ways of knowing (Garneau & Pepin, 2015).

Student Achievement
Teacher's cultural competence is linked to student achievement



Culturally Responsive Teaching

WHAT DOES CULTURALLY SENSITIVE TEACHING LOOK LIKE?

MODEL OF EQUITABLE PEDAGOGY: INCLUDES CULTURALLY RESPONSIVE TEACHERS
SELF-AWARE – COMMUNITY IN THEIR CLASS – KNOWLEDGE IS
“Flexible And Contestable” (Ladson-Billings, 2013)

THREE COMPONENTS OF LADSON-BILLINGS’ (2014) MODEL OF CRT:

ACADEMIC SUCCESS: intellectual advancement.	CULTURAL COMPETENCE: achieved ethnic identity & appreciation for other culture(s).	CRITICAL CONSCIOUSNESS: thinking critically to find solutions for real world problems.
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Principles of Culturally Responsive Teaching

1. Know your learners.
2. Create conditions for language learning.
3. Design high-quality lessons for language development.
4. Assess and adapt lessons.
5. Monitor and assess student language development.
6. Engage and collaborate within a community of practice.

(Blok et al., 2020)



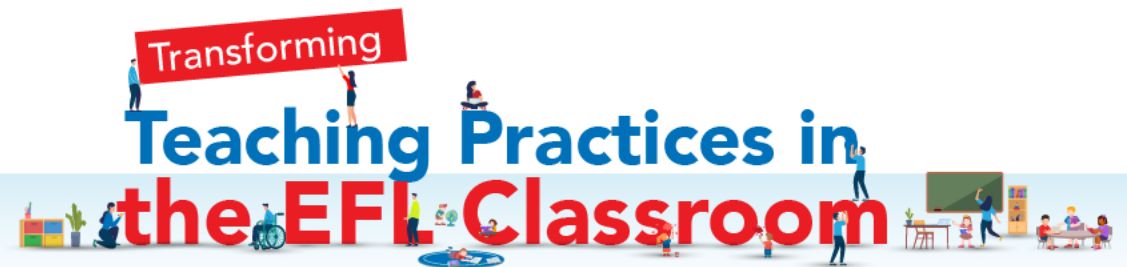
Benefits



Student engagement



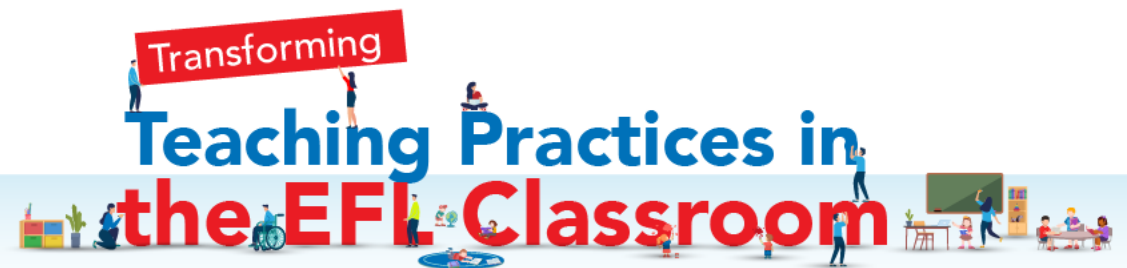
Student learning



But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy

- **Selected by principal**
 - Low discipline problems
 - High attendance
 - High standardized test scores
- **Selected by parents**
 - Student enthusiasm for school and learning
 - Consistent respect
 - Teachers understood the **need** for the students to operate in the dual worlds

(Ladson-Billings, 1995, p.162)

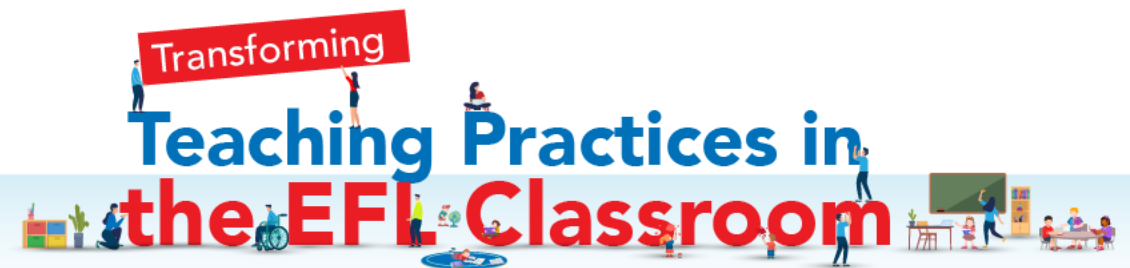


But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy

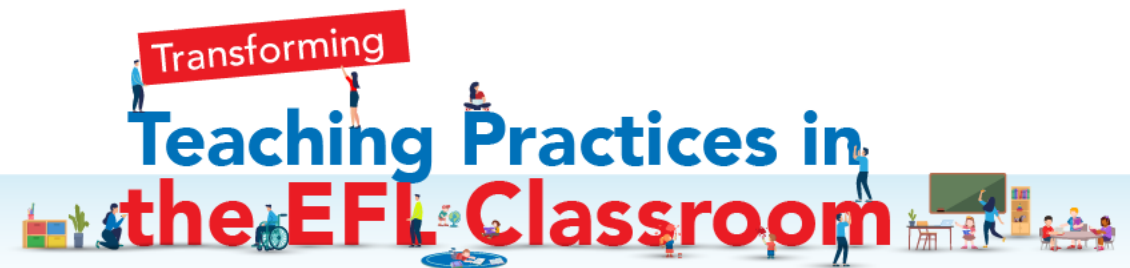
- Parental involvement
 - Vocabulary
 - Math
 - Science
 - Plant
 - Inventions
 - History
 - Soft skills



(Ladson-Billings, 1995, p.162)

