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DEVELOPING TEACHER PROFESSIONAL COMPETENCY TO TEACH
ORAL COMMUNICATION TO IMMIGRANT ESL ADULT LEARNERS:
A LOOK AT TEACHER NVC SKILLS

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Abbreviations

CA	Conversation Analysis
ESL	English as a second Language
L2	Second Language
LSP	Language for Specific Purpose
LES	Learning Evaluation Situation
QEP	Quebec Education Program
MEE	Ministry of Education Quebec
TTT	Teachers Talking Time
STT	Student's Talking Time
NVC	Non-verbal Communication

Word from the researcher

This project is a careful reflection of the problems of teaching and learning oral English Communication during my studies as a teacher, qualifying me for Brevet (master's in teaching, English as a second Language) in the Université de Québec à Trois Rivières. It engaged the researcher in the process of learning and developing professional competencies to strategize and intervene in the problem of teaching and learning oral English Communication of immigrant adult students. The intervention chosen for this essay went through many scenarios with practical lessons developing students' difficulties interacting in conversations, dialogues, and presentations.

Enormous thanks to my supervisor, Pr. Mariane Gazaille, who worked with me to carry out this project.

I also thank other people who read through this work to make sure every word and expression went on successfully. I would not want to forget my last son Milton, who always woke up at midnight to come and sit with daddy reading. Emmanuel, my second son, Brian, first son and their mother, Angele Laure, who were also part of the game, sparing me some time to read and forgo their pleasure, sports, outings and making sure I eat to continue work.

INTRODUCTION

Many years ago, the teaching of English was focused on grammar, listening, and reading comprehension, and very little attention was given to oral communication in the classroom. In the 1970's, the advent of the communicative approach influenced the teaching of second and foreign languages, which had, from then on to focus primarily on communication, oral competence, and learners' language needs.

In comparison to Benson's results (1991), which reveal that educators in Japan are often surprised by university students' inability to use spoken English, I observe that some immigrant students in my classes face the same oral communication difficulties. Cultural differences surface as some of the reasons why immigrant students do not speak or try to speak in the L2 classroom. In that line of thought, I have observed that many of my students come into my classes with feelings of shyness, fear, and ignorance. How can an ESL teacher motivate his adult students to speak and interact orally in the classroom?

The Quebec Education Program (QEP) requires teachers to develop second language (L2) oral communication skills for immigrant students studying to work in Quebec (QEP, 2020). The QEP emphasizes the teacher's role "to guide the students to engage and follow up in oral communicative activities". On the one hand, English as a second language (ESL) teachers use different tools and approaches to teach their students to communicate in the classroom, through dialogues, conversations, short plays, songs, movies, discussions, debates, and speeches. Motivation is seen as the key to overcoming some of these major difficulties in the L2 classroom (Gardner, 1985).

Chapter 1 will provide the background and rationale for this professional essay; it explores the teaching of English oral communication to immigrant students in Quebec.

Chapter 2 of this essay explores literary reviews of researchers who have researched teaching oral communicative English as a second language. We will observe different approaches and styles in teaching oral English communication.

Chapter 3 of this essay presents the qualitative self-study methodology put into place to answer our research question and specific objectives. It also describes how the teaching intervention is carried out and how data collection and analyses are planned.

Chapter 4 reports on results and analysis of the results obtained. It discusses the results of teacher NVC skills and qualities of a good oral communication activity.

Chapter 5 of this essay illustrates the synthesis and conclusion of this research. It reminds the reader of the main objective of this study, i.e. to develop my career as a teacher in the context of teaching oral communication to immigrant students in Quebec.

KEY WORDS. Teaching, adult learners, immigrants, oral communication, English as a second language.

CHAPTER 1 – The Problem

Chapter one of this essay explores the difficulties related to teaching oral communication skills to immigrant students learning English as a second language (ESL) in Quebec. It discusses their problems and how the teacher finds ways to teach them.

1.1 Immigrant students as ESL learners in Québec

Several immigrant adult students admitted into trade programs to assist in the Canadian labor market arrive in Quebec with little knowledge of English which makes them face many challenges at school and in the workplace. They also feel shy and not motivated to start learning a new language. Pronunciation problems, limited vocabulary, lack of exposure to the target language, and mother tongue interference (L1) are the most common oral communication problems immigrant students face (Alyan, 2013).

From my observation, most immigrant students who pay fees to study at Teccart – the school where I work – think that paying their fees will make them obtain their diploma immediately, whether they study or not, and that this will make them obtain their Canadian papers. Students are permitted to work part-time jobs for up to 20 hours a week and others take up full-time jobs, which makes them exhausted and sleepy in the class. Therefore, they cannot participate in role plays during oral English activities, presentations, discussions, and evaluations.

All the reasons mentioned above can affect immigrant students' 'motivation, and interest, to learn ESL. How tasks and activities are designed and presented can influence student motivation in the classroom (Viau, 1994). Which teaching approach should I take to improve the students' communication abilities? What can I do to improve my teaching skills to help immigrant students learning to speak the second language for work purposes in Quebec?

1.2 My professional experience and problem teaching ESL to immigrant students

In teaching and preparing immigrant students for the field trade in Québec, I observed their difficulties to learn English as a second language. Most of my students have hardly communicated in English before their arrival in Quebec, the influence of their mother tongue or the French language are also other reasons making learning ESL a problem for them.

As a student teacher, I encountered several difficulties teaching and evaluating oral English communication to immigrant students recruited to be trained for the labor market. The duration to teach and evaluate each group of students is 75 hours per course and I need to teach them specific areas and technical vocabulary, so that they be able to speak when they start working as technical support assistants. I have not been able to find good material to teach oral communication to my students. In addition, many of my students come from multilingual countries where spoken English is limited. As such, they are not so familiar with it, and they are shy to communicate in L2. I also observed the use of several incorrect expressions when my students try to speak. For example, Portuguese students would say *Ayo/Eyo* for *I*; some of my francophone students use good morning for good evening; many students experience difficulties with numbers (thirteen instead of thirty and vice versa or when talking about dates and years; many also make mistakes with verb tenses (I go shopping yesterday instead of I went shopping); etc. My work also included teaching my students how to diagnose and solve customers' problems, introduce themselves, etc. It was problematic to teach my students not only because they lacked general and technical vocabulary, sentence structure and the sound system, but also because most of my students were unable to understand oral English.

1.3 Statement of the problem

My experience teaching ESL to immigrant students made me understand that they really struggle when trying to communicate orally in English. The fact that my students come from different parts of the world, with different cultures and ESL language levels, makes it challenging for me to teach oral communication in English to immigrant

students. To teach oral English, the teacher must plan his lessons rigorously and have engaging and interesting tasks. How can I help my students solve their specific learning and oral communication problems and improve their speaking skills? What would be the best teaching strategies I could resort to teaching oral communication? Contextualized to the development of my professional competencies as a future teacher, the research question that will guide this essay reads, "How can I improve my teaching of C1?"

This research is pertinent for several reasons. First, Quebec's government offers immigration programs that involve skilled work, businessmen, students, refugee, and visitor programs, thus the need to learn English as a second language. Second, the fact that Canada is a bilingual country

further adds the need that I should find out several ways on dealing with my students and future immigrant students, to meet their needs. Another reason for carrying out this research is to develop myself professionally as a teacher and to deliver courses that comply with the Quebec Education Program.

CHAPTER 2 – Literature Review

In chapter two, the researcher seeks to understand teaching strategies that can resolve the research question and solve learners' issues through effective lessons. As such, chapter 2 will be looking at strategies that can influence students to actively participate to improve their oral communication skills. The theoretical framework will help identify better approaches and strategies that the teacher will subsequently try to meet the learner's needs.

2.1 The Québec Education Program

Table 1. English as a second language competencies /Evaluation of learning

Competency	Weighing
C1 - Communicate orally in English	40%
C2 – Understands and produces texts	30%
C3 – Writes texts	30%

Table 2. QEP competencies for English as a second language

C1	Interact orally in English
Sub competencies	<ul style="list-style-type: none"> - Initiate and maintain an oral interaction, - Respond to and terminate it - Construct the meaning of the message - Expand your personal repertoire of language resources - Encourages risk-taking - Establish and nurture a positive, interactive learning environment
C2	Reinvest understanding of texts. <ul style="list-style-type: none"> - Clear task requirements (e.g. instructions, discussions about rubrics, C2 checklists) - Construct meaning individually & with others (i.e. prepare to listen, read texts) - Demonstrate understanding of texts
C3	Writing and Producing Texts <ul style="list-style-type: none"> - Clear task requirements (e.g. oral and written instructions, discussions about rubrics, - Interact respectfully and corporate with others - Contribute to the maintenance of a welcoming learning environment. - Adopt an attitude of respect and openness towards English speaking culture. - Be willing to communicate in English and share ideas - Be involved in certain choices regarding topics, tasks, and sound evaluation - Carryout tasks with equal importance given to procedures as well as productions. - Be accountable for his or her participation and wok within a ram - Giving and asking for feedback. Take advantage of the way in which teachers and peers communicate.

Following the QEP (MEES, 2016), Québec's English as second language (ESL) teachers must teach three competencies: C1 – Communicate orally in English, C2 – reinvest in understanding of texts, and C3 – Writing and producing texts. As seen in the Framework for the Evaluation of Learning (MEES, 2011), C1 is the most important competency in terms of weighting. Competencies 1, 2, and 3 complement each other, but I focused more on C1 because of its importance in terms of evaluation (see weigh in the QEP supra).

As mentioned in Chapter 1, developing immigrant students' oral communication requires a lot of interaction with others. To learn English communication and to speak in the second language, learners require regular interaction among fellow participants (Brown, 2001). It is worth to explore classroom interaction in learning English as it is significant for the teacher to build interactive and communicative teaching-learning activities involving learners. In this line, Jones (2007) states that "when students are working together in English, they talk more, share their ideas, learn from each other, get involved more, feel more secure and less anxious, and enjoy using English to communicate" (Sari, 2018, p. 47).

