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Teaching English as a Foreign Language (TEFL)

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ISBN: 978-623-8548-68-2

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Anggota IKAPI No. 042/SBA/2023

Cetakan Pertama, Juni 2024

Dilarang keras menerjemahkan, memfotokopi, atau memperbanyak sebagian atau seluruh buku ini tanpa izin tertulis dari penerbit.



PREFACE

In the realm of global communication, the significance of English as a lingua franca cannot be overstated. As the world becomes increasingly interconnected, the demand for proficient English speakers continues to rise. This book on Teaching English as a Foreign Language (TEFL) aims to serve as a comprehensive guide for educators embarking on the journey of imparting English language skills to non-native speakers.

Within these pages, readers will find a wealth of practical strategies, theoretical insights, and hands-on activities designed to enhance the teaching and learning experience. Drawing from the latest research and best practices in language pedagogy, this book offers a blend of traditional and innovative approaches to cater to the diverse needs of English language learners worldwide.

Whether you are a seasoned educator seeking fresh perspectives or a novice teacher stepping into the world of TEFL for the first time, this book is crafted to support your professional growth and enrich your teaching repertoire. From lesson planning and classroom management to assessment strategies and cultural considerations, each chapter is tailored to equip you with the tools necessary to create engaging and effective learning environments.

As we embark on this journey together, let this book be your compass, guiding you through the dynamic landscape of TEFL with insights that inspire, strategies that empower, and a shared commitment to fostering language proficiency and cross-cultural understanding.

June 2024

Author's Best Team



SYNOPSIS

"Teaching English as a Foreign Language (TEFL)" is a comprehensive guide designed to empower educators the art of teaching English to non-native speakers. Incorporating a blend of practical strategies and theoretical foundations, this book equips with the tools needed to create dynamic and engaging learning environments. From lesson planning and classroom management to techniques and cultural sensitivity, each chapter delves into key aspects of TEFL, offering a holistic approach to language instruction.

Through a synthesis of the latest research and best practices in language pedagogy, this book caters to both experienced teachers looking to enhance their skills and new educators entering the field of TEFL. Readers will discover innovative approaches to language teaching that foster communication skills, fluency, and cultural awareness in students of diverse backgrounds. By emphasizing a student-centered approach and a plethora of hands activities, this book aims to inspire educators to create meaningful learning experiences empower students to thrive in English language proficiency.

"Teaching English as a Foreign Language (TEFL)" serves as a valuable resource for educators committed to guiding students towards fluency in the global language of English. By offering practical guidance and insights, this book not only enriches teaching practices but also cultivates a deeper appreciation for the transformative power of language education in an increasingly interconnected world.



TABLE OF CONTENTS

PREFACE	iii
TABLE OF CONTENTS	v
OVERVIEW OF TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)	1
1.1. Introduction.....	1
1.2. Teaching Methodologies and Approaches	4
1.3. Skills Development and Assessment	6
1.4. Classroom Management and Technology Utilization	9
1.5. Professional Growth and Contemporary Challenges	12
LANGUAGE ACQUISITION	17
2.1. The definition of acquisition.....	18
2.2. Second Language Acquisition	21
PEDAGOGICAL APPROACHES IN TEFL	29
3.1. The Grammar-Translation Method	30
3.2. The Direct Method	31
3.3. The Audio-Lingual Method.....	32
3.4. The Silent Way.....	34
3.5. Desuggestopedia	35
3.6. Community Language Learning.....	37
3.7. Total Physical Respond.....	39

3.8. Communicative Language Teaching.....	40
3.9. Task-based Language Teaching.....	42
CURRICULUM DESIGN AND LESSON PLANNING.....	46
4.1. Introduction: The Cornerstones of Effective TEFL Instruction.....	46
4.2. Understanding Curriculum Design for TEFL: The Blueprint for Language Learning.....	48
4.3. Mastering Lesson Planning for Effective TEFL: The Art of the Daily Blueprint.....	53
4.4. Implementing Curriculum Design and Lesson Planning in TEFL: Bridging the Gap Between Theory and Practice.....	54
TEACHING SPEAKING SKILLS.....	61
5.1. The Concept of Speaking.....	61
5.2. Teaching Speaking Skill.....	62
5.3. Teacher’s Role in Speaking Activity.....	65
5.4. Teaching Approaches of Speaking.....	66
5.5. Effective Technology in Teaching Speaking.....	69
TEACHING READING SKILLS.....	73
6.1. Teaching Reading Skill.....	73
6.2. Methods in Teaching Reading for EFL.....	75
6.3. Strategies in Teaching Reading.....	78
6.4. Media in Teaching Reading.....	82
TEACHING WRITING SKILLS.....	86
7.1. Understanding the Writing Process.....	86
7.2. Developing Writing Techniques.....	88
7.3. Incorporating Grammar and Vocabulary.....	89
7.4. Enhancing Creativity and Expression.....	91