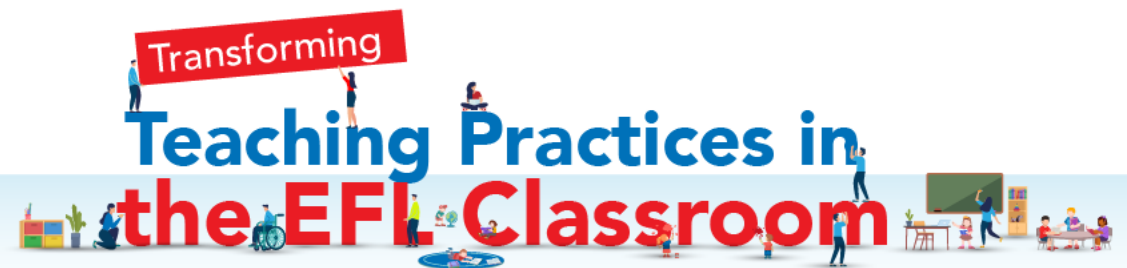


**“I want to talk
about my
culture!”**



Challenges

- **Personal bias**
- **Lack of training**
- **Lack of parental/community involvement**
- **Time-consuming**
- **Lack of access to materials**



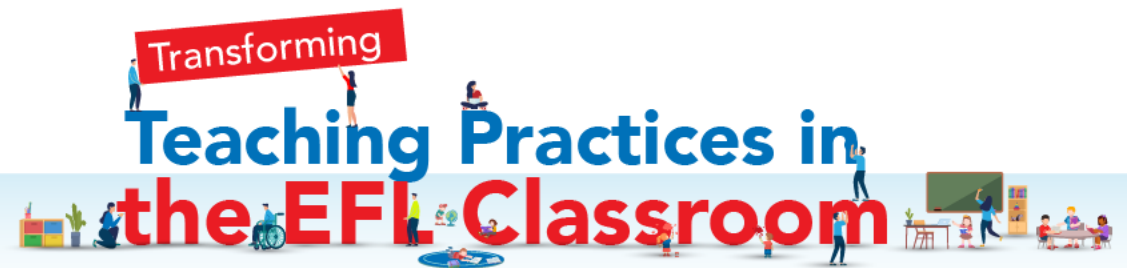
Why bother with all the challenges?



Student engagement

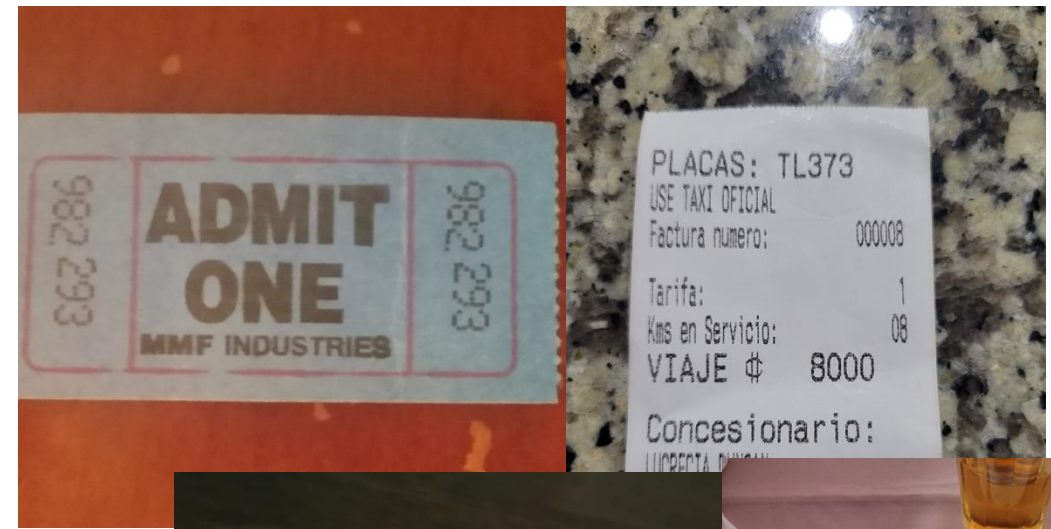


Student learning



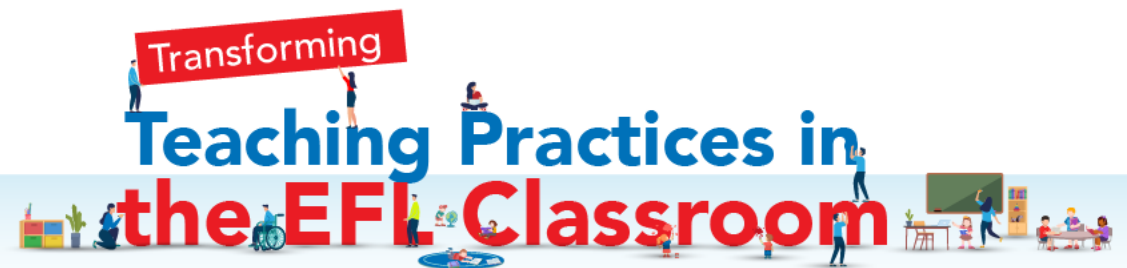
Authentic Materials

Resources and materials which reflect real-life contexts.



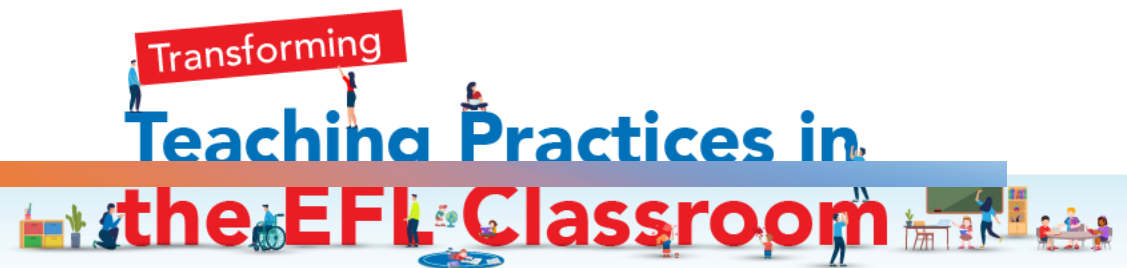
Why Authentic Materials?

