

INSTAPCURSUS VAN DE ENGELSE TAAL

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Tot het behalen van het diploma van:
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1. Preface

With this bachelor paper we conclude our Bachelor in Secondary education – English. It was a great challenge to start working on this paper as we wanted to provide honest and complete insights in studying English at the ArteveldeHogeschool.

We especially thank our promoter, Filip Moens, who was always willing to give us advice and supported our group in every possible way. We also thank him for his clear insights and perspectives, which made it possible for us to create an efficient and complete introductory course.

At last we want to thank our parents and other family members, who showed admirable patience in supporting us during this very stressful year. Thanks to them we always had someone to rely on when we needed any help or mental support.

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3. Introduction

When we look back at our first year, we see a surprising difference in the amount of students that started with us and the amount of students that will graduate with us at the end of the year. Quitting colleagues told us the reasons for this decline. There is a lack of interest with some students as well the realisation that teaching is not what they want to do. Some had other expectations of the training or disliked the didactical part. Those students quit after one year.

Others stick at Artevelde for two or more years and then, sadly, drop out. Their main reason is the difficulty of the school or deficiency to find a way to cope with the larger amount of subject matter.

Even within our group, some of our group members have made a wrong choice of training before and have experienced how being unprepared and ignorant can lead to a wrong choice. And it's these choices that determine young people's lives.

To realize this course it was important to take all these issues into account. The course had to be of an appropriate level, it had to provide clear expectations and the teaching- aspect of the training could not be omitted. Giving students a more comfortable feeling in these aspects to start their training at ArteveldeHogeschool was our main goal. We kept this goal in mind throughout the entire working process. We also wanted to challenge ourselves and set our sights high in order to create a creative bundles with innovating and original perspectives.

To introduce our course we first considered the need of an introductory course. Has there already been enough demand for an introduction course of English? How are the scores of the mock exams done by the first-year students? We discuss this thoroughly in our first unit as it's important to estimate the future value of our course.

Secondly we discuss our motivation and organization of our work. We mention how the course came into realization, what our goals are and who our target group is. Next, we go through topics that we've been working on in our course and how we've been able to make the selection we have. There is the list of grammatical topics, which should be a revision to most of them and there is the list of the TEFL-topics, which is entirely new to them.

In the unit 'Organization of the week' we like to touch on our fixed daily planning. We explain how this concept came into existence and what our main focuses are during each day. Afterwards we turn to the daily overviews in which you get a fine idea of what topics we have chosen, why we chose them and how we made them into a course. Soon it will be clear to you that no activity or topic has been chosen randomly, but that everything is part of a 'greater' working method.

Strengths and weaknesses is the part of our bachelor paper at which we looked in a matter-of- fact-way. There is no doubt we are proud of the composition of our lessons and materials but nevertheless we are honest about our (possible) weaknesses.

Last but not least we wonder about the future vision of our bachelor paper. Will this course be capable to address its target audience? And if, will it give the added value to their training we are aiming for? We want to invite you cordially to discover this while going through our work.

4. Why is there a need for an introductory course?

As students who did English at ArteveldeHogeschool we have our own opinion on whether or not there is a need for an introductory course. Underneath are the main reasons listed.

Firstly, achieving bad marks seems to be trending with first year students. We noticed this when we were freshman students. Due to the lack of effort, the lack of interest, not attending class and the freedom of higher education many students fail in not only English. This was also the case this year, even worse as confirmed by most lecturers. The results of the mock exam were baffling with a total average of 32,54 percent. Underneath we show a bar chart of the results of grammar and the total results. The bars clearly show that an introductory course, focussing on the hardest topics, can give students a boost through some extra explanation and exercises.

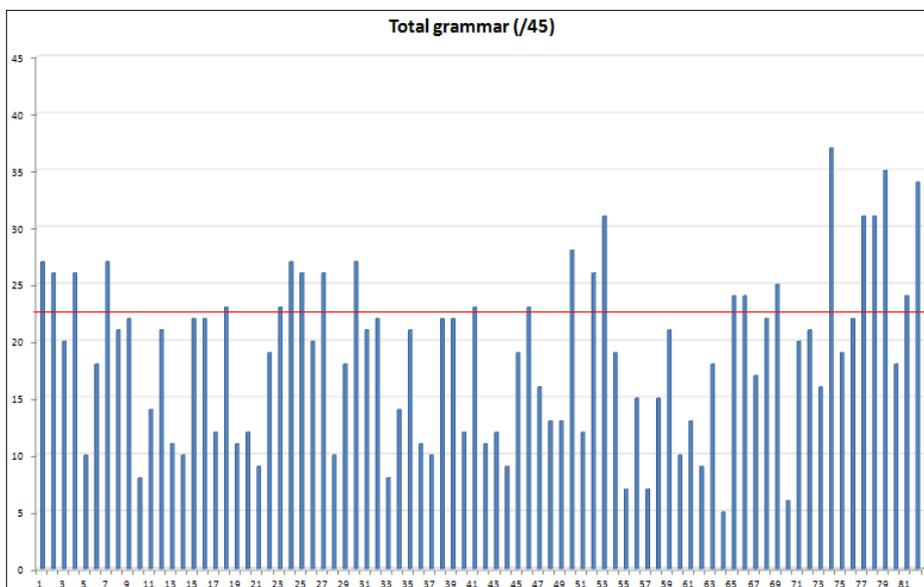


Image 1: Grammar results on the mock exam Semester 1 2012 (on 45). Every bar above the red line is a student who passed

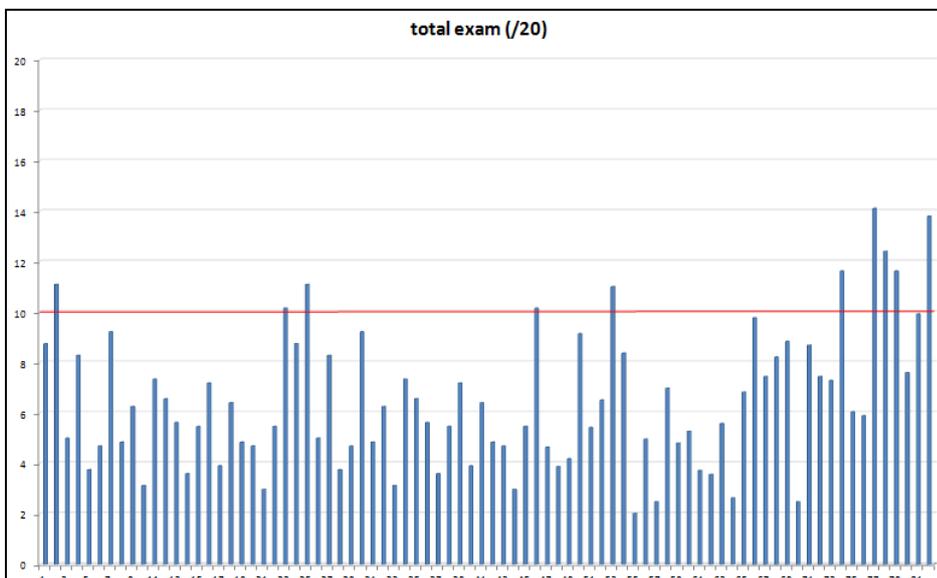


Image 2: Total results of the mock exam (on 20). Every bar above the red line is a student who passed.

