TEACHING EFFECTIVELY: ESP FOR PRE-SERVICE PRIMARY TEACHERS

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Abstract:
This English for Specific Purposes (ESP) programme for pre-service primary education teachers aims at improving English as a foreign language (EFL) learning while students acquire content knowledge on teaching techniques as well as on school functioning. The lack of specific English courses for primary teachers, in which they can master a school context language, meant our main impulse to elaborate this ESP programme. The final product is a students' textbook and a teacher's book, the latest including extra activities and procedural information. The programme meets the essential features of any ESP course and takes into account contemporary and innovative techniques for teaching EFL. After a period of testing, students' reception and evaluation turned out to be positive.

Keywords: ESP, teacher training, primary teachers, EFL, needs analysis.

Resumen:
Este programa de Inglés con Fines Específicos (IFE) para maestros de educación primaria busca una mejora del aprendizaje del Inglés como Lengua Extranjera (ILE) al tiempo que los estudiantes adquieren conocimientos sobre técnicas de enseñanza y sobre el funcionamiento del colegio. La carencia de cursos de IFE para maestros de primaria, con los que puedan dominar el lenguaje típico de un contexto escolar es nuestro principal impulso. El producto final es un libro de texto para los alumnos y otro para el profesor, este último con actividades adicionales e información procedimental. El programa cumple las características de cualquier curso de IFE y se basa en técnicas innovadoras para la enseñanza del IFE. Tras un periodo de prueba, la recepción por parte de los alumnos resultó positiva.

Palabras clave: IFE, formación del profesorado, maestros de primaria, ILE, análisis de necesidades.

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1. INTRODUCTION

Speaking a foreign language is a complex task which involves years of learning. One of the most significant factors throughout that learning process, accepted by researches, is motivation (Dörnyei, 2001; Dörnyei & Ushioda, 2009; Gardner & Tremblay, 1994; Schunk, Pintrich &Meece, 2008). Without it, success likelihood considerably decreases. Basic types of motivation regarding foreign language learning are *integrative motivation* —related to the will to belong to a certain linguistic community— and *instrumental motivation* —associated to functional goals. (Gardner & Lambert, 1959). It seems that at university academic contexts, the tendency among students learning English as a foreign language (EFL) is having instrumental motivation, with the aim of learning what would be clearly useful for their future professional activity (Pereira & Cassart, 2009).

However, it is common at Spanish university English courses to follow syllabi designed according to general contents based on any of the levels established by the Common European Framework of Reference for Languages by the Council of Europe (2001). This means teaching general strategies, skills, linguistic structures and vocabulary which may have a limited use at the professional context of students. Students are totally aware of this fact, which may lead them to demotivation and, therefore, to academic failure.

More and more university degrees opt for teaching foreign languages, particularly English, with a specific purpose. Thus, English for Specific Purposes (ESP) aims at teaching a professional or technical variety of a language, and not just the general linguistic variety, looking for a future utility of that foreign language at a workplace. Hence, it is usual at tertiary education to find courses designed to learn a foreign language developing specific contents, linguistic structures and vocabulary in a particular area of knowledge, such as Economics, Computer Science, Tourism, etc. It is a procedure to ensure that, in a shorter period of time, the learners will master the linguistic contents linked to their specialty which following a general language programme would require a longer period of learning.

Nevertheless, that is not the norm in Teacher Training academic domains in Spain. English lessons for future primary education teachers at Spanish universities consist of teaching general English. If the tendency of other disciplines as those mentioned above were followed, student teachers would doubly benefit: on the one hand, their motivation degree would increase, as they would feel the utility of learning English more clearly; on the other, they would graduate with a higher quality training, as they would be better prepared as future teachers to work in the context of bilingual schools (Spanish-English), which is the most widespread education system in Spain.

This paper presents a proposal to teach EFL to pre-service primary teachers who are being trained at university. The programme is built upon an ESP approach with the aim of promoting learners' motivation and improving their training as future teachers. After a brief review of the main concepts on which this work is based, the methodology and the proposal are described.