1. Interesting to students
2. Useful to students
3. Exposure to different vocabulary and grammatical concepts in a relevant way



Selecting Authentic Materials

- TV shows, news segments, documentaries, movie clips and trailers, online videos, and commercials
- Radio broadcasts, songs, and podcasts
- Photographs, artwork, signs, postcards, maps, and advertisements
- Magazines, letters and emails, news articles, brochures, websites, blogs, and social media posts
- Recipes, food labels, bus and train schedules, menus, and price tags and product descriptions



Key Considerations in Using Authentic Materials

✓ **Learning Focus:**

- What concept, skill, or language will students practice?
- How do I want them to use this language?
- How will this resource help them?

✓ **Student English Proficiency:**

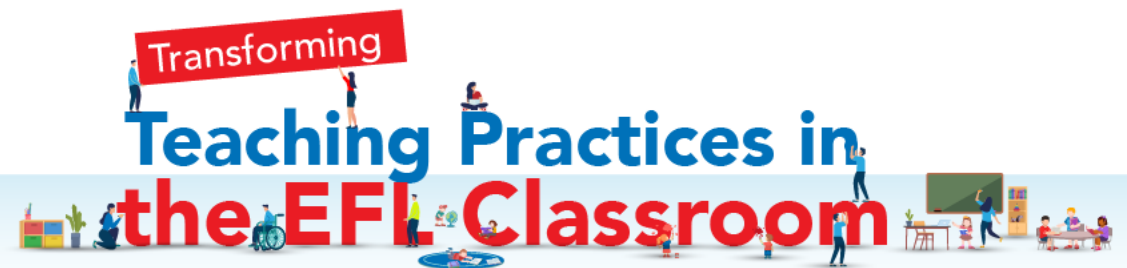
- What is their language level?
- What support will they need?

✓ **English in Daily Life:**

- Do they use English daily? In what settings?
- If not, how can I motivate them to use English outside the classroom?

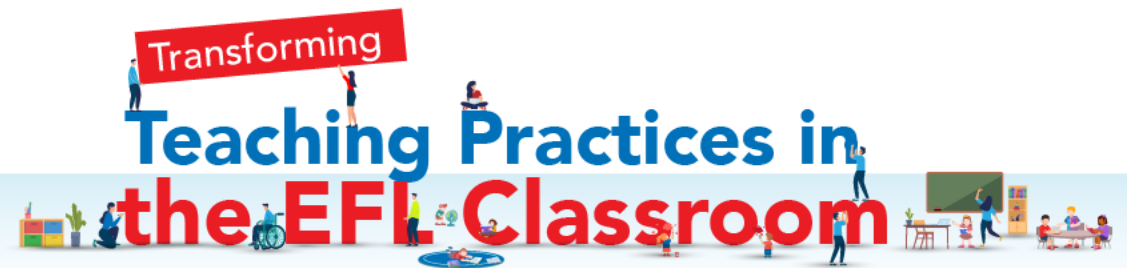
✓ **Student Interests:**

- What topics are interesting to them?



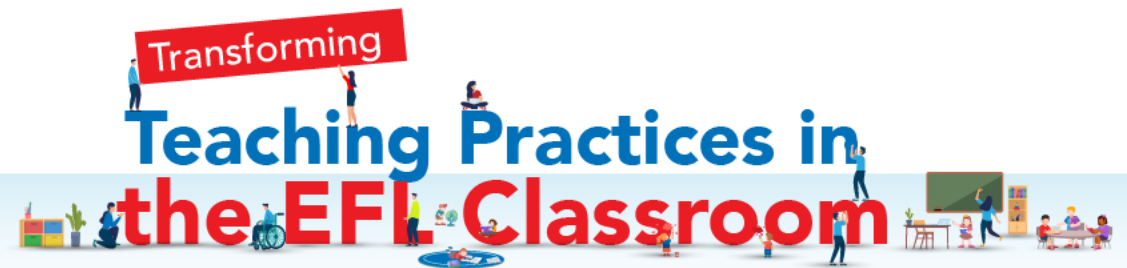
THINK – PAIR - SHARE

What are some authentic materials you have used in your classroom?



Developing Authentic Materials

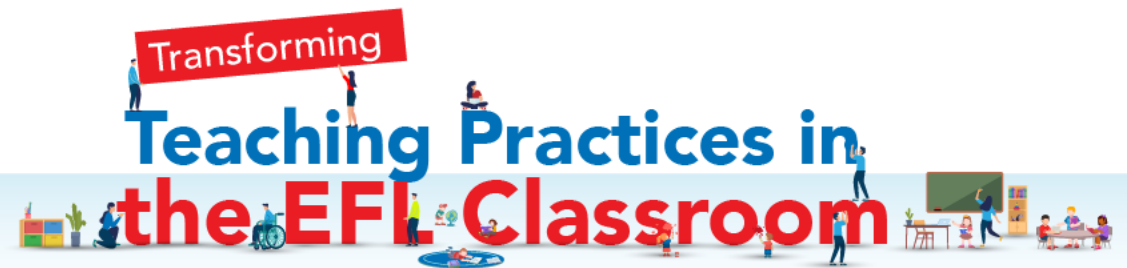
- ✓ Select culturally relevant content



A Lesson on Food and Money

Objective: Students will practice vocabulary related to food, money, and social interactions.