Secondly, an introductory course will not only help the English skills and knowledge of the students. It will certainly increase their confidence as they step into the classroom when they have already a clear view of what the training will be about. A self-confident student will be more studious, study more and have a larger chance to succeed.

And succeeding students isn't only good for them, which brings us to the third reason why Arteveldehogeschool needs this course. The financing system is based on output, how many students succeed from the second year onwards. Giving the students who want it, a head start, by giving them transparency and efficiency in an introductory course, allows them to increase their chance to succeed and for Artevelde to show more 'output'.

It is not a secret that many students at Arteveldehogeschool, and in other schoolings, have done a training before, sometimes a completely different subject. Some students chose randomly, searching for something 'different'. With the new system of what is called in Flemish legislation 'studiepunten' there will soon, if not already, be students who cannot chose a new training. An introductory course could prevent such foolish, impetuous enrolments in trainings they don't yet understand. Following a course before enrolling, which is a possibility with ours, gives the pupils an idea of what the training consists of.

A last but very important reason why we think the Introductory course is necessary is about the interview we made with X from the Hoogpoort. (This still needs to be done.)

5. Motivation

An English teacher needs two big competences we cope with in our course.

1. He must be an expert in the language content: Everything about the language itself, being the grammar, vocabulary, skills and cultural studies. A good teacher knows more about the language than his pupils to give them extra information if necessary. We explain how we dealt with this competence in 'subject specific matter'. (Cf. Infra)

2. He must be an expert in didactics: Everything about how to teach English. We refer to it as TEFL (Teaching English as a Foreign Language). Wielding the right methods to teach a foreign language is of critical importance to the students learning capabilities. How we integrated this can be read in 'TEFL related matter'. (Cf. Infra)

But first a practical overview of the entire week.

5.1. Practical information

	Topic	Skills	Room	Material	S/T	Preparation Students	Preparation Teacher	To do/To say for next lesson
Monday 9h-12h30	Introduction, future tenses, Liverpool, curriculum	Read & list compr, writing		Map, student bundle, pictures, computer, beamer, USB stick	1T for 15S	Prepare presentation during class	Cards Liverpool	
	13h30-16h Presentations ICT (cult st)	Speakin g, list compr, ICT		Map, computer, beamer	1T for 15S		Rubrics	
Tuesday 9h-12h30	Past tenses, Nottingham, TEFL terminology	Read compr, writing		Map, student bundle, computer, beamer, sheets hoekenwerk	1T for 15S		Sheets corner work	
	13h30-16h Manchester, prepositions, pronunciation, magazines	Speakin g, read & list compr		Map, snap game, sheets pupils, USB stick	1T for 15S		Cards snap game, sheet connect 4	
Wednesday 9h-12h30	Modal aux, London, handbooks	Speakin g, writing, list compr		Map, student bundle, USB stick, bingo game	1T for 15S		Bingo game	Thursday afternoon: dress to go outside for a walk

<p>Thursday 9h-12h30</p> <p>13h30-16h</p>	<p>Adjectives & adverbs, York, fiction books</p> <p>Kent, multiple intelligences</p>	<p>Read compr, writing, speaking</p> <p>Speaking, list & read compr</p>		<p>Map, student bundle, pictures, computer, USB stick</p> <p>Sheets for excursion, sports equipment</p>	<p>1T for 15S</p> <p>1/2T for 15S</p>		<p>Pictures</p> <p>Sheets wives, castles, timeline, infosheets + pictures castles</p>	
<p>Friday 9h-12h30</p> <p>13h30-16h</p>	<p>Conditionals, Belfast, structure of a lesson</p> <p>Revision</p>	<p>Writing, speaking, read & list compr</p> <p>Writing, speaking, read & list compr</p>		<p>Map, student bundle, computer, USB stick, jungle speed cards</p> <p>Material casino (Enclosure LP casino)</p>	<p>1T for 15S</p> <p>1/2T for 15S</p>		<p>Cards jungle speed</p> <p>Material casino (Enclosure LP casino)</p>	

5.2. Subject specific matter

When we were getting started with the introductory course, first of all we had to decide on the contents. The introductory course has to last a week, so we couldn't include every topic that is present in the teacher training. We had to make a choice between a lot of different contents and this was not something that we could do without inquiring ourselves a bit more.

First of all, we thought about what it was like for us to be a student in the first year of English. We remembered some problems that had occurred in our first year. We remembered some topics that we found hard at the time, but as it had been a while, we could not just base our choice on those memories.

Then, we decided to send an email to all the lecturers who were teaching in the first year of English at that moment. In this email, we asked the teachers what they would point out as 'problem areas' for the students in the first year of English. We didn't get a satisfying answer but our former promotor Mr Verhasselt assured us prepositions and modal verbs were a obstacle for freshman students.

To gather some more information, we also sent an email to other pupils who were working on their Bachelorpaper. These two students were making a 'remedial course', also for students of English. They had started with giving the pupils of the first year a mock exam. We asked if we could take a look at the results of this mock exam, to be sure we included the necessary topics in our introductory course.

In the end, we based our choice on all the information that we had gathered and the notes of mister Verhasselt and mister Moens. We included the topics which form stumbling blocks for the students in the first year of English. Some examples of these topics are: pronunciation, modal auxiliaries, conditionals and prepositions. The subjects are presented in such a way that they are fun to do or revise them and that they will be remembered for a longer period.

Each grammar topic is linked to a topic that has more to do with cultural studies, in this way everything is more integrated. We also tried to link the topics to the environment of the students. There are subjects such as: 'what's it like to be a student?', sports and hobbies, movie fragments...

Underneath is a list of general topics discussed during the introductory week:

Tenses

We chose to discuss the tenses extensively. The present and past tenses are discussed on Tuesday morning. It is important that the students who start the training have a good knowledge of this grammatical topic. It often appears that students can use the tenses, but that the names and grammatical functions are not so well known. This is why we included all the tenses; the past, the present and the future tenses. Most of all, it is a revision of the grammar that the student have learned in secondary school, but it is very important that this is refreshed before they start with the program of English.

Cultural studies

English culture is also included in the introductory course. First of all, with the red bus that stops in different cities of England. So there is culture with each new stop and new topic. On Monday afternoon the students do some cultural research, using the internet to present a more elaborate amount of topics.

Prepositions

The prepositions in English may seem a lot like the prepositions in Dutch, but there are a lot of differences and sometimes the students experience this as a difficulty. The main focus is on the prepositions in, at and on. These are not only used as prepositions of place, but also as prepositions of time. Also some other difficult prepositions are included, because they may be hard to understand as a Dutch speaking student.