1.1 Professionalism and ESP

Back in the XX century, Millerson (1964) looked into the most commonly cited features to differentiate professionalism from other occupations and came to the following conclusion: a profession involves skill based on theoretical knowledge, obtained by means of training and education, which must be certified by competency testing; also, professionalism entails organization, adherence to a code of conduct and altruistic service.

More than 50 years later, the argument about the characteristics of professionalism is still on. This shows how in the past, the idea of a professional career was closely connected with the professional's preparation mainly and how the practical part of it was regarded as something related to formality more than reality. But, before Millerson, Lieberman (1956) stated eight characteristics to define professionalism which can be summarised as a specific social service that involves intellectual techniques acquired throughout a period of specialised training, autonomy, personal responsibility, self-governing organisation, a code of ethics and giving priority to the service over the economic gain.

The American Educational Studies Association's Committee on Academic Standards and Accreditation, in its 2012 edition of the *Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies*, listed seven principles on which teaching professionalism must be based, still following Lieberman's ideas more than 50 years before. Those principles give a complete idea of what is required from teachers during their professional career and inspire our research (Committee on Academic Standards and Accreditation, 2012: 111):

1. Understand and apply disciplinary knowledge from the humanities and social sciences to interpreting the meanings of education and schooling in diverse cultural contexts.
2. Understand and apply normative perspectives on education and schooling.
3. Understand and apply critical perspectives on education and schooling.
4. Understand how moral principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.
5. Understand the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.
6. Understand how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.
7. Critically analyse current educational policies and practices at national, state, and local levels and their impacts on teaching, learning, and the assessment of P-16 students.

This means that would-be teachers should have that body of knowledge being developed from the very beginning of their studies in order to build up a foundation of thought and understanding which enables them to follow the path towards teaching during their career years. The importance of turning the university classes into sessions where these would-be teachers evolve from receptive beings to knowledgeable interactive students is one of the goals aimed at. The design of a proposal which deals with those topics linked to their study of the English language as a means of communication and action in their future professional life constitutes a need. The students will acquire the knowledge they need not only to enhance their teaching

practice, but also to develop it in the second language that is currently used, together with Spanish, at most schools in Spain.

1.2 The importance of context

Ervin-Tripp (1996: 21) claimed 'that context permeates language, that contextual assumptions affect how we understand language, and that contexts of speech have to be better understood to develop realistic theories of language and of language learning.' She linked context and language learning as one of the necessary keys to find the right way to language teaching. Similarly, any ESP course needs a concrete context in order to develop and construct something coherent and fully related to the teaching purposes. This idea of contextual reality merges with a concept of creativity which is necessary to look for the right contents in order to produce profitable results. The need of creativity forces academic teachers to engage in pedagogical innovations bound to produce real learning environments which may enable would-be primary teachers to gain direct access to the necessary knowledge for their future professional life. Precisely, Deumert and Spratt (2005) dug into the problematic of creating those authentic learning environments which will produce intellectual transformative changes in students, in this case, the future primary teachers.

Certain information is basic in order to integrate the pre-service teacher into the whole structure of primary education. An ESP programme must include topics which enable students to deal with functional data to broaden their knowledge about the real context to be shared in future years. Examples of these bits of information needed to be dealt with are as follows (Riggall & Sharp, 2008):

1. The structure of curricula;
2. Different primary school types;
3. Key stages in primary school education;
4. Assessment in primary years;
5. Length, structure and control of the school year;
6. School structure and the different roles and responsibility positions.

As the production of key language and meaning making significantly depends on the context of language use and social interaction, what teachers need to learn is precisely the use of this key language related to their own formation as teachers and their professional life to come. The ESP programme designed is filled with professional context, everything that is considered to be useful at school or in class. The knowledge of the language and the contents that may be connected to their profession could prevent and in due time sort out problematic situations. The students should know what they will encounter when starting teaching, especially in the context of Spanish bilingual schools. This is precisely why this programme was created.

