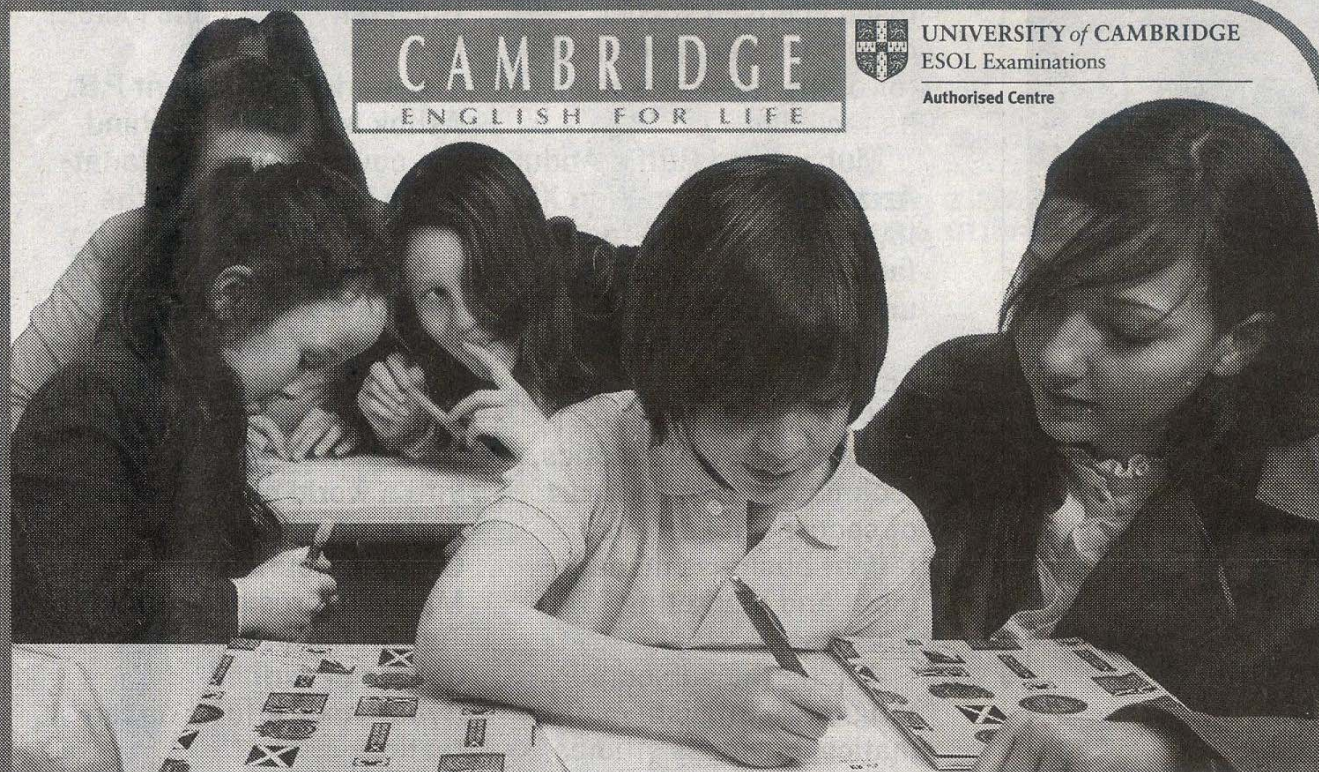


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ENGLISH FOR LIFE



UNIVERSITY of CAMBRIDGE
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Authorised Centre

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Cambridge English For Life (CEFL) is the leading provider of English language courses in Malaysia and CEFL centres conduct the following preparatory courses leading to the Cambridge ESOL Examinations.

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CEFL employs proven teaching methodology

DO you recall movies like *Dangerous Minds*, *Mr. Holland's Opus*, *Dead Poet's Society* and *The Ron Clark Story*? They all had something in common. They are based on true stories about teachers who, despite enormous challenges, succeeded in making winners out of students who were at best 'robotic' and at worse, 'losers'.

Is there a secret recipe that helped them achieve their extraordinary results?

A common thread in these movies was that the classes were communicative and there was consistent interaction between teacher and students and among themselves.

Take *Dangerous Minds* for example. When former US Marine LouAnne Johnson took up a teaching position at Carlmont High School in Belmont, California, she found herself confronted with a classroom of rebellious students from lower-class and underprivileged backgrounds, involved in gang wars and drug pushing. None of them were interested in school.

To pique their interest, LouAnne devised exercises that used themes and language that appealed to her students. Instead of introducing poetry in a traditional way, she used Bob Dylan's *Mr. Tambourine Man* to teach symbolism and metaphor, and then progressed to Dylan Thomas's *Do Not Go Gentle into That Good Night*.

Her lessons had a direction and a definite objective. This is called the 'communicative approach' where the main overall objectives should be twofold: to give confidence to the students in using the language and to promote the use of accurate English.

Teachers who apply the 'communicative approach' use a variety of techniques to encourage learners to participate – role plays, using scenarios relevant to the students; drama and storytelling; debates

At CEFL, a communicative approach is used to make learning fun and help children become fluent English speakers.



and presentations for the more mature learners; and lively discussions on topics of interest to the students.

By developing this confidence in a friendly, conducive environment, learning can take place effectively.

It has been shown that children

especially (adults also), will be better motivated to use a language in a non-stressful learning environment. How often do children respond to a question about an English class with the predictable "boring"? What this means usually is that their attention is not engaged. In

these circumstances, how can they be expected to learn? But if a student's perception is that learning a language is fun, he or she will not only be ready, but eager to join in, participate and thereby acquire the language.

Cambridge English For Life (CEFL) has used this methodology consistently and has been doing so for 10 years now. The significant difference between what we might call the traditional teaching methods of 'chalk and board' and the communicative approach is simply that learners are provided with many opportunities to use the language in meaningful ways. Students thus become more responsive and engaged in lessons.

At CEFL, this communicative method of teaching is used to help students acquire English and to prepare them for the Cambridge English for Speakers of Other Languages (ESOL) examinations. Courses start for children as young as four and progress by stages to a high level of proficiency which brings enormous benefits for children studying for exams, moving on to college, university or getting a job. Adults can take up conversational and Business English courses designed to meet their specific needs. For more information on the merits of communicative approach to learning, watch an interview with CEFL's CEO on Ntv7 Breakfast Show on the CEFL website.

☐ For details on CEFL courses call 03-7883 0912 or visit www.cambridge-forlife.org.