ABSTRACT

Teaching is particularly important in university education. One of the major challenges of teaching/learning process from a critical perspective lies in informing teachers of the need to think differently about leadership, teaching organization and themselves as leaders. This essay focuses on defining leadership qualities in teachers of native, ESL and EFL teaching roles. Emphasis is also given to the relevance of such leadership in class structure, social values, and teacher colleagues as leaders.

KEY WORDS

Leadership - Personal values – Assumptions – Beliefs - Resource Provider - Instructional Specialist - Curriculum Specialist - Classroom Supporter - Learning Facilitator – Mentor

TEACHING LEADERSHIP IN ENGLISH

Teaching leadership is a critical element in any successful professional learning community. Teacher leadership has unlimited potential in making a real difference in the pace and depth of university change. Leadership skills range from teachers’ depth and understanding of content knowledge along with the ability to demonstrate expertise in the use of instructional strategies. Also, the inclusion of smart technology in current teaching programs to make a course relevant and meaningful for learners is another step in teaching leadership. It is also to facilitate rigorous and relevant instruction based on high standard practices, how students learn and use assessments for guide, and to create a unique style of instruction that builds strong relationships with students through technology leadership modeling.

1. LEADERSHIP, TEACHING LEADERSHIP AND TEACHERS AS LEADERS

Teachers exhibit leadership in multiple ways: they can influence and lead with habits of mind, like optimism, enthusiasm, open-mindedness, confidence, courage, decisiveness, perseverance, creativity, flexibility. Teaching through the use of these different habits of mind
ensures that teachers can find roles to lead that fit their talents and interests. But nowhere can there be found a complete theory of how to develop leaders. Such a theory would, as a minimum, identify critical leadership knowledge, skills, and values, attitudes and beliefs. It would tell what can be learned and what may be innate. It is necessary to be concerned with much more than the best teaching methods. Teacher leaders shape the culture of the university where they work, improve student learning, and influence responsibilities among their learners by becoming familiar with their students' daily routines and practices, with their struggles as subordinated members of society, and with their beliefs and values. Teacher leaders who are influential have also the ability to forge relationships with other colleagues (Patterson & Patterson, 2004).

A leader does not need a title to be considered one; it is someone who has positive influence over a group of people. But above all, a good leader is able to effectively communicate and provide vision. He will not take credit for accomplishments that have been achieved because of other people's hard work. A good leader should understand the human spirit in individuals, and pay attention to emotional, physical and mental needs. Professors should have very high expectations for their students, shown by constant monitoring, pressure, and responsive feedback. Every good leader possesses qualities which spur the possibilities to lead, motivate and inspire others. Qualities such as integrity, dedication, openness, assertiveness, a sense of humor, self-confidence, power of persuasion, determination, and fairness.

Major findings from research on leadership values can be summarized in the following:

1. Leadership has significant effects on student learning. To learn well, students need to access to high-quality instruction and well-crafted curriculum.

2. University leaders influence learning primarily by galvanizing effort around ambitious goals, by establishing conditions that support teachers and that help students succeed, and by ensuring that resources and processes are in place to enable teachers to teach well.

3. Teacher-leaders set examples for staff and others to follow that are consistent with the university’s values and goals. By modeling desired dispositions and actions, leaders enhance others beliefs about their own capacities and their enthusiasm for change.

4. The dimension of leadership practice includes actions aimed at developing goals for schooling and inspiring others with a vision of the future.

5. Effective educational leaders help their universities to develop or endorse visions that embody the best thinking about teaching and learning. They inspire others to reach for ambitious goals.

6. Effective leaders convey their expectations for quality and high performance. They promote cooperation and assist others to work together toward common goals.

7. Successful university leaders ask critical and constructive questions, emphasize the use of systematic evidence, and encourage careful monitoring of both teaching and pupil progress.

8. Leaders provide incentives and structures to promote change, as well as opportunities for individual learning and appropriate means for monitoring progress toward improvement.

9. Effective leaders enable the university to function as a professional learning community that supports and sustains the performance of all key workers, including teachers as well as students.