1. What lesson would you create?
2. What are some authentic materials you could use?



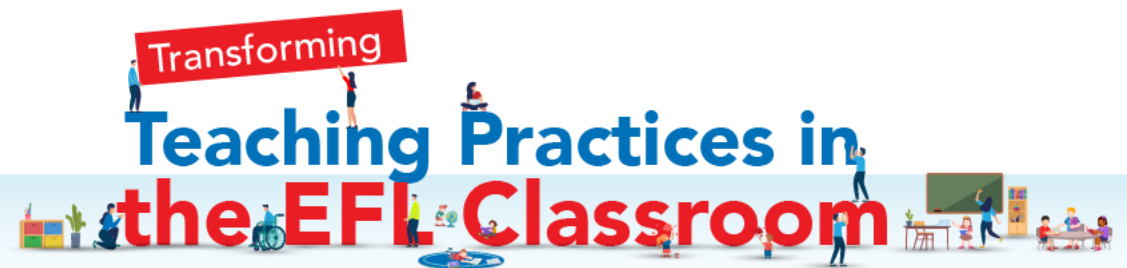
Authentic Materials

- Fruits and vegetables (real or fake)
- Price tags: With prices written in simple terms (e.g., 1\$ CRC)
- Fake money
- Shopping bags
- Authentic signs like "Apples" or "Carrots"



Developing Authentic Materials

- ✓ Select culturally relevant content
- ✓ Activate background knowledge

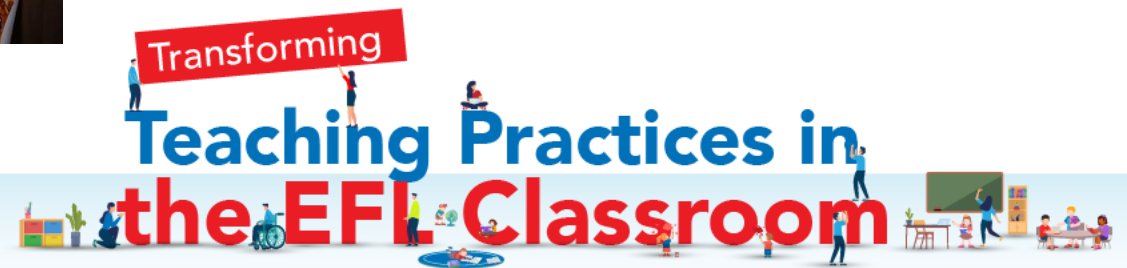


A Lesson on Food and Money

Objective: Students will practice vocabulary related to food, money, and social interactions.