2.2 Communication Skills

Four communication skills that all college students should attempt to master before and during college are reading, writing, speaking, and listening. Curtis, Winsor, and Stephens (1985) found that "effective communication skills were tantamount to the success of an organization" and concluded chief executives and other senior leaders placed the highest value on "effective interpersonal communication because they know that productivity depends on effective communication" (p. 21), thus the need to teach my students to speak.

Proficiency in language includes grammar and syntax, general listening skills, vocabulary development, general reading and writing skills and the development of communication. Dykstra (2008) reinforced the idea that communication skills were paramount life skills in a study that concluded "communication skills, both written and oral, are the most important quality employers seek in the 'ideal candidate'" (p. 920).

2.3 Social constructivism and teaching languages

Social constructivism learning theory (Vygotsky, 1978) and humanistic theory form part of my theoretical framework. Constructivism is a theory that states that learners construct knowledge individually based on their prior experience and information. In this context, Jonassen (1991)

asserted the basic belief that cognitivism is that knowledge actively constructed by learners rather than transmitted by the teacher; learners are active knowledge constructors rather than passive information receivers (Wang, 2008).

Socio-constructivism tells us that learning is an active process that involves learners in learning by means of social interaction (Vygotsky,1978). In other words, learners learn languages through the processes of sharing and interaction. Therefore, this theory is in favour of social interaction for better learning. Liaw (2004, in Wang, 2008) states that social constructivists, argue that knowledge is the outcome of collaborative construction in a socio-cultural context mediated by discourse. Learning is fostered through interactive processes of information sharing, negotiation, and discussion. The socioconstructivism theory focuses on social interaction for language learning. The amount of oral practice teachers give to L2 learners during the lesson is therefore crucial in the learners' language development. As a result, it is important to carefully plan and select the speaking tasks we give to our students to promote language practice, fluency, and effective communication in the L2.

Lessons are events which are easy to recognize. They take place in a particular setting (e.g., a school or classroom), they normally involve two kinds of participants (the teacher and students), and they normally consist of recognizable kinds of activities (e.g., the teacher lecturing at the front of the class, the teacher posing questions and calling on students to answer them). A lesson is, hence, distinguishable from other kinds of speech events, such as meetings, debates, arguments, or trials. Like other speech events, however, lessons have a recognizable structure. They begin in a particular way, they proceed through a series of teaching and learning activities, and they reach a conclusion. This pattern of structure or organization is a result of the teacher's attempts to manage the instructional process in a way which will optimize the amount of learning that can take place in the time available (Wong-Fillmore ,1985).

2.3 Interaction

According to Bhim (2021), learning English through interaction in the classroom plays a significant role in acquiring and learning the target language. It helps students learn more by communicating with their peers. When students are involved in interaction, they are expected to get more language exposure. Regarding this, Rivers (1987, in Nisa, 2014, p. 125) asserts that “through interaction, students can increase their language store as they listen to or read authentic linguistic materials, or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals”. Interaction increases students’ input and output in the target language. Regarding this, Prem stated, “in my view, interaction increases students’ competency and enhances appropriate skills for communication. Through speaking activities, they can construct knowledge”. His experience reveals that students become confident and competent when they get more exposure. Thus, they construct knowledge through interaction. This is supported by Luk and Lin (2007, in Thapa & Lin, 2013), who claim that interactions in language classrooms are important social activities for students through which they not only construct knowledge but also build confidence and identity as competent language users. So, language teachers must involve learners in social activities.

Effective interaction can increase the students’ participation and their language performance in the classroom. It encourages them to work independently in the learning process. When students are engaged in direct classroom activities, they can learn better. The students who are active in classroom interaction can share and transmit the information and learn better. Meanwhile, those who are passive in the classroom will have less opportunity to learn language. Therefore, the quality of teaching and learning process in the classroom is mainly determined by how actively the teacher and students interact with each other. In this regard, Brown (2000) explains “interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other” (p. 165). Thus, interaction occurs when two people give and receive messages in a communicative process.

2.4 Planning Oral Lesson Activities

When we ask about someone’s ability in a foreign language, the usual way of checking this is by asking “Do you speak...?”. This clearly shows that spoken language is seen as one of the most important language skills. However, many EFL learners who have studied English for several

years in their home countries seem to be experiencing difficulties in speaking and do not consider themselves ‘fluent’ in English. Some of them complain that they haven’t had the opportunity to practise this skill, others blame their previous learning experience as being too grammar focused. The amount of oral practice we give to our learners during the lesson is therefore crucial in their language development. As a result, it is important to carefully plan and select the speaking tasks we give to our students to promote language practice, fluency, and effective communication in the L2.

Effective oral lessons go with carefully built lesson plans. (Bilal, 2016) demonstrates teaching tips on how to structure a basic ESL lesson plan beginning with timing, materials, practice, suggestion for a practice activity, incorporation couplets practice, question, ending with answer practice. Concerning timing, lesson plans usually include an allocated amount of time per activity. The list of necessary materials appears at the beginning of the lesson plan before the actual description of the lesson. A lesson usually follows a basic structure that includes:

- Warmer, or giving time for students to think and relate previous knowledge by speaking out their opinions.
- Presentation, or guided section of the class in which the role of the teacher is to give examples and monitor student responses. They are asked to read from a PowerPoint presentation.
- Practice, or when participants are requested to do some oral activities, like conversations or debates.
- Production: This also includes oral production This can be the students or teacher giving information to an audience through presentations, task-work or can involve reading a text or aloud, speaking from notes, acting out a rehearsed role, speaking spontaneously or improvising a song
- Review or read aloud revising previous work through reading, meditation, and repetition.

Practice: Oral Practice is the ability of a speaker to utter words saying an idea or responding to someone. The basic requirement of oral English is that learners should be able to communicate while learning, to conduct discussions on a given theme and talk about everyday topics in English, (Huang L. 2010). Discussions can take place over the phone, debates, dialogues, job search, interviews and so on. Elements that keep practice on the flow are fluency, accuracy, grammar, communicative ability, vocabulary, pronunciation, and content.

Production: Production is seen when the students actively participate in the lesson, should it be individually, in pairs or in groups with an activity in process, including the teacher coming in when

needed to correct mistakes and to facilitate things for the learners. Each production activity could take 10-15 minutes including time to set up and instruct (out of 45-60 minutes lesson).

Active and engaging games are key at this point, even when instructing one-on-one. For example, how to do the 'Straw Relay' or group work/topics in presenting on PowerPoint or is the case with customer service problem-solving through dialogues. Students learn through script reading and conversation, how to solve a problem, Name of company and agent as send below. The customer presents his problem and so on.

2.5 Qualities and elements of oral activities:

Comprehensible input – Making sure the task instructions are clear. It is important to always check that our learners have fully understood the aim of the oral task. The input related to the activity, and the instructions must be clear. Before the speaking task it is essential to activate our students' schemata and previous knowledge related to the topic and make sure that they have enough time to absorb all the information they need to effectively focus on the activity. The tasks instructions need to be very clear to the learner.

2.5.1 Ensuring sufficient introduction to new language.

L2 learners need to feel comfortable enough with the speaking task. Take for example that the student wants to talk about the classroom environment, he must be familiar and engage with the vocabulary of the class, for example; taking roles in reading posters pasted in class, reading flash cards, as is the case with my students (student, teacher, school bag, pencil, blackboard, exercise book and do vocabulary writing activities). They must be familiar with the topic for discussion and possess sufficient lexis and grammar for the activity. Pre teaching key vocabulary and grammar structures is essential for the oral task to be effective and successful. Confidence related to previously acquired knowledge is important here as our students will feel more relaxed and will be using the L2 more independently if they feel they have the linguistic means to get their message across.

2.5.2 Task and topic authenticity

Our focus should be on setting up interesting and stimulating speaking activities (C1). Variety in the topics for discussion and in the task, types play an important role here as it kills boredom and triggers our learners' interest.

For younger learners the options may be more limited (ex. storytelling, roleplay), but for intermediate classes and above, the choices are many: tasks could be based on a specific topic (expressing opinion/ discussing a controversial subject) or they could be more goal-oriented, with ss having to perform a role (ex. simulations) or use the language for communicative purposes (greeting, inviting, apologizing, giving instructions/directions).

Table 3. Speaking Activities for the ESL Classroom

SPEAKING ACTIVITIES for the EFL classroom

Role play	Problem solving	debate	simulation	long turns
presentations	information gap	communicative games	an imaginary interview	group discussions: reaching a consensus
whole class discussion on a controversial subject	expressing opinions	describing a personal experience	storytelling	transactional activities (conveying a message)
greeting/inviting	talking on the phone	giving directions	preparing a news report	descriptions/giving instructions

(10 Qualities of a Successful Speaking Activity, n.d.)

2.5.3 The task is adapted to learners' specific needs.

What is the purpose of the speaking activity? Do we want to focus on fluency or accuracy? Will we use it as a lead-in for a grammar lesson? Do we want our learners to gain something more out of it? Do we want them to practise the new structures/vocabulary they have recently learned? We

need to keep these questions in mind when preparing a speaking task. Our decisions will depend on our students' levels and needs and on the overall purpose of the lesson. In exam-oriented classrooms for example, teachers may want to focus more on accuracy during a speaking task and on providing their ss with the adequate practice on topics for discussion that they might encounter in their language exams.

2.5.4 Praise and encouragement to keep learners' affective filter low

Many learners are unsure about the value of doing speaking fluency activities in the classroom. They feel that the teacher should closely always monitor and correct their language. When setting up the task we need to focus on creating a speaking environment in which our learners will overcome their anxiety and fear of speaking. Our students need to feel 'safe' and willing to participate. We should focus on motivating our learners, on activating their schemata, on providing them with clear, interesting topics for discussion and thus giving them a reason to want to take part in the task.

Teachers should always keep in mind that one of the main goals of speaking activities is for their students to achieve successful oral communication in the target language. It is important to boost their confidence, to help them speak more spontaneously in the TL and 'get the message across'. This is vital not only for their upcoming language exams but also for the real-life situations they will encounter in the future. Giving positive feedback, praising their effort to express themselves in a language other than their mother tongue is vital for our learners' language development and will increase their confidence and motivation levels.

