

CHAMPION TEACHERS PERU 2016

Stories of successful interventions in the
EFL classroom



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EFL classroom**

April 2017

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Contents

6	Introduction
7	Recognising best ELT practices in Peru
9	Celebrating successful teaching experiences
11	Sharing expertise with the wider ELT community
15	The stories Dennys Barrios Ortega MOQUEGUA María Soledad Flores Vera AREQUIPA Elva Pérez Huarancca AYACUCHO Katia Yábar Lazarte AREQUIPA Dany León Rodríguez AYACUCHO Mariela Condorena Mamani PUNO
43	Testimonials

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Introduction

Like many developing countries, Peru faces the challenge of raising its productivity and increasing the income and wellbeing of its citizens. Education is at the heart of these country aims. Together with the national aspirations for universal access and quality education, Peru needs to offer relevant schooling that should favour the right to quality employment, which will in turn promote a dynamic and competitive productive sector.

The Peruvian National Policy “English, Doors to the World” (2015) aims for the target population to develop communicative competencies in English to enhance their access to opportunities in education, science, technology and employment. This strategy wishes to contribute to the training of much more productive human capital, which will in turn aid the country’s incorporation into the international market as a strong global partner. Furthermore, this National Policy aims for the country targets for bilingualism to be achieved by 2021.

The context in which this national plan has been launched is characterised by socio-economic, territorial, ethnic and gender diversity. In this scenario, the teaching of English as a foreign language (EFL) in schools presents huge challenges. Undoubtedly, one key element to effectively raise the quality of English teaching is the teachers. It is essential to strengthen the teaching profession in Peru.

In this context, the British Council wishes to enhance the English language teaching profession, encouraging teachers to take some distance from their everyday practice and to view themselves as “reflective practitioners” (Schön 1983), creators of knowledge, subjects and not only objects of study. We also aim to provide the means for the inquisitiveness and reflectiveness of EFL classroom teachers to be visible and be disseminated among the professional and academic communities and the educational authorities. We want to acknowledge good work, encourage the development of human capital of the highest quality and provide new ways of professional development for the teachers who do their best in spite of their challenging contexts in culturally and geographically diversified settings.

Ana María Hurtado M.
Project Manager
Champion Teachers

Recognising best ELT practices in Peru

Key Project Indicators

More than 5500 invitations to apply

were sent to British Council stakeholders and through MINEDU's National Registry of English Teachers

Submissions period open for

1 month+



178

applications received

5 ELT professionals in the selection panel

British Council, Ministry of Education, IATEFL Peru

4 panel meetings

to select 20 Champion Teachers and 6 Finalists



11 regions

of origin of the 20 Champion Teachers

6 scholarships

to attend IATEFL Glasgow awarded to teachers from 4 different regions of Peru



14 ELT packages

awarded to teachers from 9 Peruvian regions



3 award giving ceremonies:

Arequipa, Cusco and Lima

3 newspaper publications

La República (Lima), Correo (Arequipa),
Diario sin Fronteras (Puno)



8 publications

in digital media

1 digital BRITISH COUNCIL

publication

1 video recorded

interview at IATEFL Glasgow for
BRITISH COUNCIL

2 Champion Teachers

interviewed live at IATEFL
Glasgow



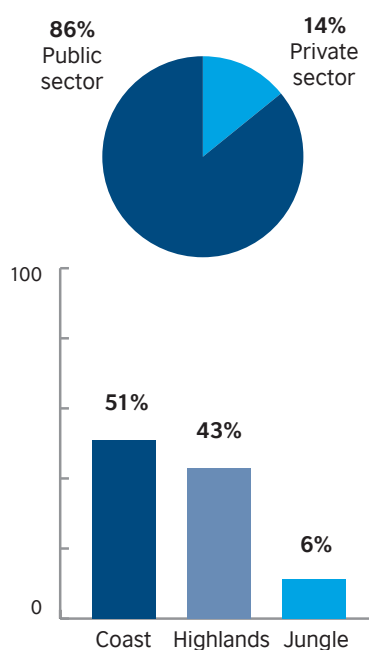
Celebrating a successful programme

On 31st March 2017, Champion Teachers from Lima, Ayacucho, San Martin, Ica, Apurimac, and Trujillo took part in an award giving ceremony. We heard their stories, shared their challenges and cheered their innovative solutions.

Celebrating successful teaching experiences



Applications came from



With the aid of the Ministry of Education and IATEFL Peru to support the British Council dissemination channels, the Champion Teachers Programme 2016 was officially launched on 7th November 2016. The initial call reached EFL teachers from all over the national territory, from remote villages to large towns, from the Pacific coast to the Amazon jungle and the Andean highlands, and asked these educators to identify challenging situations in their EFL classrooms. Teachers responded by sending us the accounts, testimonials and supporting materials of how they creatively approached difficulties in their challenging realities.

We received a total of 178 applications from public (86%) and private (14%) institutions. There is more than one possible explanation for the large number of applicants from the public sector. One is that our call was disseminated with the assistance of the Ministry of Education among public school teachers. Another is that we stated in our “Rules for Application” that this was a call for EFL teachers who had limited access to continuous teacher development (CPD) opportunities.

The 178 applications proceeded from the coast (51% of the total applications), the Highlands (43%) and the Jungle (6%) of Peru. If we consider that more than half of the population of Peru live in coastal cities and towns (53.8%) and only a third of the population live in the Highlands (34.9%), it is clear that our call was successful in reaching and encouraging a larger response in the less privileged highlands of Peru. Only 11.3% of the total population of Peru live in the vast territory of the Jungle (60.3% of the total area).

According to the students’ performance assessment of 2015, ECE 2015¹, the lowest performance scores in reading comprehension in Spanish can

¹ *Evaluación Censal de Estudiantes 2016*. Retrieved from http://umc.minedu.gob.pe/wp-content/uploads/2016/03/resultados_nacionales-ECE-2015.pdf on 27 April, 2017.

be found in the Regions of **Loreto, Ucayali, Huánuco, Madre de Dios** and **Apurímac**. More or less accordingly, in terms of application numbers, Loreto, Ucayali, Huánuco, Madre de Dios, San Martín and Cajamarca had very little or no participation at all.

This same educational assessment (ECE 2015) signalled **Tacna, Moquegua, Arequipa, Callao** and **Metropolitan Lima** as the Regions with the highest achievements in terms of reading comprehension. Likewise, Moquegua Arequipa and Tacna were overrepresented in our Programme.

Something great started with Champion Teachers 2016. The project allowed British Council Peru to approach teachers in every corner of the country from the angle of their daily practice and reflection; it allowed us to engage with Peruvian English teachers who make informed decisions in their classroom and who are inward-looking practitioners of their profession; it gave us the drive and vision to keep supporting systemic change in Peru and the teachers that make this possible.

Ralph Grayson

English and Exams Manager
British Council Peru

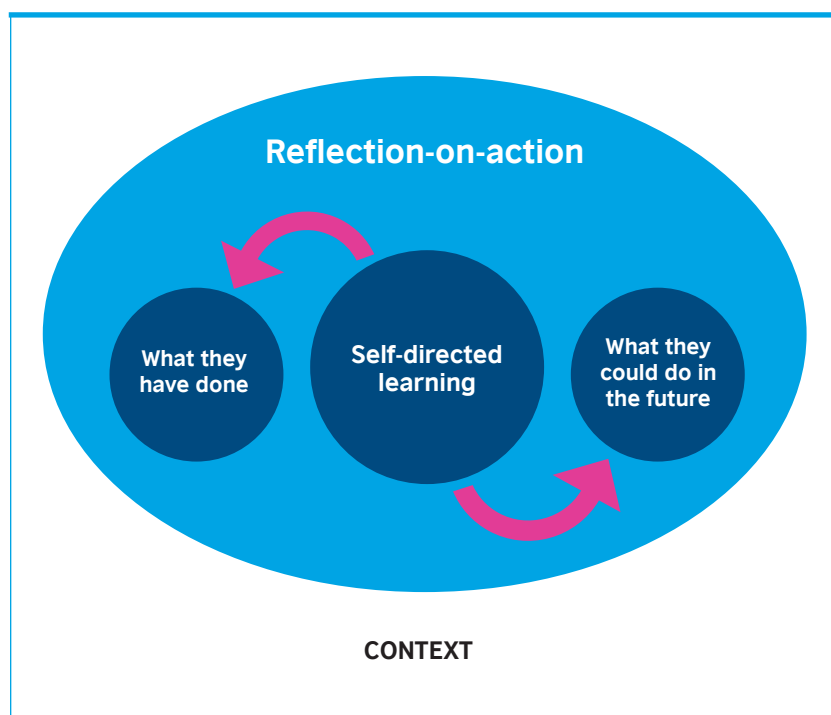
Sharing expertise with the wider ELT community

The British Council Peru, inspired by the experience of Champion Teachers Chile, wanted to start stimulating explorations in the classroom in Peru. Participating teachers were the pioneers of an experience that we want to project into the future as we encouraged teachers to become subjects of enquiry and owners of the exploratory research experiences.