Farmer's Market



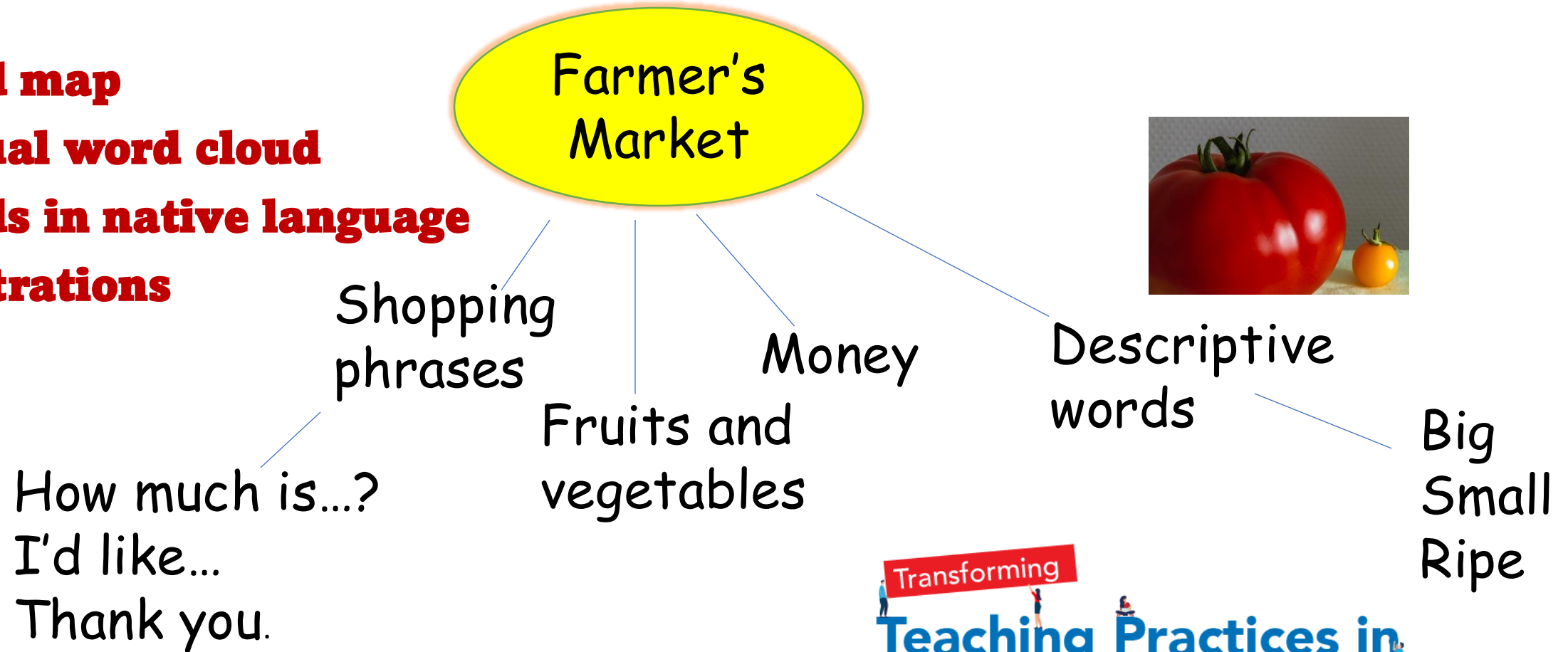
Activating Student Background Knowledge

1. Word map

2. Virtual word cloud

3. Words in native language

4. Illustrations

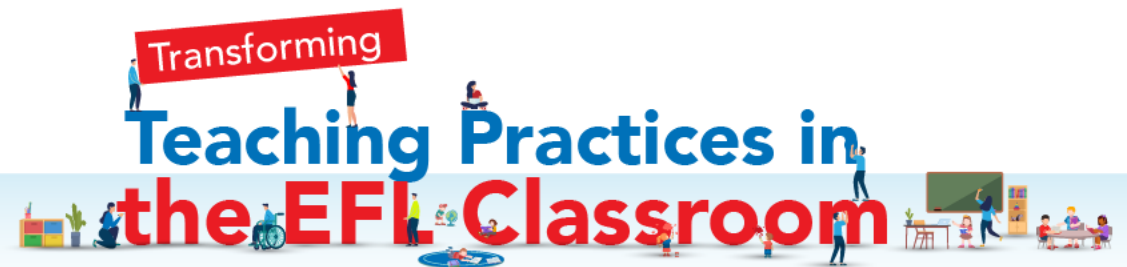


Lesson Introduction

1. Vocabulary

- 1) Buy
- 2) Sell
- 3) How much?
- 4) Names of fruits and vegetables

2. Discuss what a farmers' market is and how it works.



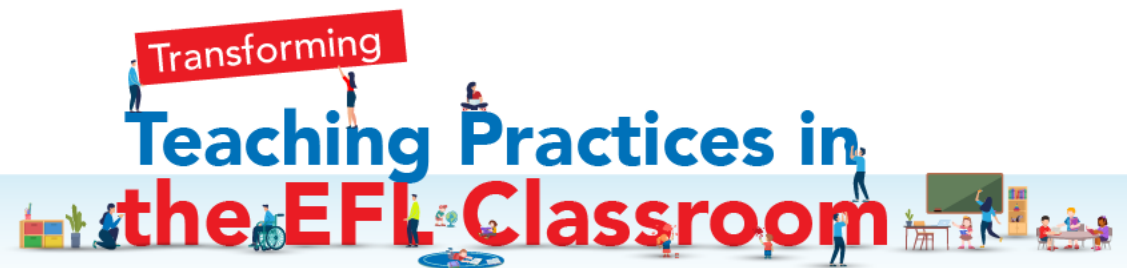
Practice

3. Review the word maps together as a class

- Discussing each category
- Practice pronunciation and use of the vocabulary.

4. Keep word maps on display

- Students can refer to their word maps to help them remember the words and phrases.



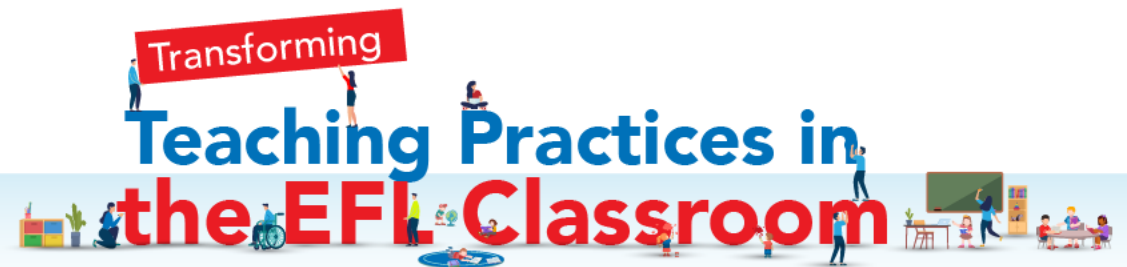
Setting up the Farmer's Market



Transforming
**Teaching Practices in
the EFL Classroom**

Role-Playing

- **Vendors**
 - Set up their stalls
 - Creating price tags for food
- **Shoppers**
 - Ask questions about the fruits and vegetables
 - Use “money” to shop



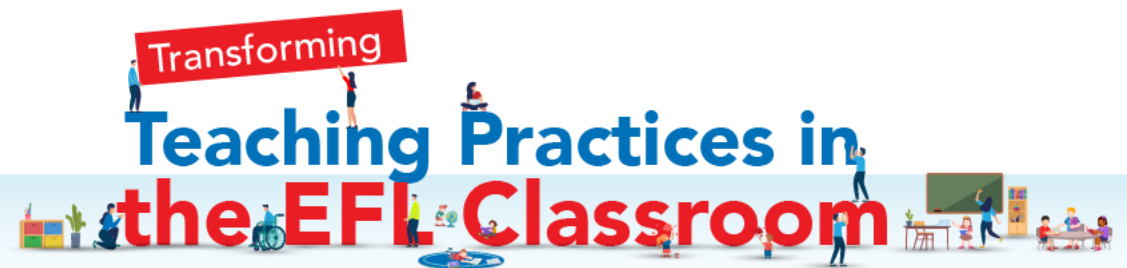
Reflection

1. Group discussion
2. Journal
3. Draw about their favorite part of the farmer's market
4. Exit ticket 😊, ☹️, ...
5. Poster/Collage
6. Class wall of learning



Developing Authentic Materials

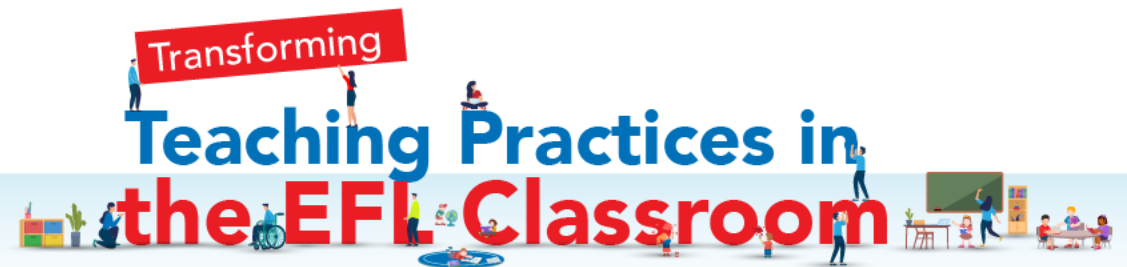
- ✓ Select culturally relevant content
- ✓ Activate background knowledge
- ✓ Preselect vocabulary



Preselecting Vocabulary When Using Authentic Materials

When using print materials...

