

Chapter Seven

What Problems Do Some EFL/ESL Teachers Have with Materials, Media, and Technology?

The “I Am Forced to Teach from the Book” Problem

Sometimes actual lesson plans are provided, and supervisors make sure, they are followed. When this happens, teachers can feel helpless in the face of being creative with materials and media. Other teachers find ways to incorporate additional materials while adapting to the prescribed lesson. They might bring in photos or pictures that correspond on the required reading to make it more vivid.

What is a Reasonable Working Definition of Culture?

Culture is the common values and beliefs of a people and the behaviours that reflect them. It is possible to talk about common beliefs and values and about how they can differ from culture to culture as well as the behaviors associated with them. For example, the way people make use of time in two different cultures: North America and Saudi Arabia. Time for the average American, is very important. Americans are setting deadlines based on time and will end conversations before they may be finished by looking at their watches and saying"; Oh, Excuse me! I have to go or I'll be late"; In contrast, Arabs see time as "flowing from the past to the present to the future, and they flow with it"; Social events and appointments do not always have fixed beginnings or endings.

What Cultural Adjustment Process Do Most Expatriates Experience?

Most of us have mixed emotions about moving to another country. This is true for those who have relocated to teach EFL, or in the case of non-native speakers of English, to study or live-in English-speaking countries. We must prepare for the simplest daily activities, such as paying bills, buying food, doing laundries.. These activities soon weigh on us, resulting in culture shock. There are different ways we may follow to "face culture sock" We may become depressed or nervous and may complain about the food, the weather, and the host people's behavior. Some of us react by withdrawing. We stay at home, sleep, and avoid contact with people, seeking refuge from everyday problems by avoiding

participation in the host culture. Others of us continue to endure, despite the discomfort. Instead of withdrawing, working out problems as they arise. We start to realize that we are adjusting. Such adjustments are typified by an understanding that cultural behaviors and values are simply different. We still have cultural stress and problems to contend with, but we become more empathetic, understanding that people in the host culture have raised in a culture different from our own.

What Are Benefits of Adjusting to Another Culture?

The benefits of successful cultural adjustment include:

- A fuller sense of security
- The possibility of greater success in the workplace
- The possibility of establishing meaningful relationships with people from the culture
- The possibility of gaining fluency in the language of the host country.
- A deeper understanding of one's own culture Understanding of oneself

What Cultural Concepts Can EFL/ESL Teachers Teach Students?

Teachers can teach the following concepts to EFL students. These four concepts are:

- Cross-cultural communication includes adapting behavior
- Cross-cultural communication involves problem solving
- To understand a culture, get to know individuals
- To understand another culture, study your own.

1. Cross-cultural communication includes adapting behavior

Apart of learning to communicate with people from other cultures is knowing how to adapt one's behavior, including nonverbal and discourse behavior.

A- Nonverbal Behavior across Cultures

It includes kinesics ‘facial expressions, gaze and eye management, gestures, touch, and posture and movement, and proxemics, the use of space, such as the distance people sit or stand from each other”

2. Successful cross-cultural communication involves problem solving

If the goal is to teach students how to interact in English in a variety of contexts

With other non-native speakers of English, as well as with native speakers, then, in addition to informing students about culturally defined behavior, we can introduce them to the value of problem solving. Through problem solving the students can go beyond simply collecting interesting knowledge about culture. They can have a way to assess a situation and identify behaviors that they predict will be appropriate to use within this situation.

3-To understand a culture, get to know individuals

It is possible to generalize about the cultural values and behaviors of a group of people. Such generalizations can be useful, for example, to gain a general idea of the differences and similarities between people from different cultural backgrounds. In addition to generalizations, it is important to get the students know one person at a time, treating each as a distinct and unique individual. This include how each individual behaves in different situations, as well as the values each has. One way is to discuss it with them as a whole class, this can make a difference in the way they perceive learning about people from different cultural backgrounds. Another way is to draw the student's attention to the differences among individuals in their own culture and have relate this knowledge to other culture.

4-To understand another culture, study your own

A fourth concept is that much can be gained from studying one’s own cultural behaviors and values. Students are most likely not aware of many aspects their own culture. To teach students about their own cultures, the teacher can design questions that provide students with chances to explain their own culture to the teacher and classmates. Another way to teach students about their own culture is to use photos and pictures.

Q1: how can teachers explore teaching through observation?

Q2: define each of the following:

- 1.problem solving
2. Mentoring
3. Inclusion program
- 4.Portfolio
5. Pull-out program

Q3: show the main differences between EFL and ESL setting

Q4: explain fully the factors the that are central to teachers' self-development

There are many ways to explore and develop the teaching process. What are they? Explain with examples.

Q5: what is an EFL teaching setting? what is an ESL teaching setting? why are those two term, EFL and ESL, not always adequate to describe English teaching setting?

Q6: what makes a communicative classroom communicative?

Q: what problem do some EFL/ESL teachers have in managing classroom interaction?

Q7: what is the main goal of a communicative classroom?

Q8; reflect on the kinds of roles EFL/ESL teachers are expected to play in the classroom.

Q9: how do EFL/ESL teachers provide opportunities for students to communicate in English?

Q10: comparison between Yoshi's and Kathy's Teaching?