2.5.5 Communicating efficiently in L2.

A speaking activity is serving its purpose when we notice that our learners' language is of an acceptable level and that they seem to be able to find ways to get their message across in the foreign language without switching to their mother tongue. It is important to allow students to take the lead here. They are the protagonists; they are the ones who control the flow of the activity. Ss need to feel that they are actively involved in the lesson. They need this student talking time as they may not have the opportunity to practise the language outside the language classroom. This is when they can improve their overall speaking skills, to 'activate' their knowledge and convert their

passive (receptive vocabulary to active vocabulary. And this is our chance to step aside a bit and check their overall understanding of the structures and the lexis we have taught them.

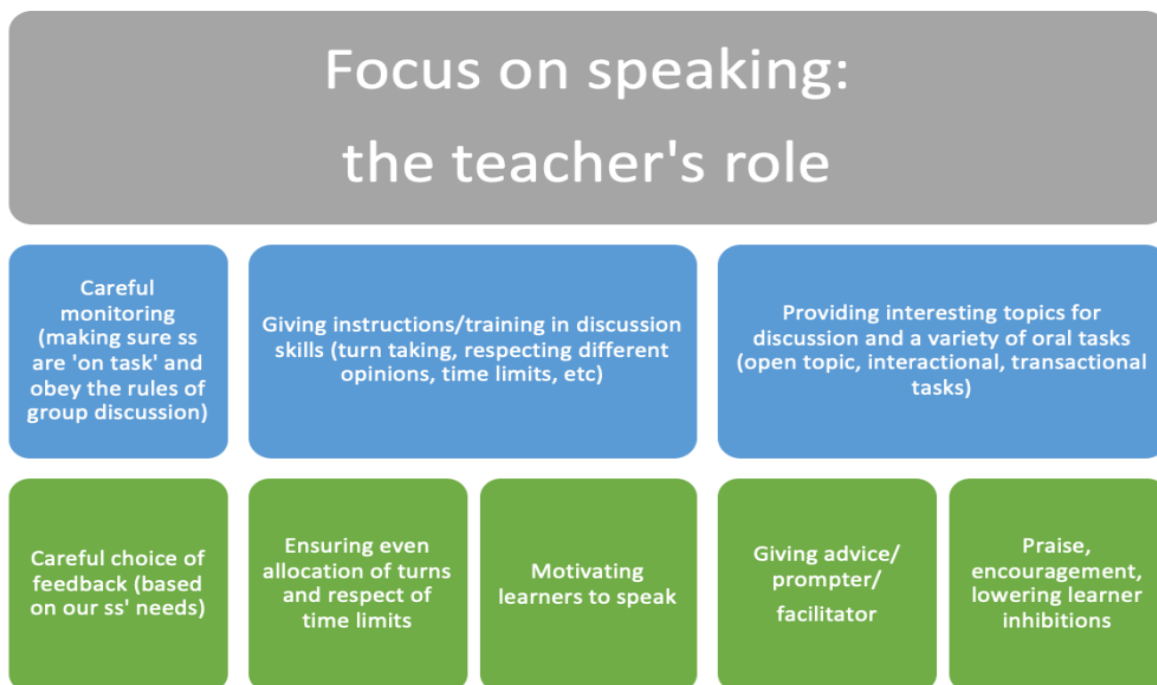
2.5.6 Increasing STT and Fostering student interaction at all times

In many cases learners will rarely find the opportunity to practise the TL outside the language classroom. It is therefore essential to encourage them to speak in the foreign language as much as possible. We must give them the freedom to interact in the TL, to try to communicate successfully and appropriately (not necessarily accurately), to get their message across without the fear of errors. By working in pairs or groups on a role play for example, our students will combine their imagination and their knowledge of L2 lexis and grammar and will learn from one another. Real-life simulations, games and quizzes will not only increase student talking time (STT) but will also enhance our learners' communication skills. Speaking tasks boost learners' communicative competence.

2.5.7 Ensuring even allocation of turns

For a speaking activity to be successful, teachers need to prevent some discipline issues that may arise and make sure that our students are always on task. We need to make sure that our learners have a clear understanding of the basic discussion skills (such as turn taking, respecting other people's opinion, sticking to time limits, allowing others to have their say etc.). It is important to make sure that classroom discussion is not dominated by a minority of talkative participants and that all learners get a chance to have their say and contribute to the oral task.

Table 4. Teaching oral communication: The role of the teacher



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During the speaking activity, the role of the teacher is that of a facilitator, making sure that the task is being carried out smoothly and that all learners participate equally. Teachers must also try to reduce TTT (teacher talking time), step away from the central scene, monitor from a distance and try not to interrupt the flow of the activity. Effective feedback is an important part of these tasks, as teachers need to carefully select the points they need to focus on and whether they need to intervene and comment ex. on language use, the students' pronunciation, etc.

Since would not want to interrupt the flow of the activity, error correction (accuracy/correct pronunciation/L1 transfers, etc.) should take place at the end of the speaking task, focusing mainly on frequent errors that hinder communication. It would be better if we do not correct learners individually but stress out certain key points for the entire class. Again, the extent to which one should focus on error correction depends on one's students' levels and needs.

Valuable practice for specific goals must always make sure that the tasks and topics we choose will be beneficial to our learners and their needs. For example, we need to select specific tasks for

an exam-oriented classroom and make sure that our students receive the adequate practice they need to pass their language tests. On the other hand, adult learners who are learning the language for communicative purposes may find topics and activities related to real life situations more valuable.

According to Jllis (2022) oral language is one of the most important skills students can master both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers and this improves their oral language skills. Berninger and Wolf (2009) suggest 14 ideas for supporting oral language development in students who are verbal. These teaching strategies can help students with specific language disabilities, and they can boost the language skills of other learners too.

1. Model syntactic structure.
2. Maintain eye contact.
3. Remind students to speak loudly and articulate clearly.
4. Have students summarize heard information.
5. Model and guide sentence construction.
6. Explain the subtleties of tone.
7. Attend to listening skills.
8. Incorporate a “question of the day.
9. Compile a class booklet of students’ phrases.
10. Teach concept words.
11. Question to boost comprehension.
12. Teach for oral reading fluency.
13. Never assume students understood your instructional talk.
14. Encourage Conversation

2.6 Teachers’ Gestures and Non-Verbal Communication

According to Daniela (2006), learners deduct and meaning from the teacher’s gestures. In this study, the author explores meanings that learners of English as a foreign language give to their teachers’ gestures. Gestures can motivate learners either positively or negatively. For example, teachers may use the thumb up gesture to

encourage their student or discourage the learner. Research has proven that gestures produced along with displayed information about a speaker’s thought are easily understood. (Genther,1981) observes that memorization in children depending on word class is seen in two different ways. Verbs, because they are often conjugated are difficult to understand than nouns. He goes further

to say that some words are better memorised than others because they sound more distinctive and pleasant to children especially pictures. (Kendon, 1980; Mc Neill, 1992; Gold 2003). Previous authors also indicate that learners generally believed that gestures and other non-verbal behaviors (such as eye contact, body movement and posture, for example) play a key role in the language learning process. This can be seen in (Engel Kamp & Cohen, 1991; Cohen & Ottenbein, 1992; Nyberg et al., 2002) as they show that enactment makes the trace in memory richer and facilitates recall. This is an important fact for us teachers who want to help their young learners to acquire a second language. Involving the body in the learning process is therefore very relevant in the classroom. Learners identified three types of functions that gestures play in EFL classroom interaction: (i) cognitive, i.e., gestures which work as enhancers of the learning processes (ii) emotional, i.e., gestures that function as reliable communicative devices of teachers' emotions and attitudes and (iii) organizational, i.e., gestures which serve as tools or classroom management.

Teachers tend to gesture a lot (Sime, 2001; Hauge, 1999), especially when teaching young learners or beginners. Teaching gestures capture attention and make the lesson more dynamic. Several studies have emphasised the role of gestures in second language acquisition (Gulberg, 2008). It is commonly acknowledged that 'teaching gestures' (i.e., gestures used deliberately by teachers to help their students) capture attention and make the lesson more dynamic. Teaching also involves using the hands and other parts of the body to describe actions, signal something to the learners, mime vocabulary, or express emotions (Sime, 2001; Hauge, 1999). Second language learners who do not understand the language well can hence read and decode their teacher's movements and gestures to interpret the meaning of words they do not know in the L2.

Specific objectives: Again, the general research question of my essay reads, "How can I improve my teaching of C1?" or, in other words, how can I better teach my students to interact orally in English? Hence, in sync with the theoretical framework and teacher professional competencies, our specific objectives are:

1. To develop my NVC skills to better communicate using the language of instruction to teach English (CP2 - Implement teaching and learning situations)
2. To plan engaging oral communication activities (CP3 - Plan teaching and learning situations)
3. To improve the quality of my instructions (CP4 - Implement teaching and learning situations)
4. To develop my professional practice regarding teaching oral communication (CP11 - Commit to own professional development and to the profession)

CHAPTER 3 – Methodology

Chapter 3 presents the methodology put into place to answer our research question; how can I improve my teaching of C1? It presents the methods and tools used to explore my teaching during the intervention created to teaching oral English communication to technical support students in Institut Teccart. It begins with the description of the type of research, the context and the participants, the description of the intervention, the instruments used for this study, and the data collection process. Chapter 3 ends with the presentation of data processing and the analysis plan.

3.1 Type of Research

The type of research put in place for this essay is qualitative research. This type of research is based on problem-solving pertaining to a particular issue in real time (Mc Taggart, 1991). It also provides a framework for inquiry that seeks to bring together action and reflection, theory, and practice, in the pursuit of practical solutions to issues of pressing concerns to people' (Reason and Bradbury, 2006), as it is with our case. Since the goal of the current essay is to develop my professional competencies as a teacher, my study will focus on me and my teaching act. Thus, our methodology will be inspired by the single case study method and self-study method, which “can be a good approach to teacher educators’ professional development and improvements in practice” (Hauge, 2021).

3.2 Context of intervention and participants.

As part of the *Maîtrise en enseignement au secondaire* program offered by Université de Quebec à Trois-Rivières, student teachers choose a particular group to carry out their research project. Due to my research objectives and the type of research carried on (single case study), I as the student teacher will be described below as the participant of the current study.