We knew that we were not yet doing exploratory research. However, the enquiry the teachers made into their realities could very well be a first step towards engaging in action research in the classroom. We believed that this experience was going to be a first stepping stone in this process, and that is why we are leaving testimony of this first attempt through this publication.

Apart from their ability to resource from their previous experiences to be able to solve problems on the spot, the teachers in this selection also took some time to examine their alternatives and took the route of self-directed learning. This exploratory enquiry is what is known as “reflection-on-action”.

EFL Teachers = Reflective practitioners



Our call allowed us to collect a number of experiences where the teachers identified problems and framed puzzling situations they faced in their classrooms. They reflected on action by thinking back on what they had done and what they could do in the future to improve these situations. They managed to construct small theories based on unique cases set in their classrooms. And we collected these unique cases and the teachers' creative mediations.

Dennys Barrios, for example, wondered how to improve his students' motivation and inspire them to develop the resilience and endurance to pursue their dreams and to become citizens of full capacity and integrity. He found his own inspiration in the lives of Peruvian people of achievement like Rosa Gálvez, a prominent scientist and member of the Canadian Parliament. From Puno came the voice of **Mariela Condorena** and we could feel her concern for the fact that her students had not studied English at primary level and, at secondary school, they felt very apprehensive and afraid when they were asked to speak English. She found a way out for her and her students that involved the systematic use of motivational strategies. Likewise, **Elva Pérez Huaranca** from Ayacucho wanted to create a stimulating atmosphere in the classroom with the use of games, songs and chants to counteract her students' shyness and lack of confidence when it came to using English for interaction. Also in Ayacucho, **Dany León** wanted to create an atmosphere of 100 percent English use in her classroom, but her students continuously resorted to speaking Spanish. She managed to creatively make use of Spanish work for the benefit of the learning of English in her classroom.

At her public school in Arequipa, **Katia Yábar** wanted to make her students autonomous in terms of English language pronunciation, so she decided to empower them by teaching them the phonemic system of English vowels and the use of the dictionary. Also in Arequipa **María Soledad Flores** carefully planned a sequence by which her students could develop the four English language communicative skills in the 90 minute lesson that had each week.

The British Council also recognised the work and commitment of 14 other teachers through the study programs they proposed for their classes.

1	María Mercedes Núñez Ortiz	I.E. Almirante Miguel Grau Seminario	Moquegua	Rehearsed Content and Language Integrated Learning methodology (CLIL) to increase the personal and future professional development opportunities of her students in a vulnerable context.
2	Vania Rosa Cárdenas Mogollón	I.E. 6076 “República de Nicaragua”	Villa El Salvador, Lima	Integrated English with other curriculum areas, and managed to take advantage of the artistic opportunities in the context of a festival of regional cultures in her school to develop communicative skills in the target language.
3	Francisco Miguel Butrón Alcázar	I.E.P. Mariscal Ramón Castilla	Toquepala, Tacna	Managed to change the passive behaviour of his students to more participative attitudes through the use of interactive activities and graded readers.
4	Alonso Correa Muñoz	I.E. 81014 Pedro Mercedes Ureña	Natasha Alta, Trujillo	Adapted the principles of the “flipped classroom”, selected on-line resources and made the most of the available technology to enhance self-confidence and promote collaborative work among his students.
5	Marco Antonio Campos Mejía	SENATI	San Martín	Collected the best lessons of his INSET programme, selected motivating games for use with his students, and measured the effect of the use of these games in the development of oral production with the aid of assessment tools.
6	Amelia Lavilla Torres	I.E. Santa Rosa de Lima Circa	Arequipa	Rehearsed a model to promote written production using “writing frames” systematically. Her students reached the set communicative aim.
7	Eugenio Angel Chipana Mamani	Colegio de Alto Rendimiento (COAR)	Tacna	Noticed the importance of social networking in today’s world and integrated it into his classroom. He used Facebook posts to generate a space for the exchange of opinions and to encourage critical thinking.
8	Mirian Roxabel Garay Castillo	Colegio Mayor Secundario Presidente del Perú	Lima	Integrated the strategies she acquired in her theatre training and “clown” workshops to create a space for improvisation. This way she developed self-confidence among her students so that they could express their ideas and feelings at ease in English.
9	Johanna Lisseth Arias Riega	Colegio Cap. FAP José Abelardo Quiñones Gonzáles	Ica	Created her own social network in English on a wall of her classroom. She gave room for spontaneous expression of her students’ feelings.

10	José Carlos Dávila Bázan	I.E. 80689 Daniel Alcides Carrión	Pampas de Jaguey, Trujillo region	Managed to change his students' attitudes towards English by helping them to understand that the need to learn English is real, regardless of the limitations of their contextual reality.
11	Carlos Alberto Castañeda Calderón	I.E. 27 de Mayo	Quilcas, Huancayo	Used textbooks, games, songs, mini-whiteboards, and test creating software to develop the four English language skills in: speaking, writing, listening and reading.
12	Carmina Rosa Silva Tarazona	I.E. Almirante Miguel Grau	Checacupe, Cusco	Planned learning sequences and organised short visits to touristic places of Cusco where her students could actually interact with native speakers of English.
13	Rosa Olga García Injoque	Colegio de Alto Rendimiento (COAR)	Apurímac	Faced the challenge of preparing students with no previous exposure to English to take Cambridge international exams. She combined the use of technology, boardgames and meta-cognition to support her students to reach these ambitious aims.
14	Giovanna Paola Carmelo Lazo	I.E. Mixto 072 "San Martín de Porres"	Magdalena, Lima	Used music to develop listening and oral production skills in her students, but she went further and encouraged teenagers to explore the lives and legacies of singers as a way of discussing their own values, prejudices and fears.

The British Council celebrated their commitment by offering professional development opportunities and was pleased to be able to act as a sounding board for these experiences to be known among the national English Language Teaching (ELT) community. This publication is part of our contribution to disseminate the growing standards of professionalism among EFL teachers in Peru, whatever the linguistic, educational, social and economic challenges the teachers face in their everyday practice.

On the following pages, we would like to capture some of the valuable experiences we were able to collect in 2016. Our aim is that they serve as inspiration for other teachers in Peru and globally.

The stories



Dennys Barrios Ortega

MOQUEGUA

Motivation

COAR Schools (for high achievers) are a new type of schooling system run by the Peruvian government aimed at second grade students of public secondary schools from all over the country, most of whom come from very difficult economic and social realities with a very low level of education.

The results of English diagnostic exams were worse than expected, especially in the area of oral production. We understood that we had a lot of work to do with these 14-15- year olds.

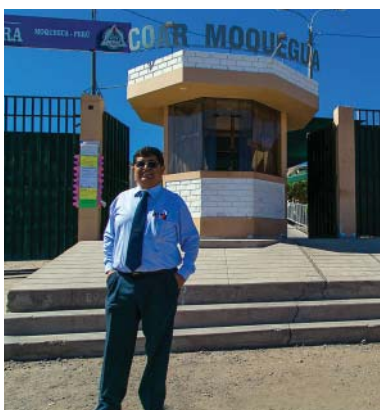
I tried many strategies to make my students more confident in using English for communication. The problem was not only the language but the emotional baggage many of these students came with and that I knew I needed to deal with whilst organizing and planning the lessons. That is when I started focusing my attention on Facebook and other social media where I found motivational and developmental quotes by famous and relatively unknown thinkers.

