| Stage | 4th Year |
| --- | --- |
| Course title | Practicum and Classroom Practices |
| Credits | 4 |
| Teaching hours | 3 |

## Course Description:

The practicum experience provides students the opportunity to apply and integrate knowledge acquired through coursework. In clarifying and broadening career goals, the practicum experience assists students in discovering, developing and refining necessary competencies and skills for their proposed career objectives. The Practicum course is designed to exposure students to their professional role by completing hours in the field. The course instructor will conduct at least one site visit per semester for each student enrolled the Practicum

The Practicum is a professional field experience program designed to provide the student with the opportunity to work in a professional environment under the supervision of an experienced teachers. This opportunity allows students to integrate the theory and knowledge of course content with the application of principles and practices in a work environment, via, secondary and high schools.

## Learning Objectives:

Upon completion of the course, students should be able to:

- gain practical experience based on the understanding and application of theoretical knowledge.
- observe the analysis of and solutions to problems arising in professional work settings.
- interact with colleagues in a professional work environment.
- participate in a representative range of professional activities in the work setting.
- develop a professional self-awareness.

**Course Content:**

1. Student-Teacher: A starting Point
2. Learner characteristics
3. Aims, Goals, Objectives and Lesson Planning
4. Teaching Vocabulary
5. Teaching Grammar
6. Teaching Listening
7. Teaching Speaking
8. Teaching Reading
9. Teaching Writing
10. Classroom Management
11. An Observation Checklist for Student Teachers' Performance
12. Classroom Language

**Required Textbook:**

Leslie Opp-Beckman, **Shaping The Way We Teach English**.

Shaima Albakri, and Khansaa Albahadili, **Undergraduate Practicum Course**

## UNDERGRADUATE PRACTICUM COURSE

— English Course for Fourth Year Student Teachers —

# Undergraduate Practicum Course

## Dr. Shaimaa Al-Bakri & Dr. Khansaa Hassan Hussein
### Linguistic Supervisor
### Dr. Abd Al-Karim F. Jamil
### 2014

Table of Contents

# Preface

Welcome to student teaching...  a wonderful and exciting journey toward becoming English language teachers. You are entering the capstone experience of your preparation to teach. Your undergraduate practicum course will offer you a variety of ideas and opportunities about teaching .Although we believe that language instructions should  be based on spontaneous communication, real – life language materials, the development of academic literacy, a caring relationship with learners, and the encouragement of learner autonomy, the message throughout this book will that you are a competent and caring individual whowill be the most familiar with the  students and  their English language needs.

Throughout this book, you will be given practical guidelines, techniques, strategies and variety of activities for making decisions and specific teaching situations to think about to help you become comfortable with the process of thinking about language teaching.

The course contains 10 chapters. Each chapter focuses on aspecific pedagogical area with a variety of pedagogical features.

- **Objectives**

Each chapter begins with a list of objectives that identify the expected student-teachers outcomes.

- **Glossary**

  This feature is included to provide explanations and definitions for the prominent terms located in each chapter.

- ## Sources for Learning

  For further learning, student –teachers can consult numerous of related sources.

- **Warm-up Activities**

  In each chapter, this phase involves two sections:

- **Breaking Ice**

This feature gives student-teachers some ideas about how to provide positive momentum for learners by:

1. Helping young people feel comfortable together
2. Helping new members to integrate into a group.
3. Encouraging cooperation.
4. Encouraging listening to others.
5. Encouraging working together.
6. Developing social skills.
7. Building rapport with leaders.
8. Creating a good atmosphere for learning and participation.

- **Brainstorming**

This feature presents specific questions about the topic of each chapter.By asking questions about what have gained from the lesson, the 'brainstorming'section encourages student-teachers to respect their and others' point of views.

- **Video Task**

To elaborate student-teachers understanding of the topic presented in each chapter, two or three videos are available in student-teachers CDs.