Pronunciation

Pronunciation is also included in the introductory course, because it seems, and we speak out of experience, that a lot of students in the first year experience difficulties with this. It is not unusual, as it is a language and speaking is different from the mother tongue. Also, as a teacher of English, it is important that you speak correct English, with a correct standard pronunciation. When the introductory course copes with pronunciation, the students work inductively to how different a British accent is from a Flemish one. Further, the students do exercises to get to know some important characteristics of the English pronunciation.

Adjectives and adverbs

Distinguishing an adjective from an adverb is very important in English grammar. We tend to use them wrongly, so it's important you know them well enough to distinguish them. The problem with adjectives and adverbs is that sometimes it is hard to know which one to use, especially for someone who is not a native speaker. This topic is discussed in secondary school, but it is important that students have a good grip on this theory. This is integrated by doing some grading exercises and by discussing the difference between an adjective and an adverb and also how to distinguish them.

Modal auxiliaries

Modal auxiliaries are very common in the English language. But usually these are very hard for pupils in the secondary schools. There are a lot of different modal auxiliaries and some of them look seem similar, but have a slightly different meaning. During the lesson on modals, the students learn about the use of the modals and there are a lot of exercises on the more difficult ones. There will also be focused on paraphrasing a modal, e.g. "must= you are obliged to".

Conditionals

Conditionals are often approached in different manners, according to the language that they are taught in. Especially students who do not have English as a mother tongue may experience difficulties with these language differences. There are four main conditionals that are used in the English language: first conditional, second conditional, third conditional and zero conditional. These four structures are included in a lesson with some more culture and a lot of exercises, because we think it is important for students to know the difference and formation of these conditionals.

5.3. TEFL related matter

As mentioned above, some introductory courses already existed but Arteveldehogeschool had no specific English course for the teacher-training college. It was therefore not only our goal to make a course to improve the students' necessary linguistic contents (cf. Infra). Also the didactical aspects of the subject are very important to an English teacher and the English department. Students will get a lot of practice and theory about TEFL at Arteveldehogeschool. Because we want to offer the students of our course to get a complete idea of English at Arteveldehogeschool, the TEFL-skills and the English department are areas we go into every day of the course.

We do this by using, what we call, TEFL-reflections. Partly out of experience, we assume that freshmen students have never constructively thought about how to teach a foreign language. That is why we focus in the course on merely reflecting on didactical aspects of TEFL; e.g. Lesson structure, communicative approach methods. These reflections are not about practicing or creating materials – the students will have their chance for this– but more about discovering how useful certain methods are and how the English department works.

The best format to achieve this goal is Question and Answer. At the end of every lesson block, the pupils sit together with the teacher and start reflecting on a certain TEFL-topic they have seen into use that day. For instance when that lesson a reading text was used as a presentation, the TEFL-reflection will be about how to teach reading skills. No output before input is the concept behind it, a didactical axiom on itself.

TEFL-reflections are always positioned at the same moment during the day, at the end of a lesson block. This helps in creating a transparent structure for the entire week. We believe that if the students simply participate in the reflections, they will have a major lead in that area on their fellow students who didn't take the course.

It is impossible and pointless, though, to teach everything about TEFL so we restricted ourselves to what is the most important in our opinion. Underneath is a chronological list of the TEFL-topics:

When?	What?
Monday morning	- What is it like to be a student at Arteveldehogeschool? - Curricula and objectives
Monday afternoon	- ICT-presentations: Powerpoint, Prezi, Mindmap - ICT-exercises: exelearning, hotpotatoes - Rubrics
Tuesday morning	- TEFL-related Terminology.
Tuesday afternoon	- The didactical approach on reading comprehension. - The favourite magazines of the English Department.
Wednesday morning	- The didactical approach on listening comprehension.
Thursday morning	- Use of fiction in the classroom
Thursday afternoon	- Multiple intelligences - Teaching formats
Friday morning	- the didactical phasing of a lesson:
Friday afternoon	/

6. Organisation of the week

Every morning and afternoon we start with introducing our lesson topic by getting acquainted with a British district. There will be a big map on the blackboard on which we attach our red bus on the district/ city that we will visit during that lesson.

The places we've chosen are very diverse. Our concept is based on a common idea that our cultural knowledge about Britain's districts is not very elaborate. We don't have the intention to make them geniuses in the British culture, but we do want to make the students aware of the added value when culture is integrated in lessons. It is nice to teach our future pupils the beauty of the English language, but it is even more fascinating to immerse them in the entire English world. We chose to stay between the borders of the British country because we only had to create lesson materials for one week. When they want to integrate this system in their latter teaching career, they can opt to work with several countries where the English language is of vital importance. It is not our goal to overload the students with theoretical information about the district, our goal is to show them how culture can be integrated in an amusing way and how cultural awareness can be gradually built up by intentionally implying it in your lessons.

The introduction of the topic goes smoothly into the grammatical part of the lesson. We tried to grade our exercises, combine culture and grammar, work with all the skills, offer transparency by from time to time inserting exercises from ALG etc. More information about this is to be found in 'the overview of grammar and skills'. (Cf. Supra)

We always end the day with a concise TEFL-reflection, which has already been thoroughly discussed in 'TEFL related matter'. (Cf. Supra) Our days have been composed in such ways that we offer a great balance of these aspects.

6.4. Monday

6.4.1 Morning - Liverpool

As this is the first day of the week we spend some time making the students feel at ease, explain them the concept of the introductory week. The timetable will be handed out, the red bus system will be explained,...The red map on the blackboard will be our guide for the following week. Each morning and afternoon we stop in a particular district of the United Kingdom. We take the opportunity to explain the composition of the country. Great-Britain might still be a mighty empire to some of its citizens, but even more people realize that this is just an illusion as the once mighty empire is nowadays an unstable assembly consisting of four very different parts: Scotland, Wales, Northern Ireland and England. We also show other typical British features and characteristics in an interesting Powerpoint.

Before we have a closer look at the first city we take some time to get the students acquainted with one another. We've foreseen two 'get-to-know-you' games. In the first one the pupils interview each other and the second one is a long term get-to-know-you-game. The pupils hang on the door one lie and two truths about themselves, by using post-its. It is up to their colleagues to find out during the entire week which ones are true and which ones are false.

After this we set sail to the first city we visit. Almost literally because it is famous for its port: Liverpool. Apart from the port, it is also famous for its football club and legendary band: The Beatles. The pupils find out these three characteristics themselves by walking around and linking sentences to each other.

To give the future students some input before teaching the main topic, we give them something to think about. What are their expectations for higher education? What are their plans, their intentions, and their arrangements? You can guess it already, Monday morning is about the future tenses. This topic was chosen because now the students can express their expectations and plans for this week and the coming school year.

Because many students already actively use the future tenses –but often wrongly- the examples they give from the little chat about 'how to be a student', are put into a scheme. Afterwards the pupils guess the function of every exponent. As a language focus, an overview is handed out with some information missing. The teacher and pupils complete it together.

Still not eager to leave the pretty city as the exercises are all in connection with Liverpool.

We end the class with the first of our TEFL-reflection. The pupils look at some curriculum objectives and decide whether they have reached them already, or not. They should have! Shall this be a promising week?