10. Effective leaders help develop university cultures that embody shared norms, values, beliefs, and attitudes and that promote mutual caring and trust among all members.

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A teacher who recognizes leadership among teachers in schools and/or universities models a leadership philosophy of education. But, what is leadership philosophy? It is the way to see oneself as a leader. Leadership philosophies can change as the professors grow in understanding themselves within the context of leadership. A professor with leadership qualities can provide vision and guidance to bring students together for a common good. Leadership unites the individuals in a classroom and gets them to join together for a goal. But how is it possible to find leadership philosophy? To create or find leadership philosophy means to explore and reflect upon personal values, assumptions, and beliefs about leadership. Professors’ philosophy can change depending on the existing notion of leadership. Some definitions that define leadership status can be examined in the following descriptions.

1. **Personal values** are qualities or characteristics that demonstrate ethical and moral value. Values guide intentions and influence leadership qualities. When personal values are clear and a person is conscious of them, a solid foundation for leading is created.

2. **Assumptions** are ideas that are assumed or believed to be true. As a leader it is important to understand what assumptions fuel leadership thinking, and reflection into one’s leadership is an excellent way to uncover them.

3. **Beliefs** are ideas held to be true; they shape realities. Beliefs can also be unconscious; they are a habitual way of thinking and acting. Sometimes, beliefs are prohibitive barriers that don’t allow a person to cross the mark into leadership status.

A university professor should be student-centered with a vision that centers around the betterment of the students. Every activity which occurs in the classroom should revolve around what is best for the students. If it is not good for the students, then there is no reason that it should continue or even begin to happen. Teaching objectives should be to create a society of learners where students are being constantly challenged by teachers as well as their peers. Teachers design opportunities for students to accept the challenge to be the best they can be on a daily basis, and experience meaningful personal growth.

Teachers’ decisions impact a large number of students daily, and even more if a teacher is a true leader. For teacher leaders, the most rewarding aspect of teaching is to have a greater impact on the university as a whole by nurturing students through successful learning periods. A teacher who understands the position of authority and influence of the teaching role, can impact students and colleagues and consequently may reap rewards through the daily growth and improvement of their students and the university as a whole. In that way, teachers are truly considered leaders.

### 1.2. LEADERSHIP QUALITIES IN TEACHERS OF NATIVE, ESL AND EFL TEACHING ROLES

There are many roles teachers may take to contribute to their schools’ success. According to linguist specialists Cindy Harrison and Joellen Killion, the ways teachers can lead are as varied as teachers themselves. So if it are some of the leadership options available to teachers? There is a list of roles for teacher leaders which can help identify who are really leaders in education.

1. **Resource Provider.** Teachers help their colleagues by sharing instructional resources. These might include Web sites, books, videos, instructional materials, readings, guidance or other resources to use with students. They might also share such professional resources as articles, lesson or unit plans, and assessment tools.

2. **Instructional Specialist.** Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

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3. **Curriculum Specialist.** Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, and develop shared assessments. Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school/university.

4. **Classroom Supporter.** Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. (p. 22)

5. **Learning Facilitator.** When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning.

6. **Mentor.** Mentors serve as role models; and advise new teachers about instruction, curriculum, procedure, practices, mission, vision, and politics of the school or university.

7. **School/University Leader.** A school/university leader shares the vision of the school, aligns his or her professional goals with those of the school, and shares responsibility (serving on a committee, such as a school improvement team; acting as a department chair; supporting colleague initiatives; or representing the college on community task forces or committees) for the success of the school/university as a whole.

8. **Visionary for Change.** Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner, 2004). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

9. **Learner.** Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Educational leaders have to be respected and promote a feeling of importance within their followers because a leader not only is self-motivated, but also motivates the people around them. One way that leaders motivate others is by recognizing another person’s potential and by supplying tasks that are difficult, challenging. For a leader to successfully lead, understanding emotions and expressing empathy toward others is just as important, if not more important than understanding one’s own emotions. Empathy can be shown to others by not only listening to what others have to say but putting oneself in their shoes and understanding the way in which they are viewing a subject. Empathy can be a very difficult attribute to achieve, as it requires displacing one own views for a moment and taking the time to explore a different avenue of thinking. But in exploring a different avenue of thinking, new ideas are formed. By accepting other viewpoints, the spirit of working together is developed and, when everyone's ideas are considered, a great working team is formed.