● **The Task**

During this phase, and in small groups, six or seven tasks student-teachers have to perform them.

● **The Follow-up Activities**

At the end of every chapter and during this phase, there is a 'self or peer evaluation checklist'. The purpose of these checklists is to develop student-teachers' own self-awareness, so that they can improve their own teaching performance.

# 1 Student Teachers: A Starting Point

## Objectives

**This chapter provides information that will help you to:**

1. Infer the main student-teachers' responsibilities in pre ,during , and after the practicum.
2. Suggest additional guidelines during student teaching.
3. Suggest a checklist to evaluate student -teachers' teaching performance.

# Glossary

| Terms | Definitions |
|---|---|
| Collaboration | Working with each other to do a task. It is a recursive process where two or more people or organizations work together to realize shared goals, (this is more than the intersection of common goals seen in co-operative ventures, but a deep, collective, determination to reach an identical objective  for example, an endeavor that is creative in nature by sharing knowledge, learning and building consensus. |
| Conceptualization | The ability to invent or formulate an idea or concept. The conceptualization phase of a project occurs in the initial design activity when the scope of the project is drafted and a list of the desired design features and requirements is created. |
| Context | Parts of a written or spoken statement that precede or follow a specified word or passage and can influence its meaning or effect.<br>It is also  a set of circumstances or facts that surround a particular event, situation, etc. |
| Flexibility | Teacher's quality of being able to adapt what they do in a lesson, especially when faced with unforeseen problems. |
| Learning environment | Engaging learners in "sense-making" or reasoning about extensive resource sets. Learning environments typically include four components: an enabling context, resources, a set of tools, and scaffolds. Authentic or realistic contexts are provided to motivate learners, and typically take the form of complex, full-scale problems representative of real-world tasks. |
| Performance | Actions of a person or group when given a learning task. |
| Practicum | The final activity in student-teachers' programmes which is intended to provide them with the opportunity to engage in all the activities. Practicum experiences will take place at |

| | schools where the student teachers work with programmers to their degree and licensure needs appropriate. |
|---|---|
| Reflective teaching | Looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analyzing and evaluating this information, we identify and explore our own practices and underlying beliefs. |
| Responsibility | The social force that binds you to the courses of action demanded by that force; "we must instill a sense of duty in our children"; "every right implies a responsibility; every opportunity, an obligation; every possession, a duty" |
| Warm –up | The stage of preparation, planning, etc. It comes before students perform a task in Task-based Learning. |
| Follow-up | The stage of evaluation and reflection. |
| Task | Something we ask students to do, such as solving a problem, making a presentation or creating an advertisement. |

## 1. What is a Practicum

In line with how teaching is conceptualized in the 21st century, the practicum is a period of time during initial teacher education that student teachers are attached to schools, in order to experience what it means to teach. It provides an opportunity for student teachers to practice and at the same time, to reflect about their practice. It provides a platform for inquiry, for trying ideas within supportive, collaborative relationships, and for talking about teaching and learning in new ways. It enables student teachers to acquire beginning teaching competencies. It also helps prepare them for the realities of teaching by providing them with a clear understanding of the meaning of their profession and the contexts for schooling.

During practicum, student teachers are mentored and guided by their School Teachers and the university Supervisors through focused conversations (if applicable) and systematic observations. Student teachers will have the opportunities to become involved with, and actively participate in all aspects of the school's activities.

Through these experiences, student teachers will learn to acquire the necessary values, skills and knowledge for teaching effectively in this new landscape.