My name is Victor Fru Asongwe. I am a student teacher at Université de Québec à Trois-Rivières. I also work at Institut Teccart where I teach English oral Communication to professional Students in the DEP Program. I have been a practice teacher for over 23 years, among which; I taught English, French and Literature in Sacred Heart College, in Cameroon, from 1996 to 2003, and ESL in China from 2003 to 2010. I have been studying and teaching in Quebec since 2013. At Institut Teccart, I teach English Communication to mostly international students (DEP), studying and practicing Computer support to become technicians in tele- communication companies. After

graduating from this program, most of the students will be dealing with a bilingual population in Quebec and Canada. My intervention with these students is observed in teaching English Communication and this is done with a lot of assistance from the Quebec Education Programme (QEP).

During my Internship II, I taught oral English communication to 3 different immigrant groups of students in Institut Teccart, a professional institution based in the city of Montreal, Quebec. The whole class (Group 05876) was made up of 27 ESL adult students; (5 women and 22 men), whereas group 05836 had 38 students and group 05878 had 33. I decided to choose group 05876, because the students seemed to be more opened minded than those in the other two classes. They had dissimilarities in age, level, background, and ethnicity. My students studied oral English Communication in a professional programme and came from different parts of the world, (for example, Algeria, Morocco, Cameroon, Mali, Senegal, Brazil). This posed a great language problem and therefore a dare need for me to intervene in my teaching and in their learning. Many international students like to study in Teccart, because they have the right to apply to their permanent work visas after graduating in this 16-18-months programme. Table 5 below gives information about the institution and the students who participated in the intervention. As observed from Table 5 below, some of the students had never spoken English before. The table below shows the institution, number of students who were chosen to participate in the research, ages, sex, level and languages spoken.

Table 5. School statistics and age of the students

Institution	Institut Teccart Hochelaga
No. of students	27
Age of participants	19 to 47
Men	24
Women	3
Student level of English?	
Languages spoken in the classroom or Students' native languages.	Arabic, English, French, Spanish

3.3 Intervention

The intervention carried out for the current essay is part of a 75-hour course that started mid-January 2023. This intervention lasted a total of 14 weeks and included the recording of videos in

two classes. Each lesson lasted 4 hours with a break of 30 minutes each. Before we started, I requested all the participants to be responsible, to be collaborative towards our objectives, be respectful and have team spirit. I also reminded them to be self-confident and ask questions using the card boards that were put on the walls. I arranged 10 Advanced Learners' Dictionaries for reference to be consulted by participants if need be. In each lesson, participants ought to follow clear instructions and actively participate. Table 5 presents the chronological sequence of the intervention. The detailed lesson plans for each of these two classes can be found in Appendix 4.

3.4. Data collection

Video recordings were used for data collection. The video recordings were done using a Canon D-80 Camera with a 200 mm lens 128 Gb memory and a 360-degree tripod. Throughout the project, I kept field notes while observing the learning process to capture the action in the classroom, (Fitchman & Yendol-Silva, 2003). Field notes also include observations made by the participants during class activities at time intervals.

In addition, classroom artifacts such as the textbook, workbook, teacher's manual, handouts, homework, and lesson plans were all scanned and documented. We saved the image files on a USB key as backup. Textbook and workbook pages relevant to the excerpts discussed in chapters 4 and 5 appear in Appendix B. As part of the course requirements, I requested all students to present a 15- to 20-minute presentation on a topic of their choice.

We started collecting data for this research in 2020 but could not complete it because of the COVID 19 pandemic, which made us stay at home and work online. I resumed part of my data collection in January 2023 as I started my internship II. With permission from the participants a full video was recorded by a cameraman in two different classes of four hours each. At the beginning of the intervention, i.e. on February 7th, all participants were asked to complete a brief background questionnaire regarding their age, nationality or origin, native language, and exposure to English (educational background and number of years living in an English-speaking country). These questionnaires were scanned and stored on my computer, and a USB key was made as a backup.

Data collection took place on the 7th of February 2023, with the recording of video 1 and on 23rd of February for video 2. The first class was on conversational/ dialogue analysis for problem solving in a call center environment and the second class consisted of discussions, debates and

opinions guided with a rubric from the researcher. The recordings took place in Room 201 at the Institut Teccart campus from 5: 00 pm to 9: 00 pm. The cameraman was able to shoot the video and take some pictures as well. I helped the Camera man to install the manfrotto camara – tripod and wheels, to build in the 80D Canon Camera ready for recording. I discussed with the Cameraman how to use the best angles of shooting during our interview and presentations.

3.5 Data analysis plan

To effectively carry out data analysis, we used four observation grids to watch the two video recorded lessons and their transcriptions. The initial stage of the analysis consists in writing a verbatim of the videos. We then did a review of both video recordings. The videos were transcribed word-for-word by the researcher using a software called Wonder share Filmora. Filmora Wonder share is a software that makes video editing easier and professional.

Based on Chapter 2 – Theoretical framework, three grids (see below) were created to analyze the oral activities taught as part of our intervention. These observation grids will be used to identify and code excerpts from the videos and verbatim. Excerpts of interest will be identified by their presence/frequency as pertaining to Teacher’s NVC skills (7 items), Qualities of instructions (7 items), and Qualities of lesson taught (4 items).

Table 6. Sequence of data collection

Tools	Administration
Sociodemographic questionnaire (students)	Beginning of intervention
Teacher’s gestures and NVC grid	End of intervention
Qualities of the instructions given by the teacher grid	End of intervention
Qualities of the oral activity taught grid	End of intervention
Throughout intervention	

Table 7. Non-Verbal communication skills Evaluation grid

LANGUAGE ELEMENTS	Not Present The described verbal/nonverbal communication skill is not present. 0 pts	Partially Present The described V/NV communication skill is partially present and partially not present. 1 pt	Present The described verbal/nonverbal communication skill is present. 2 pts
Eye Contact The speaker is keeping eye contact with his audience.	Not Present The speaker does not keep eye contact with his audience.	Partially Present The speaker partially maintains eye contact with his audience.	Present The speaker always maintains eye contact with his audience.

Vocal Resonance The speaker is speaking loud and clear, with the use of an appropriate tone of voice.	Not Present The speaker is almost inaudible, unclear, and is speaking at an abnormal rate (too fast/too slow).	Partially Present The speaker is partly audible and clear and is speaking at a normal rate.	Present The speaker is speaking loud and clear, with the use of an appropriate tone of voice as well as speaking rate.
Body Language The speaker has good demeanor (i.e., good posture, proper gestures, and warm expressions).	Not Present The speaker has poor body language, including bad posture, inappropriate gestures, and expressions.	Partially Present One out of the following three elements are missing: --Good Posture --Proper Gestures --Warm Expressions	Present The speaker has good demeanor (i.e., good posture, proper gestures, and warm expressions).
Content The speaker is presenting relevant information.	Not Present The speaker is completely off topic and is providing irrelevant information.	Partially Present The speaker is mostly on topic, except for a few diversions.	Present The speaker is completely on topic and presented relevant information.

Above is a general grid evaluation I made to guide myself on the two videos.

Table 8. Teacher's NVC skills

	Video 1	Video 2
1) Facial expression	Little face expression	Broad smile
2) Eye contact with the students	I partially maintain eye contact with the audience.	
3) Body posture	Partially Present One out of the following three elements are missing: -Good posture -Proper gestures -Warm expressions	Present I have good demeanor (i.e., good posture, proper gestures, and warm expressions) in video 2
Gestures	Partial use of gestures	Partial use of gestures
5) Intonation	Not Present The speaker is almost inaudible, unclear, and is speaking at an abnormal rate (too fast/too slow)	Partially Present Partly audible and clear and is speaking at a normal rate.
6) Flow of communication	Too fast	Starts slowing down and more focus
7) Dynamism	Mediocre	Yes. More familiar with my audience

Table 9. Qualities of the instructions given by the teacher

As the teacher, I...	Video 1	Video 2
1) Teach concept words	Sometimes	Yes
2) Model and guide sentence construction	I partially model and guide sentence construction	Yes, guide sentence construction after students' presentation without pointing out who makes errors
3) Speak loud enough and articulate clearly.	Partially loud	Loud and clear
4) Use comprehensible L2 input	Partially present	Present
5) Have students summarize heard information	Sometimes	Yes, fully present
6) Ask questions to boost comprehension.	Yes	Always
7) Encourage conversation	Partially	Always

Table 10. Qualities of the oral activity taught.

The oral activity has...	Video 1	Video 2
1) A logic structure	Partially	Yes
2) A topic relevant for the students	Some how	Yes
3) Sufficient input	Partial in put	Full input
4) Sufficient practice	Beginner level	Sufficient practice

CHAPTER 4 – Findings and Discussion

Chapter 4 informs the reader of the results obtained. After having presented the results, we will finalize, analyze, and discuss them. The observation grids below show the teacher's non-verbal communication skills. The discussion of the results leads to suggesting improvement of the teacher's nonverbal communication performance.

4.1 Results

The three tables that follow respectively report on the teacher's NVC skills (Table 11) quality of instruction (Table 11), and *Teacher's Nonverbal Communication skills*

Table 11. Teacher's NVC -

NVC Skills	Video 1 (40%) Decreased	Video 2 (80%) Increased	Difference
1) Facial expression	Demonstrates partial facial expression	Keeps on with facial expression.	Increase: more use of facial expression
2) Eye contact with the students	Poor eye contact	Maintains eye contact through the video	Increase: Eye contact
3) Body posture	Body posture hardly present	Body posture fully present	More comfortable
4) Gestures	Inappropriate gestures and expressions	Demonstrates good demeanor (i.e., good posture, proper gestures, and warm expressions).	Increase: better quality of gestures
5) Intonation	Speaks in an abnormal rate. Sometimes tone too high, anger and frustration.	Present Speaks loud and clear with the use of an appropriate tone of voice as well as speaking rate.	Increase: tone is more confident, clearer and more audible
6) Flow of communication	Slow and sometimes too fast	Demonstrates a good mastery of communication-teaching	Increase: development of teaching
7) Dynamism	Low key	Very flexible	Increase: Warmer and more varied expression

Table 11 shows that, overall, my use of NVC skills has improved and from Video 1 to Video 2. Video 1 demonstrates that I had partial facial expression, poor eye contact, absence in body posture, inappropriate gestures and expressions whereas in video 2 there is an increase in facial

expression, eye contact, gestures, body posture and flow of communication, as demonstrated in table 11 above. Video 1 shows 40 % NVC while video 2 shows 80% positive NVC skills.