Teachers as global leaders are common people with a great vision, broad world perspective, sense of responsibility, and the ability to transform lives. Especially because they are always concerned about learning strategies to increase the students’ engagements in the activities they can use in their classrooms, and teach the concepts to students in a more interactive way. As a result, these learning strategies will get students to think, speak, listen, write, participate, and be engaged in the learning process.

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As EFL instructors, professor leaders should not only want to improve English language learners’ academic performance and attitudes about university, but also inspire the use of competitive skills and real-world contexts for strengthening language proficiency. In a Professional Learning Community, leaders stand out from among their peers because they are constant learners who keep updated in current practices and research and always question where things go wrong. Above all, teacher leaders keep a step forward towards making input comprehensible to students. These teachers are well aware that students need choices, challenge, immediate feedback, varieties of activities, and meaningful content in order to optimize teacher/student interaction. Other important considerations a teacher leader should manage personally and as head of a classroom are the aspects of consistency in the course of study, program planning and the time allotment for each topic, and even to incur in the protection and sense of security within the learning environment that will result in an absence of threat par excellence that makes students contribute and feel successful. These collaborative groups of teachers share their personal experiences of instruction; to analyze data and/or results of their students for decision-making in their planning and assessment. The social conduct of teacher leaders is known to be fair, flexible, and challenging in a way that makes the student progress through all stages of curriculum requirements. They identify strategies to address the needs of all students and help them to improve their skills.

A recurring aspect particular to teacher leaders is that they are ordinary people who have a high sense of moral value as people and as professionals. Teacher leaders don’t improvise; they always have a daily planner. They are conscious of their commitment with education. As true leaders they are concerned about the need to remind students of the do’s or don’ts that can make a big difference in learning success.

Teaching leadership begins with the fundamentals of teaching doctrine. There is no better practice than the application of basic professorship. These are some factors that teachers should never overlook when teaching in the context of TEFL (teaching English as a foreign language):

1. **Lesson planning**: is an outline, a structure or a detailed description of a single lesson. It is the teacher’s guide for running a particular class instruction. A successful lesson plan integrates objectives (what the students are supposed to learn), teaching / learning activities (its methods and procedure), and strategies to check student understanding (a way of assessing how well objectives were reached: test, homework, project, etc.). Lesson planning is important and useful (when teachers focus on a “purpose”). Each lesson planning can vary depending on the preference of the teacher but the most important part is that it will ensure a beginning, a middle and an end. It is an essential tool for teachers who want to become successful, enjoy their teaching experience, and avoid stress and headaches. Planning’s greatest reward is that students learn and engage easily for the lesson to be taught, and one of the advantages is that teachers can check if their learning objectives have been accomplished.

2. **Teaching grammar**: Teacher leaders can take advantage of games to get maximum involvement from students. Teachers love good games to teach verb tenses. Some game forms allow students to listen to audio clips or use movie and video clips to practice different question forms. They can also write down the grammar forms they hear. In this way, students have the opportunity to use the grammar in real life context. For example, teachers should avoid making imperative sentences when they are practicing grammar structures. Indeed, they must practice making complete sentences, using verbs in third person singular, singular and plural nouns, pronouns, and adjectives to involve the student in real-life sentencing. Student-centered learning is an excellent approach that permits expression of ideas and opinions.