## 2. Value of the Practicum

The practicum programme is an opportunity for student teachers to engage in a dynamic and iterative cycle of inquiry within a variety practicum settings. It is within these various communities that our student-teachers are exposed to ideas of teaching and learning, engage in discussion about these ideas, and are provided with opportunities to test their professional knowledge and practice in a variety of settings. The practicum:

1. Allows the student -teachers to learn and grow as teachers through observing and participating in the day-to- day realities of teaching in school settings;
2. Provides student -teachers with periods of observation and classroom interaction in  different classrooms ;
3. Allows the student -teachers to appreciate and gain insights regarding school culture and the professional community in which they work;
4. Provides a context within which student -teachers are able to question, reflect, and entertain uncertainty as they articulate and examine their own understandings of teaching, and learning;
5.  Enables student -teachers to demonstrate an increased understanding of their developing self as a teacher.

## 3. Student-Teachers' Responsibilities

There are three sets of responsibilities to be done by the student-teachers.

### 1. Student -teachers' responsibilities in pre-practicum
The aims of this period are to:

- deepen the quality of learning, in the form of critical thinking or developing a questioning attitude.
- enable the student-teacher to understand their own learning process.
- facilitate learning from experience.

- increase active involvement in learning and personal ownership of learning.
- increase the ability to reflect and improve the quality of learning.
- enhance problem-solving skills.
- enhance professional practice or the professional self in practice.
- explore the self-personal constructs of meaning and one's view of the world.
- enhance the personal value of the self towards self-empowerment.
- enhance creativity by making better use of intuitive understanding .
- provide an alternative 'voice' for those not good at expressing themselves.
- foster reflective and creative interaction in a group.

The programme is, thus, designed to be used by student teachers who will:

- show enthusiasm towards the programme.
- make real use of the material.
- read the objectives of each chapter so that they will learn how to formulate their own objectives when they enrolled in the teaching process.
- read the glossary of each chapter.
- seethe required CD for each chapter.
- explore teaching strategies, learning activities and resources.
- engage in different roles and perform all tasks.
- participate in teaching.
- engage in self, peer and group evaluation of his/her and other student-teachers' performance.
- reflect on your own performance.
- anticipate feedback and suggestions, and take a positive attitude toward them.
- maintain openness toward other points of view.
- incorporate suggestions discussed and agreed upon into your teaching quickly and consistently.
- ask questions, when needed, to clarify criticism and suggestions. Since your ability to incorporate suggested changes into your teaching is important, make sure you understand the suggestions.

## 2. Student teachers' responsibilities during the practicum

Student-teachers  are being welcomed into a school by the principal and staff as associated members of the teaching profession and are expected to take on the responsibilities assigned by the school principal and the Associate Teacher. You will be both a learner and a teacher.  You will be able to test your knowledge of your discipline and your skills of teaching technique, but, most important of all, you will learn much about people, especially about your students and yourself.
Student-teachers are expected to follow the school culture, expectations, procedures, and daily routines and engage in the daily life of the school.
  The student- teacher is expected to take into account the following six Guiding Principles:

- **Knowledge**

   The student- teacher is expected to be well-grounded in student development, the content areas that are central to teaching, and assessment strategies.

- **Learning Environment**

 The student - teacher is expected to create and nurture positive physical, social, and academic learning environments.

- **Personalized Learning**

  The student - teacher is expected to understand their pupils' ability levels, interests, and learning styles.  The student teacher demonstrates instruction that reflects the diversity among all learners.

- **Community**

The student- teacher is expected to understand and to be involved in the academic learning community.  The student teacher builds and develops relationships within the school, corporation, and community.

- **Reflection**

The student-teacher is expected to reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession.