7.5. Providing Effective Feedback	92
ASSESSING AND EVALUATING LANGUAGE LEARNING ...	95
8.1. Definition of Language Assessment	95
8.2. Types of Language Assessment	97
8.3. Evaluation in Language Learning.....	98
8.4. Assessing and Evaluating Speaking	99
8.5. Assessing And Evaluating Writing	103
CLASSROOM MANAGEMENT AND STUDENT MOTIVATION	106
9.1. What is Classroom Management?	106
9.2. General Principles of Classroom Management	108
9.3. Student Motivation	110
USING TECHNOLOGY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)	118
10.1. Introduction.....	118
10.2. Theoretical Framework	119
10.3. Current Technologies in TEFL	121
10.4. Advantages of Technology in TEFL	123
10.5. Challenges and Considerations.....	124
10.6. Practical Application and Best Practices of Using Technology in TEFL.....	126
10.7. Future Directions	128
PROFESSIONAL DEVELOPMENT FOR TEFL TEACHERS ..	136
11.1. Why Professional Development	136
11.2. Career Path of TEFL Teachers	137
11.3. Ways for Professional Development in TEFL.....	137
11.4. Continuous Professional Development in TEFL.....	142

EMERGENCE OF TEFL TRENDS AND INNOVATION	145
12.1. Introduction	145
12.2. Emerging Trends And Technologies	146
12.3. Opportunities and Challenges of Technological Advances in English Teaching Innovation in Indonesia	152
12.4. Potential challenges and drawbacks of AI integration in TEFL.....	163
AUTHOR'S PROFILE	171



CLASSROOM MANAGEMENT AND STUDENT MOTIVATION

By Nur Latifah, S.S., M.A.TESL.

9.1 What is Classroom Management?

The classroom, the teacher and the learners are key points in creating an interactive and cooperative learning process. Is teaching an art or a science? Are teachers born or made? Is the classroom boring or interesting? And are the learners motivated or demotivated? These questions commonly swirl about in the minds of educators, not so much as 'either-or' questions but rather as 'both- and' questions. We can no doubt easily agree that teaching is challenging both art and science, that some innate ability complements learned teaching skills, and that with all of our best-laid lesson plans there still remains an intangible reliance on institution and experience beneath most successful teaching (Brown, 2015). In this chapter at Classroom Management, let's define it briefly. Your classroom management is the way that you manage students' learning by organising and controlling what happen in your classroom, or the way that you consciously decide not to organise

and control, or the way that you delegate or relinquish such control to the learners (Scrivener, 2012).

This can be said that Classroom management refers to many different skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and productive during a lesson. When classroom management strategies are implemented effectively, teachers minimize behaviours that hinder learning for individual students and groups of students, while maximizing behaviours that facilitate or enhance learning. In general, effective teachers tend to demonstrate good classroom management skills, while inexperienced or ineffective teachers are characterized by chaotic classrooms filled with students who are not working or paying attention. Moreover, the classroom is a learning environment with particular purposes, features, processes, and dimensions. Also, classrooms are public places and yet each class can feel like a private atmosphere with shared stories, inside jokes, and particular comforts and discomforts. Each classroom can also have its own dynamics that are affected by the people in the room, the time of day, the physical space, and many other factors.

So, why do we talk about a classroom management? Let's take a moment to think back to your time as a student and recall some of your favourite courses. Very likely, those courses were well organized, assignments were clear, lectures and classroom discussions were focused and interesting, and the professor conveyed a passion for teaching and compassion for the students. How can we create such an environment in our own courses? As an effective classroom management can create a positive learning environment that:

- Fosters an environment that supports academic, social, and emotional learning;
- Facilitates a structured and organized environment where

students can focus on learning; and

- Builds trust and healthy relationships between teacher and students, and peer-to peer among students
- Maintains attention and fosters motivation and engagement; and
- Minimizes disruption and interference with learning

Effective classroom management involves careful planning but also a readiness to change topics and deviate from the script when necessary; it requires tight control but also a willingness to relinquish that control to take advantage of the teachable moment; it requires leadership but also compassion and understanding for your students. So, classroom management is essential as it helps us to keep classroom behaviour in check and our students on task. It sets clear expectations for student behaviour. One of the elements of a well- managed classroom is clear expectations about how students should behave.

