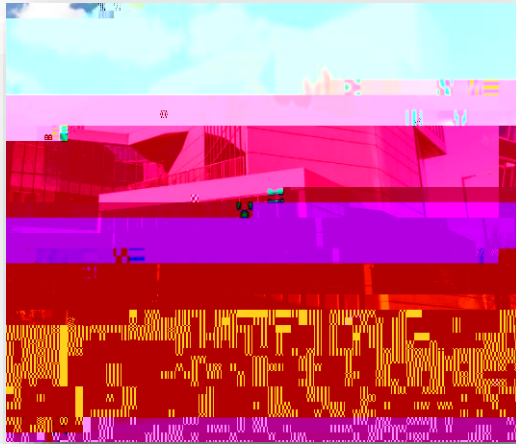


JOURNAL

CEFL Journal For EFL Teachers



Welcome

We are excited to welcome you to our CEFL Journal for EFL, ESL, ELT, EAP, TEFL and TESOL teachers, which will be published every semester. This journal aims to share and publish innovative teaching ideas.

Editors

Dr. Stella Giorgou Tzampazi

Dr. Desmond Skeel





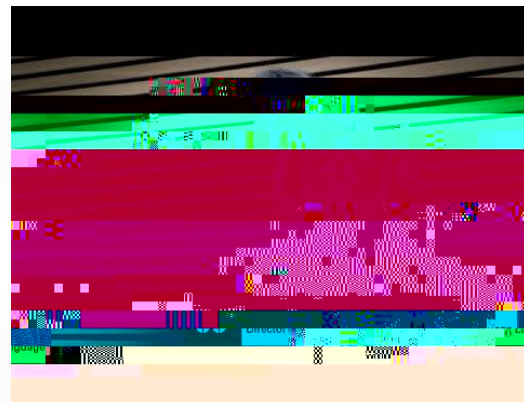
The Centre for English as a Foreign Language (CEFL)

University of Bedfordshire

Students from all over the world study with us on different course types and lengths, including pre-sessional courses or in-session courses. Prior to progressing onto their main degrees, we ensure our students are at a suitable academic and linguistic level, and we offer continuous assistance during and after their studies.

More information can be found in the following link:

<https://www.beds.ac.uk/languagecentre/>





Publish your Teaching Innovations

Often, we overlook the possibility of publishing our teaching innovations in journals. However, have you ever thought about transforming a teaching innovation into a teaching article?

Innovative teaching means developing new learning methods through teaching materials, course design, and classroom design. Tutors across the world are welcome to submit ideas that will help them improve their competences in teaching ELT/EFL/ESL/EAP/TESOL/TEFL.

Teaching Academic Writing, Language Testing, Introduction to Research Skills, Second Language Grammar Teaching, Managing Classrooms, and Developing Teaching Materials are some topics to consider.

The following guidelines should be followed when submitting an article:

An article should ideally be more than 500 words long, but not more than 1500 words. In order to be accepted, all articles must be written in English, and spelling/grammar should be checked carefully since it cannot be corrected by us (and the article may not be accepted).

Teaching materials should be embedded within the article. Citations and research data are not required, but if you wish to include them, keep their number to a minimum.

Using a Mistake-Filled Experiment to Teach Hypothesis Formulation in ESL classrooms

Dr. Stella Giorgou Tzampazi
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Main Objectives of Teaching

It is important to develop ESP students' research skills during the EU Foundation course (Level 3) at the University of Bedfordshire [Bedfordshire International And EU Foundation Year](#). One assessment is based on writing a research proposal, as part of the Academic Skills Development Unit. As part of this unit, students can develop research and independent study skills needed for academic success while studying their undergraduate courses. The teaching of research skills to Level 3 students can, however, be overwhelming due to the fact that students need to understand important concepts associated with research. Developing a research question and formulating a hypothesis are the first elements students need to learn. A class experiment that contains errors is used to illustrate the concept of constructing a hypothesis creatively. In addition, a maths test is used as the basis for the experiment. Through this method, students have fun while learning about hypothesis

| Step four: Despite realizing something's |

and interactive manner. It is always a pleasure to teach this lesson since the students always engage in the experiment actively and the feedback is always very

positive. The qq8 (s)4(it)-2(iv)-3(e)] TJET4a64since ack is always v28

In Cahoots with Kahoot: The

The Effectiveness of 'Reading A loud' when Teaching Academic Skills to Non-Native Speakers of English