Context

The students I teach went through a process of selection, which highlighted their performance in their former public schools. They are given the opportunity to achieve an International Baccalaureate Diploma, but they have to work very hard towards that aim and they need a great deal of motivation, as well as self-management skills.

COAR Moquegua's provisional campus is in a semi rural hot and dry area called San Antonio, 15 minutes by car from downtown Moquegua. The surroundings are very modest and it is neighbour to Moquegua's teacher training school. Even though the school is supported by the Ministry of Education, the staff need to raise money every month to cover additional expenses.

The classes are made up of a maximum of 25 students who are now at A2-B1 (elementary to pre-intermediate) levels of English. The seating arrangement in the classrooms form groups of 5 students who rotate every month so that the students have the opportunity to work with most of their peers.





We have a white board projector and sound system in each classroom. Every student has a laptop with Internet service for their searches and enquiries.

Aim

The aim of my intervention was to build up self-motivation and inspire students to develop determination and resilience so that they never give up their dreams and become lifetime learners and valuable human beings.

Methodology

From all of the lessons that included motivational quotes, I chose one related to the Peruvian scientist Rosa Gálvez because the outcome was real and relevant and some of their letters were mailed to Mrs Gálvez, and the students looked forward to her kind replies.

Here, for example, is an extract from one of my student's work:

*I am a student of the Fourth Grade of Secondary,
I write today because, first of all, I want to
congratulate you on being a great person and an
example to follow.*

*Being honest, I now declare a fan of yours, since
you are my motivation to go on. You have broken
many stereotypes with your effort without knowing
it, because you show that women in this society can
have an important role; besides that, if we follow
our dreams or goals we can achieve what we set.
I now know with your help that in this country soon
we can become a power. There are no barriers, no
limitations that prevent Peruvian people from being
successful, finding their mission in order to be
happy in the future.*

(2016)



“As educators we have to show [students] that there is still hope, there are still expectations for a bright future. We have to show them they are capable of doing and becoming whatever they want because they are powerful and stronger than the hurdles on their way.”

Reflection

I think that the learners' attitudes towards the learning process are where success really lies. Self-motivated students will learn practically anything and to make this happen, they need valuable role models, inspirers that lead them to the summit of their lives.

I think that there is no bad or problematic child because they are pure souls living in a contaminated world full of wrong models that lead them to the path of laziness and conformism. As educators we have to show them that there is still hope, there are still expectations for a bright future. We have to show them they are capable of doing and becoming whatever they want because they are powerful and stronger than the hurdles in their way. Every hurdle is an opportunity for them to learn something new and to become even stronger.

I believe in my students' success, I believe that they are going to be those people who will start up a new society in Peru and we have to work for them so that they believe in themselves as well.

I am a teacher of English and English nowadays is an essential language if we want to communicate worldwide. I do not think that I only have to stick to grammar rules to make my students learn. I believe it is more beneficial to use this language to provide them with a new way of thinking, a more positive way of reflecting. I want them to acquire this wonderful language by learning things that are truly important for their lives. I believe this is why we are here, to provide meaningful input and to inspire them.



María Soledad Flores Vera

AREQUIPA



“...according to my students’ learning styles, talents, and their interests, I decided to plan lessons using learner-centred activities.”

Motivation

I have been teaching English for nineteen years in three different public schools. My students were only girls at the beginning. At present, I only work with boys. The name of my school is “Honorio Delgado Espinoza”. This year, I am teaching English to first and second grade students at secondary school. Most of my students like English, but some of them are very shy and they do not dare speak in the target language. We have to take into account that most of them did not have English lessons at their primary schools. That is why my students have a low level of English. In addition, I teach only two hours a week, and it is not enough time to develop the four skills (listening, speaking, writing and reading) as much as I would like to.

I know that I have to develop the four skills, so I have to be very creative to work with 30 students per class. My goal is for my students to learn to communicate in English in real-life situations. Therefore, based on my students’ learning styles, talents, and their interests, I decided to plan lessons using learner-centred activities. For example, as a technique, I divided the class into pairs or groups of five. I brought different materials like visual aids to describe places (posters, flashcards, and word cards) and I also brought “realia” like plastic toys, groceries, etc. I think “realia” stimulates the mind and makes the learning of vocabulary more memorable than a picture. I also worked with maps and plans.

To encourage my students to speak English and enjoy it, I planned a project making models of places at the end of the unit. I carried out a project where my students created short conversations about “asking for and giving directions” using models and plastic toys.

Context

My students come from different districts of Arequipa (Cayma, Alto Selva Alegre, Miraflores, Cerro Colorado, Yura). My school is located in Cayma, near Avenida Ejército. It is easy to get to because it is located near the city centre. This school has about 1200 students. There are 39 classrooms and in each class there are 30 students. The classrooms are big and the desks are for two students each. My students are very restless; the classes have to be motivating so as to capture their attention.

My students’ parents are traders or farmers. Most of them only finished their secondary school studies and a few of them studied at technical

institutes or universities. Due to their workload, only a few of them can help their children with their homework. In addition, they do not have enough money to send their children to private schools or language schools to improve their English. The result is that their children depend exclusively on the school to learn this target language.

Furthermore, at my school we do not have a computer room; my students do not have access to the Internet either, because the school is being rebuilt. This is a project of the Ministry of Education.

Aim

As I have already mentioned, my goal was for my students to learn to communicate in English in real-life situations and at the same time to overcome their shyness for speaking English. So, at the end of one unit, I devised a lesson plan with the title “Giving Directions” where my students made a model according to their level. First grade students made a model of their neighbourhood and second grade students made a model of their house. The aim of this project was to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. And I also wanted to integrate the four language skills in these activities, however simply.

Methodology

At the beginning of the class, I wrote on the board what the aim of the lesson was: “By the end of the lesson, students will be able to ask for and give directions using prepositions of place by making and using models of their neighbourhoods.”

Because of the short time we had in the classroom, my students made the models of their neighbourhoods at home (the ones who live in the same neighbourhood worked together).

To motivate my class, I used a map with the aim of eliciting previous knowledge. Then, using word cards and pictures (signs) I taught them how to give directions. Once my students had understood the instructions, they worked in pairs using their models (role-play dialogues) where one student was a tourist and the other was the guide. This activity captured their attention and involved the students in the learning scenario. I also used an “information gap” activity as a strategy to involve the four language skills. This communicative activity and the use of the materials helped them to create several conversations in easy ways. Moving the materials (models and plastic toys) helped them to experience the conversations. During the development of the activities, the teacher acted as a facilitator for the students’ learning.

I used rubrics to assess their performance because this tool provided my students with concrete details about how they obtained a specific score. In addition, I could accurately inform their parents why a certain score was given to a child using this evidence.



“By the end of the lesson, students will be able to ask for and give directions using prepositions of place by making and using models of their neighbourhoods.”

Our project involved the four skills:

Listening

My students listened to each other as they answered questions about directions.

Speaking

Working in pairs, my students built up several dialogues about real-life situations using an “information gap activity” as a model. For example, student A was a tourist, and he asked: “Excuse me, is there a bank near here?” or “How can I get to the local bank?” Student B used expressions like: “Go ahead, turn right, turn left”, etc. to give the right directions. At the end of the activity, they presented information clearly and in an organised way. At this stage, I did not worry much about fluency.

Reading and Writing

First, my students read an incomplete dialogue. Then, their reading comprehension helped them to complete some grammar gaps where they filled in the missing information. Accuracy was a very important aspect that I considered in their assessment.



Speaking English is not easy for my students but at the end of the lessons, I noticed that this activity and the use of suitable material had engaged my students so that they felt confident enough to use the target language for communication.