1.3 Key elements in ESP programmes

The demand of ESP courses increases more and more due to, mainly, professional needs caused by globalization and the world-wide establishment of the English language as a *lingua franca*. Pradhan (2013) cited three reasons why ESP programmes are required: the urgency for professionals which do not belong to the language teaching area; the importance given to the context of use and to language as a means of communication by

contemporary linguistics; and a qualitative change of view in education which focuses on learners and their needs.

Pre-service primary teachers who do not major in English need an ESP course in which they can develop the skills and acquire the knowledge to communicate —even to give a lesson— in English in the school context.

According to Hutchinson and Waters (1987: 19), 'ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning'. Needs analysis, together with discourse analysis, is central to ESP (Dudley-Evans, 1997). Belcher (2006: 135) even stated that 'needs assessment is seen in ESP as the foundation on which all other decisions are, or should be, made'. Some criteria used in needs analysis are the level of students, their experience and motivation, the professional context for which they are being trained, their subject area and the communicative requirements of their future working circumstances. These elements of analysis involve assuming that the learners are adult and they are usually constrained by time limits (Dudley-Evans, 1997).

Discourse or genre analysis is the second ingredient in any ESP programme. Although initially ESP courses were designed based on lexicogrammatical features and frequency lists of specialised vocabulary, researchers and teachers soon realised that 'macro-level discourse features and rhetorical motivations' had to be taken into account, including 'whole text analysis, with exemplar texts from the learners' fields of study or work' (Belcher, 2006: 136). That is the reason why ESP is considered a materials-driven activity rather than based on concrete teaching methods. Those materials are traditionally written texts due to the influence of English for Academic Purposes (EAP) and the professional areas for which more ESP programmes have been developed, i.e., law, business and science and technology.

A usual debate arises about to what extent the ESP teacher must be skilful in content knowledge, as he/she is a language teacher, but also a content teacher. Most authors seem to give priority to the language teacher facet, but he/she must have notions on the subject area as well as master the linguistic features of it.

Finally, it is important to highlight the lack of ESP programmes designed for professional areas other than science and technology or business, at its peak in the 1970's and 1990's respectively. Although nowadays it is more and more common to find ESP courses for many different professional fields, there is a lack of ESP programmes for teacher training, especially for primary teachers, who must master a wider range of disciplines, having the option of not majoring in any specialised field of knowledge.

1.4 Teaching approaches

The teaching approach was one of the key concepts when designing our ESP programme. Currently, research on teaching methods is plentiful and the variety of proposals is extensive. Though a single method could be suitable for our programme, a hybrid system allows for a more complete method and, therefore, students can take advantage of different and complementary techniques. Hence, this proposal is based on contemporary and innovating methodological techniques on FLT, as Learner-centredness (Cullen & Harris, 2009; Horn, 2009; Newmaster, Lacroix & Roosenboom, 2006; Pillay, 20 02), Communicative approach (Arnold, Dörnyei & Pugliese, 2015;

Larsen-Freeman & Anderson, 2000; Richards & Rodgers, 2014), Task-based learning (Larsen-Freeman & Anderson, 2000; Littlewood, 2004; Richards & Rodgers, 2014), Learning to learn (Thrun & Pratt, 2012), Emergent grammar (Helasvuo, 2009; Hopper, 1987), Blended learning (Bonk & Graham, 2012; Garrison & Vaughan, 2008) and Flipped classrooms (Bergmann & Sams, 2012; Bishop & Verleger, 2013). Although they are not described here, the reasons why these approaches fit our ESP programme will be briefly exposed.

The idea of learner-centredness is fundamental for the kind of course the student will be faced with. The teacher adopts a secondary role in class, helping, monitoring, checking, advising and guiding being their principal tasks. It is the student who has to develop knowledge, the teacher stepping aside to leave the central role to the learners. This is closely connected to the communicative approach, since learning activities should have communication as their final aim, trying to make students' progress while discovering and sharing concepts and methodology. Activities should also be task-based, following the idea of the importance of context and reality in any ESP course. The tasks must be purpose-oriented in order that the students know the goal before starting to think and work, being this a way of creating the atmosphere necessary to develop a teaching consciousness.