These are activities teachers can do in class using English:

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a. **Doing role plays.** The teacher simply explains the activity with a framework to create and develop role plays. Role play is used as a way of solving a problem, making decisions or gathering together concepts into a practical experience.

b. **Using Flashcards.** It can be used for various types of activities on all levels, to introduce new vocabulary, understand new language and give interesting and challenging practices.

c. **Using dialogues 1 – acting.** You introduce new language to the class by helping them to act out and remember a short dialogue (Scrivener, 2009).

d. **Using pictures.** An image helps teachers to be more creative around lesson planning. Teachers use sequence of pictures or picture stories to illustrate real life situations in which the language is used.

e. **Creating imaginary situations.** The teacher sets up short, imaginary scenes in class to provide the class with new contexts.

f. **Using information gaps.** Students have different pieces of information to practice communication skills by sharing the information in a speaking activity.

g. **Listening and doing.** The teacher gives his class simple instructions to do something. Then, they give similar instructions to each other.

h. **Reading a story.** The teacher gives the class a story to read which contains examples of the target language.

i. **Fluid pairs.** Members of the class are given a task which involves short exchanges with as many others as they can find: a survey of opinions, for example. The students move around the class, finding out the desired information from one peer before moving on to another (Ur, 2008).

j. **Miming.** The teacher uses gestures and actions instead of words. He mimes and encourages the students to describe what he is doing.

3. **Elicitation:** means to get information from students instead of giving it to them. Students discover structures themselves. Eliciting helps students in changing their attitude towards learning a language. It is a good way to involve them in the lesson because it increases their motivation and self-esteem and also helps them gain confidence. It is possible to elicit vocabulary, grammar, terms, language forms, and background information about what students already know (the context, subject, ideas, opinions, questions or answers). Teachers can introduce different methods of elicitation (pictures, mime, guessing from context, realia, etc.) to make sure everyone has understood sentence structures as well as questions. If a teacher is in front of the classroom explaining the present and the past tense and the students contribute to the lesson or at least know that they could be called upon at any time, they are alert. And, there is far less chance that the information the teacher has said to them could be misunderstood. A teacher can plan his elicitation to make sure he has found the quickest and easiest ways to teach them and at the same time, he can continue working his way towards more difficult ones. In this case, to start, ask a question (give learners time to prepare an answer); encourage students to volunteer information, ask and answer questions in present, past tense and vice versa; or nominate a particular student to answer and request for additional ideas, after that, tell someone else to answer. A good tip for having balance in a class is to communicate in real time, give positive feedback and clues which help students participate actively, and enjoy learning. As a result, learning happens naturally.

4. **Teacher’s knowledge:** English teachers play a critical role in supporting students' language domains in EFL classrooms. Teachers need to master the English language perfectly, in order to access a wide range of information to function well in the classroom. Moreover, as educators, teachers are responsible for selecting material, activities and strategies at the right level of instruction and have a reasonable basis for assessing their students' understanding and accomplishments.

Teachers accept the challenge for teaching English for specific purposes (ESP). But, how do they teach ESP courses if they are not specialists in another field of training? Teachers have to make an extra effort to prepare practical guides to tailor activities in which students can learn technical and academic vocabulary and comprehend technical and scientific texts.

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Teachers focus on the teaching of reading strategies with the use of authentic material, where the teaching of grammar is based on the minimum necessary for understanding academic texts. The emphasis is largely on a general course content to cover common problems (such as reading strategies), rather than specific courses according to the student’s subject specialty (Hutchinson, 2006) (e.g. "English for psychology, medicine"). Thankfully, at the end, teachers become more knowledgeable in many areas of study.

5. Error correction and feedback: teachers have to deal with error correction in their EFL classroom. By correcting, teachers help students to improve their skills, encourage responsibility and increase confidence. But, what does the process of error correction consist of? According to Erinn’s and Marguerite’s case study, error correction sequences consist of four steps:
   a. A student error.
   b. The teacher’s feedback which may take the form of explicit correction, recast, clarification request, meta-linguistic feedback, elicitation or error correction.
   c. The student’s response, which may or may not still need repair
   d. Reinforcement of a correct response by the teacher (on occasion).

Teachers must find out how to address student errors because students in the early levels of language acquisition need to be encouraged to produce language that communicates meaning. But, the most effective ways to correct might be when hearing an error, and then speak the corrected statement.

Feedback is the information that students receive effectively and valuably from their teacher about their performance. Teachers should give their students only positive feedback, in order to encourage, raise confidence and promote feelings of success; negative feedback demoralizes (Ur, 2009). Feedback may cause them to take self-corrective action and guide them in attaining the objectives of the class more effectively.