There was some methodological and bibliographical support underlying my classroom activity:

Definition of aims and assessment procedures Using Bloom's Taxonomy, I wrote the aims of the lesson plan, and I used this tool to determine assessment issues.
Strategies involved Projects, dialogues, games, role-playing, repetition.
Instructional procedures of Lesson Planning PPP (Present - practice - produce)
Methodology Present - practice - produce
Useful Links https://www.teachingenglish.org.uk/article/using-board https://www.agendaweb.org http://esl.about.com/

RUBRIC 1

OBJECTIVE: Through this Rubric we are able to evaluate oral expression (speaking):

CRITERIA	4	3	2	1
PRONUNCIATION	Pronunciation and intonation are almost always very clear.	Pronunciation and intonation are usually clear, with a few problems.	Pronunciation and intonation errors sometimes make it difficult to understand.	Frequent problems with intonation and pronunciation.
VOCABULARY USAGE	Uses a variety of vocabulary and expressions.	Uses a variety de vocabulary and expressions, but makes some errors in words choices.	Uses limited vocabulary and expressions.	Uses only basic vocabulary and expressions.
COMMUNICATION	Communicates effectively, almost always responds appropriately, and always tries to develop the interaction.	Communicates effectively, generally responds appropriately.	Tries to communicate, but sometimes does not respond appropriately.	Purpose is not clear, usually does not respond.
BODY LANGUAGE	Movements are fluid and help the audience visualize.	Movements or gestures that help the comprehension.	Very little movements or descriptive gestures.	No movements or descriptive gestures.
SEQUENCING	Good structure and sequencing of exposure.	Pretty neat exposure.	Some errors and logical order of ideas.	The exhibition lacks order and continuously repeats ideas.
TOTAL: /20 pts.				



“The integration of technology into our lessons can empower students to create their own personal ways of learning. I think that if my students are changing I must change too.”

Reflection

I think that I have to continue learning more about my students' behaviour, their interests, talents and learning styles because they are the most important factor in the teaching and learning process. For example, to organise the class in groups or in pairs, I must consider not only their academic proficiency, but also the personality, friendliness and emotional development of the students.

I will continue working with project-based learning approaches in which students will be able to design their own schemes because suitable materials used in class encourage my students to use English for communication.

Collaborative learning for English language learners brings about great results. For example, if English teachers guide students to create their own norms of interaction that support group-based learning from the beginning, students will learn better.

I think the environment in the class is another important aspect that we have to consider. A teacher trainer told me that “with a good environment in the class, there will be good learning”. I agree with his point of view because if my students respect each other and respect the classroom rules, the goal of the lesson will be achievable. To improve the environment in the classroom, teachers must be patient with their students. Teachers must be friendly and always be willing to listen to their students' learning problems, to help them and to provide constructive feedback.

Likewise, I have to learn more about methodology and strategies to make learning easier for my students. For example using “flipped classrooms” is a great opportunity for teachers to encourage the students to study by themselves at home. The integration of technology into our lessons can empower students to create their own personal ways of learning. I think that if my students are changing I must change too.



Elva Pérez Huarancca

AYACUCHO

Motivation

The difficulty I faced when teaching English to large classes was how to develop listening and speaking skills. Most students were not self-confident and felt too shy to speak in front of their peers. I didn't know how students could overcome their fear of expressing themselves in English.

I tried to use many strategies and I managed to create a rich language learning environment in which children could interact with each other and use the target language as much as possible through purposeful activities, like the following:



“I tried to use many strategies and I managed to create a rich language learning environment in which children could interact with each other and use the target language as much as possible through purposeful activities...”

- In my lesson plans I included songs, videos and games that could reflect the students' interests. For example, when I presented the vocabulary related to family through a video (Gogo's Adventure 3), I realised that I captured the students' interest and they felt engaged in all the activities.
- I think I chose suitable materials, appropriate to the students' language level, characteristics and age. On the other hand, the activities were in line with accomplishing the lesson aims.
- Vocabulary was taught and introduced in context, so the meanings of the words in the songs and videos were clear to young learners. Individual words were taught using different types of support such as: picture flashcards, games and realia.
- Students were involved in a variety of fun and motivating activities. Apart from songs and chants, I used well-planned activities aimed at developing reading for gist and for detail, role-play dialogues, information gap activities and games. These activities encouraged the students to interact with the language by actually using it.



Elva Pérez Huarancca teaches at “Mariscal Cáceres” school in Ayacucho. The classes were given in temporary classrooms as seen on the right.



Context

I work at a public school called “Mariscal Cáceres” in Ayacucho where the teachers have 37 students in each classroom and only 90 minutes of class per week. I teach first grade (11 year-olds). The students have little previous knowledge of English. They come from different parts of Ayacucho (rural and urban areas). A few may have studied English at primary level but most of them did not. This is likely to affect classes of students who have already studied some English. Some students find a second language easy while others find it more difficult.

The situation of children living in extreme poverty is quite widespread. Twenty percent of students’ speak Quechua as their first language and Spanish as their second language. I have observed that bilingual students’ (Quechua–Spanish speakers) assimilate English quite fast.

Aim

In terms of the aims of this project, first of all, I wanted my students to feel confident about speaking out in class. For this to happen, I created a friendly and welcoming atmosphere in the classroom that encouraged students to speak out and listen respectfully to each other. How? By organising speaking activities that allowed students to speak in meaningful

Activities using realia and flashcards

According to Elva, using realia in class stimulates the mind, and makes vocabulary more memorable than a picture would.



Students can talk about their role models.



Students also made their "dream" house (using authentic materials such as boxes). They are talking about rooms of a house and furniture by using "there is / there are".



ways through singing, performing role-play dialogues and information gap activities, doing interviews, mingling or by playing games (e.g. Simon says, memory games, bingo, what is in my bag? Who am I?). I helped them to practise their use of language in a guided way to improve confidence and self-expression. Some students who were reluctant to speak could listen to a song and be prompted to sing along.

Secondly, I used videos in class to enhance listening skills. This tool was a great support to motivate students' participation because videos provided authentic language exposure and increased learners' comprehension because they did not only hear the language but could also see it. For the listening activities, we would go from global to detailed comprehension using activities such as: listen and order the pictures or organise songs in chronological order or in sequence according to time, sticking word cards under pictures, true/false and multiple choice worksheets, retelling or summarising listening texts, answering open ended questions, etc.

Sometimes teachers feel bored with teaching the same repetitive course year in and year out and their lack of interest comes across very clearly in the classroom. However, when we find our learners involved in real communication, we experience a great feeling of achievement on both sides. We all learned our earliest concepts, such as ABC's, through songs. Why not apply this to learning foreign languages as well? Singing is a wonderful way for children to learn tough-to-get concepts and music makes learning more enjoyable. According to Krashen (1983)² high "integrative" motivation, self-confidence and low levels of anxiety relate to success in learning a language. A number of studies point out the benefits of linking music to language acquisition. The Internet is a great source for finding videos and music to use in the L2 classroom. And there are many different sources of music:

² Krashen, S. & Terrell, T. (1983), *The Natural Approach, Language Acquisition in the Classroom*, Phoenix ELT.

- **PBS Kids**
<http://pbskids.org/>

- **English Gogo's Adventures**
<https://www.youtube.com/watch?v=qeRshSaCw4o>

- **BBC Cbeebies**
<http://www.bbc.co.uk/cbeebies>
I used many songs that fit with the topic of each class. These songs helped my learners to speak out, encouraged them to use their inner voice and integrate the four skills.

Reflection

The most important aspect of education is creating a desire to learn in young people. Children who love learning will find new meaning in life and in their studies. That is why we should find new ways to make English classes more meaningful and memorable through the universal joy of music, songs and games.

I think the most important qualities of a good teacher include empathetic understanding and passion. Dealing with children is not easy, but what should a teacher's personality traits be like to make a class enjoyable?



"Children who love learning will find new meaning in life and in their studies."



“...we could generate our own rules and guidelines depending on what works and what does not work in our classroom in terms of providing moments for self-reflection.”