Table 12 (next page) shows teacher's use of concept words, clarity in speech and use of computer vocabulary. The teacher walks around the participants to make sure they are awake and interact with each other. The NVC skills show the teacher's increase in using computer vocabulary as compared to video 1, where he uses only partial information. He further uses concept words to develop sentences. He demonstrates self-confidence in video 2 than in video 1, where he articulates clearly and even gives time to the participants to speak. Reading tasks, questions and answers, are given out. Problem solving increases in video 2 where he develops more comprehensible tasks than in Video 1. There is better practice of the topics after workshops in groups are carried out which makes participants become independent in speaking and writing. The outcome in video 2 results to better performance than in video 1 showing teachers progress and development, answering the research question, setting up interesting and stimulating speaking activities which targets C1, Communicating clearly and orally. This section answers most of the questions that were asked in chapter 2 which the researcher sought to seek solutions like looking for strategies that can influence students to actively participate to improve their oral English.

During the intervention, we developed pedagogical material which could then be consulted later for future activities. Page36 demonstrates points in which the teacher increased or improved his quality of instruction as shown in video 1 and 2.

Table 12. Qualities of the instructions given by the teacher

The teacher	Video 1	Video 2	Improvement
1) Teaches concept words	Partial demonstration of information.	Demonstrate computer vocabulary.	Teacher teaches concepts words, computer vocabulary; develops sentences.
2) Models and guides sentence construction	Demonstrate general sentences.	Talk about how to begin a topic.	Teacher's sentence guidance and appreciation improve more than before.
3) Speaks loud enough and articulates clearly	Teacher speaks loudly and talks about sounds of English.	Teacher speaks loud enough and gives time to participants to speak.	Teacher is also able to give more tasks, for solutions to be sought.
4) Uses comprehensible L2 input	Teacher directs participants to pair up and read dialogues..	Reading Tasks given out.	Teacher develops more comprehensible L2 tasks.
5) Has students summarised heard information	Ask students to read in pairs and summarise problem and attempt solving	Students are asked to talk about their topics: definition of terms, advantages, or disadvantages.	Practice of the topics after workshops in groups makes them to become a little independent in speaking and writing.
6) Asks questions to boost comprehension	Request students to talk about a customer problem they encountered.	In the topics, teacher asks participants debate questions, arguments, and opinions (more (students' talk time) and less teacher's talk time.	After their workshops, participants present and ask questions to their peers and teacher asks questions as a follow up to give scores.
7) Encourages conversation	Opportunity given to participants to express more.	The ten topics all encourage conversation among participants and then the teacher.	Teacher walks around to ask questions to participants to prepare them for presentation less (TTT).

Table 13. Planning and teaching outcomes

Performance	Scale	Score
Preparation (Lesson plan, materials)	1 2 3 4 5	4- good
Interaction with the students	1 2 3 4 5	4- good
Usage of Classroom language	1 2 3 4 5	5- excellent
Clarity of instruction	1 2 3 4 5	4- good
Pronunciation	1 2 3 4 5	4- good
Confidence	1 2 3 4 5	5- excellent
Enthusiasm	1 2 3 4 5	4- good
Overall performance	1 2 3 4 5	4- good
Rating Key: 1 = poor 2 = fair 3 = acceptable 4 = good 5 = excellent		

Table 13 demonstrates my self-evaluation of instructions from planning to delivery. The results are reported in terms of ratings (from 1 to 5) and comments in the preparation of lesson plans, interaction with students, usage of classroom language, clarity of instruction, pronunciation, confidence, enthusiasm and overall performance. The teacher's scores vary from 4 and 5 (good and excellent). The results seen in the charts above reveal that:

- Teaching concept words was no longer a problem. I guided learners on model and sentence construction in video 2 more and better as compared to what I was doing in video 1
- The teacher's voice became loud enough, and he articulated more clearly, which made participants understand better.
- The teacher developed more comprehensible language instruction tasks. The teacher walked around the class and asked questions to participants to prepare them for their presentation.
- I limited my talk time TTT (teacher's talking time) to maximize student interaction in class.
- I also established a friendly and relaxed environment.

Overall, Routman (2005, in Hurst et al., 2013) asserts that "students learn more when they can talk to one another and be actively involved". Social interaction is crucial to learning an L2. Increasing student talking time, allows the whole class to be involved in pair or group work for speaking. I encouraged interaction between, and amongst students rather than talking only between me and the classroom. Interaction engaged all the students in speaking English, that when students actively participate in their learning process, they are reflecting on their own learning. Rohman's study (2017) explored that learner – centered activity such as group work forces students to talk to each

other spontaneously, ask each other question's and respond in a natural way as observed in video 2. He concludes that it is important for teachers to build interactive and communicative teaching-learning activities involving more students in interaction. Nunan (1990) claims, learners learn more when reducing teaching talking time" (p. 21).

4.2: Professional competencies

In this sub-section, we discuss the results obtained in terms of professional development and competencies. In line with our general question, "How can I improve my teaching of C1?" or, in other words, how can I better teach my students to interact orally in English?", four specific objectives were formulated. Overall, results reflect improvement with respect to all four objectives and related professional competencies. Below I explain how the results show the development of my professional competencies 2, 3, 4, and 11.

To report on the evolution of my CP2 NVC skills, implement teaching and learning situations, I will refer to table 1, page 33, to better communicate using the language of instruction to teach English. There is better practice of the topics after workshops in groups. The outcome in video 2 results to better performance than in video 1 showing teachers progress and development, answering the research question, setting up interesting and stimulating speaking activities which targets C1- communicating clearly and orally. With proper guidelines, preparation of material, interaction of participants, usage of classroom language, clarity of instruction, pronunciation, confidence and enthusiasm, planning teaching situations become easy.

To improve the quality of my instructions (CP4 – Implement teaching and learning situations) As a teacher, I need to interact and collaborate respectfully with other teachers, carry out research all the time to implement teaching and learning situations. Constantly consulting the Quebec Education program for further developments and attending workshops, training sessions and seminars. From chapter 2 of this research, I mentioned I was looking for strategies that can influence my students to actively participate to improve their oral English. Carrying out this research helped me to develop my CP11 - Commit to own professional development and to the profession. To develop my professional practice with regards to teaching oral communication. The difficulties I had in teaching L2 students resulted to this research in which I had to look for ways of setting up stimulating speaking activities to support oral communication beginning from vocabulary tasks, comprehension, dialogues, presentations which engaged NVC tasks; watching

video1 and video 2 and collecting data on my teacher activities on my tables 1, 2 and 3). This shows that the information we researched in chapter 2 from literature reviews and in chapters were invested with some positive results.

4.3 Improvement

In carrying out this study, I have improved a lot in the ways I give information and deliver my instructions to the participants. When I understood the essentials of oral communication (pronunciation and tone of voice, NVC, gestures, and cultural nuances). I became more aware of the importance of teacher communication in the L2 classroom. I learned how to design my own classroom language, before class and to speak accurate, appropriate English with better pronunciation and intonation fluently. I also learned the effectiveness of questioning.

As I learned from my reading (see chapter 2), language speaking needs constant practice and cannot be studied only by doing exercises and reading comprehension in the classroom. The more the participants practice, the more they gain oral fluency. Teachers should encourage their students to speak more, in and outside of the classroom. When students are motivated, they can speak more while making errors. When trying to speak is only a natural and necessary step to learn the L2.

This study and its related results and analysis are about my teaching. It focuses within the professional competencies and that as a teacher, it is my duty to pilot situations concerning teaching and learning of oral English communication. Competencies in teaching oral English communication beginning with competency No. 1, Act as a professional inheritor, paying attention to the vocabulary I select to use and equally making sure of structuring sentences to suit the learners' need. I also make sure I remind myself to handle short and clear instructions. Taking part in new training courses that would be profitable in my teaching.

4.4 Results

In this study I worked within the limits of professional Competence No.1 of the QEP, (2001), that is to act as a professional inheritor, critic, and interpreter of objectives. I prepared different activities that motivate oral English communication, and I made sure participants took risks in speaking by pair-up dialogues, took part in vocabulary activities, participated in debates, daily conversations and presentations that involved topics of weather, seasons, animals, marketing, technology and so on. In the two videos I established and nurtured a positive, interactive learning

environment. Speaking to the audience for the first and second day, I made sure I took the attendance, set out rules and regulations that will favour our working environment. Further, I presented a working agenda for the semester and day to day running of our programme, including attendance and consequences involved, evaluation rubrics, and planning grid.

In planning C1 lessons, guided by the QEP, I made sure the tasks have a clear purpose, interactive, and meaningful in usage. I discovered that effective planning always led to successful teaching. Having the material at hand, preparing tasks ahead of time gave me assurance to teach and feel more comfortable with the participants

As observed in the first video, I use verbal and non-verbal communication. I present a vocabulary exercise as to how I will enable participants to carry out functional conversations in a call center environment. I carry out a technology vocabulary activity and demonstrate a call center script on how to communicate and use technology vocabulary to make dialogues. I pair up the participants to take a risk in conversing with each other, in posing a problem and attempting an answer.

I do follow up and pair participants to practice different topics so that they should be versed with communication and problem-solving. Through repetition, motivation and self-esteem, the participants get involved and can solve problems of oral communication including grammar tasks; punctuation tasks, and other issues involving question and sentence structure tasks.

In this study, I was open-minded and focused on the situation and on my participants' learning to get the best teaching and learning results. I made my observations without generalizing and made my proposals to be at the level of the different participants, taking into consideration the learning skills that they had realized before. I learned that learners who are excited, motivated, open-minded or, in other words, extroverts learned faster than those who are shy, because they are not shy to try to use words to bring out their meaning, hence developing their ideas bit by bit.