9.2 General Principles of Classroom Management

There are some fundamentals of classroom management that might apply to any classroom. Consider the following ‘keys’ to effective classroom management (Marzano & Marzano, 2003).

General Guidelines for classroom management:

- Establish clear teacher and student roles. Learner-centred classrooms that involve student interaction and participation function efficiently only when it has been made explicit what your role as a teacher is, and how student participation fits into an organized class hour. Studies have found that, in general, students prefer teacher guidance and control over “permissive” approaches that have the potential of becoming chaotic (Chiu &

Tulley, 1997).

- Articulate unambiguous objectives and goals. When students know what the ultimate purpose of lessons and tasks within the lesson are, they will more effectively develop intrinsic motives to succeed.
- Be flexible. It is obviously important to plan your lessons, but as Scrivener (2012) noted, plans have a way of going awry, so while you should indeed prepare for a lesson, you will need to be flexible in modifying and adapting your original plans.
- Allow students some choice in activities and exercises. Your planned activities and tasks are important ways to lead students toward reaching objectives, but within that structure, when students are given options to choose from, it increases their interest.
- Take a personal interest in students. Teachers sometimes have dozens of students that they teach every day, but the more you can see each one as a unique individual, worthy of your attention, the better. Informal conversations, compliments on good work, and awareness of personal backgrounds and situations can all contribute toward a fully functioning community of students.
- Be fair to all students. It's easy to have "favourites" in your classrooms, but it's important to treat every student with equal affection and attention. Otherwise, you set yourself up for discord and jealousies.
- Exhibit enthusiasm and a positive attitude yourself. The more you exude enthusiasm for classroom activities, the more this positive outlook will rub off on your students. There's nothing worse than teachers whose body language, demeanour, and words communicate apathy. The key is to engage your students

(Wright,2005), and you are the one to spearhead that engagement.

- Challenge students of both higher and lower levels of ability. One of the most challenging aspects of teaching is reaching all of your students, across a spectrum of ability, intelligence, and motivation. Some means of accomplishing this include a variety of activities, judicious assignment of groups, individual attention, and extra-class conferences

The fundamentals of classroom management are not just for the field of language teaching but specifically require of the communication classroom is and challenges for teachers. It is much easier to be directed by a teacher and completely into control than to release about out of people control to students. In conclusion, a comfortable classroom environment for teaching and learning activities to meet learning objectives is created by a good classroom management. Another key point that we have to think in conducting a communicative classroom is about the teacher. Are teachers born or made? Can the teacher motivate students in learning? Teacher plays many roles in the classroom, including teaching knowledge, creating a classroom environment, and assessing student participation. Teachers teach in many ways, including lectures, small group activities, and hands-on learning activities. They also set the tone of their classrooms, which can be positive or negative, and students often mimic a teacher's action. Those are all teachers' roles in the classroom. So, what about the students' motivation? Could teachers maintain students' motivation in their learning? In this chapter of student motivation, let's discuss it briefly.

9.3 Student Motivation

Motivation is an essential ingredient in effective teaching and

learning. It not only yields more positive behaviour in students, but it also contributes to a greater sense of wellbeing. Understanding how to motivate children and young people in education is crucial, if we are to provide them with the best possible start in life. This chapter is about you, the teacher, and how you can help your students stay motivated to learn. However, helping students stay motivated may be different than you think. The point is not to reward or entertain students in class but to understand what influences motivation and demotivation, and then to teach in ways that use those influences.

From those perspectives, let's explore what definition of motivation is. Motivation is a motive which has become active at certain moment, while the motive is the driving force in a person to do something certain activities (Khodijah, 2014). While a human desire that stimulates it to act, or something that underlies human behaviour is also a motivation (Usman, 2019). Motivation is a psychological process that drives people to do something. Motivation determines the persistence of a child's learning which he will try to study it well and persevere with hope get good results (Uno, 2017). So, these opinions conclude that student motivation in learning is the ability to achieve academic goals and a positive attitude towards learning. Motivated students are more likely to succeed, be committed, and see the value in what they are learning. Furthermore, the purpose of the motivation given by the teacher is to move or encourage students to improve their learning achievement in order to achieve the expected goals. So, teacher, as a motivator can motivate his/her students with no obstacles or difficulties to achieve educational goals. Some of the roles and teacher's duties are to provide stimulation to students by providing rich learning tasks to develop students' knowledge and emotions, interacting with students to encourage courage, discussing, reflecting on students, and acting like someone who helps mobilize and provide

affirmation to have a passion for learning (Suyono, 2017).