1. The day before the lesson, you or students skim the print materials for unknown words (day before lesson)
2. Highlight unknown words
3. Lesson day, tells students they will learn new vocabulary words



Preselecting Vocabulary in Authentic Materials

Word	Example Sentence	My Guess	Definition
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.



Preselecting Vocabulary in Authentic Materials

Word	Example Sentence	My Guess	Definition
1. basket	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.



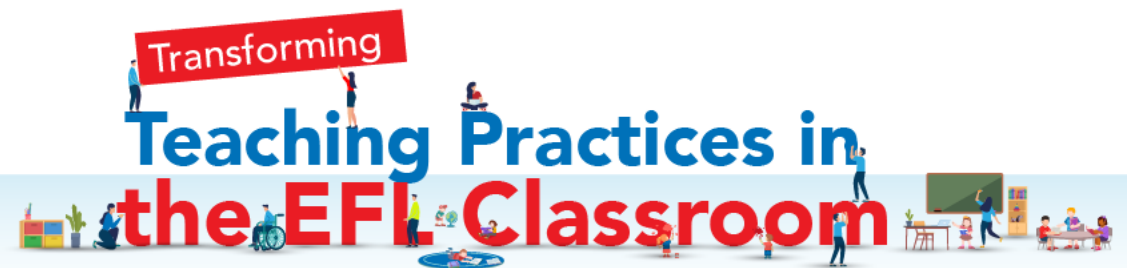
Preselecting Vocabulary in Authentic Materials

Word	Example Sentence	My Guess	Definition
1. basket	1. I put my apples in a basket.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.



Developing Authentic Materials

- ✓ Select culturally relevant content
- ✓ Activate background knowledge
- ✓ Preselect vocabulary
- ✓ Boost understanding



Boosting Understanding

1. Chunk Input with Supportive Questions

The Lost Puppy

Tala walked in the forest and saw a small puppy. The puppy was alone and shivered with fear. Tala carefully picked up the puppy. She decided to bring it back to her village. At home, Tala gave the puppy some water and cooked corn. The puppy wagged its tail and felt safe.



Boosting Understanding

1. Chunk Input with Supportive Questions

The Lost Puppy

Part 1:

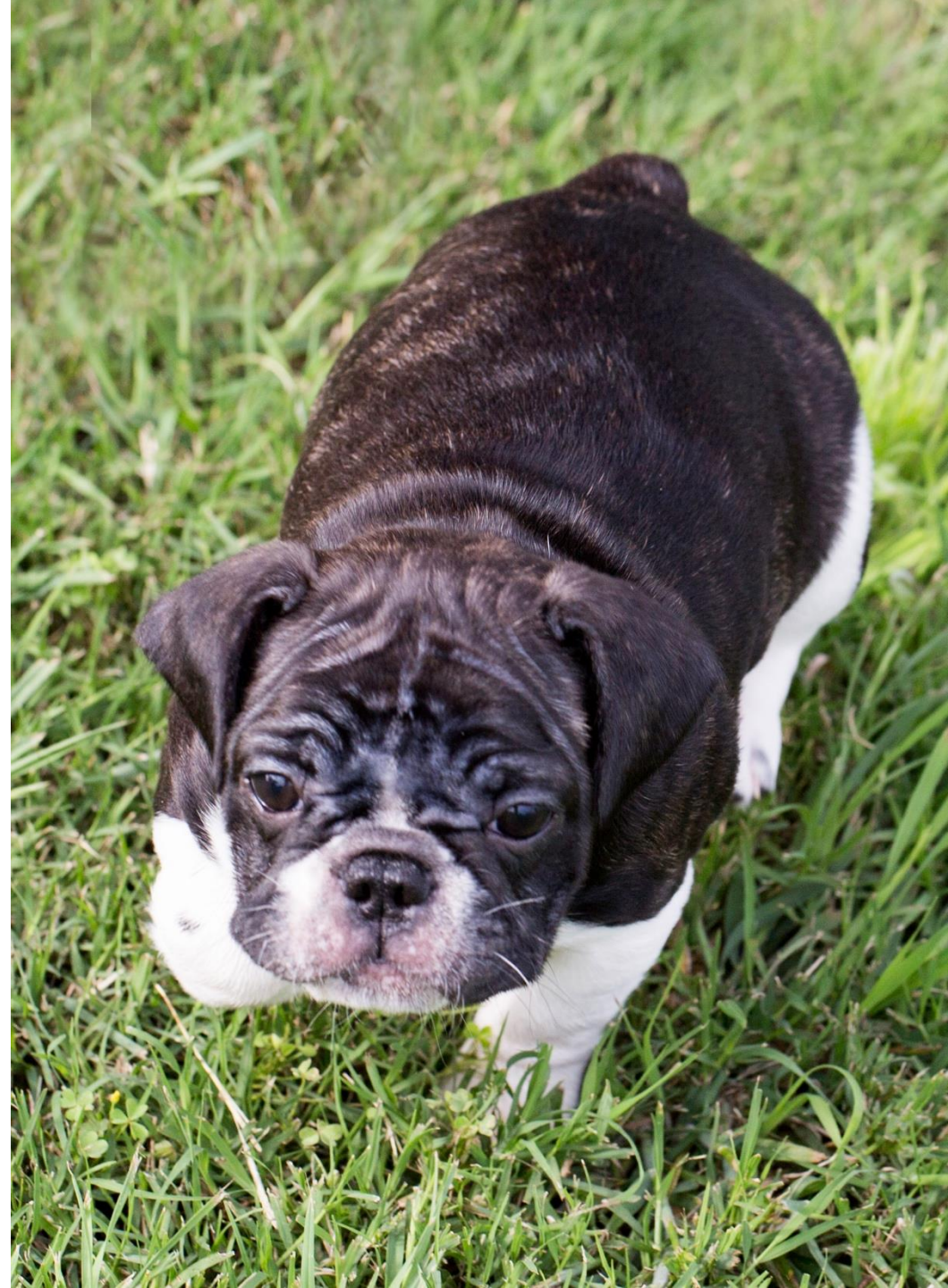
Tala walked in the forest and saw a small puppy. The puppy was alone and shivered with fear.