6.4.2 Afternoon - Oxford

The composition of the first day is different from the other days. In the morning after their first lesson, we present them Oxford using a Prezi. In groups of three people they will have to create a presentation about a cultural topic, using a specific computer program. The topics vary from the royal family to Edinburgh, Cardiff, British battles and the media/ music industry. The computer programs from which they can choose are PowerPoint, HotPotatoes, Mindmap, Prezi and

ExeLearning. If they choose to make a PowerPoint, they have to insert a Mindmap and an item of HotPotatoes. To work on this presentation they can use for their first time in their Arteveldecareer the resources centre. We chose to give this activity before the break as this will be their first challenge to arrange their own time schedule. Besides, it is their first real group work which gives them a chance to cooperate with people they don't know yet.

Before we send them to the resources centre, however, we show them a rubric that will be used in order to give them a proper evaluation. We try to be exemplary in showing how you can be as transparent and objective in your lessons as possible. It will also give them a better perspective in what is expected of them when they are doing their presentation. At the same time they learn how to evaluate other people, in this case their fellow students. This is good practice for one of the most difficult evaluations a teacher needs to do: giving marks on speaking. We reflect on these rubrics again at the end of the lesson, to know how they think about this evaluation system and to sum up its advantages.

The most important factor is that we teach them how to implement ICT in a language lesson. Furthermore, learning to work with different ICT-formats will definitely be of contribution to their later teaching training as it gives more possibilities to be a demonstrative teacher. For this reason we ask them about the advantages and disadvantages of ICT in the class room.

The advantage of using ICT in the classroom is that the students are given the experience of the possibilities that ICT can offer. If you always stick to a PowerPoint, your pupils or students get the impression that there's only one way in which you can make a lesson demonstrative with ICT. If they acquire varied ICT-skills, they will be able to choose their way of presenting something depending on their needs. You can extend this to using a visualizer, smartboard and beamer in the classroom. In the end they can discuss what they would undertake as a teacher if they didn't have any ICT-equipment in their classrooms.

6.5. Tuesday

6.5.1 Morning - Nottingham

To go a bit on the romantic tour and to please the students with a more dreamy mind, Tuesday's stop is Nottingham. This city is called the Queen of the Midlands, as it is seen as the smaller brother of the biggest city of the Midlands, Birmingham. There is also a nice link with the student city Ghent, as Nottingham and Ghent have been twin cities, since 1985. The grammatical topic to be seen, the tenses, is less romantic so the more reason there is to find a perfect balance in combining these two.

We start by showing an extract from the film "Robin Hood: Men in tights". We can't deny that we all know Nottingham from the tales of Robin Hood. It is said that this hero, who stole from the rich to give to the poor, lived in Sherwood Forest, Nottingham. This is why we chose to show this movie.

The extract, from which they get several questions is an entertaining lead-in on the text they receive afterwards about Robin Hood and Marian. As we follow the tight reading structure we get to the language when the teacher asks about the underlined words in the text. These words are all verbs in different tenses. To test their knowledge about the tenses, an overview of all the tenses is handed out. They have to put the underlined verbs in the right column in the schedule. As you can see we

succeeded again in making a smooth transition to the tenses and in combining skills, culture and grammar.

When they have filled in their overview, the students are divided into three groups to start an hour to an hour and a half of corner work as further practice on the tenses. The English tenses are experienced as tricky by a lot of students, especially to students who are not native speakers. As they are our target group, it's significant to foresee a lot of time and exercises for this topic.

There are three corners; one corner with exercises on the simple present and present continuous, another corner with further practice on the simple past and past continuous, and the last one with practice on the present perfect and past perfect (simple and continuous). In each corner, the emphasis is on the use and formation of the tenses. The exercises contain gap-fillings, making questions, putting in the right form, choosing the right tense etc. All the corners have at least one more fun exercise: miming for the present continuous, talking about regrets for the past perfect and talking about annoying habits from a (fictional) ex-spouse for the past continuous. The exercises are all graded from receptive to productive so this corner work takes the learning process carefully into account.

After the corner work has been finished, there is the daily TEFL- reflection. During this reflection, the students think about the TEFL- terminology that was used during the lesson: structure, grammatical function, exponent, communicative function etc. This terminology will be all around when they start their English training.

6.5.2 Afternoon - Manchester

The preposition song is the amusing starter of this afternoon. It is not really a song, but more a list of prepositions put on a tune. The students have to write as many of these prepositions in their work bundle as possible. This exercise serves two purposes. The first one is for those who don't use a wide range of prepositions, so they get an idea of the variety the English language has to offer. Secondly it gives students who, unconsciously, already use prepositions, a name to categorize these small words. When you get acquainted with the construction of a language, you will be more aware of the mistakes that can sneak unintentionally into your speech or writing.

As it was not possible to introduce the city and the prepositions at the same time, we chose deliberately to kick-off with the most motivating lead-in, as we ought songs to be one of the most motivating lead-ins in lessons. We continue the lesson with a true or false game about the leading role Manchester played in textile manufacturing and the effects it had. It's better to get them acquainted with some facts instead of a whole history, because students will stick to the small facts and might use them in one of their lessons once. Afterwards they do a hangman game about two famous bands from this city, namely Oasis and The Smiths. When this brief game has been finished, the students receive a reading text about the flourishing football culture of Manchester United.

The reading comprehension about Manchester United is also used to enter phase 2 of the lesson smoothly: prepositions. As the rules of reading imply we follow the fixed structure: pre-teaching vocabulary, first reading for content and second reading for language. We conclude the second reading for language with a practical grid that summarizes the grammatical rules of the prepositions on, in and at. To get to this grid the teacher uses TGOP.

A very classical format is used to teach the prepositions of place: teacher for oral drilling. The teacher uses a teddy bear and a box to run over several prepositions. Again, this format has been chosen for two reasons. The first is a grammatical reason to repeat the distinction between several prepositions of place. The second, and most important one, is to evaluate this learning process in order to reflect on teaching formats.

Next it's time for further practice. First the students fill in the prepositions in the correct gap, a classical but useful exercise. The second exercise, on the contrary, is a fun variation on a gap-filling. The class gets divided into three areas (areas on, in and at) and the teacher reads out a text about Manchester. Again culture and grammar are combined in one activity. Every time there is a preposition in a sentence, the teacher stamps with his feet. The students have to choose for the right area to fill the gap. As you can see, there is not much difference in preparing the first and the second activity, but for the students it means a world of difference. The third exercise is a game-like activity. The students work in groups of three and all have a deck of cards that have sentences on it, lacking a preposition. They turn around their cards at the same time. If two or more cards need the same preposition, they shout SNAP and the preposition as fast as possible. We added a slight alternation on this activity with the bottle of water that they can grab instead of shouting SNAP. The fourth and last exercise on prepositions is connect four, for which the students work in pairs. One student reads the other a sentence without the preposition. This student answers by picking a round card with the correct preposition, which he/she puts somewhere in the grid in order to get four-in-a-line. A wrong answer means you cannot put a pawn. Here we thought about differentiation. Students stating that prepositions are as easy as pie to them, can put a time limit of ten seconds on answering the questions.