The presence of information technology (IT) should be considered fundamental nowadays. The idea of blended learning where new technologies intertwine with other methods and approaches is as motivating as useful for the students' self-direction: the students will use their computers to search for the information required, sometimes creating their own online activities out of scratch, sometimes applying the new technologies to turn flat activities into motivating ones. The idea behind the use of IT is to coach students into the creation of their own tasks for their own future pupils. Blended learning links with Flipped Classrooms: it is impossible for the university professor to introduce all the concepts the students need to internalise in so few teaching hours. If the students listen to online lectures, carry out research work, and participate in online discussions at home, the knowledge that once was internalised in class can be absorbed at home while the class turns into a place for questions and practical tasks. No longer is the teacher the one to explain and try to make students understand what they can do by themselves. The students are supposed to force their own intellect and develop their own strategies to dig into the problems they may encounter while learning teaching contents and English language.

2. METHODOLOGY

The main goal of this ESP programme was that pre-service teachers optimise their English learning, focusing on those contents which will be especially useful in their future professional context. For that aim, the procedure consisted in designing a learning programme in which contents were related to the future professional performance of pre-service teachers in order to, eventually, prepare specific material for the programme, not only for students (a textbook), but also for teachers (a teacher's book).

2.1 Context

The Faculty of Teacher Education at Universidad Autónoma de Madrid (UAM) offers, within its Primary Education Degree, two mandatory subjects of English, divided in two years. Also, there is an optional Majoring in English for those primary education students who want to specialise in teaching EFL. Taking into account that the tendency in Spanish schools is to establish a bilingual primary education system (Spanish and English), those students who do not major in English will need also a solid EFL training. However, the two English subjects offered add up to 12 credits, i.e. 120 hours of learning. It is not enough regarding the students' profile: most of them are Spanish native, with a low-intermediate level of English language. Therefore, an ESP programme could guarantee to exploit that 120 hours of English learning by teaching specific vocabulary and expressions required in a school context.

2.2 Procedure

ESP came to help us in our quest towards professionalization of teachers. Firstly, the three features common to ESP courses were taken into account: a) authentic material, b) purpose-related orientation, and c) self-direction (Carver, 1983). Also, a fourth feature could be added here, the one we consider extremely important: d) the creation of an attitude towards the language and knowledge the students will use in the future. Hence, the material used to design our ESP programme was authentic material, which includes different kinds of texts about education (laws, fragments from scientific studies, journals and newspapers and information from web pages on education), videos and audio files from experts, teachers and researchers, etc. The programme is purpose-oriented, since it aims for recreating a real context where students must master specific linguistic knowledge and use it properly in different situations that may happen in a school context. Also, self-direction is covered as students must, on the one hand, make decisions about how to act and what to do in concrete situations; and, on the other, as they must develop some activities outside the classroom (some examples are described in the next section). Finally, through different activities, students are invited to reflect on English language features as well as on education issues and their own performance and identity development as teachers.

Johns (1990: 91) argued that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners". This is precisely the kind of problem that we tried to solve: the creation of a programme that deals with all the information that primary would-be teachers should know in English to be able to think and develop ideas in that language. For that, we followed the characteristics of an ESP course proposed by Dudley-Evans and St. John (1998: 4-5) to design our ESP programme:

- Meeting specific needs of learners: those of primary education would-be teachers.
- Using methods and activities from the field of knowledge it is designed for: we based our programme on current trends on primary education regarding tasks development, curriculum design, classroom management and assessment.
- Being centred on the English language: the grammar contents, vocabulary, register and type of texts adjust to situations which take place at school.

- Dealing with specific disciplines: the field of primary education.
- Using methods different from those of general English courses: as mentioned above, we take into account primary education teaching techniques together with EFL teaching techniques.
- Being addressed to adult learners: it is a course for university students.
- Need of an intermediate or advanced level: most students come from secondary school and they are required to have a B1 or intermediate level of English.

Once taken into account all characteristics and seen that the course fits exactly the ESP model, designing the proposal was the next thing to do taking into consideration what was our main aim: lead would-be primary teachers step by step into their particular field of thought and action in order to evolve into teachers who could fully understand what their professional purpose would be.