Teachers have to be creative, dynamic and tolerant. We should design lesson plans according to our students' interests and adapt to our students' realities, planning out how the lesson will be explained to the students, getting acquainted with materials and activities in advance, giving the students opportunities to speak to one another. Furthermore, we can help our students to interact in meaningful and natural ways by using English consistently in our language class. Likewise, we could generate our own rules and guidelines depending on what works and what does not work in our classroom in terms of providing moments for self-reflection. This feedback will help us to analyse and evaluate our own classes and negotiate clear classroom rules with our students.

This experience has helped me to turn my classroom into an enjoyable and motivating space. We live the teaching and learning processes differently. All these processes have helped me to grow, not only professionally but also personally.



Katia Yábar Lazarte

AREQUIPA



“[My students] had the idea that pronunciation was really difficult because they could not understand why a word had to be pronounced differently from the written word.”

Motivation

At the beginning of the year, most of my students were afraid to participate in dialogues because of the difficulty in the pronunciation of some words. They had the idea that pronunciation was really difficult because they could not understand why a word had to be pronounced differently from the written word. Therefore, the majority of them preferred to remain silent and the ones who participated could not get their messages across clearly and properly.

Whenever my students wanted to orally produce a word that they considered difficult, they asked for its pronunciation. But some minutes later, they had already forgotten how to pronounce it and they asked for its pronunciation over and over again.

Context

In my school, there are 417 students that belong to the middle socio-economic class and who come from the nearby areas. A few of them come from the protective home shelter.

Their parents work in the trade and transportation sectors. Outside school, these students face threats such as alcoholism and gangs.

40172 Villa El Golf school is a public institution for middle class children. It is located in the district of Socabaya in Arequipa. It has two levels: primary and secondary. Since 2015, it is part of the JEC educational model (full school day). It is situated in a privileged area for transportation. Buses stop every 5 to 10 minutes.



This project was meant for 70 teenagers from first, fourth and fifth grade of secondary school. The classes are divided into groups of 20 to 36 students with 5 hours of English per week. Most of them are visual and auditory learners. Their level of English is A1 or A2. They work better with reading and grammar than listening or speaking activities.

Aim

The pronunciation project has two goals. The first goal is the teaching of the phonemic symbols through a number of motivating and well-designed activities for the three learning styles (visual, auditory and kinaesthetic) such as completing words, underlining words in rhymes, colouring the words, doing crossword puzzles, solving word search puzzles and completing sentences. The methodology for working with the activities is based on the Think, Pair, Share strategy (Lyman 1987)³.

The second goal is to help students to become independent learners by finding out the pronunciation of words using their dictionaries, without having to ask the teacher.

Methodology

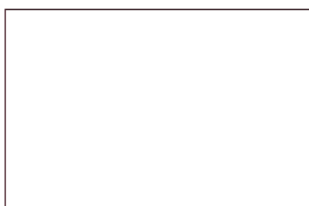
At the beginning, a pre-test was given to discover the students' previous knowledge about the phonemic vowel symbols. After that, the lesson plans were designed for each phonemic vowel symbol for a length of 45 minutes. Each lesson started with a big picture of the phonemic symbol to elicit some examples with it. After that, a diagram was displayed to show how the vowel sound was produced, focusing on the position of the lips and tongue. Then, each student received a small mirror so as to observe the position of the lips, tongue and mouth and to practice the vowel sounds. Next, a set of 8 pictures were shown to elicit the vocabulary and complete the words with the missing vowels or consonants to produce the vowel sounds. Then, a rubber band was given to each student to practice the pronunciation of the words by stretching it when the vowel sound was long or by clapping fast when it was short.

Once the students understood how to pronounce a vowel sound and practised its articulation, they worked on the exercise by underlining the words with the vowel sound on the worksheet with rhymes. Then they continued with the exercise of colouring the words in order to get the shape of the vowel sound. After that, they did the crossword puzzles by reading the definitions and completing some sentences. Next, they solved the word-search puzzles. Finally, they completed 10 sentences with the missing words related to the vowel sound.

During the process, students first worked by themselves. Secondly, they compared their answers with their partner. Finally they solved the exercises on the board in order to get feedback from the teacher. They used their dictionaries to find the words in phonemic symbols during the whole lesson plan.

³ Lyman, F. (1987). *Think-Pair-Share: An Ending Teaching Technique*. MAA-CIE Cooperative News, 1, 1-2.

HOW TO MAKE THE SOUND //



DEFINITION: // is a short sound. Make your mouth a bit less wide than for /i/. Your tongue is a bit further back in your mouth than for /i/.



1. Complete the words with the sound //



2. Underline the words with the sound //

RHYME

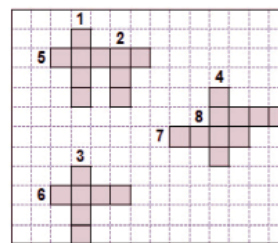
There is a happy king
with a monkey tattoo on his chin.
He lives in a house with his baby Mills
in a mansion in Beverly Hills.
He has a ship named pig
as beautiful as his diamond ring.



3. Color the words with the sound //

BAG	FEET	FOOT	ZOO	GLUE	BOOK	DOOR
BAT	RULER	KID	HAPPY	HILL	SIT	LEMON
TWO	MOUTH	SEE	KING	RING	BEE	JUICE
TEN	FOUR	THREE	CHIN	SHIP	TREE	BUTTER
ANT	MENU	TEA	PIG	BABY	SOCK	COAT
THE	JAM	FIG	SIXTY	CIGAR	HIP	PEG
FOX	BULL	NEST	ROOM	MOON	BLACK	PLANT

4. Complete the crossword with the words with the sound //



- The opposite of adult.
- An animal that says "oink".
- A circular object with a diamond.
- "El Huascar" is a
- The opposite of sad.
- I like to eat "Burger"
- A part of your face.
- A natural elevation.

5. Find the words with the sound //

H	B	X	A	Y	C	N	Z	X	D
A	A	R	I	K	S	B	I	S	Z
B	E	S	D	T	E	J	O	C	A
C	S	H	W	G	M	B	A	B	Y
X	B	I	U	F	C	H	E	M	R
H	A	P	P	Y	P	L	T	D	K
J	C	Q	I	J	S	A	I	J	T
H	P	T	G	S	I	G	S	K	H
A	N	D	R	K	T	N	C	I	S
P	H	I	P	A	E	H	O	N	B
P	O	L	K	H	R	I	N	G	M
O	P	F	B	L	M	L	D	E	H
X	Q	C	H	I	N	L	T	Q	A
C	N	J	P	D	O	S	L	B	E
H	E	M	F	A	C	B	S	R	U

- ship
- sit
- happy
- king
- chin
- ring
- hills
- baby
- pig
- hip

6. Complete the sentences with the following words

chin king sit happy rings
ships pigs Hills baby hips

- I like the movie "A Chiguagua in Beverly"
- sail on the sea.
- Burger has the best hamburgers.
- I am because I passed the exam.
- She has four in her farm.
- I feel exhausted. I want to
- My sister has a beautiful 6 month old
- Diamond are expensive.
- For dancing Arabic songs you have to move your
- I have a pimple on my

Bibliographical support

Marks, J. (2007) *English Pronunciation in Use*, Cambridge University Press

Kelly, G. (2000), *How to Teach Pronunciation*, Pearson Education

Marks, J., & Bowen, T. (2012), *The Book of Pronunciation: Proposals for a practical pedagogy*, Surrey, UK: Delta.

Course books

Hoffman, J., & Gregorich, B. (1993), *I Know It*, Fernandez Editores

Online resources

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>

<http://web.ntpu.edu.tw/~language/workshop/method.pdf>

Reflection

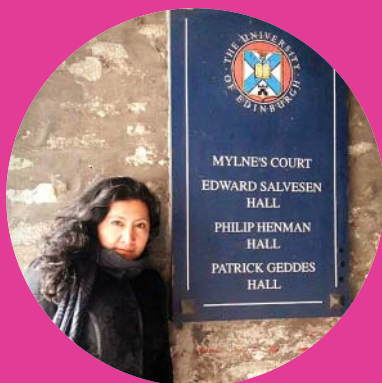
As a teacher, during the application of this project, I learned the importance of designing activities based on my students' learning styles because I could motivate them easily in that way. I also learned how important it is to promote 'Think, pair, share' strategies in class to encourage active participation.