Part 2:

Tala carefully picked up the puppy. She decided to bring it back to her village.

Part 3:

At home, Tala gave the puppy some water and cooked corn. The puppy wagged its tail and felt safe.

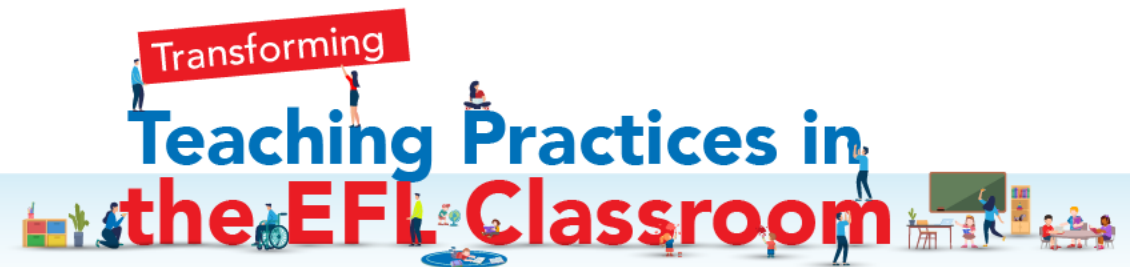


Boosting Understanding

1. Chunk Input with Supportive Questions
2. Information Exchange Activities

LIMÓN - VILLA DEL MAR			
LUNES A SÁBADO			
	5:30	AM	PLAYA
	6:00	AM	PLAYA
MOIN - APM	6:30	AM	PLAYA
	7:20	AM	PISTA
	7:45	AM	PLAYA
	8:10	AM	PISTA
MOIN - APM	8:30	AM	PLAYA
	9:20	AM	PISTA
	10:00	AM	PISTA

AR			
LIMÓN - VILLA DEL MAR			
DOMINGO			
	5:30	AM	PLAYA
MOIN - APM	6:30	AM	PLAYA
	7:20	AM	PLAYA
MOIN - APM	8:30	AM	PISTA



Boosting Understanding

1. Chunk Input with Supportive Questions

2. Information Exchange Activities

3. Different Tasks for Different Levels

- Student A: Find the price of a side salad.
- Student B: Find the least expensive drinks.
- Student C: What healthy food can you order for \$10.00?

Pickled Onion

Side Orders			
Chips	£3.95	Sausage (Battered or Plain)	£4.80
Cheesy Chips	£4.95	Saveloy (Battered or Plain)	£4.80
Side Salad	£4.65	Cod Roe	£5.95
Bread and Butter (White or Plain)	£0.60	Fishcake	£4.95
Roll and Butter	£0.90		

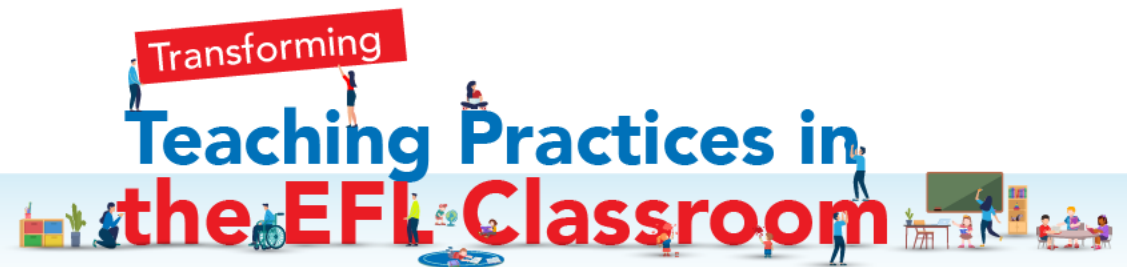
Senior Special (Tuesday - Thursday Lunch Only)
Fillet Fish (Cod, Haddock, Plaice or Huss) and Chips, Mushy Peas, and a Hot Drink £9.55

Drinks			
Hot Drink (Tea, Coffee)			£1.95
Latte			£2.95
Cappuccino			£2.75
Cans			£2.60
(Coke, Diet Coke, Coke Zero, Sprite, Sprite Zero, Fanta Orange or Lemon, Ginger Beer, Lilt, Dr Pepper)			
Bottles (Coke, Diet Coke)			£2.95
J20 (Orange and Passion Fruit, Apple and Mango)			£3.25
Folkington Juice (Cloudy Apple, Orange)			£3.60
Cawston Press Carton (Apple and Mango, Apple, Pear)			£2.00
Squash (Orange, Lemon, Apple and Blackcurrant)			£2.00
Water (Still or Sparkling)	330ml £2.00	750ml £3.80	
Ribena			£2.00
Milk			£1.95
Milkshake (Chocolate, Strawberry, Banana)			£3.30



Developing Authentic Materials

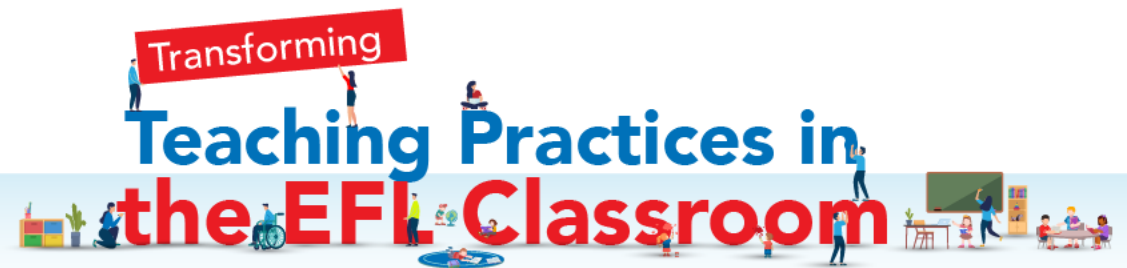
- ✓ Select culturally relevant content
- ✓ Activate background knowledge
- ✓ Preselect vocabulary
- ✓ Boost understanding
- ✓ Develop evaluating activities



Develop Evaluating Activities: Parameters

Student requirements

- Deadlines
- Vocabulary
- Language structure (verb tenses, punctuation, capitalization, etc.)



