CERTIFICATE OF AUTHORSHIP

I, JUME MEYER, do hereby declare that this research project submitted for the degree MAGISTER TECHOLOGIAE: LANGUAGE PRACTICE, is my own and independent work that has not been submitted before to any institution by me or anyone else as part of any qualification.

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Jumé Meyer

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Date

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List of Abbreviations

1. TEFL: Teaching English as a Foreign Language
2. EFL: English as a Foreign Language
3. TOEFL: Test of English as a Foreign Language
4. TTT: Teacher Talking Time
5. STT: Student Talking Time
6. CCQ: Concept Check Question
7. EFL: English as a Foreign Language
8. L1: Language one - Native Language/Mother Tongue
9. L2: Language two - Foreign Language
10. CLT: Communicative Language Teaching
11. TPR: Total Physical Response

List of Definitions

1. Hochschule

The German term *Hochschule* can be used to refer to all institutions of higher education in Germany that confer academic degrees like specialised (primarily vocational or technical) universities and colleges in the Anglo-American education systems (Bundesrecht.juris.de. http://bundesrecht.juris.de/hrg/index.html).

2. Kinderkrippe

The German term for children nursery (http://dict.leo.org).

3. Kindergarten

The German term *Kindergarten* is a school or class to prepare children agesd five for school (Oxford Advanced Learner's Dictionary, 2005: 814).

4. Kindertagesstaetten

The German term Kindertagesstaetten refers to a day care facility for children (http://dict.leo.org).

5. Lingua franca

This term describes the social and commercial language chosen by the citizens of a region where more than one language is spoken (Fromkin, Rodman and Hyams 2007: 433).

6. TEFL

Teaching English as a Foreign Language (TEFL) is a specific teaching method of teaching English to subjects whose first language is not English. Furthermore TEFL is utilised in regions where English is not the dominant language and natural English language immersion situations are apt to be few (http://www.teflonline.com).

7. TESL

Teaching English as a Second Language (TESL) refers to teaching English to subjects whose first language is not English but who are typically situated in regions with English as the dominant language and natural English language immersion situations are likely to be plentiful (http://www.ets.org/tesl).

8. EFL

English as a Foreign Language (EFL) is English taught to non-native speakers who live in a non-English-speaking country. This would be the case with a Spanish student studying English in his home country (http://www.teflonline.com).

9. TOEFL

Test of English as a Foreign Language (TOEFL) is a registered trademark of Educational Testing Service (ETS) and is administered worldwide. TOEFL evaluates the potential success of an individual to use and understand Standard English at a college level. It is required for non-native

applicants at many English-speaking colleges and universities (http://www.ets.org/toefl).

10. ESL

English as a Second Language (ESL) is English taught to non-native speakers who live in an English-speaking country. This would be the case, for example, with a refugee living and studying English in the United Kingdom (teflonline.com).

11. TTT

According to teflonline (http://www.teflonline.com), the amount of time that the teacher occupies by talking and instructing in the classroom is called Teacher Talking Time (TTT).

12. STT

The amount of time the subjects occupy to talk and participate in the lesson is known as Student Talking Time (STT) (http://www.teflonline.com).

13. CCQ

A Concept Check Question (CCQ) is a short, simple question used to verify subjects' learning. They replace ineffective questions such as "Do you understand?", where a student can easily answer “yes” to without possessing any true knowledge of the discussed work (http://www.bridgetefl.com).

14. L1

Language one, Native Language/Mother Tongue (http://iteslj.org).

15. L2

Language two, a Foreign Language or Target Language (http://iteslj.org).

16. CLT

Communicative Language Teaching (CLT) emphasizes the language learners' ability to communicate functions, such as making requests, accepting offers, describing, and expressing preferences (http://teflonline.com).

17. TPR

Total Physical Response (TPR) is a vigorous approach, where subjects respond to instructions and then later tell stories with appropriate physical responses, for example, miming an example of the language (http://iteslj.org).

18. Vocabulary

According to the Oxford Dictionary, vocabulary is known as a list of words with their meanings, also words known to a person or used in a particular book or subject (Oxford Online Dictionary, 1996).

19. Information Gap Activity

This is a very fundamental technique used in the English as a Foreign Language (EFL) classroom. When two people communicate, each has a certain amount of information that the other does not have and which the speakers wish to exchange (http://teflonline.com).

20. Role-playing and Simulation

A *role-play* can be based on previously done dialogue work, especially for lower level students, or can be based on roles in a situation given to two subjects to act out. This will usually be based on a topic or theme the class has been working on (http://teflonline.com).