As a professional, I challenged myself to work on a project that included the design and application of activities and materials for the teacher and for the students as well. This project helped to spark my creative mind and now I know that I can support my students based on their learning needs. As Abdul Kalam said: "Learning gives creativity, creativity leads to thinking, thinking provides knowledge, knowledge makes you great".

I will definitely continue working with this project. Next year, I will incorporate more activities to work with the consonant sounds and share my experience and materials with my colleagues through the creation of an English Teachers Network from UGEL Arequipa-Sur. Working as a network will give us the opportunity to work on annual team projects that will be officially recognised by UGEL Arequipa-Sur. Besides, we will be able to share our knowledge and experience through the development of monthly workshops because "alone we are smart, but together we are brilliant", Steve Anderson.



"Working as a network will give us the opportunity to work on annual team projects that will be officially recognised by UGEL Arequipa-Sur."



Dany León Rodríguez

AYACUCHO



“After repeating and paraphrasing instructions, or a grammar explanation, I noticed that still some students simply turned to their more skilled classmates asking for translation into Spanish, which made me feel frustrated.”

Motivation

In our school we have a strict “English-only” policy when we teach English. However, most of our students, despite learning in previous years, had a lot of trouble trying to figure out what teachers were saying. Hence, I had to spend a lot of time trying to think how to make the stages of the class accessible to my students. After repeating and paraphrasing instructions, or a grammar explanation, I noticed that some students still simply turned to their more skilled classmates asking for translation into Spanish, which made me feel frustrated. Sometimes they just asked me to explain all over again in Spanish, but the use of Spanish made the students want to continue using it in other stages of the class, changing the atmosphere and demotivating our efforts to communicate in English.

Context

I teach English to students in the 4th and 5th grades (25–30 students per class) in one of the poorest areas of my country: Ayacucho, in the highlands of Peru. They come from different rural areas far away from Huamanga, the capital district, to be part of the High-Performance Public School (COAR). This school has recently been implemented by the Peruvian government and aims to provide students with better work and study opportunities through languages and international programmes such as the International Baccalaureate Diploma. The students were the best students in their schools of origin, but they had had very little contact with English. Most of them were true beginners, very enthusiastic but with a lot of interference from their mother tongues: Quechua and Spanish (in most cases, both).

Aim

I realized that following our school policy (100% English) was generating demotivation and neglect in a lot of our students. However, we had to follow the policy. Therefore, I observed my class to see where they had most problems with the 100% English policy and I identified three specific areas: when I was giving instructions for an activity (even after modelling); during the linguistic analysis (grammar) and in the correction of errors. Then, I started to figure out these questions: in which points of the class could I use L1 so as to boost effective communication? How can I apply

strategies to take advantage of the mother tongue and to improve learning and teaching? And finally: given the fact that I have to use English as a school policy, how can I reduce the use of L1 more and more?

Methodology

Then, I went onto the Internet to check for other experiences and articles or information about this problem. I started reading about other teachers' opinions:

- Texidor Pellón, R., Reyes Miranda, D., Cisneros Reyna, H. (2007) *El uso de la lengua materna en la enseñanza de idiomas extranjeros*, Revista de la Facultad de Estomatología de la Universidad Médica de La Habana, Escuela Nacional de Salud Pública
http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-21412013000200016
- Roldán Tapia, Antorio (1997) *Argumentos a favor de un uso razonado de la lengua materna en la clase de lengua extranjera*, Revista Aula Abierta, No. 69.
<https://dialnet.unirioja.es/descarga/articulo/45407.pdf>

There were other sources of information, but in these two I could notice there were, according to different bases and experiences, teachers who agreed on the moderate use of L1 or taking advantage of the use of it in an ELT class. However, their experiences told about a wider use of L1 than I wanted. Therefore, I looked for other experiences about more specific class circumstances, and I found:

- *Ways of Motivating EFL/ ESL Students in the Classroom*. (2017-05-30). Retrieved from: <https://www.teachingenglish.org.uk/blogs/alexenoamen/ways-motivating-efl-esl-students-classroom>. It points out the beneficial use of L1 in specific moments of the class (many, similar to the ones I had identified).
- *Three examples of better English learning through the L1*. (2017-05-30). Retrieved from: [http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-3-issue-1-\(march-2006\)/three-examples-of-better-english-learning-through-the-l1](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-3-issue-1-(march-2006)/three-examples-of-better-english-learning-through-the-l1). This article was a treasure for me, because it provided useful and real examples about how to use L1 effectively in order to reinforce English comprehension through very concrete examples. I loved it! My references come from the internet, as I could not find ESL books due to the location where I worked: Huamanga, a small city with almost no EFL libraries or bookshops.



“This article was a treasure for me, because it provided useful and real examples about how to use L1 effectively in order to reinforce English comprehension through very concrete examples.”

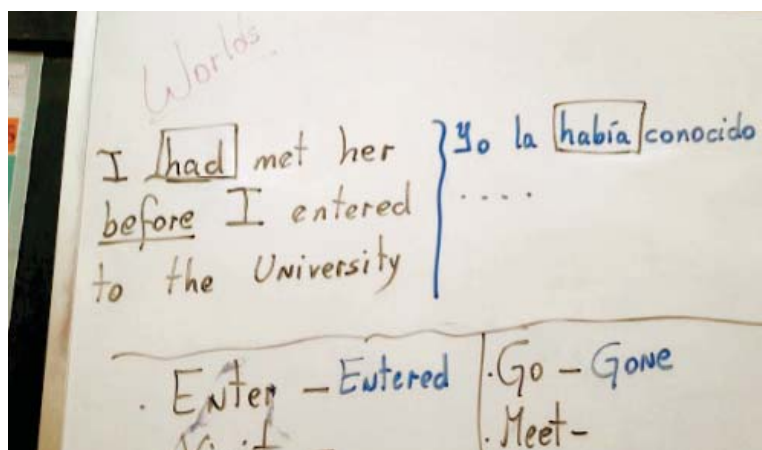
With the information I got from the Internet, and the examples found in those articles, I made “an action plan” based on the questions I had asked before.

In order to reach common ground about the situation I had noticed, I asked my students to answer a poll in Spanish about the use of Spanish in class. I have to point out that these polls were taken after I had applied some of the strategies described above. Fifty five students took the poll and after tabulating the results what I got was the following:

Surprisingly, 73% of the students mentioned that they could understand “almost everything” when they were exposed to 100% input in English.

They also admitted that 50% asked a classmate in Spanish when they couldn't understand something. They also agreed on the fact that Spanish would be useful in instructions (48%); Grammar (50%) and error correction (97%). These results, together with the interviews with some of the students helped me to formulate the following strategies:

1. **INSTRUCTION STAGE:** I applied the “ Mix-Mix” strategy: after instructing the activity and modelling, if I saw that some of the students could not understand yet, I asked that, instead of turning to any of their classmates for translations they could ask: “Teacher, mix”. So, I explained again mixing the “difficult words” with Spanish so that they could understand. And it worked! They did not have the need to turn to translations because they just needed to reassure their understanding of the instructions with these mixed words in Spanish. Maybe that is why they said in the poll, they could understand “almost everything”.
2. **IN THE GRAMMAR STAGE:** I applied “Worlds” (English/ Spanish worlds). I explained to students that on the board there was a section where, whenever they had a problem in the area of grammar, we could make a parallelism between the English and the Spanish worlds, so that they could contrast both grammar systems. This strategy was especially effective in the teaching of tenses (e.g. Past Perfect), but also with other structures such as “tag questions”. It helped students a lot, and it made me feel more confident about the fact that they could understand directly the category of the structure because they could recognise it in their mother tongue without any additional explanations. They also felt much more confident because they could ask to use “Worlds” whenever they wanted, thus avoiding the translations to Spanish.
3. **ERROR CORRECTION STAGE:** I tried to use the “Mix and Mix” procedure here, but it did not work well enough, because even though they understood what I was correcting, they still could not identify their own errors. “Worlds” worked better here, and in order to reinforce the comprehension, we applied, where possible, the “Mix and Mix” but in a reverse order: they would use Spanish to explain something they understood and with any “difficult word” they might not know, I would help them using the suitable word in English. In this way, I would try to reduce the use of L1 in my class.