Structured feedback is better than error correction because offers more choices, motivation and information for students. Moreover, they experience and improve dialogue and language in their own meaningful contexts.

Some suggestions for effective error correction:
1. Teach one-to-one at various levels.
2. Give corrections and provide feedback either during or after a conversation.
3. Use verbal active listening skills in one-to-one situations.
4. Paraphrase or reformulate alternative ways of express himself.
5. Encourage students to keep talking.
6. Repeat what was said as a question (recasting)
7. Use conversational drill process.
8. Give examples for improvement.
9. Translate the improved version into their language.

1. 3. LEADERSHIP IN CLASS STRUCTURE, SOCIAL VALUES, AND LEADERSHIP COLLEAGUES AS LEADERS

Leadership encompasses a set of functions that may be performed by many different persons in different roles throughout a school or university. Leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction. In public education, the ends are increasingly centered on student learning, including both the development of academic knowledge and skills and the learning of important values and dispositions.

The power of a teacher leader comes from the acknowledgement of that leadership by fellow teachers. The only way that acknowledgement can be identified is by having professors and/or teachers make regular visits to each others classrooms. This occurs in institutions in which there is a policy promoting teaching leadership and improvement.

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By observing each other in classroom situations, and noting one another’s organizational techniques, teachers can recognize who is a teaching authority. Since teaching includes not only selecting subject content, knowing the material well enough to be fluent and at ease with the topic, and most importantly, managing student behavior patterns at the same time, at least good enough to not let conduct interrupt the teaching-learning flow, then all these skills can be help recognize that person as a professional teacher. With that distinction, respect begins to grow toward the person who carries that recognition, and because of the balance of knowledge and social skills it requires to gain that, fellow teachers accept the teacher as a leader of all others within a specific school or school region.

The following is a description of a teaching situation carried on by one such teacher of excellence who can be considered a teacher leader.

The model of observation is taken from a colleague who is a woman actively basing her teaching goals on guaranteeing quality of teacher output. The colleague is a permanent researcher, professor, and administrator. She conducts her lessons based on constructivism because she thinks it is indeed a better way to teach. For her, an effective education delivers a satisfactory level of achievement for every student. For this to happen, in her classroom she uses songs and videos to teach; and this occurs initially through mimicry and modeling in the practice setting. She explains every new word and asks questions to apply it in real life situations. Her particular interest is in characterizing and understanding aspects of teaching that seem to be acquired and shared by her students. After she has taught a lesson, her first activity is an anticipation guide which establishes a diagnostic relationship between understanding and learning activities to then make a critical reflection on the initial preparation of learners. She is prepared to provide instruction that connects the teaching platform to the cultural and linguistic background of her students for an effective learning experience. Consequently, her effective teaching characteristics in multiple domains reflect academic consistency. Her goal as a teacher is her hope to be effective when joining cultural and linguistic diversity in a teaching/learning scenario.

The data recorded in the following outline has been provided to reinforce the concept of colleagues as teacher leaders. This material was used with students of a career in Special Education.

**Model A: Workshop. Communication Activities Using Video in EFL**

**Elementary-School Settings**

1. **Anticipation Guide**

Below are statements about **EFL methodology**. Read each statement carefully. As you read, determine whether you agree or disagree and indicate such by placing a T or F before and after the lecture, when all the points were discussed. You will have 3 minutes.

<table>
<thead>
<tr>
<th>Before lecture</th>
<th>Statements</th>
<th>After lecture</th>
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<tbody>
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<td></td>
<td>1. Communication activities can be adapted to fit the specific setting, ages and interests of the participants, learning experiences.</td>
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<td>2. Communication activities make students readier to communicate in a natural and meaningful context.</td>
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<td>3. Video is an excellent tool for intensive listening.</td>
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<td>4. The ideal length for a video sequence in a regular class is 35 minutes.</td>
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5. Storing words: students can study vocabulary from the video, is a before viewing activity.