CHAPTER 5 – Conclusion

The current chapter presents the synthesis and conclusion of my research. It is divided into 5 parts. It starts with an overview of the essay, reminding the reader about its specific objectives and pedagogic implications

5.1 Overview of the essay

The main objective of this study was to develop my professional competencies as a second language teacher in the context of teaching oral communication to immigrant students in Quebec. Professional development through competencies took me to another level as a teacher, providing me with expertise in class management and detailed information on how to go about with students learning a second language.

Chapter 1 of this essay exposed the problem of teaching ESL to immigrants, and more specifically those who study in the Technical Support program at Institut Teccart (Montreal, Quebec). Our student clientele was very heterogeneous while most of them had not spoken or barely studied English before immigrating to Québec. In short, my aim was to develop my professional competencies, thus my research question; How can I improve my teaching of C1?

Chapter 2 presented the reference framework which we drew to operationalize our research question. It ended with the three following specific objectives: To develop my NVC skills, to plan engaging in oral communicative activities, to improve the quality of my instruction, and to develop my professional practice.

Chapter 3 presented the methodology put into place to carry on our studies. To have a closer look at my professional development and teaching competencies, I adopted a qualitative, self-study methodology with me as the only participant which I was filmed twice in the classroom to collect data. The methodology put into place made it possible to answer the research question and specific objectives targeted in our essay through two recorded videos and observations grids.

Chapter 4 presents and discusses the results obtained. The results show that my NVC skills and the quality of my instructions improved. This difference is seen after comparing video 1 and video 2.

Chapter 5 concludes my essay, putting into light that looking at my professional development through the QEP competencies took me to another level as a teacher. Doing this work has enabled me to have more information about class management and detailed information on how to go about with students learning a second language.

5.2 Pedagogical implications

Adult Education is different from children's education because, among other things, of the obstacles adults face in their everyday life, some of these obstacles could be having to work and pay their fees, choosing their schedules, dealing with family responsibilities, and other hidden issues. On the one hand, the workload of adult students does not really give them time to study enough or to do their homework on time. Hence, some adult students hardly comply with some of their assignments such as practicing their oral English, come to class on time or catch up with other students. These implications often destabilize the teacher's work plan and lessons, as compared to teaching children who are still under their parents' responsibilities

Due to some lack of training, we suggest adult education teachers could try making a video of their teaching to observe the many non-verbal communication gaps they have when teaching and to improve their professional competencies. In-service training is recommended. Non-verbal communication NVC is a very important tool to be observed and thought about as a teacher plans his or her lessons. The quality of instruction goes along with the teacher's NVC skills

Another piece of advice I wish to give my fellow colleagues who teach adults is that adult students need a lot of motivation. Most of them are fast learners, they always come to study with specific and limited time, since most of them work. Teachers need to be patient with them and plan specific lessons that reflect their field of study and work. Teachers require some research to know the needs of their adult students. Another piece of advice to teachers will be to take a moment and have their classes observed in their different teachings and receive feedback from other colleagues or pedagogical advisors.

5.3 Limits

The greatest limitation was lack of funds, as I had to hire a photographer, run behind participants to volunteer in a world where everyone is rushing to earn money. This research started in 2020 and was prolonged to 2024 because of the outbreak of COVID-19. All schools were locked down,

making it not easy to obtain reliable data. There is also lack of prior research studies on this same topic probably because it is a professional and self- oriented essay written in English in a French University. Another limit lies in the fact that our results cannot be generalized because they focus on specific clients, or case studies which can be inaccurate and misleading. Additionally, professional writing often aims to persuade or influence, which may not be representative of broader trends and patterns.

5.4 Conclusion

Time works out for everyone, provided one plans well. If we have plans and work for them, we are going to succeed. The problem I had at the beginning to improve my teaching and my students' language difficulties was overcome through this research. I am also happy that the writing of this essay made me improve as a professional. In the future, I will participate and collaborate in workshops to keep up with my professional development. I will also remember that teachers are professionals who work collaboratively, teachers act to further students' learning and education, and that language is an 'instrument of communication' and a cultural object.

This study made me understand the difficulties of carrying out research in Education, focusing on oral English Communication while working and studying in a French university. Collecting data from library to library, contacting different people to get authentic information, organizing content, video, working with participants and students, all this was not easy and did not take a day or a year. This highlights the research topic: *Developing Teacher Professional Competency to Teach Communication to Immigrant ESL Adult learners: A look at Teacher NVC skills.*

I would like to conclude this study with these two quotations below:

“A teacher affects eternity; he can never tell where his influence stops.”-Henry
Brooks Adams

“Every teacher needs to improve, not because they are not good, but because
they can be EVEN BETTER” Dylan William

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APPENDICES

Appendix 1 – Teccart students, 2023, ages, and origins.

Students	Age	origin	Language	Residence	Education	Attendance
1	23	Algeria	Arabic/French	Montreal	A/L.	
2	19	Algeria	Arabic/French	Montreal	A/L	70%
3	23	Morocco	Arabic/French	Montreal	Degree	96%
4	24	Morocco	Arabic/French	Montreal	Advanced Lev.	88%
5	25	Algeria	Arabic/French	Montreal	Degree	93.5%
6	28	Algeria	Arabic/French	Montreal	Degree	78%
7	32	Tunisia	Arabic/French	Montreal	Degree	92%
8	28	Philippines	Tagalog /English	Montreal	Degree	80%
9	26	Morocco	Arabic/French	Montreal	Degree	92%
10	28	Senegal	Arabic/French	Montreal	Degree	96.5%
11	30	Senegal	Arabic/French	Montreal	Degree	87%
12	28	Mali	Fula/French	Montreal	A/L	86.5%
13	30	Guinea	Creole- Portuguese	Montreal	A/L	88.5%
14	32	Senegal	Arabic/Wolof /French	Montreal	A/L	91%
15	30	Algeria	Arabic/Senegal	Montreal	Degree	92%
16	33	Algeria	Arabic/French	Montreal	Degree	88%
17	26	Algeria	Arabic/French	Montreal	Degree	89%
18	26	Guinea	Creole/Portuguese	Montreal	Degree	80%
19	28	Guinea	Creole/ Portuguese	Montreal	Degree	86%
20	28	Guinea	Arabic/French	Montreal	Degree	100%
21	26	Algeria	Arabic/French	Montreal	A/L	96%
22	47	Algeria	Arabic/French	Montreal	A/L	40%
23	35	Algeria	Arabic/French	Montreal	A/L	88%
24	33	Algeria	Arabic/French	Montreal	Degree	86%
25	30	Cameroon	Bami/French	Montreal	Degree	96%
26	33	Senegal	Arabic/French	Montreal	Degree	90%

Legend: A/L : Advanced level Certificate

Appendix 2 – Verbatim Video 1

Verbatim – Video 1.

The participants had been informed before, so after the installation was done, I then greeted the participants, wrote the date on the board, including the lesson plan and Lesson objectives. I marked the attendance list and then introduced myself to the participants, presented the lesson plan and later went through the course outline with them. It took me about 40 minutes to do so. The target here was focused on how to bring the learners to participate in oral English communication which we will observe, ask questions and later intervene. To succeed in the follow up, I embarked in two major lesson plans which involved interviews, conversations and dialogues (see dialogue 1 below). The second lesson was based on 10 free discussion topics which the participants had a choice of choosing each and working on, bring out opinions which we recorded. The participants were given time to plan their work and then discuss. Both evaluation formats had their rubrics (Evaluation grid/criteria) and checklists which the participants used to make sure they were on the right track to practice their oral English (see App. , p. 5).

As for the dialogues, I first introduced technical vocabulary (screen, mouse, WIFI, hard drive, software, application, download, etc.) which I used as a technic to ask the participants to get set with the dialogues. I asked the different participants to produce cards with these words. One section of the class produced nouns on cards with different colors and another with verbs on cards with different colors. Each participant was asked to use each word to make meaning or a sentence (see computer vocabulary below, p.54). Based on this list, I then planned for problem solving dialogues. For example, the word keyboard, I called a participant and asked, suppose you were a technical support agent, what would you do to help a customer who called you that his keyboard does not work? Offering solutions needed some previous experience and I had searched and added in the course outline: “How to solve the 10 most common problems of technology”. We read each problem and discussed the solution to enable participants to practice competency 1 of the QEP, render learners to communicate orally. Solutions from Best Buy’s Geek Squad main technician suggested that a black computer screen problem could be to plug the cable on the wall, adjusting the plug into the PC or to the screen. This will solve the problem and a WIFI problem could be solved by technical agent powering off the router for 1 or 2 minutes to reset the computer or checking the password.

I also introduced 2 simulation videos and scripts on watching and reading so that the participants listen and read and accustom themselves with questions and answers of customers dialogues and at the same time be familiar with computer vocabulary. It was on this basis that the participants were then paired to use the learnt vocabulary to make dialogues to attempt solving customers problems. Out of the 27 participants, each pair was given a dialogue in the form of a problem to follow a procedure to solve the problem. The

intention was to solve 14 problems in the form of dialogues and learn the steps as repetition is also a good way to learn oral English. Some of these problems are:

1. My computer does not start.
2. My WIFI does not work.
3. Customer's keyboard cannot start.
4. Customer's phone is having connection problems.
5. The computer screen is blue.
6. YouTube Link does not work.
7. The mouse does not work.
8. Download is taking for ever.
9. My computer is too slow.
10. My printer does not print.

I paired up with a student to make up a dialogue. I played the technician, and he, the customer.

Dialogue 1- Call center sample- opening statement- customer & agent

Tech. support: Thank you for calling HP Printers.

My name is Victor. How can I help you today?

Customer: I am calling to inform you that my printer does not print any more. Can you help?

Tech. Support: I am very sorry to hear you are having problems with your printer. I am here to help you.

For security reasons, May I have your telephone No. First and last name?

Customer: 514 556 3825, my name is William James

Tech. Support: Thank you very much, what is wrong with the printer.