Example of the use of 'Worlds'
(English/Spanish worlds).



Panel about nature written in three different languages (English, Quechua, and Spanish). Prepared by students from COAR Ayacucho.

● ● ●

“...using Spanish in a very useful and dynamic way is helping us ...I am reinforcing my students’ comprehension, ...they feel more comfortable about using it to learn English.”

Reflection

As a final reflection, what I can mention is, first of all, the feeling of confidence that I experienced and I could see in my students because we both know now that we can use our mother tongue without the feeling of guilt that we are doing something “wrong” in class. On the contrary, using Spanish in a very useful and dynamic way is helping us: in my case, I am reinforcing my students’ comprehension, and in their case they feel more comfortable about using it to learn English. I just want to share these ideas of mine with all my colleagues because I know they have similar problems. Here, they can see “in situ” and not just in an abstract way experiences they can take as successful and apply them as useful tools.

On the other hand, what I see as a new challenge is how to reduce even more the use of Spanish now that my students are reaching a more advanced stage in their learning of the target language. They certainly know there are specific moments where the mother tongue is permitted through our “magic words”: Mix and Worlds. However, when they spontaneously want to express an emotion or something suddenly comes up to their minds, they still prefer to use their L1, no matter which stage we are in. Therefore, I am figuring out how to work on this as my new aim. Hopefully, they will help me because they are wonderful students with a lot of ideas, which just need some guidance. I feel grateful about this chance to share a successful teaching and learning experience.



Mariela Condorena Mamani

PUNO



“When they started with these activities they felt ashamed and did not want to speak, so the classes were very difficult for them and for me.”



© Ric@rdoquin

Mariela teaches at IES José Gálvez High School in Yunguyo, a small town between Peru and Bolivia.

Motivation

When my students were in Primary school, most of them studied in the local area where they lived –mostly situated in the countryside of Puno– so they had never taken an English course before secondary school.

I teach at 1st grade and my students are around 12 years old. When I started my English classes in March they were very shy. When they had to speak in English, they felt very insecure and they seemed to experience fear so they seemed not to be interested in learning.

When it was time to speak, they had to go to the board and act out their role-play dialogues in different real-life situations. When they started with these activities they felt embarrassed and did not want to speak, so the classes were very difficult for them and for me. This situation was a problem for the lesson development and it made me feel frustrated because I felt that I was not doing enough for my students. So I decided to take action.

Context

A great deal of the learners in my class studied in the country towns where they lived, so they had not taken any English course before reaching secondary school.

I teach at First and Second grade of secondary school. My students are around 12 years old; some of them speak Aymara and they love their native language.

IES JOSE GALVEZ HIGH SCHOOL is located on the Peruvian border between Peru and Bolivia, in Yunguyo, a beautiful small town in the highlands of Peru.

The classroom is big but it is uncomfortable. The students have their individual desks. They are in 1st grade. There are 32 students in the classroom; there is a desk for the teacher and a whiteboard. That is all we have.

In the Peruvian public schools, the Ministry of Education (MINEDU) proposes an English programme with specific lesson plans and strategies that the teachers have to develop with the students: it is compulsory. However, the teachers can add some strategies that they consider necessary for our English classes. Most of the teachers think that it is not possible because we have to follow the lesson plan and there is not enough time.

To be able to help my students, I had to change their feelings. I needed to improve their speaking skills and encourage them to participate in the English classes. Therefore, I decided to add some motivational strategies.

I focused on the speaking activities because the English programme for public schools demands this ability over others at A1 level.

Today, they are not afraid of speaking English any more. Students now want to participate in class all the time, they feel really happy when they get their points or they roll the dice. They want to be the “star students” of the week or they want to gain “free cards”. Now they learn and have fun.

I want to show to my colleagues that it is possible. I can say that I did it!

Methodology

First, I encouraged the students to participate in the speaking activities through motivational strategies. I created an extra points system where they could increase their scores based on their participation, behaviour (classroom rules) and homework. If they got five points, they could roll the dice so they could obtain bonus points. Students drew the chart for their extra points in their notebooks; they used this chart everyday. With this motivation, I could make them try to speak English.

However, I had to add more motivational techniques because the routine can be boring. I used the “Star Student of the Week” strategy. Who is the star student? The best student with a lot of extra points or best behaviour or maybe the student who always does his/her homework on time. It could also be the student that performed the role-playing dialogue best. The winner had to write his/her personal information on the star student wall and his classmates had to memorize this information. The star student got two extra points and a free card for a week. I also added a reward strategy. When they got 7 points or more they could win a “free card”. Each card had different benefits (free homework, pick a seat, etc.). They could use it when they wanted.



Mariela provides a stimulating environment to foster learning.

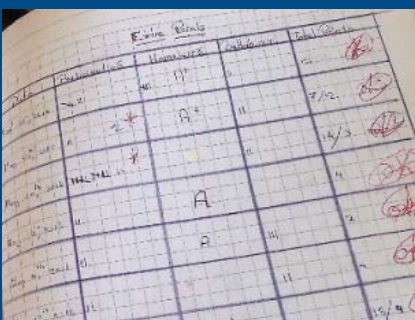
Setting classroom rules is another important strategy because it aids the learning and teaching process and creates a good atmosphere in our English class, so that the students respect each other. I always start my classes with the Lord's Prayer. I don't mind if they play or do something else. When I arrive at the class, they welcome me and when they are silent, we start the prayer. This way, they behave in a more spiritual and ethical way during the day.

My students know they have to respect the classroom rules because I assess them permanently. However, this assessment was different. If they had behaved badly, I talked to them about the situation and through questions, we generated a serious reflection on this matter. Students reflected on how they had to behave so they learned to be self-reflective.

Finally, I helped the learners with flash cards, games, information gaps, songs, etc. during the speaking activities. Students repeat the words and they use them in short expressions or for their role-play dialogues. In the English syllabus, there are a variety of activities that are suitable to accomplish the goals and teaching strategies used to support the development of the students' speaking skills. However, the syllabuses do not include motivational strategies to strengthen values, good attitudes and behaviour.

When you teach teenagers most of them are not really interested in learning. Students may be demotivated for a variety of reasons: they may feel that they have no interest in the subject, they may find that the teachers' methods are not engaging or they could get distracted by external factors. It may even come to light that a student who appeared demotivated actually had learning difficulties and was in need of special attention. That is why I think that the Ministry of Education should add more motivational strategies in their syllabuses. I think these strategies should not only be focused on the acquisition of knowledge; they should be included to promote a positive attitude towards learning.

Fostering intrinsic and extrinsic motivation and introducing game elements resulted in enthusiasm and eagerness to participate in Mariela's class. (Dwyer, Tania, *A+Firsties*, retrieved from <http://aplusfirsties.blogspot.com/2012/08/?m=0> on 31 November, 2016)





“Successful students are happy students. They enjoy their classes and they feel relaxed and more motivated to learn English because motivation and rewards tend to create a feeling of pride and achievement among students, thus making them more productive.”

Reflection

I think motivation is an essential ingredient in EFL teaching. There are two types of motivation: intrinsic motivation is a drive to learn that comes from an internal force such as interest in language learning or the desire for further personal development in general. It compares with extrinsic motivation, which is sparked by external pressures such as the need to speak English for work. It is widely accepted that intrinsic motivation correlates more closely with language learning success than extrinsic motivation.

It is necessary to maintain motivation during the English class. If you apply motivational strategies in all your classes, you can reach big aims in different abilities. It is important to consider that motivation creates the learning conditions in your English classes. If we get our students to be motivated, we should be able to achieve the goals that we want.