6. Describing characters from the video scenes, is one of the postviewing activities.

7. The video can be stopped for students to make predictions, is a viewing activity.

8. Videos diversify a curriculum

9. Videos provide a strong visual support, it improves learner’s concentration.

10. Students who experience a language portfolio improve other skills such as organization, classification, and improve creativity.

2. Communication Activities Using Video in EFL Elementary-School Settings

- Effective communication activities work well for groups of all ages.
- Communication activities can be adapted to fit the specific setting, ages and interests of the participants, learning experiences.
- Communication Activities make students readier to communicate in a natural and meaningful context.
- With communication activities kids can explore concepts and recognize information.

3. Communication Activities with Video

**Before watching the video:**
- Using the cd player to encourage intensive listening (pronunciation, intonation, and stress)
- Teachers can raise questions about the video to arouse interest. (Koshewa, Communication, 1)
- Students can examine the title of the video and make conjectures about what is happening, where, when... (Stoller, Films, 12)

**Viewing Activities:**
- Conducted listening: students can be asked to listen for general information as well as for specific details. (Stoller, Films, 12)
- Presenting Models: Situation in the video can be used for roleplaying or simulation.
- The video can be stopped for students to make predictions
- Clozed or dictation exercises: specific sections of the video can be repeated.
- During pauses, students can practice to use new vocabulary
- Describing characters from the video scenes.
- Give a list of colloquial expressions to concentrate while viewing.

4. Post Viewing Activities

- Students can make a **scrapbook** or **portfolio** based on their learning experiences with the video
- Students can prepare a **class project** based on an idea in the video
- Students can write simple sentences from the video
- Students can complete an evaluation checklist for the video.
- Students can fill in dialogues using appropriate words or expressions used in the video sequence. (Stempleski, Video in Action, 5 1)
- Students can complete worksheets as classwork or homework.

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5. The Benefits of Using Video with Kids in EFL Contexts

- Videos are flexible instruments for second and foreign language learning and instruction.
- Videos diversify a curriculum; they provide a rich variety of language and cultural experiences.
- Videos bring an air of reality into the classroom. (Fredicka Stoller, 1990).
- Video can be used as visual aid, roleplay, video drills, and comprehension exercises. Videos provide a strong visual support, it improves learner’s concentration.
- Two minutes of video can provide an hour of classroom work or it can be used to introduce a change of activity for five minutes. (Allan, Teaching English with Video, 18).

6. How Kids Learn a Foreign Language

- Children learning a new language need as much language and visual support as possible.
- Children mostly need to hear and speak the language, and then they read and write the language.
- Children need to be able to interact with each other so that learning through communication activities can occur. Video can facilitate this type of environment so it increases verbal exchange. A child's brain is designed to absorb the sounds of language, mark meanings, and memorize patterns.
- Children learn a foreign language more effectively when they are in an emotionally supportive group.
- Children remember words that make them happy. Teacher can play original music, vocabulary-building songs, language festivals in school, visual aids, action games, and a teacher with lots of motivation and love.
- Children can easily reinforce grammatical patterns through songs and visual aids.
- Youngsters also pay more attention, and retain more, when words, grammar, and meaning are introduced through songs, rhymes, activities, and context, like mime.
- When children develop an awareness of languages and other cultures, this will enable them to become aware of their position as ‘world citizens’.

7. Workshop session with video

**Incy Wincy Spider**

Length of the Sequence: 1 minute and 10 seconds  
Grades: 1st and 2nd

Before Viewing Tasks: *Introducing the Theme: Spiders*

- Draw a picture of a spider and the word on the board or show kids a plastic toy spider and ask them these questions. Repeat several times the word **spider** pointing it out from the board:
  - Do you like **spiders**?
  - Are you scared of **spiders**?
  - Do you know any superhero **spider**?

**Incy wincy spider**

Pre Task: *Studying Vocabulary*
• Study the following words before watching the video sequence. Match them with the pictures. See the worksheet.