For that, the second most important ingredient, apart from the ESP model, is the teaching approach. As it was mentioned before, a deep research into the current methodological techniques on L2 teaching was carried out. The output was a hybrid system which gathers up the most effective methods used nowadays around the world which complement each other.

After a thorough search for material, in written format as well as audio-visual material, for the development of activities, there was a selection and distribution of that material to design each unit of our ESP programme. Also, throughout the different units, activities are balanced to work equally the five main skills when learning an L2: writing, reading, listening, speaking and interaction. What resulted in the design of a textbook, taking into account, on the one hand, the number of teaching hours of both English subjects within the Primary Education Degree at UAM and, on the other, the contents established in the teaching guides of both subjects and the contents needed to consider the project an ESP programme.

During some lessons, the programme was tested, randomly selecting some activities to assess its approval by students and its results. After gathering feedback, some modifications were carried out.

Finally, the layout process of a textbook started, obtaining a final printing material for students and for teachers. The teacher's book includes extra and alternative activities, instructions for teachers and comments on the activities derived from the experience after the classroom testing.

Before getting into the description of the textbook for would-be primary teachers, which is the final product of the current project, it is necessary to establish those features an expository text should have. Being an expository text written with a purpose of informing the reader, it should be fact-based and full of relevant and reliable information. Therefore, it should get to the point quickly and efficiently, helping the readers:

- Understand a variety of written materials.
- Build and expand background knowledge about a great variety of themes.
- Develop specific vocabulary needed to dig into the topic selected.
- Learn how the information given is organized and written.
- Find out what is most relevant for understanding the contents of the book.

All these features respond not only to an efficient text, but also to an effective ESP course.

3. ESP PROGRAMME FOR PRE-SERVICE TEACHERS

The idea of professionalism is greatly embedded in the spirit of the final written output of this project: a textbook. The goal was to compile a number of articles, extracts from laws, books on primary teaching, websites, and anything related to the primary teachers' development of their own personality as educators of the future. All this information was laid out in a way that allows students to learn EFL, but also, increase knowledge on primary education around the world, especially in English speaking countries. The textbook is made up of 10 units, each one divided into four parts (A, B, C and D). The first five units include all the information connected to the first years of in-service teachers' practice and cover the first English subject within the Primary Teacher Degree at the Faculty of Teacher Training (UAM); while the second five units deal with what should be key topics needed for absolute command of the class and its contents, and meet the second English subject at the university.

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1.  The Law: The Outer Limits
2.  Key Competences and Objectives: The Inner Limits
3.  At School
4.  In Class
5.  Project: Teaching at Primary School
6.  Motivation: Where Everything Starts
7.  Blended Learning: Click for Results
8.  Project: A Survey at the Faculty
9.  Discipline Matters
10. The Student's Personal Development
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Figure 1. Textbook units

Units 5 and 8 are projects in which students must work in groups, researching on different topics and elaborating material as activities to teach English to children, surveys to find out about their class mates profiles as future teachers, etc. The aims of these projects are fostering motivation through a purpose-related orientation, encouraging self-direction and promoting the teaching techniques mentioned above, as blended and task-based learning.

Grammar has been included, but only by means of learning to learn, that is, the students should not be explained grammar explicitly but they must be able to infer rules from examples and develop their own comprehension of a grammar that will emerge from their own learning reality. All units have a grammar topic with a distribution similar to any other general English textbook and meeting the requirements established in the official course description:

Unit1: Present Simple and Continuous

Unit 2: Future Forms, First Conditional and Future Time Clauses

Unit 3: Present Perfect Simple and Continuous

Unit 4: Modal Verbs. Comparatives and Superlatives

Unit 5: Past Tenses: Simple, Continuous and Perfect. Second Conditional

Unit 6: Passive Forms

Unit 7: Present and Past Modal verbs of Deduction

Unit 8: Reported Speech

Unit 9: Relative Clauses. Gerunds and Infinitives

Unit 10: Third Conditional. Wishes

Figure 2. Textbook grammar contents

These grammar topics revise the ones the pre-service teachers have already seen at Secondary School, in-knowledge considered. Grammar should be taken as another aid for the students to understand the texts, either read or heard, included in the textbook. In short, grammar is used to serve the students as a tool in their search for full, actual comprehension, not as an aim. As Hopper (1987: 141) said: 'The notion of Emergent Grammar is meant to suggest that structure, or regularity, comes out of discourse and is shaped by discourse in an ongoing process'. Therefore, grammar stands for patterns which repeat in discourse and that can be observed and learnt by students without an explicit training, but using language.