The second part of the lesson is about pronunciation, an incredibly important part of a language. The students get to see three video fragments in which they can hear and see Guy Verhofstadt and David Cameron speak English. They have to compare their speech. This is good practice as it's easier to reflect on somebody else's mistakes in speech. A next step is being able to reflect on your own speech.

In the first exercise the students receive a poem 'hints on English pronunciation'. They have to try to make the poem rhyme. This poem is a splendid piece to point out that speaking English is not as obvious as we might sometimes think. It can be a useful reminder in the students' later teaching career, that these are issues our pupils struggle with. Subsequently we exercise our English speech with some tongue twisters. We reflect on the sounds that make these tongue twisters hard. During the journey activity we focus on word endings. The students try to hear the consonant the word ends in (e.g. /s/ or /z/) and incidentally learn something more about several famous Mancunians. In the last exercise of this lesson the students have to put down the stress. They notice the importance of stress in a sentence as it has the power to change the entire meaning and interpretation of that sentence.

We end the lesson with our usual 'dessert'. The students gather in a circle and we discuss the didactics used in this lesson, focusing on the phases of the reading activity. We also mention the importance of using authentic materials in lessons such as magazines like "the Week". We point out that they can discover the wide assortment of magazines in the resources centre.

6.6. Wednesday

6.6.1 Morning - London

Unlike the other days, Wednesday class will only take three hours. There is no use in cramming the week with activities, we would rather give them some time to rest and reflect on their mid-week expectations. Have they got a clearer view on English at Artevelde already? Do they like what they've learned so far? Therefore, the students have an afternoon off.

In the morning, though, work is to be done. The city we visit on Wednesday is of capital importance: London. As a tiny preview to their future jobs, the pupils present the city themselves using famous London monuments and attractions which they find on the internet. The pupils look up an attraction in London in a virtual tour and present them in front of the class by using some guidelines towards modals. These highlights you *can* see in the UK capital are a must and *should* be visited and that way we kick off the modal verbs.

The modal verbs are a grammatical topic that is a problem for beginning students. Also our experience told us that these auxiliaries cause much trouble because of the slight nuances in register and function. The presentation of the lesson consists of a listening exercise in which several modal auxiliaries from all different categories are used. After going over the didactical phases of a listening exercise, which we will look into the TEFL-reflection, we tumble in the language focus. The blackboard serves its aim together with the exponents from the small presentations and the listening text. The pupils will not see all the modal verbs, due to the lack of time, but a lot of modal auxiliaries will be discussed as well as the different categories in which modals belong. The language focus is split up in two parts: the structure and the basic function of modal auxiliaries and the meaning of the modals. The latter is a focus on paraphrasing the modal verbs and therefore the more thorough function of modal verbs.

The exercises are ordered in a grading way. The practice part starts with choosing a paraphrasing of a modal and continues to simple gap-filling exercises where a modal verb is missing. The practice phase ends with writing and acting out a dialogue to bury the hatchet with your neighbour through advising, obliging, prohibiting,... Grading is mentioned explicitly when a part of the practice was taken out of English handbooks (Contact and Spark) from respectively elementary, pre-intermediate, intermediate and upper-intermediate level. It is important that the students will look at exercises with the perspective of a teacher and not of a pupil. They will use handbooks regularly at Artevelde and it is useful to show them already. Handbooks are, for that reason, briefly introduced. Afterwards the pupils talk about what a good activity/exercise means to them.

The TEFL-reflection at the end of the lesson is about the other receptive skill: listening comprehension. The day before, the students have reflected about reading comprehension and this is a way of testing what they have learned. What are the similarities with reading comprehension? Is the source an authentic, useful source for a presentation? We end with a small practical part: the students listen to a text while they can follow on the paper. They decide whether the texts are good for a presentation and what the topic could be. They apply the knowledge they have gathered about receptive skill presentations to prove they have gotten the hang of it.

6.7. Thursday

6.7.1 Morning - York

This morning we travel to the city from which the name is unknown until the students have figured it out. On the blackboard there are three pictures from New York, a Yorkshire Terrier and Yorkshire Pudding. It's up to the students to guess the city, which they will find rather quickly. After this a student has to point it out on the map.

As York is famous for its Roman remains the students read a text about the Roman history of York. To get to this text the students have to put eight historical events in the right order. The text's purpose is to give the students more insight into York's Roman history and to get used to the composition of a reading activity. As a careful reader, it can't have remained unnoticed to you that we attach a lot of importance to the fixed composition of reading comprehension. The consistent repetition of this composition will make the students more aware of it in their future training and teaching career. It is also seen in a TEFL-reflection on Tuesday afternoon.

After this reading activity we show the students a love letter to a boy living in, where else, York. In this text there will be plenty of underlined words. The students have to categorise these words in two columns. This exercise leads them to the definition of adverbs and adjectives and what districts them in use.

When the setting of this newly gained information has been done it is time for further practice. We start with easy receptive exercises such as underlining, matching and putting adverbs in the right place. When they know how to use the adverbs and adjectives, we ask the students when we mostly use them. When somebody mentions 'describing people' the teacher uses this to approach the fiction book.

'The absolutely true diary of a part-time Indian' is a brilliantly written book by Sherman Alexie. In the opening of the book the author succeeds to make the readers most enthusiastic with Oscar's hilarious self-description. We read this extract with the students and we have no doubt that our students will enjoy it as much as we did. Choosing for this fiction book has two reasons. The first is to convince the students that using fiction in class can be lots of fun, when you're doing an effort to keep up with modern literature so you are able to make a good selection. The second reason is that this book offers so many good topics to discuss in class and, to focus on our lesson, the amount of descriptions given in this book. The way they are described is even a bigger advantage, as the funny way of writing is very appealing to students. When they have read the extract we ask some general questions to interpret the content. After the second reading the questions focus more on how he describes himself. As an exercise the students have to gather the mentioned adjectives and adverbs in two word webs. This is a decent preparation on the exercise in which they have to describe one of his family members, from which there are pictures in the book. In order to do this very carefully, they receive a list of exemplary words they can use.

Finally, we get to the last exercise. This is a combined game writing activity. The students get a card from the teacher with the name of a fellow student. They have to give a good description of this person's characteristics. They can write about their appearance and/ or inner characteristics. They have to use seven adverbs and seven adjectives in this description. When everyone is finished and all cards are handed in the game starts. The students have to guess who the description is about. We

chose this exercise not only because it's fun and motivating but also because being able to describe people decently is a necessity when you want to speak a language accurately.

In the TEFL-reflection we reflect on the value of using fiction books in the lesson. It can motivate students to go exploring English literature, it has the power to bring up topics that would not be easily discussed without reason and as books play with words it is the ultimate source to reflect on language. We hope that our students reflect on these perspectives.

6.7.2 Afternoon - Kent

As we are nearly finishing the week, it's time for something with a highly amusing factor. We decided to organise an excursion through Ghent. The students already know each other which will make their day even more fun. All the activities that we do during the excursion are linked to the cities Kent and Dover. Probably some of the students will have been there in the third year of secondary education. The excursion-activity might be useful when they would like to do an activity outside in their future teaching career.