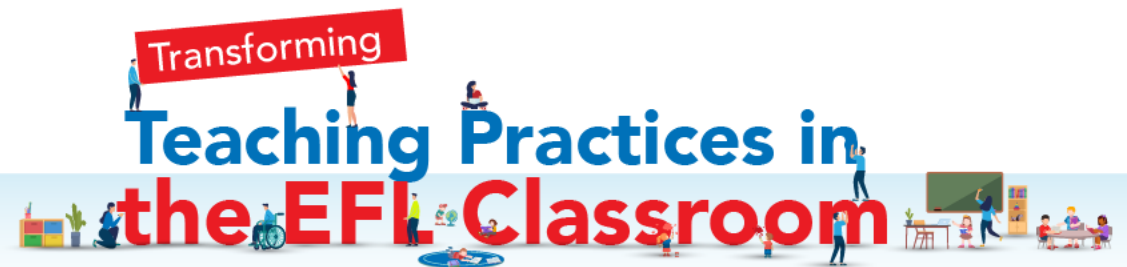
Develop Evaluating Activities: Examples

- ✓ A skit using specific language or vocabulary.
- ✓ A movie poster with a title, key images, and a hint about the main issue.
- ✓ A song or poem with lesson-related vocabulary or grammar.
- ✓ A short TV or radio news summary of key events or information.
- ✓ A day trip plan with places to visit, bus details, and timings.
- ✓ A speech supporting an opinion with facts from the lesson.
- ✓ A letter to a newspaper, lawmaker, or historical figure.
- ✓ A presentation on key information learned.



Developing Authentic Materials

- ✓ Select culturally relevant content
- ✓ Activate background knowledge
- ✓ Preselect vocabulary
- ✓ Boost understanding
- ✓ Develop evaluating activities



Developing Authentic Tasks in the EFL Classroom

1. Look in – Teacher Identity

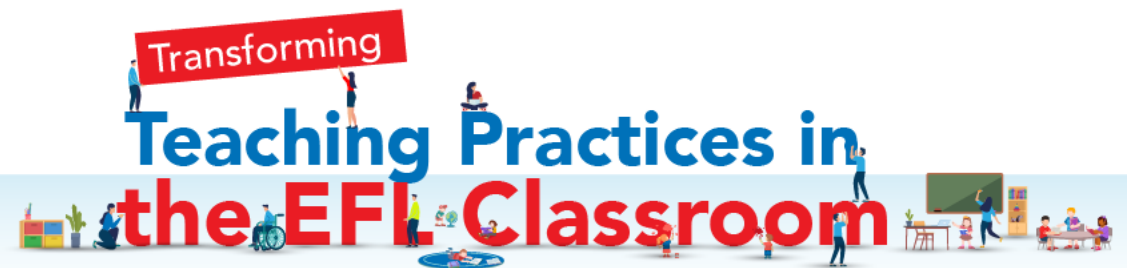
- You are the gatekeeper.

2. Look at – Culturally Sensitive Teaching

- Look at your students and their backgrounds as a resource
- Respect the culture of students

3. Look around – Using All Resources to Develop Authentic Tasks

- Online resources
- Print resources
- Community resources
- You



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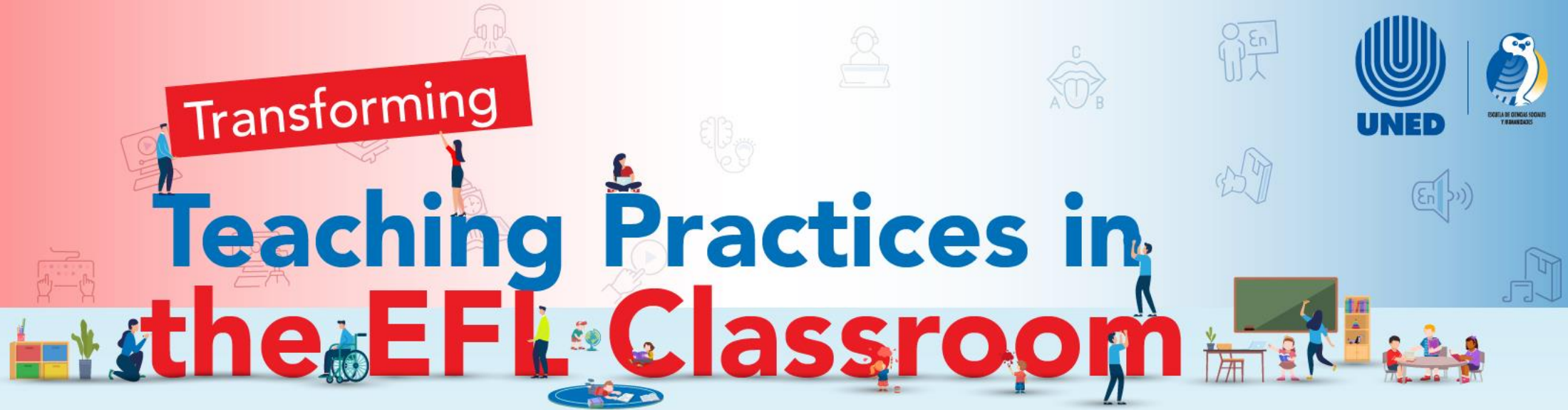


*Thank
you*



Transforming
**Teaching Practices in
the EFL Classroom**

A colorful illustration of a diverse classroom scene. It features several small figures of people, including a person in a wheelchair, standing around a desk and a chalkboard. The scene is set against a light blue background with a red and blue border at the bottom.



Plenary:

Developing Authentic Tasks in the EFL Classroom

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August 24, 2024