- **Growth**

The student- teacher is expected to develop a philosophy of teaching and learning, which demonstrates continuous professional growth in values, commitments, and professional judgments.

```
        ┌──────────┐      ┌──────────┐       ┌──────────────┐
        │  Growth  │      │ Knowledge │       │  Learning    │
        │          │      │          │       │ environment  │
        └──────────┘      └──────────┘       └──────────────┘

        ┌──────────┐   ┌──────────────────┐   ┌──────────────┐
        │ Reflection│   │ Teaching development│ │ Personalized │
        │          │   │                  │   │  learning    │
        └──────────┘   └──────────────────┘   └──────────────┘

                       ┌──────────────┐
                       │  Community   │
                       └──────────────┘
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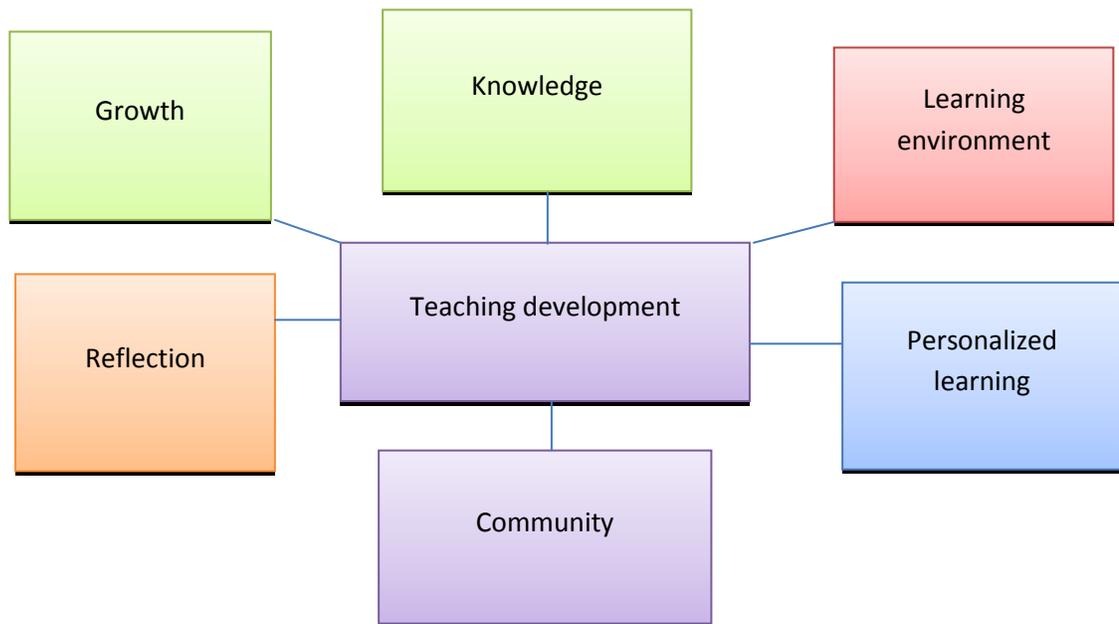
## Guidelines for Professional Conduct during student teaching

The following are some general guidelines to be taken into account during student teaching:

1. **Know and follow school rules and procedures.**
2. **Read the school's handbooks, and follow all rules and procedures while in the school.** Also be sure to follow instructions for parking and for signing in and out.
3. **Be reliable and on time.** Before student-teachers begin a placement, they should carefully review the college and school calendars, along with their personal calendar, paying close attention to early dismissal and in-service days, holiday closings, field trip and testing days, as well as college vacations. student-teachers begin and end student teaching according to the College semester schedule, but follow the school calendar, not the College calendar, for days off. student-teachers are expected to be at their school every day, all day.

**4. Dress professionally.** Wear professional-looking attire. First impressions are lasting and influence how students and staff treat you.

**5. Maintain strict confidentiality.** Do not discuss individual students outside the school setting. Most student data is private and should not be released to anyone but the student, parents, and staff with a legitimate educational interest. Do not make public lists of students who received the top scores or the names of students who need to turn in work. Always check school policy to determine whether pictures or video clips of students can be used for bulletin boards, included in the candidate portfolio, or reproduced in any way.

**6. Practice professional dispositions.** Time in the school should focus on the student teaching experience and practicing professional dispositions.

**7. Maintain a professional relationship with students.** Here are some suggestions to maintain a professional relationship with students:

    a. Do not meet with students alone in a closed setting. Have another adult present when meeting with a student privately and keep the door open. Be aware of and sensitive to physical and emotional boundaries. Everyone's boundaries are different.

    b. Do not meet with students in non-school settings, especially when other adults are not present.

    c. Never use physical force to punish a student.

**8. Accept direction and feedback gracefully.** It is important to remember that student teaching provides a safe, sheltered environment for student-teachers to develop a realistic picture of their own personal strengths and weaknesses. Student-teachers should accept all comments and suggestions as sincere efforts to enhance their professional growth and development.

**9. Patience.** Be willing to explain the point as many times as necessary.

**10. Organization.** Have well-prepared lessons and have a sense of purpose and direction for the course as a whole.

**11. Awareness of need.** Be aware of students' difficulties and problems.

**12. Flexibility and imagination.** Use textbooks with discrimination and to bring other materials to supplement or replace unsuitable or uninteresting textbooks.

**13. Variety and balance.** Try to provide a varied of grammar, vocabulary, listening, and speaking practice.

### 3. Student teachers' responsibilities : post -practicum

Post-Practicum is the phase when student-teachers finish and return back to their colleges or universities. During this phase the student-teachers' responsibilities can be inferred as follow:

1. Identify areas of strength and areas of weakness.
2. Share on how their practicum experience helped to develop their teaching competencies.

# 4. Habits of highly effective teachers: How to stay fresh in the Classroom

**Habit 1: Be Proactive**

- Act in the classroom , not re-act.
- Every teacher needs a pause button.
- Don't create problems for yourself.

**Habit 2: Begin with the End in Mind**

- Teachers need a destination and a compass.
- A Teacher's Mission Statement-Why did you become a teacher?
- The end should always be "what is best for the students under your care?"
- Planning ahead always makes things better.

**Habit 3: Put First Things First**

- Establish priorities in the classroom

**Habit 4: Seek First to Understand.**

- Recognize your prejudices in the classroom and work to overcome them.
- Practice Empathic listening.
- Give honest feedback to students.

**Habit 5: Synergize**

- Work together with coworkers, parents, students, and administrators.
- Value and celebrate differences.
- Involve people in the problem and work out the solution together.

**Habit 6: Sharpen the Saw**

- Renew yourself: Physically, socially, mentally, and spiritually.
- Nurture your relationship with students.
- Always grow-be a better teacher tomorrow than you were today.

# Sources for Learning

**For further learning, consult the following sources:**

Cochran-Smith, M., and Lytle, S. (1999).*The Teacher research movement: A decade later*. Educational Researcher, 28(7), 15-25.

York-Barr, J., Sommers, W. A., Ghere, G. S., andMontie, J. (2001). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, California: Corwin Press.

Tan, O. S. (2003). *Problem-Based Learning Innovation*. Singapore: Thomson.

Darling-Hammond, L., and Bransford, J. (Eds.). (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco, CA: Jossey-Bass.

Schulz, R. (2005). "The practicum: More than Practice". *Canadian Journal of Education*, 28(1 and 2), 147-167.

Damion R. Cummins.(2009).*The Role of Practicum and Intern Supervisees in Professional Identity Development*. New Orleans: B.S., University of Louisiana.

Ear Icy, P. and Porritt,V. (2010).*Effective Practices in Continuing Professional Development: Lessons from Schools*. London: Institute of Education.

Muijs, R.D. and Reynolds, D. (2010*) Effective Teaching: Evidence and Practice*. London: Sage.

# Warm-up Activities

- ## Ice Breaking Activities
  These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

**Interview**

Divide the students into pairs. Ask them to take three minutes to interview each other. Each interviewer has to find 3 interesting facts about their partner. Bring everyone back to together and ask everyone to present the 3 facts about their partner to the rest of the group. Watch the time on this one, keep it moving along.

**My name is?**

Go around the group and ask each student to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the same letter of his name e.g. generous Grahame, dynamic Dave. Write them down and refer to them by this for the rest of the evening.

- ## Brainstorming
**If you are working in a group**

- **First, note down your own answers alone.**
- **Share with the other members of the group.**
- **Check the answers together.**

1. What opportunities does practicum programme give student-teachers?
2. In what cases can practicum activity help student-teachers?
3. What are the student teachers' responsibilities to the school where they are placed?
4. Who observes the student teachers' performance?
5. What can observations focus on?
6. Do you think that the student-teachers' success during the practicum setting depends on their success in pre-practicum setting? How?