An example of the approach taken could be seen in Unit 6, the one devoted to motivation. The pre-service teachers are in their third year, so they have already been instructed about the main notions about their future professional life. They now know the laws their career is based on, the main competences and objectives, everything they have to remember about the school and the class, and carried out their first project (Unit 5) during their first English subject at university in order to put into practice the notions given. The second course on English language starts with motivation, a key topic for any teacher. The unit is divided as follows:

MOTIVATION: WHERE EVERYTHING STARTS

6A: How to begin with?

6B: Let's talk about motivation

6C: Motivating the students

6D: Goal Diggers

Figure 3. Unit 6

Each part contains and practises the four traditional skills (reading, listening, writing and speaking) and additional ones like interaction, thinking and debating. The readings include the basic notions about motivation which are introduced in the first part and followed by consistent scaffolding practice. The following activities (Figures 4 to 6)

have been prepared for the students to develop their capacity to brood over their future professional life and come to conclusions about teaching and learning:

READING AND SPEAKING

Read the following text about motivating students and say if the tasks below could be considered to be motivating or not and why. Use the information in the text to support your answer. Then share your results with your mate and tell the class about it.

Planning to motivate pupils

Selecting and designing tasks involves not only a deep understanding of the material to be taught but also matching the level of work to that of the pupils. It is also vital that the subject matter is appropriate for the individuals in the class. So provide opportunities for pupils to reflect on and share their personal experiences and their feelings about the topic being studied (this reassures the pupils and allows the teacher an opportunity to plan appropriate tasks); draw on what pupils already know and can do to stimulate their interest and imagination; and select tasks that are challenging and achievable.

For effective learning to take place, learners need to understand what they are trying to achieve, and want to achieve it. Understanding and commitment follows when the pupils have some part in deciding goals and identifying criteria for assessment. These criteria should be discussed with the pupils, providing examples of how the criteria can be met and engaging the pupils in peer and self-assessment.

Teaching styles: Children learn in different ways so when planning lessons, use a variety of strategies to cater for different learning styles.

Feedback: The way in which a teacher gives feedback on a pupil's work has an enormous impact on their motivation. There has been a great deal of research into the impact of feedback on children's learning and one of the most important findings is that children only focus on marks and ignore the comments that accompany them. Therefore, if the teacher wants the pupil to improve learning s/he should: pinpoint the learner's strengths and advise how to develop them, be clear and constructive about any weaknesses and how they might be addressed, provide opportunities for learners to improve upon their work and with a clear understanding of what to do next and adjust teaching to take account of the results of assessment. So, in order to motivate pupils to learn effectively teachers must provide a safe and stimulating environment. Within this setting, the teacher must provide a curriculum which is relevant to them, takes into account their learning needs and builds on their prior knowledge and experience.

Tasks

1. The teacher will dictate the rules of football to the students. They'll write them down and memorize them for the following class.
2. The teacher starts telling a story and the students go on with it. The teacher will ask questions in order to guide the students.
3. The teacher tells the students they will be writing a poem about monsters from other planets. The teacher gives the students a group of words to be used and some pictures of monsters to help.
4. The teacher will give the students a list of natural disasters. They'll look up information about them on the Internet and bring it to class to share with their mates.
5. The teacher will ask the students who their heroes are. The students, working in groups, will list their heroes and write a descriptive paragraph about them.
6. The teacher gives a list of words for the students to translate. Then the students write sentences in their own language using the translations.
7. The teacher will give the students a poem about the Olympic Games and the students will find words related to sports and connect them to pictures which have been brought to class by the teacher.
8. The teacher will give the students a list of words related to the process of making bread. The students will put those words in alphabetical order.