Spider

Water

Spout

Sun

Rain

Viewing Tasks:

8. Move and talk

Watch and listen to the song.
• Tell kids to stand up and wiggle the fingers on their right hand all the way up their left arm. Tell them their left arm represents the spout and their right hand is the spider.
• Have Kids singing the first line: “Incy Wincy Spider climbed up the water spout”, repeat it two or three times.
• Now Kids raise both their arms and wiggle their fingers to represent the rains singing: “Down came the rain ...”
• “And washed poor Incy out”. The children throw down their arms or run their fingers quickly back down their arm.
• “Out came the sunshine and dried up all the rain”. Kids make a big circle with their arms to represent the sun.
• And Incy Wincy Spider climbed up the spout. The children repeat the first action.

Post Viewing Tasks: Arts and Crafts: Collaborative work

Mini Project 1: “Making my own scrapbook”
- Give each group of 5 children a piece of paper and ask them to draw and write one line of the song to create a scrapbook of the rhyme in a collaborative way.

Post Viewing Tasks: Cross curricular activity:

Mini Project 2: Natural Science: “Discovering the World of Spiders”
- Ask children to bring any toy spider or picture of spiders they have. Children will expand their knowledge.

- Where do spiders live? What do they eat? How do they make their webs? How many legs do spiders have? What other animals have 8 legs and how many legs do other animals have?

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- Use key words and have kids include this information in their scrapbook.

**Model B: Seminar: Workshop**

This material was used in a Panama TESOL Summer seminar this year, in January 2013, where she was one of the lecturers. All methods, strategies, techniques, and dynamic activities, discussed in her workshop “HOW TO DESIGN YOUR OWN READING TASKS TO DEVELOP CRITICAL THINKING IN AN ESP COURSE” can be used in any career, where ESP courses are taught, such as Special Education, physical Therapy, psychology, and ETOF where she had been using it.

1. Designing Reading Tasks to Develop Critical Thinking in ESP Courses at a Tertiary Level.
   a. The importance of reading skills in ESP
      - **Reading** is a **process** of active **knowledge construction** by the reader in the area of his/her interest.
      - **Vocabulary** is a key enabler of reading fluency and a key component of continuing language acquisition. (using visual aids)
      - **Top down** and **bottom up** strategies promote critical thinking.

   b. ESP critical reading competences
      - Use the scientific method (observation)
      - Think independently
      - Analyze technical texts
      - Solve Problems
      - Take risks
      - Be responsible on his/her own learning
      - Have good organization skills
      - Be curious
      - Be creative (project work)

   c. Reading strategies
      - **PREDICTING** (deductive- Top down)
        - Reading(titles/subtitles): *What is happening in the story? What will happen next?* Case study
      - **SKIMMING**: subtitles, headlines, content keywords
      - **SCANNING**: detailed info, word roots, etc.
      - **INFERENCE**: observations to find an explanation by using your prior knowledge, experiences and details.

   d. ESP reading techniques
      - Previewing/figuring out meaning
      - Building Words/Word Mapping
      - Thinking about a response
      - Study Cases
      - Summarizing
      - Outlining
      - Reading Critically

   e. Skimming: Key words
      - Identify key words (subject-specific terms).
      - By repetition (2 or more times)
      - By having word in bold or italics

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By logical association
By inference

f. Identifying key words in a technical text (Psychology)

Paragraph 2: Jean Piaget, a pioneer in the field of the cognitive development of children, developed a theory that views children as actively constructing knowledge through their constant exploration and manipulation of their world. His theory describes the ways in which children mentally represent their world and manipulate a symbol system at various ages and stages. His theory is based on detailed observations of his own children. He described the growth of cognitive development as proceeding from simple reflexive activity in infancy to complex abstract and logical thinking in adolescence.