Ramona Pistol

CEFL Department

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Main Objectives of Teaching

As one of the fundamental academic skills, reading is often taken for granted because lecturers expect students to read widely around a subject. While the curriculum of the EU Foundation course (Level 3) includes strategies to read academic texts and thus helping students summarizing, questioning, and predicting information, a common practice in teaching at the Foundation level is to use silent reading probably because it is viewed as independent reading. However, if silent reading might be the best use of classroom time and a primary mode of reading for confident non-native English speakers who might have developed good reading habits for the academic life, it might not be so productive with new students in the Foundation year, considering that many are not direct entrants from previous educational levels. Some of the reasons include the fact that learners might waste their silent reading time by doing little to no reading, by stopping on a word or by cheating, in the sense that they might translate the meaning into their L1.

Thus, although there has been a wide recognition of the benefits of reading aloud to improve language learning (Anderson, 2020), it does not seem to be a current practice in many EFL teaching environments. I adopted this practice after several years of teaching academic skills and conventions

summarizing or using the main idea in a debate. For example, the classroom input for one session includes the marketing mix and introduction to summarizing (from listening and reading) as the academic skills practiced with the topic. I have chosen a text about [Marketing Mix](#).

I asked one student to read the original text aloud because I wanted to make sure that all students extracted an understandable message. After the student finished reading, I drew attention to enhancing and had the whole class pronounce it. The following step was to group them and ask them to identify and discuss the best summary provided, but

[and-why-its-essential-to-formal-language-learning/](#) [Accessed: 23/10/2022]

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Enhancing Presentation
Skills for EU Foundation
Students at Higher
Education

Leonidas Tzampazis

CEFL Department

presentation. In addition, I instruct them to think of the different stages an effective presentation should have. The tasks always generate very fruitful feedback and make the students think on how to structure their presentations beyond the visual aids they will use. They always identify the three main stages that a presentation should have, and I encourage them to identify the stages on the flipchart paper and separate it clearly into three main parts: The introduction, the main body, and the conclusion of the presentation. I ask them to place at this point their phrases into the right stage and feedback to the rest of the class. Before step three I provide additional guidance with a PowerPoint presentation which includes very useful information on the creation and preparation of effective presentations [Presentation Skills](#).

Step Three: After forming new groups, I provide the students with an envelope for each group. In the envelopes, I have many other useful presentation and signposting phrases that presenters should be using when they deliver effective presentations, but I cut them in strips and I mix them up [Useful Phrases](#). The instruction is that

per stage of the presentation and add any

present your hometown using at least one useful phrase from the ones we practiced at each stage. For this task, I allow them 25 minutes to prepare and after that they present using their notes and the phrases practiced. That works wonders for the students' confidence and above all provides them with essential knowledge of the language and the structure needed to be considered when they present.

Advantages and Limitations

One of the main advantages of teaching presentation skills like that is the fact that the

A Technophobe Transformed! The Benefits of On-line Delivery of Grammar Lessons

John Lapwood

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As a confirmed technophobe my HoD's instruction to deliver two 2-hour sessions of on-line teaching per week through the current semester sent shivers down my spine. Unpleasant memories of the months of on-line teaching we all had to deliver two years ago during lockdown returned. Three months later, towards the end of the semester, I now feel completely at home in the on-line teaching environment and this article explains why and argues that actually grammar lends itself to remote learning.

Main Objectives of Teaching

I have been delivering in I have been d

We are now able to move on to analyse the target language. The next slide opens with two model sentences:

1) *Many people believe that the coronavirus pandemic had a devastating effect on the world.*

2) *I believe that the coronavirus had a devastating effect on the world*

Disadvantages? It is difficult to think of any. We have breakout rooms for interactive activities, so the production phase of a session is not an issue. Yes, it would be nice to see the faces of my students. But an engaged student interacting with a screen, led by a teacher whose materials suit him and his students perfectly, is going to learn more in this situation. There is one big disadvantage. It takes a long time to fill your PowerPoint with two hours of teaching. But even this negative has a plus side. Once you have completed the PowerPoint and road