1) To break the ice we start our day with a mini English breakfast in our own canteen at the Kattenberg.

2) After the English breakfast we take the tram to the Cathedral where we will tell something more about Geoffrey Chaucer and the Canterbury Tales.

3) Our next stop is the 'Graslei', where we do a game. Every student gets a ticket on his/ her head with the name of a famous person. These people will be of British or American origin.

4) The fourth stop is 'het Gravensteen'. We link this castle several castles, situated in Kent, that you can link to Henry VIII. We expect our students to have the age of 17/ 18 which makes it possible to enter the castle for free. Within walls of the castle the students will do a fun activity about Henry's six wives. The students get divided into six groups of two or three people. They receive a puzzle that they have to solve. At the back of this puzzle they can find a text about the woman on the puzzle and a small math problem to calculate Henry the eighth's impetuous marriage intervals.

5) The fifth and last stop before we return to the 'Kattenberg' is in the 'Citadelpark'. To reach this stop we take the train to the Willem Van Nassaulaan. As Kent is known as 'The Garden of England', we grab the opportunity to play some typical British sports like darts, rugby and cricket. We transform the 'Citadelpark' into 'The Garden of Ghent'.

After playing the sports we gather in a circle in the grass to come to the TEFL-part of the lesson. 'What have they learned today? What is the use of this activity?' The goal of this lesson is to show our students that there is more than one way to teach something. These students have learned a lot about culture in an entertaining way, although you could also just teach them in class. Of course there is not always the possibility and time to take your students abroad and that's why it's nice to offer various activities in which way every student feels involved and approached. We have a conversation about multiple intelligences and how a wide range of activities can highly motivate the students.

Note: If the weather that day is dreadful, which is not unlikely in our country; we recommend to skip the sports' activity and return immediately to Artevelde. If the weather is that bad even leaving the building is a health and safety risk, all activities can be done inside, except for the sports.

6.8. Friday

6.8.1 Morning - Belfast

To start this last day of the week, we announce that there will be a casino in the afternoon that will focus on entertainment and their gained knowledge. This morning, however, we start with a musical quiz in order to introduce the capital city of Northern Ireland: Belfast. The purpose of this quiz is to link some songs to several aspects of the city: famous people, important events, history and climate. After this quiz we briefly discuss these aspects.

Our transition to the conditionals is not that subtle, but it's a fun and easy accessible starter. The students have to form a circle with one student standing in the centre of this circle. He or she has to say a sentence in a construction that is the zero conditional. The activity is followed by a small TGOP in which the group elicits the communicative function and structure from this conditional. As a language focus they have to complete a grid.

The second activity is a successful combination of grammar and culture. We used an authentic text that we slightly adapted as we added some sentences in the end. This was necessary because the text was not long enough. Gradually they discover the structure of this new conditional with the sentences below the text. We revise these sentences and repeat the first conditional's structure and communicative function. The added value to this exercise is the former mentioned cultural aspect. The students get an idea of what the current circumstances in Belfast are like. Unfortunately life there is still marked by its violent past. After the brief TGOP we continue with filling in the grid that serves as a language focus.

We introduce the second conditional by using a song from Gwen Stefani called Rich Girl. This song has already served this purpose in many classrooms. By experience, we advise to pre-teach some difficult vocabulary and set the context of the song. This will lead to better understanding and prompt settlement of the exercise. After we discussed the song, structure, communicative function and filled in the language focus grid, we do a short classical activity. The teacher hands out cards with a hypothetical question, which the students have to answer following the structure of the second conditional.

To introduce the third conditional the students receive a card containing a funny or even absurd excuse for not making their homework. The teacher writes the structure, that the students have to follow, on the blackboard. On first sight this doesn't look like a typical and good lead-in, but we ought our students to have the appropriate level to do this activity. Secondly it will have further meaning in our TEFL-reflection at the end of the lesson.

As we don't want to lose our cultural aspect, we created a gap-filling exercise with a lot of cultural value. It is based on several fun facts. The gap-filling is a good exercise to start with as it is a receptive exercise that doesn't demand too much input from the students. The second exercise is one from Advanced Learners Grammar. This exercise is very transparent as this is the level that they can expect in their latter student's course. The central idea in the third exercise is reflecting on current

living conditions in Belfast. Looking at the graffiti walls gives us a clear insight of the general state of mind of Belfast's citizens. They have to create their own graffiti craftwork with the additional grammatical aspect for which they have to create two conditional sentences. These sentences have to do with the themes that define the walls in Belfast. After this exercise it's time to focus on the grammatical aspect again. Based on the popular game 'Jungle Speed' we anticipated a light-hearted ending of our lesson.

Last but not least we foresaw twenty minutes to reflect on the importance of motivating lead-ins and what must and cannot be in a good lead-in. Here we use the example of the third conditional to point out that this would have failed with secondary students. We end with discussing the significance of the composition from receptive to productive exercises. These two aspects of teaching give the students a clear insight of two crucial rules in teaching.

6.8.2 Afternoon - Casino

As this is our last lesson of our course and the students have only a few days to go before the real start of the school year, we decided to end our week with a casino- afternoon. This casino consists of several fun activities that cover all the things the students have seen during this week. First we divide the class into five groups of three people. Each group receives twenty tokens, that will be used to bet during ten rounds. Before the beginning of each round the students bet a certain amount of tokens. This will demand some self-knowledge. If they succeed in the particular round, they double their tokens. If they fail, however, they lose their entire bet.

We gave every round a catchy title to stress the fun factor of this last afternoon. The first round, (1)*Peter Piper picked a pack of pickled peppers*, is good to test their overall pronunciation skills. We ought pronunciation very important as this gives you a higher plausibility factor as a teacher. In the second round, (2)*the Culture Club*, we have a look at what they remember of the cities we've been visiting during the week. We want them to be able to link cities to some places/ events/ people so they are capable of telling all kinds of petty facts about these cities when they're standing in front of the classroom. In (3)*Tensed Domino* the students get to test their knowledge about the tenses. It's a challenging way in which communicative functions of the tenses are very important. We chose to work with communicative functions instead of the names of the structures because it's more important to know the reason why a particular tense is used. (4)*To, in and around Great Britain* is a journey in which students listen very carefully to the endings of words. In (5)*You shouldn't mess with the whiteboard* we check their comprehension concerning modals. Do they remember when to use which modal? Do they know what modal auxiliary serves what purpose? These two things are thoroughly tested in this round. During the sixth round called; (6)*Surprisingly silly sing- a- long*, they get to hear a song from which they have to fill in the adverbs and the adjectives. When the song is finished they add to each word, that they have been able to fill in, whether it is an adjective or an adverb. (7)*Connect three* is another fun activity on the tenses focusing on the formation of the past simple and past participle. Also the acquired didactical skills are tested in our casino. In (8)*TEFL-traffic* the students have to give green light is the statement about teaching is correct. The miming activity afterwards, (9)*What the %^@# are you doing* is further practice on the use of the present continuous. Last but not least we end with (10)*order the chaos* where the groups receive a snipped lesson preparation that they have to put in the right order. Sometimes there are words left that the students have to complete.