Keywords:__________________________________________ ______________
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PREFIXES AND SUFFIXES

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<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)anti</td>
<td>against, opposite</td>
<td>anti-fungal, antidepressant</td>
</tr>
<tr>
<td>2)auto</td>
<td>self</td>
<td>autograph, automobile</td>
</tr>
<tr>
<td>3)bi</td>
<td>two</td>
<td>bicycle, bivalve</td>
</tr>
<tr>
<td>4)con</td>
<td>with</td>
<td>contact, conform, converse</td>
</tr>
<tr>
<td>5)un</td>
<td>not</td>
<td>unconvincing, unnatural, unprepared</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)-er</td>
<td>--doer</td>
<td>teacher</td>
</tr>
<tr>
<td>2)-able</td>
<td>--able to</td>
<td>unbelievable</td>
</tr>
<tr>
<td>3)-ous</td>
<td>--full of</td>
<td>dangerous</td>
</tr>
<tr>
<td>4)-ness</td>
<td>--state of being</td>
<td>happiness</td>
</tr>
<tr>
<td>5)-ful</td>
<td>--full of</td>
<td>wonderful</td>
</tr>
<tr>
<td>6)-ly or y</td>
<td>--like</td>
<td>gently</td>
</tr>
<tr>
<td>7)-ment</td>
<td>--state of</td>
<td>government</td>
</tr>
</tbody>
</table>

Vocabulary Pre- Tasks: SCANNING (BOTTOM UP)
Find words that begin with prefixes: dis, Inter, and out.
Find words that end with suffixes: -al, -ly, -able, -ic, and -ing.

Let’s practice!: Reading and vocabulary
Every day, when we open a newspaper, turn on TV, or get onto the internet, it seems there is a new medical breakthrough—a sudden and exciting discovery that, in turn, leads to more changes. Clearly, medical technology is rapidly advancing; some people would even say it is a frenetic pace. The breakthroughs allow doctors to diagnose diseases, treat patients, and extend the length of life in ways that were not imaginable by most people fifty years ago. Many of these discoveries are beneficial, but they are coming so fast that we often don’t have a chance to consider the moral questions and ethical problems. As Martin Luther King, Jr. Once said, “Our scientific power has outrun our spiritual power.”

Reading pre-tasks: Guessing meaning from context
a sudden and exciting discovery:________
look at symptoms to identify a disease:________
take care of; try to cure:_________
make longer:_________ 
good, helpful:_________
surpass, exceed:_________

When the sentence gives a definition of a word or information about it. It may be in () parentheses, after a dash (--), or after a (,) comma.
When the meaning of a clue word is in another sentence (part).
When using a logical relation with the word and the context.

Ex: The educational system is a mirror that reflects the culture.
The word Mirror is the connection with the correct meaning = shows

Caffeine is a diuretic (a drug that increases urination).
What does the word diuretic mean? ____________

They have minimal effect on sleep structure, and do not cause rebound hypersomnolence or "come down" effects.
What does rebound hypersomnolence mean?

### Activities

1. **Reading Task 1: Vocabulary Preview (Speech and Language Pathology)**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>impairments</td>
<td>overcome</td>
<td>strengthening</td>
</tr>
<tr>
<td>pitch</td>
<td>stick out</td>
<td>hearing</td>
</tr>
<tr>
<td>stuttering</td>
<td>stutter</td>
<td>auditory</td>
</tr>
</tbody>
</table>

**Word Mapping**

**Recognizing main ideas**

1. **Speech and language pathology** in school settings improves students with fluency disorders.
2. **Speech and language pathology** in school settings contributes to educational equity by identifying students with speech-language-related problems.
3. **Speech and language pathology** in school settings helps students with therapies.

**CONCLUSION**

Achieving quality in any area of study is a way toward developing leadership in teaching. Quality can only come from each individual teacher’s strive for perfection. Quality should be understood as a process of constant improvement, where the students’ needs and expectations in a society are led by quality teachers. To achieve efficiency in educative quality; institutions depend on good teachers who become leaders in specific subject matter. But this leader cannot be in isolation; indeed, there are institutional factors that must allow information-sharing, teamwork,

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and participative programming organization between administration and professors. These factors will make the way for high-level teaching competence and commitment by professors to remain in the institution whose years of experience add to the renown and image of a top quality institution. Or better said, a leading educational institution recognized by society.

Teacher leaders lead to the making of top level institutions. As the process of teaching quality matures within each individual teacher, the teaching institution benefits by obtaining better results in student achievement. The institution returns the benefits to society by graduating high-ranking professionals. It is a cycle that continues, and it all started with the first teacher leader.

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