There are two types of learning motivation, intrinsic and extrinsic. Intrinsic motivation is a form that comes from within each individual without being by others, but comes from each person's own free will (Hamalik, 2008). This can be said that students with intrinsic learning motivation mainly pay attention to the teacher's explanation using their own perception. They are more interested in the educational materials provided and their attention is not distracted by surrounding circumstances. Furthermore, intrinsic motivation comes from the desire to succeed, the need to learn, and the presence of intentions, goals, and values. It is also important to emphasize that students motivated in this way will eventually become educated, experienced field experts. This comes from the desire to become an educated and experienced person. The other type of learning motivation is extrinsic motivation, which comes from sources other than the students themselves. That is caused by factors outside the learning situation (Hamalik, 2008). This type of learning motivation comes from external influences on the individual, from the environment or from other people. For example, a student can be motivated to learn only by teachers, gifts, avoiding punishment, etc. Therefore, extrinsic motivation is defined as a type of learning that begins and ends with a desire that comes from outside the self. So, in this case, teachers face a significant challenge in shaping students' behaviour so that they actively participate in teaching learning process, creating a comfortable and favourable environment in the classroom, encouraging students take responsibility for their actions and behaviour as well as develop personal skills related to good habits and achieve high social attitudes consistent with learning goals.

In order to increase the students in learning motivation, (Anderman and Anderman, 2020) have pointed out that learning

motivation in students can be improved through training programs for teachers and students on how to create a more positive and motivational learning environment. In addition, (Assor, Kaplan, and Roth, 2002) also have shown that learning motivation can be improved through education on independence and autonomy for students. Then, (Reeve and Jang, 2006) have demonstrated that factors such as social support, sense of control, and empathy can affect students' learning motivation. In conclusion, there are many ways to develop students' motivation in learning. In this chapter we will look at that motivation and classroom management is the main point in increasing students' motivation. The implication is that if students are motivated, they will be less likely to engage in disruptive classroom behaviours.

The following are some ways that teachers can increase motivation with their students. These can be used for teachers on how to motivate students to improve teaching, learning and classroom management.

- Provide students with choice
Choice leads to a feeling of autonomy and self-competence, which increases motivation. Outright choices are rarely an option, but teachers can offer students a choice based on certain parameters.
- Be excited
If the teacher isn't excited about content, why would the students get excited? When students are excited about learning, motivation goes up.
- Get students intrinsically motivated
Find ways to help students see the value of the content of your course by relating your course to their lives, their aspirations and their passions.

- Use extrinsic motivators
Positive reward systems such as earned positive praise can motivate students. Keep the golden ratio in mind for positive feedback: 3-5 positive interactions for every corrective feedback.
- Set realistic expectations
Individual learning rates and goals can help to keep students motivated to try their personal best and not get discouraged by standardized goals that may not relate to their zone of proximal development.
- Reduce students' fear of trying and anxiety
Failure is an option, and a less critical approach can reduce students' anxiety. Keep your classroom positive by focusing on a growth mindset. If students do not succeed the first time, be supportive and understanding and teach resilience.
- Be empathetic
Attempt to see things from your students' point of view when possible. This doesn't mean you need to be completely relativistic, but putting yourself in your students' shoes will help your students feel supported and safe. This can lead to students realizing their full potential.
- Make things fun
School should be enjoyable; students should look forward to coming to school and all the exciting activities you have planned. Not everything has to be fun, however sprinkling enjoyable activities into your routine can keep students motivated.
- Harness student interests
What are your students' interests? Do they love sports, dancing, theatre. Find out their interest and work these

interests into your content, increasing relevance and student-centeredness.

- Allow students to work together
Social interaction may increase levels of motivation for some students. A common group goal can increase levels of accountability. Group norms and roles are recommended to keep students accountable for group work and reduce free-loading.

While there are many other ways to motivate students, hopefully you now have a working list of ways to keep students interested in your content via motivation. If students are motivated, you may very likely see classroom management improve and behavioural concerns reduce. Last, teacher and students are also happy in getting involved teaching and learning process.

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