Simulation is very similar to role-play but on a more complex level. Four or more subjects are given roles. Each knows his/her own particular role but not those of the other subjects. The general situation will be outlined for everyone's knowledge but each individual must operate within the framework based on his/her own assigned role (http://teflonline.com).

21. Realia

Concrete objects from the everyday world used during instruction to make input comprehensible, for example: toys, magazines, postcards (http://iteslj.org).

22. Mingle Activity

A mingle activity allows subjects to move from individual to individual in class while completing a task given by the teacher (http://teflonline.com).

Abstract

English is listed as the official or second official language in forty five countries. It is the majority language in twenty seven countries. English is spread vastly over the world, resulting in scores of speakers (Kitao, 1996).

However, in countries where English is not the dominant language, language schools are available to assist in the acquisition of the language. It is stated that EFL methods are effective and thriving in teaching English to non-native speakers. It is further pointed out that EFL methods rival those used in traditional classes which mainly use teacher-orientated-language whereas TEFL focuses on enhancing student-orientated-language in a classroom (http://teflonline.com).

The research's importance stems from the area of *focus* and *purpose*. It is the primary purpose of this paper to examine whether improved possibilities and imperatives of language acquisition to subjects and teachers are offered by TEFL methods. The dissertation derives greater primary importance upon consideration of the effectiveness of TEFL in multi-lingual classrooms.

This dissertation will determine whether EFL methods are in fact more effective and efficient in teaching English than other known methods. On another point it should then be possible to improve

TEFL methods and take them to further possibilities such as online classes or web-based-training.

The dissertation's aim is to critically review TEFL as an effective method of teaching English in a multi-lingual environment. This is done by incorporating the TEFL teaching methods into an experimental classroom of students from different ethnical backgrounds, age groups and mother tongues – except English. By critiquing the TEFL course content and using contextual and literature reviews, internet research, questionnaires, observations, interviews and formative assessment opportunities, data were gathered on participant perspectives on the following key questions of the research:

1. Do the TEFL teaching techniques differ from those in traditional English classrooms?
2. If this is the case, how do these techniques differ?
3. Do the students benefit from TEFL, or may/can they benefit?
4. And do teachers benefit by using TEFL techniques in the classroom?

The Researcher is a qualified TEFL educator and aims to make an in-depth study of EFL techniques and whether it can be effective in a multi-lingual classroom. The study is conducted at the Hochschule für Technik und Wirtschaft, Aalen (HTW Aalen) and the Educcare day-care centre in Stuttgart, Germany.

Three case studies were conducted throughout the course of this research. A total of fifteen months and thirty-six subjects of different ages, ethnicities and genders participated in observational case studies. The remaining nine months were utilised in preparation of the case studies and drafting of the research paper.

The conclusions drawn from this research are definitive distinctions in the subjects' ability to acquire English by means of EFL methods. The EFL methods were widely accepted by the case subjects. The research showed that the subjects enjoyed the student-orientated classroom, because they felt included in the proceedings of the lessons.

This was done by the EFL way of encouraging the potential in the students to actively part-take in the lesson by talking freely, known as Student Talking Time (STT). According to questionnaires and interviews the subjects declared that STT gave them the ability to possess control over the speed and strength in which they acquire the new information. The students did not feel like they were only absorbing information provided to them by the teacher, instead they felt like active participants in the learning process.

The teacher, on the other hand also benefits from EFL. The first advantage for EFL educators is more freedom in lesson planning. Due to the fact that TEFL focuses on increasing the STT in classrooms, the teacher's responsibility shifts from a leading to an assisting function. This gives the possibility to the lecturer to have

many potential scenarios for one lesson to the contrary of a strict lesson plan.

A stringent lesson plan in traditional classes usually does not allow derivation from the original path or derivation is only possible for very experienced teachers (http://teflonline.com).
In the EFL classes a standard path is not needed. Instead it is essentially necessary to be prepared for many likely situations as a reaction to the current needs of the classroom.

As an additional benefit the positive reaction of the students to the teaching methods increases the teacher's motivation. The lecturer[1] can then pass this positive effect back to the students and provoke more self-confidence in the students when teaching. This overall self-enhancing cycle shows, in conclusion that incorporating EFL teaching methods into a lesson, realises the main objective of every language teacher: to assist students in acquiring the target language.

In addition it is the aim of this research that the findings may participate in future development and improvement in educational systems where teaching a second or foreign language to students, whether English or any other foreign language.

[1] Teacher, lecturer, educator, instructor and trainer refers to the same person applying TEFL.