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We regard the casino as a fun and worthy finale of our introductory course. It is a lesson on which we have been working together very intensely. We want to give the students a good feeling to start their school year at Arteveldehogeschool. We are convinced that through this course's structure they will have enough confidence and motivation to get started on this subject. With the casino as final touch, equaling team work and recreation with fellow students, we hope them to notice that it's not only the training that makes studying English at Arteveldehogeschool worthwhile.

7. Strengths and weaknesses

7.9. Strengths

Transparency 1

The structure of the week, the bundle and the lessons are very transparent. We did our utmost best to achieve transparency because we feel that students who are aware of what, how and why they are studying, are more motivated and more participating. The structure throughout the week is visualized with a red British bus travelling through the UK, stopping every three hours in a renowned British city. For every British city, a new topic is introduced. This means that every lesson starts off with some cultural background about the city before smoothly going over into the main topic. The end of every lesson is the didactically important TEFL-reflection (Cf. Supra). The bundle is transparent because it is split up in contents and TEFL and because the titles always give away whether the topic is grammar or culture.

Transparency 2

Together with transparency comes the transparency towards the students' future studies. We believe the range of information that is included in our course is a strong aspect of this introductory course and that it represents what the schooling will be like. The contents are not merely restricted to some hard English grammar topics poured into a fun format. It also covers a great deal of culture, the didactics of TEFL, the life as a student, the life at Arteveldehogeschool and the connection with the English department. Every aspect of English at Arteveldehogeschool will be covered when the students leave the classroom Friday evening.

Specification

A remarkable advantage for Arteveldehogeschool is that the introductory course is built specifically for Arteveldehogeschool. No other university (college) with a teacher training option can use this course. It trains pupils to be students at Artevelde not at any teacher training. In the course characteristics of the English department like the magazines, approach and vision are seen as well as the building and environment of the Kattenberg campus.

Creativity

A recent development in education is to abandon boring lessons. When a lesson is fun, pupils will be more motivated, concentrated, studious,... In this introductory course, many exercises are put into a game-like or at least unconventional format. The exercises and transfer of information is brought creatively and fun without undoing the educational value.

Alternation

A reason for this creativity is the alternation between teaching formats. The introductory course contains a large variety of formats going from –relatively dull- gap-filling exercises to bingo games, corner work, quizzes and even an excursion.

Experience

The introductory course could be written by lecturers or graduated students. But we have not finished the teacher training yet and we still are students of English. That one inch of experience that we have more than others: we can tell the students exactly how English at Arteveldehogeschool is going to be. Which topics need to be in this course? What is important to the English department? What TEFL-methods are harder to get? Not only experience at Arteveldehogeschool makes us adequate guides through the English department, also the teaching experience that we picked up during teacher practice counts for something in the production of the lesson preparations.

Efficiency

All teaching formats, didactical methods and exercises were brought together from our experience and knowledge. We put together formats we had already used in a teaching practice and for that reason we are convinced they work, pupils like them and they are educational.

7.10. Weaknesses

The representation of the UK

Every three hours the students visit a city. In the beginning we worked our way from Dover to Belfast in a north moving tour, seeing every important city including the capitals Edinburgh and Cardiff. When our promotor changed, many things got clearer to us and we were forced to mix up the entire schedule. This caused the, in our opinion dramatic, loss of Edinburgh, Cardiff and the south-north movement of the red bus. We managed, though, to give the pupils some information through a presentation on Monday afternoon.

The lack of evaluation

Even though on Friday afternoon the quiz covers all subjects from the past week, we feel that there is an assessment missing that shows the students how Artevelde and the English department copes with evaluation. This can be an oral exam, or an exam from former years, used a test.

The limited amount of literature

We had to make choices in the topics we would use and literature is a hard field to use in only one week. We mention the use of artistic texts in class on Thursday morning but still that is not enough to show the possibilities that fiction books can bring.

Enrolment

In the case the introductory course is more popular than we calculated, there will need to be some structural changes. All activities are made for a group of maximum 15 students. This could be a problem when more students want to enrol for this course. Unless there are 10 more students it could be possible to make a second group.

8. Future vision

If we think about the future of our introductory course, we mainly think it will be a great success as students will get to know it. Maybe the first time, there won't be so many volunteers, the second time and the third time, it will be known and students will be eager to participate. We are convinced that the students who take the course, will have a lot of advantages when they start the teacher training and this will influence the popularity of the course.

As a student, it is hard to make a choice if you see that there are so many different options, even just within the teacher training. If there are students who are still doubting about their choice, they can also take the course and in the end they will know for sure if they want to study English or if they would rather choose another topic. So it's also a way of making the choice easier.

Sometimes, students are certain that they want to study English, but they haven't got the intellectual baggage that is necessary to succeed in the teacher training. Not all pupils have had the same amount of English contents during secondary school. The introductory course could be a very good remedial course for these students, maybe with some adjustments. The course can always be adjusted to make it easier or even more difficult, the formats and exercises that are used are not fixed.

The course will be a great advantage for the ArteveldeHogeschool, because it will be the only school who can offer this kind of course. They can choose to offer it for free or ask a little sum of money.

To conclude, we are certain that this course will help a lot of pupils. It will help different students in different ways; to make a good choice, to get advantages, to be prepared... Over the years, if the contents of the teacher training may change, the introductory course can be adapted and it will still be of very good use.

9. Conclusion

Throughout this paper it was our main goal to provide our students clear expectations in both the content and teaching aspect of our training. As you've been able to discover, we succeeded in covering both aspects extensively thanks to our carefully considered and tight daily schedule.

We also wanted to give our students a more comfortable feeling to start their training at ArteveldeHogeschool. As you could read in our daily overviews we foresaw several moments to improve this general well- feeling; get-to-know- you games at the very beginning of the course, an excursion in the middle of the week and a casino afternoon during the last lesson.

As mentioned before, our demands of our work were high. We hoped you've experienced this while going through our course, noticing the varied formats, the successful combination of culture and grammar and the fluent transitions to TEFL-reflections.

Finally there was the question whether we could address our target group and whether our course would give the added value to the students' training we are aiming for. Based on the poor results by the students we can establish that there is definitely a target group in need for a course like this. Looking at the contents of our course we are convinced that they will have better chances to succeed in their English studies. The students who realize that it's just not it, have the chance to reorient before the start of the new school year.