Successful students are happy students. They enjoy their classes and they feel relaxed and more motivated to learn English because motivation and rewards tend to create a feeling of pride and achievement among students, thus making them more productive.

We have to focus on learning as well as teaching. That is why I think the atmosphere in each class is hugely important to our job satisfaction. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to appreciate more fully the process of learning.

I consider that intrinsic motivation is the best drive for our students to learn. Tasks should be challenging but achievable. Remember that the teachers' expectations play an important role in the students' achievements.

I think I can share my experiences and materials with my colleagues organising workshops for English teachers or I can create an English Language Teaching Network ELTN in my school and after that in my local area. I have already talked with my colleagues about it and they are really interested in this idea. We can use a Facebook group, especially created for sharing our materials and our teaching experiences and we can add other colleagues around Peru.

I'd like to leave a legacy and a lasting positive impact on my students and teachers alike. I know how important great teachers are and I want to support their individual growth with my experience. The students' success is the most important thing to me. William Arthur Ward cannot be more explicit when he said: "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

Indeed. The Champion Teacher inspires!



Different problems but one aim: encourage students to develop communicative skills in English and become integral citizens.

Testimonials

On international professional development

IATEFL Glasgow

4–7 April, 2017

“You matter” is what Professor Sarah Mercer said at the conclusion of the second plenary at the Clyde auditorium; and now, two months after that wonderful time going from here to there around the Glasgow SECC, in search of the best daily presentations, her words have endowed my life as a teacher with deep meaning, because it is not just how well designed our lessons are, it is not just how lovely our classrooms and students look or the size of our pay check; beyond that, it is how committed we are with our teaching role within our communities; it is how much we can help one another reflect upon the dimension of our responsibilities as educators of the people who are deemed to be our country’s future leaders in the society; it is how we are going to solve that missing strand we still have in our educational system. Now, I have a better idea.

Dennys Barrios Ortega

Champion Teacher 2016, Moquegua

Being a “CHAMPION TEACHER–2016” has meant great satisfaction and opportunities in my personal and professional life. One of them was the great opportunity to attend the 51st Annual International IATEFL Conference and Exhibition in Glasgow–UK.

At the conference, everything was really interesting. I found everything that I needed to enrich my ELT career. I met and interacted with great English teachers from different parts of the world, with whom I shared my experience as a teacher and the culture of my country. I also met great speakers like: Jeremy Harmer, Sarah Mercer, Jane Setter, JJ Wilson, and others. There were many interesting presentations that will help my ongoing professional development. The most impressive topics for me were: Connecting minds (about how we can help learners to connect mentally and emotionally to their language learning), The magic of stories in ELT, Why feedback?, Why learning styles?, How to motivate our students, Why humor in our class?, Benefits of creative activities, Activating Games.

I also had the opportunity to get interesting books and materials, which are difficult to find in my country. I will continue sharing them with my colleagues. At the same time, I met excellent Peruvian teachers from different regions of Peru, all of them committed to their work. From them I have learned a lot and I keep special memories; to sum up, I can say they are in my heart. In August, I will have the opportunity to share my experience at an Educational Fair in my Region (Arequipa). Thank you very much British Council! You have made my dream come true. I am very proud to be an English teacher, I feel empowered to thoughtfully solve problems that will support the teaching and learning of my students.

María Soledad Flores Vera
Champion Teacher 2016, Arequipa

Attending the IATEFL conference in Glasgow was one of the most rewarding experiences of my life. It was really inspiring to my work as a teacher and it strengthened my capacities and nourished me with pedagogical experiences. I learned new ideas and techniques that will help me to put into practice new strategies for my teaching. I believe it is important for English teachers to update our knowledge as part of our preparation as teachers because we need to be informed about what is going on in the world. We live in a globalized world, we have to respond to the needs of 21st century learners. "The quality of the education a child receives is the quality of his/her teachers".

This experience really helped me turn my classroom into a fun and motivating place, and transform the teaching and learning processes for my students and for me as a teacher. This experience also helped me to grow not only professionally but also personally.

My deep appreciation to British Council for promoting learning opportunities for English teachers through international training.

Elva Pérez Huarancca
Champion Teacher 2016, Ayacucho

I am very grateful to the British Council for giving me the opportunity to attend and represent the Region of Puno in the delegation of Peruvian teachers at the IATEFL International Conference of English Teachers in Glasgow, UK. This experience was great because it deepened my understanding about important ELT concepts on how learning works for both learners and teachers. I was happy to see how the issue of a teachers' mental and physical health was raised, I was fascinated by the plenary session from Sarah Mercer, who put the teacher in the spotlight of the learning process in a different way for me. It was exciting!

Teacher development is never enough! Teachers, as well as students, are in constant need of inspiration. It was by far the best experience in my professional career. I'm happy to share this knowledge with my colleagues. Because of the Programme Champion Teachers Peru 2016, I learned that anything is possible if you put your mind to it and you really work hard!

Mariela Condorena Mamani
Champion Teacher 2016, Puno

Whenever I recall the adventure of winning and being part of the Champion Teachers 2016, I experience a sense of nostalgia and guilt. When you are told you are a winner you might not feel it as real or tangible, until the moment you are there with your partners, colleagues with different backgrounds and personalities, different realities and different perceptions but just showing the same awe that filled me when I finally accepted the fact that we were just about to begin a new chapter that would change us and switch gears into something completely new.

How to explain the maelstrom that almost overwhelmed our senses and our brains? So many experiences, so many nice people, so much to reflect on, so many unique places! Time turned into a silent enemy which we had to struggle with in order to absorb all the knowledge offered there into small parallel universes: an experience told by a Brazilian teacher about how to promote effective learning, the use of humour in class brightly presented by a British teacher, the way to foster critical thinking...the plenaries full of energy, music, with lively interventions.

Any attempt to describe it would not be enough to express how meaningful this experience is for any teacher. They definitively give a twist in the way you teach, you learn and how you apply it as a person. I also mentioned a sensation of guilt because I feel I did not fully appreciate and was not thankful enough to all the organisations who made it possible, the wonderful people taking care of us and making this experience easier, but my only consolation would be the effects they are generating in my students, in my perception and in my renewed willingness to make my teaching practice even better.

Dany León Rodríguez
Champion Teacher 2016, Ayacucho

Being part of IATEFL Glasgow was an eye-opening and marvelous experience because it awoke again my desire and passion for teaching. Before IATEFL I thought that the best way to improve my teaching was through the incorporation of new strategies, but I was wrong. Thanks to IATEFL Glasgow I understood that teaching is more than learning and teaching strategies... teaching is connection. Connection with my students' hearts, connection with a new culture that I discovered in Glasgow, connection with thousands of teaching experiences and connection with the wonderful Peruvian Champion Teachers. This amazing experience lighted up my heart and understanding, now I am a better teacher who is planting inspiration and perseverance seeds of perseverance and in my students' hearts.

Katia Yábar Lazarte
Champion Teacher 2016, Arequipa

On being part of the Programme

Champion Teachers has been an enriching experience, not only for the EFL teachers that were awarded the scholarships to attend IATEFL Glasgow, but also for the ones who received the ELT packs, the educators that participated and everybody that in one way or another could be part of this programme. As part of the Selection Panel, I am totally convinced that this kind of experiences motivate teachers to develop projects that promote learning in our students. Congratulations to the British Council for leading this kind of events that encourage the development of education in Peru.

Katya Corzo Soriano

Co-ordinator of Implementation of English, Ministry of Education

When I was asked to be a member of the Selection Panel for Champion Teachers, I was absolutely thrilled since this programme had never been offered in Peru before and it was also particularly remarkable and of paramount importance for teachers in public schools.

In our ELT arena in Peru, Champion Teachers made a great impact and, in my humble opinion, has made and will make an essential difference in the quality not only of teaching but also in our students' personal development and teachers' genuine motivation to be better professionals each day.

Leonor Marín de Cruz

IATEFL PERU President



CHAMPION TEACHERS PERU 2016

More information on:

<https://www.britishcouncil.pe/programas/educacion/champion-teachers>

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