Figure 4. Reading and speaking activity sample

Figure 4 presents an activity in which the student, working individually, read about motivation and make an analysis about authentic activities carried out in a class. However, Figure 5, shows an activity where students must work in small groups and debate about an authentic survey.

THINKING AND TALKING

Work in groups of three. Look at the survey below and discuss why you think this happens.

Shocking But True! There is a connection between self-esteem and motivation and engagement.

Percentages of High Self-Esteem in Kids:

☐80% of kids entering 1st grade

☐20% of kids entering 5th grade

☐5% of kids entering high school

Figure 5. Thinking and talking activity sample

Finally, in Figure 6 an example of flipped classroom is presented, in which self-direction and purpose-oriented tasks are fostered.

HOMEWORK: SEARCHING AND WRITING

Look at the definition of motivation by Brophy. Surf on the internet and find one or several activities which meet the requirements stated below. Bring the activities written on a separate sheet of paper to be presented in class and then handed in.

Student Motivation: (defined by Brophy) the drive that focuses the student and causes them to achieve the task.

☐Student interest
☐Student needs
☐Novelty and variety
☐Attention Span (average adult=20 minutes!)
☐Success
☐Tension
☐Feeling tone (Madeline Hunter, 1982)
☐Feedback
☐Encouragement

Figure 6. Homework activity sample

The three activities included above show openly that their main purpose is that of making the students think about their preparation for their future jobs, insisting on the importance of sharing ideas with their mates, who will probably turn into their future colleagues. All texts are authentic; there is no abridgement in order for the students to get in contact with real English, the one that will be a constant in coming years. The activities show a variety of skills being practised: reading, writing, listening and speaking as well as thinking, interaction and debating. Blended learning is considered: the students need the new technologies to prepare their homework and the presentation in class. The activities include tasks which make students communicate with their peers, they never work individually since cooperative and collaborative learning is one of the key approaches that were taken into account when designing the program. All elements

of this type of learning are visible throughout the book: face-to-face interaction, positive interdependence, individual accountability, collaborative skills and group processing.

The listening part is either practised by means of recordings, or videos, or even in the form of debates and conversations. Any kind of oral interaction is considered to be listening practice, not necessarily devoted to pre-recorded audios. Whether it is authentic conversations or taped ones, they all are related to educational matters since the idea is to internalise vocabulary and concepts that have to do with the teaching practice.

In short, the programme has been thought to develop the pre-service teachers' capacity to recognise and give everything related to educational matters its real value, to bring the reality of teaching into the classroom, to give the possibility to think and come to conclusions about teaching and learning, to anticipate the feeling of professionalism in the students and allow them to think of themselves as real teachers in spite of being still at university. Evetts (2014: 33) said that 'a different way of categorizing professions is to see them as the structural, occupational and institutional arrangements for work associated with the uncertainties of modern lives in risk societies'. One of the aims of the present programme was diminishing those uncertainties to make of our students' future a safer place to develop their long-life learning as teachers to come.

4. CONCLUSION

ESP programmes are increasingly demanded nowadays as, from a functional and pragmatic perspective, they are a more effective way of learning a language for professional ends. This ESP programme for pre-service primary teachers enable the learners to know the core vocabulary and expressions they are going to need when facing a professional context. As mentioned before, there is a lack of ESP programmes addressed to pre-service primary education teachers. Therefore, designing it was a need, as well as the central motivation to launch this project.

Students' response after a year of testing the programme at the Faculty of Teacher Training (UAM) was positive. According to their feedback, they felt that the ESP course helped them to feel more confident when facing an authentic school context. Also, their suggestions helped us to improve the programme.

The product resulting from the ESP programme was a textbook for students and a similar one for teachers, the latest including suggestions and explanations for teachers, extra and alternative activities, etc. Although the textbook is being published in the near future, the intention is to carry out regular revisions to enhance and update the text. Not only students at UAM, but also students and teachers at other universities can take advantage of this ESP programme.

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