10. Process

10.11. Reports



10.11.1 Report_28/11/2011

Promotor: Mr F. Moens
Secretary: Nele Teck
Date: 28/11/2011
Present: Matthijs Schelstraete, Lieve Baetens, Pauline De Vos,
Absent: /
Items on the agenda:

1. General opinion of the week schedule discussed by M. Moens
2. What is the main important aim of this course
3. Where should we put the focus
4. Find out examples of how we will be teaching this introductory course

Bringing for this meeting:

- Organised week schedule for introductory course
- Information about the subjects that have been looked up

Realization:

1. The week schedule is generally ok. Though, there has to be some adjustments
 - Give Wednesday an afternoon off.
 - Don't teach more than 3 hours in the morning/ afternoon
 - focus in the morning more on grammar issues and in the afternoon integrate the more leisure activities.
 2. Main important aim for this course/ focus
 - integrate TEFL principles (teaching formats including groupwork,..)
 - integrate own experience
 - integrate the four skills and didactics
 - mention communicative functions (and explain what they are)
 - explain why you taught something in a certain way
 - use differentiation in the lessons
 - explain why you use differentiation (e.g. let them choose what they want to do, which activity)
 - integrate M. Intelligences.
 - talk about the curriculum (how do you use it)
 - use (week) magazines, ED, books,..
 - integrate ICT, prezi, ppt, Exe learning, HotPotatoes
 - make a bundle a day, not a teaching guide
 - let the students analyse a text and the tenses in it
 - introduce the students with phonetics. (e.g. let them read a text in phonetics or containing phonetic words)
 - point out the different ways of pronunciation
- ⇒ Write a motivation: about how we designed the course. Introductory pages: what can we write about, integrating TEFL, why we chose to start the course at a specific time (9am-12am)

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Promotor: Mr. F. Moens

- Creating the introductory course:
- First of all we must think less practical.
 - What are the objectives of the course.?
 - What do we expect them to know/ learn?
 - Being a student, what does it mean?
 - Don't focus on the lesson preparation! (yet)

1st step

materials, rough outline.

⇒ Start with the objectives. "What do I want to accomplish with this exercise?."

2nd step

Make the lesson preparations

Next meeting 24th of January

- Have a clear idea what the objectives are
- Integrate a variety of reading, listening,..
- Frame work, analyse the activities

10.11.2 Report 14/12/2011

Promotor: Mr F. Moens

Secretary: Matthijs Schelstraete

Date: 14/12/2011

Present: Lieve Baetens, Matthijs Schelstraete

Items on the agenda:

1. Run over Mr Moens's e-mail and prepare the approaching meeting with our new promotor.
2. Checking each other's lesson preparation 1.
3. Checking each other's rough plans.
4. Helping out each other with difficult parts.

Ready for this meeting:

- 1 lesson preparation of 3 hours
- 1 rough lesson plan for the other lesson

Realization:

We ran over the entire lesson preparation of the conditional and modal auxiliaries. Sometimes a game-like activity was too complicated or had little to do with the topics but in general they all looked pretty okay. We also came up with some additional activities for each other. Since we want to be as creative as possible, we focussed on the exercises. It seems we still need to think about how we will teach the presentation of the grammar without boring the pupils to death. We therefore listed some questions for our meeting with our new promotor. In the rough lesson preparations we did the same. Since we were only with two, we weren't able to know if everyone could meet on Friday with our new promotor. So we arranged the meeting with Mr Moens and asked the rest if they could come as well. We also asked our other members to send us what they had done so far.

10.11.3 Report 05/01/2012

Promotor: Mr F. Moens
Secretary: Matthijs Schelstraete
Date: 05/01/2012
Present: Lieve Baetens, Matthijs Schelstraete, Pauline De Vos
Absent: Nele Teck
Items on the agenda:



1. Analyse the tips and hints of Mr. Moens
2. Come up with TEFL concepts to integrate
3. Adjusting the week schedule
4. Writing down the objectives for our week

Bringing for this meeting:

-All notes of the meeting with Mr. Moens
-TEFL ideas

Realization:

We have put together our notes, compared them and selected those tips Mr. Moens gave that we liked the most or that are suitable for our topics. We had also come up with a lot of topics about TEFL because that was still missing in our introductory course. Then we adjusted our week schedule integrating the TEFL elements, making sure every element (e.g. how to do reading comprehension) fit for the topic of that lesson block. Additionally we shifted some topics and cities as some of them were rather hard to do or not entirely useful. For instance, Bath was a city of which there wasn't a clear link with the past tenses, so we changed that into Birmingham, because it is easier to find texts with past tenses about Robin Hood. The excursion was postponed to Thursday and the future tenses are already taught in the first morning (what are we going to see in this course, you will be teachers in the future,...). At the end we started with the list of objectives for each lesson, we did the basic scheme and some objectives together but quickly noticed that it would be easier to divide them between us.

Finally we made a list of what we were going to do next (make a report, send an e-mail to Tiffany De Smet for the mock exam results, fill in the objectives for each of your lessons,...) and we divided those activities. We can also continue working on the lesson preparations now the week schedule is complete.

10.11.4 Report 11/05/2012

Promotor: Mr F. Moens
Secretary: Matthijs Schelstraete
Date: 11/05/2012
Present: Matthijs Schelstraete, Pauline De Vos, Nele Teck, Filip Moens
Absent: Lieve Baetens (UK)
Items on the agenda:



1. Talk about the group cooperation
2. Presenting the work being done so far
3. Discuss the work that will be done

Bringing for this meeting:

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Promotor: Mr. F. Moens

- All lesson preparations
- All materials we have made so far

Realization:

In the beginning we talked about the tension in the group. There had been some complaints about people who were not working hard enough. Mr Moens suggested an individual scoring so everybody could see who did what. This sadly means that we will lose some marks on cooperation. To avoid making rash decisions, we agreed to talk it over with every group member since Lieve was on het TP.

Secondly we ran over the Casino lesson preparation. Mr Moens pointed out some typographical mistakes as well as the lack of enclosures and page numbers. He also helped us out with finding a song for one of the activities.

We concluded our meeting with discussing the Bachelorpaper itself: what should be in it, what can we do, what is still missing, what has been done already... Mr Moens suggested some options like calling the Hoogpoort and he assessed our current structure. Apparently some practical information and motivation was still missing.

In my opinion it was a very clear and necessary meeting.

10.11.5 Report 29/03/2012

Promotor: Mr F. Moens

Secretary: Baetens Lieve

Date: 29/03/2012

Present: Matthijs Schelstraete, Pauline De Vos, Nele Teck and Lieve Baetens

Absent: /

Items on the agenda:

1. Nele finishes her lesson preparation about Liverpool.
2. Pauline finishes her lesson about the tenses.
3. We gather ideas for our last lesson.
4. Nele, Matthijs and Lieve correct their previous lesson preparation.

Realization:

For today we had to 'bring our ideas' about the casino. We put them all together and Pauline typed them out as she is responsible for the lesson preparation. However, the exercises will be made by the entire group. Pauline's lesson preparation about the tenses was almost finished, Nele's lesson preparation about Liverpool still has to be made.

Planned for next meeting:

For the next time we plan to start working on the exercises + we think about what has to be in the theoretical part of our bachelorpaper.

10.12. Cooperation

10.13. Individual reflections

11. Materials

- 11.14. Lesson preparations**
- 11.15. Digital materials for the lesson preparations**
- 11.16. Students' bundle**
- 11.17. Student's bundle key**
- 11.18. Student's TEFL bundle**

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