Customer: For some reason, I tried to print my work on it, but there was no light.

Technical Support: Did you check the plug on the wall if it is well connected?

Customer: Let me check, oh, it is plugged off. Let me connect it.

Tech Support: Put the power button on.

Customer: I did, so it is on, but not yet printing.

Tech Support: Check if there is printing paper.

Customer: Oh! The printing paper is finished, let me put. It is printing. Thank you for your assistance,

Tech. Support: You are welcome. Is there any other thing I can do for you?

Customer: No thank you very much.

Tech. Support: Thank you for choosing HP Printers.

In taking turns, taking the same pattern in answering questions through repetition and vice versa.

On the 23rd of February, I demonstrated a pdf link with a script call sample for training to all the participants to observe the guiding principles of a professional call. We read the rules together and I instructed the students that making a call is like making a conversation and solving a particular problem. The customer calls for a problem and the agent must follow the guiding principles to solve it. As the participants listen to solve the problem, I have a rubric and I check, tick, and write notes under each student's name and I ask questions about the customers' problem and how it was resolved. This way, the participants follow the principles well and know their expectations.

Appendix 3 – Verbatim of Video 2

In the second video, data was collected through observation of performance, presentations, opinions, questions, and answers. The 27 participants were divided in a group of four participants each and were asked to discuss their opinions about a given topic. They were guided by the researcher with a question and a rubric. See annexe 2. After discussing amongst themselves, the students were asked to present different activities like knowing how to present themselves in a PowerPoint presentation, interact with each other, bring up opinions about the topic, master the topic's vocabulary as well as bring out new expressions as they were preparing to present by taking turns in person and in groups. The participants were advised by the researcher that there would be a recording of the class, question, and answer sessions as well.

In developing part one of oral communication on interaction, I demonstrated ten topics based on daily events like technology, Artificial intelligence, Covid 19 online marketing and physical shops; see Annexe 3 for more topics, in which I expected participants' motivation and involvement (opinions, discussions, questions and clarifications, based on the affective filter of Krashen (1987). I let the participants to understand tips on how to introduce themselves to each topic. "Good morning, everyone, my name is... Our topic today is....and so on." I was there to reassure them, give them confidence as the flow of information was interjected, as well as bring in mutual discussions, opinions and affirm or disagree to agree on different ideas.

During their presentations, four participants were asked to find out information on an interesting topic of their choice, with the use of a dictionary to look up key definitions, internet- to search pictures or images and symbols, cardboards, illustrations, and examples to make their work look colorful and easy to present on the projector in front of the class. Two hours were given to search and organise information. The participants were asked to role- play their work as demonstrated by the teacher. The first participant had to present himself, introduce the topic and define the keywords, and the second participant had to also introduce himself and continue with the body of the question, mentioning perhaps the advantages/ disadvantages, the importance, reasons why, when, and make us to also understand the importance of WH- questions. They could also add a short video about the topic, to make their work look vivid and interesting. The third and fourth participants brought up their points, concluded and gave room for questions and answers. All the

participants formed seven groups: 6 groups of 4 each and one group of 3. It is thus in this light that they were recorded. The recording did not include their preparation time sitting down in their different groups. It only started when the participants were ready to start their presentations in front of the class using a projector. I will rather present a rubric, as to how the participants were asked to follow as criteria to make their work up to the task, MELS, (2015), Table 2 below. Since it was too expensive for me to bring the Cameraman to attend to all the groups, we carried out the presentations for two days with four groups and the rest were present without recording. In each presentation I had the participants' names in a row, and I wrote notes, mistakes and how each could improve their oral English or grammar and how I could do better to make them keep the knowledge.

The two videos contributed a lot in my research in that I was able to visualise myself on stage performing and again able to work and improve on my career.

Appendix 4 – Links, charts, and tables

https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/prim-en-ls-Common-Elem-ESL-Programs-Elem-Sec.pdf

[ESL Programs Summary Chart \(gouv.qc.ca\)](#)

https://www.academia.edu/789213/A_conversation_analytic_account_of_student_initiated_participation_in_an_ESL_classroom?email_work_card=view-paper

My first-Class Video- Dialogues: <https://photos.app.goo.gl/vPbYK41kRydSYLQt6>

My second-class video- Topic Presentation: <https://photos.app.goo.gl/Ze5KNsj5iqTiPXi58>

Appendix 5 - Field notes taken throughout the project

I kept field notes while observing the learning process to capture the action in the classroom. (Fitchman & Yendol-Silva, 2003.) Field notes include observations made by the teacher during class activities like dialogues, timing, facial expression, speech gap, and so on.

I introduced a role-play activity by modelling a conversation with one of the students, after which they read a call center simulation dialogue and watched some simulation videos too.

At the end of what was called ‘conversation time’ or ‘dialogues’ or ‘call -center problem solving’, one of them asked if they could propose their own technical problem and we chose someone to speak with him to solve it. As we attempted solving the ‘Wi-Fi’ problem of Mohammad, other students’ minds are now open to understanding that with their phones and computers, they always have basic problems that they call their providers to seek assistance. Next, it was Anwei who indicated that his computer could not start, and he needed assistance. Then came the turn of Fatoumata who said her phone screen could not move as she tried to scroll it up and down. It now came to my understanding that the students were able to bring out their own problems as they occurred.

LANGUAGE TO COMMUNICATE

The student uses language to communicate information, experiences, and point of view by:

Evaluation Criteria

Sharing of information with peers and teacher	1	2	3
Talking about responses and point of view with peers and teacher. See also Competency 1, uses a Response Process	1	2	3
Asking and answering questions from peers and teacher.	1	2	3
Competency 1, Response Process and Reading and Competency 3, Response Process and Media	1	2	3
Participating in collaborative improvisation and role-playing activities to communicate experiences and responses.	1	2	3
Spontaneous creation of a scene	1	2	3
Creation of a scene, given a framework	1	2	3
Enactment of stories heard or read. See also Competency 1	1	2	3
Response Process and Reading	1	2	3
Modelling possible social roles and behaviours	1	2	3
Linking of several scenes to create a long improvisation	1	2	3

Appendix 6 – Two lesson plans of the recorded videos

Lesson plans: Table B

February 23/2023	Learning Goals – To motivate the interaction of students through Presentations- topics for discussion, opinions, debates, and presentation – PowerPoint. Choosing topics. Topic- Instructions, Help with images, photos, videos, illustrations, and examples.
Week - March 03/2023	Group work- 4 participants per group, discussions, opinions, note taking and role-play for presentations. The research teacher moves round the groups to contribute his own ideas and to listen to the other participants.
07/02/2023	Call center simulation dialogues: Listen and practice. Review of computer vocabulary (Grammar- Vocabulary & punctuation exercises.) Pair work. Reading from a script Thank you for calling Rogers, my name is Joan, how can I help you today? Dialogues/ problem solving. Rules and procedures http://www.specialtyanswerservice.net/wp-content/uploads/call-center-services/help-desk/technical-support/Sample-Call-Center-Script-Technical-Support.pdf

Evaluation Criteria

Clarity, appropriateness, and precision of the purpose of the communication	1	2	3
Coherence of the message	1	2	3
Use of appropriate symbols or vocabulary	1	2	3
Observance of codes and conventions	1	2	3
Critical, dynamic reception of communications from others	1	2	3
Self-analysis and evaluation	1	2	3

COMPUTER VOCABULARY, WRITING AND GRAMMAR EXERCISES

Match the following nouns and verbs together and try to make possible sentences.

NOUN	VERB	SENTENCE
USB KEY	Insert	Please insert the USB key into the computer.
File	download	I forgot to download the file concerning the homework.
Computer	Power on	When I arrive at the class each morning, I turn on my computer.
Television	watch	I watch TV on Saturdays.
Keyboard	Write/Type	I type my work on an English Keyboard (QWERTY).
mouse	click	Click with a mouse.

Smart phone	download	I use my smart phone to download files.
USB / key	copy	I use my USB/key to copy a file.
Wi-Fi	log in	I forgot to use WIFI to log in.
internet	connect	I connected to the internet.
scanner	scan	I use scanner to scan many files
installation	start	I started installation today.
file	delete	I deleted all the files today.
cable	insert	Insert the cable.
desk	open	Open the desk please.
application	restart	Can you restart your application.
email	search	Please search for the boss's email address.
switch	log on	Log on switch.
diskette	fix	Fix the new diskette.
Antivirus website	update browse	Can you update the antivirus.
YouTube	surf	I surfed on YouTube tonight.
motherboard	plug	Please can you plug in the motherboard.
laptop	Chat	I chat on Facebook with my laptop.
router	press	Just press the router to start.
Program	Listen to	Listening to the new program is better.
modem	disconnect	The modem is disconnected.
file	Print	Print the new file.
radio	Listen	Can you listen to the radio.
link	press	Press on link
Play station	fix	Can you fix my play station

Nouns

Computer	light	software hardware	
Mouse	technology	router	GPS
Smart phone	tablet	mp3	camera
keyboard	USB / key	memory	bios
projector	Micro	YouTube	internet
printer	email	television	drivers
power cord.	installation	radio	motherboard

Ethernet port	eBooks	diskette	laptop
screen	Wi-Fi	DVD	monitor
table	application	CD	mouse pad.
desk	Program	SD card	antivirus
cable		modem	link
PlayStation	website	webcam	led lights.
fan	protocol	Xbox	plug
processor	file	scanner	switch
ram	icon	scammers	hacker

	VERBS		
start	hack	refresh	stream
power on	browse	scan	develop
click	delete	scam	log- in
press	phishing	open	log-on
turn-off	copy	close	run
type	paste	upload	chat
install	listen to	maximize	restart
connect	rate	minimize	explore
download	surf	print	follow
insert	update	optimize	
search	fix	disconnect	

You will observe at the beginning of the video and in the lesson plan that this group is a new one. It is the first day of this group to attend lessons. We had the first class and only 5 students came because of the snow - storm of - 45 degrees Celsius, so during the second lesson I started everything afresh. This first class is full of instructions, rules, and regulations and how the students and I are going to run and manage the 75-hours' course including class activities/ presentations, assignments, formative and summative exams. Thanks

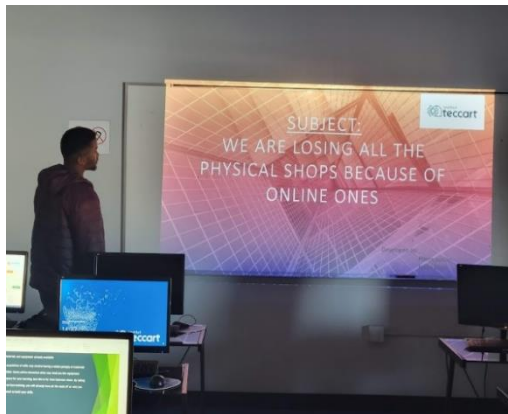
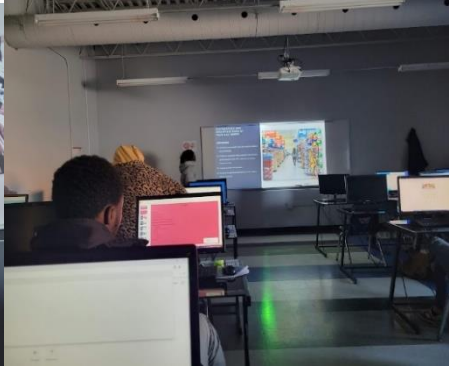
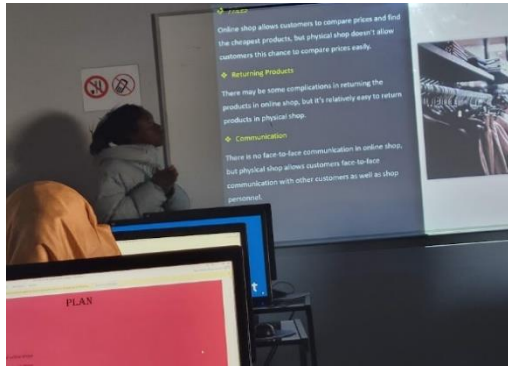
Watch the link of my model lesson and I will appreciate your comments.

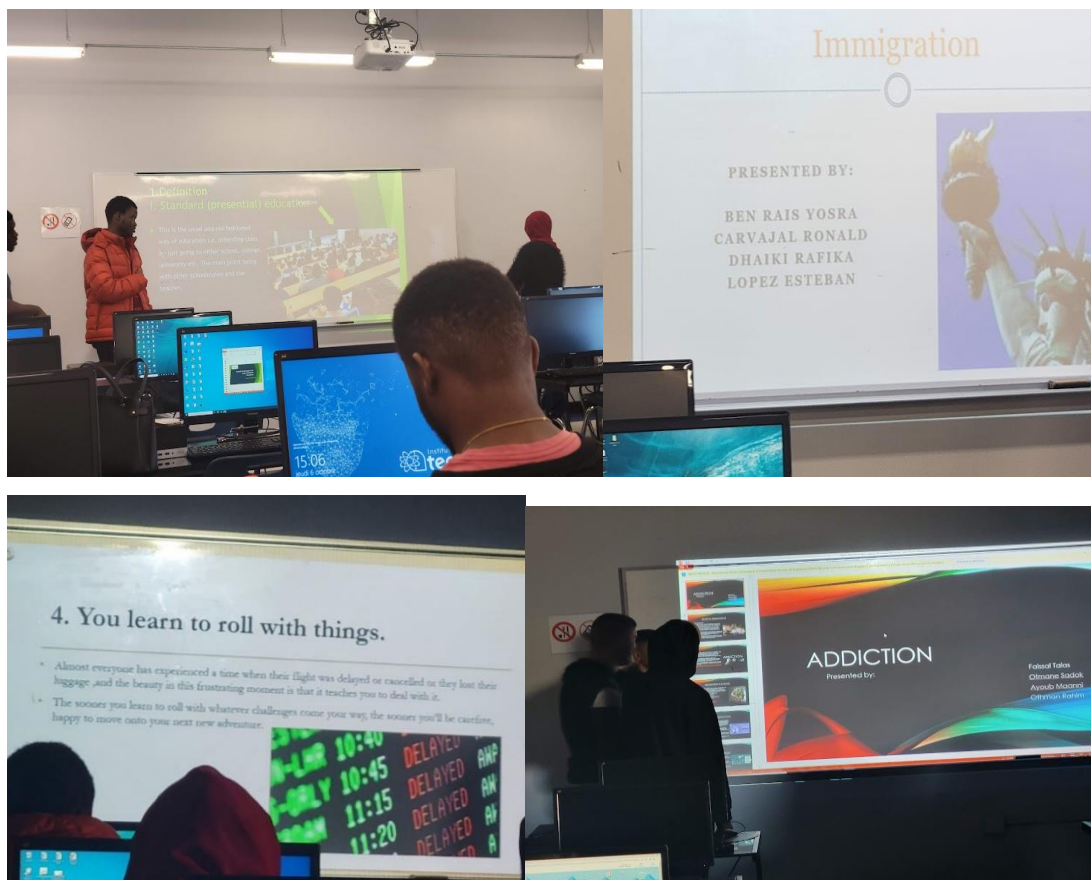
<https://photos.app.googl/vPbYK41kRyd>

Oral practice table

<https://www.pinterest.com/pin/391953973822496285/visual-search/?x=16&y=16.263322884012496&w=532&h=766&cropSource=6&surfaceType=flashliht>

Classroom pictures with themes during PowerPoint presentations





Roles of the participants and my role as a teacher in the classroom, also reflecting the quality of my teaching.

Role of participant	Role of the Teacher
– Speaks English in all classroom situations	– Speaks English at all times
– Takes risks with language and ideas	– Encourages risk-taking
– Interacts respectfully and cooperates with others	– Establishes and nurtures a positive, interactive learning environment
– Participates in maintaining a positive learning environment	– Helps participants discover English cultures
– Develops an attitude of respect and openness to English cultures	– Allows for student input regarding topics, tasks and ongoing evaluation
– Participates in some decisions regarding topics, tasks and ongoing evaluation	– Plans meaningful tasks, and learning and evaluation situations
– Carries out tasks with as much regard for the process as for the product	– Differentiates for learning and evaluation
– Demonstrates individual accountability when working with others	– Cooperates with other teachers to develop interdisciplinary learning and evaluation situations
– Requests and integrates feedback	– Models use of language, processes, strategies and resources

Seeks to learn from the teacher's and peers' use of language, processes, strategies and resources	– Uses ongoing evaluation to support students' learning and adjust pedagogical resources
– Regulates own competency development	-Evaluates for recognition of competencies

Non verbal communication (NVC) GRID

	Unsatisfactory 0 - 40%	Satisfactory 65-75%	Excellent 80- 100%
Facial Expression		75%	80%
Eye contact		75%	80%
Movement in class		75%	80%
Thumbs up for appreciation		70%	80%
Nodding for appreciation		70%	80%
Shaking of head- refusal		75%	80%
Watching-Observation & notes-taking		75%	80%
Body posture		75%	80%
Computer usage		75%	85%
Pointing to the board		75%	85
Writing on the board (board usage/		75%	85
SSSSShhip (to stop noise)		75%	80
Use of Projector		75%	90
Laughter		80	90%

In the two videos in which I presented my teaching pedagogy, there is a lot of non-verbal communication brought forward to the participants for better understanding. Most of the non-verbal communication (NVC) is intended to demonstrate better understanding of the subject matter. On the other hand, it may demonstrate surprise, frustration, or appreciation. In both videos, non-verbal communication is observed on my part as a teacher as can be seen below:

- Facial- expression: In my teaching, I usually have a close facial eye -contact with the audience.
- Thumbs up, appreciating the participant
- Higher pitch of the voice, lower pitch of the voice
- Moving towards the participant to express an idea
- Moving towards participants using differentiation to point out an idea to two participants of different levels
- Touching a participant to echo an idea
- Clapping to the participant or showing an appreciative behavior after a good performance
- A show of the hand for lights to be powered off to demonstrate images on the projectorMy movement round the class to control noise and observe participants behavior and phone touch
- Sitting and standing to control the computer, open programs and present a lesson
- My observation and taking down notes on participants presentation of dialogues and presentation topics.
- 'Sssssshhhh' to stop noise, Finger on my mouth to show participants to lower or stop noise
- Nodding my head to confirm a right idea.

- Shaking my head to show an idea is in correct.
- Waiving as a sign of greeting or to show goodbye of fair-well
- Reading while pointing the projector or participants book for emphasis
- Pointing pictures or images for explanation
- Laughing aloud as a sign of appreciation and fun with participants to bring humour and calm down pressure

The two videos demonstrate time and experience.

Teacher's Grid

LEVEL 5 ADVANCED (90-100%)	LEVEL 4 THOROUGH (75-85%)	LEVEL 3 ACCEPTABLE (60-70%)	LEVEL 2 PARTIAL (50-55%)	LEVEL 1 MINIMAL (40%)
The teacher: Offers comments that are knowledgeable, perceptive, and interpretive. Provides helpful and pertinent details originating from the podcast and videos	The teacher: Offers comments that are focused and are helpful to others. Elaborates on the podcast and videos.	The teacher: Contributes ideas and suggestions from the podcast and videos	The teacher: Contributes ideas on occasion but primarily listens to the contributions of others.	The teacher: Offers disconnected or irrelevant comments when prompted to share.
Shows versatility using effective group dynamics. Assumes and assigns roles, often shaping the direction and purpose of the discussion. Welcomes and builds on feedback that raises speculative questions.	Fosters good group dynamics by assuming various roles. Employs effective strategies to move the exchange along toward a productive discussion. Supports the views of others through feedback and readily accepts and applies feedback.	Contributes to group dynamics by assuming a comfortable role. Seeks clarification or poses questions, when necessary, for clarification. Offers and accepts feedback but may not apply the suggestions of others.	With prompting will participate at a rudimentary level. Focuses narrowly on a specific task requirement. Will offer feedback when prompted but tends to ignore feedback from others.	Tends to remain outside the discussion. Hesitates to request further clarification unless prompted. Offers feedback reluctantly.