- **Video Task**

Video 1.1
**What to look for: An explanation of the meaning of practicum.**

Video 1.2
**What to look for: Student-teachers during the practicum activity.**

# Tasks

## Task 1

Student teachers have responsibilities towards: the school where they are placed, the School Based Educator (SBE), the College Supervisor, and to themselves. Put the statements below in their places in the table.

| the school | School Based Educator | the College Supervisor | themselves |
|---|---|---|---|
|  |  |  |  |

1. Adhere to school/local standards of behavior, including the standard of dress.
2. Contribute to the extracurricular life of the school.
3. Write lesson plans for each lesson and submit for review/approval prior to teaching.
4. Attend all scheduled meetings and seminars.
5. Share concerns regarding the placement.
6. Be ready to devote the time and energy necessary to be successful.

## Task 2

For student teachers, knowledge is the first foundation of teaching and learning. What are the other foundations?

1. Knowledge
2. ……………
3. ……………
4. ……………
5. ……………

## Task 3

Draw a diagram illustrating your responsibilities in per -practicum stage (during college course of study).

## Task 4

Suggest other guidelines for professional conduct during student teaching beside these:

1. Know and follow school rules and procedures.
2. Read the school's handbooks, and follow all rules and procedures while in the school.
3. Be reliable and on time.
4. Dress professionally.
5. Maintain strict confidentiality.
6. Practice professional dispositions.
7. Maintain a professional relationship with students.
8. Accept direction and feedback gracefully.
9. …………………………………….
10. …………………………………..
11. …………………………………..

## Task 5

According to what you have studied in this chapter , suggest a checklist to evaluate student teachers' teaching.

**Task 6**

Suggest some qualities of a good teacher

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

……………………………………………………………………

# Follow-up Activities

In groups of six  (**A,B,C,D,E,F** ) and according to  what have been studied in this chapter,  student-teachers evaluate the tasks  done and as follows:

Group **A** evaluates group **B**      Group **B** evaluates group **A**

Group **C** evaluates group **D**      Group **D** evaluates group **C**

Group **E** evaluates group  **F**       Group **F** evaluates group   **E**

# 2 Learner Characteristics

## Objectives

**This chapter provides information that will help you to:**

1. Complete diagrams for learners' characteristics.
2. Compare student- teachers' answers with each other.
3. Classify the activities according to their types.
4. Define certain terms.
5. Make specific recommendations based on student-teachers' individual characteristics

# Glossary

| Terms | Definitions |
|---|---|
| Anxiety | An emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with anxiety disorders usually have recurring intrusive thoughts or concerns. They may avoid certain situations out of worry. They may also have physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat. |
| Assimilative motivation | It goes beyond integrative motivation and refers to a desire to actually join the new culture. |
| Auditory | Learners are those who learn best through hearing things. You may be an auditory learner if you are someone who likes to read to self out loud, is not afraid to speak in class, likes oral reports, is good at explaining, remembers names, notices sound effects in movies , enjoys music… |
| Instrumental motivation | Wanting to learn a language for the purpose of obtaining some concrete goals such as a job, graduation, or the ability to read academic materials. This form of motivation is thought to be less likely to lead to success than integrative motivation. |
| Integrate motivation | When students want to learn a language to become part of a speech community (integrate). People who immigrate to new countries are some examples of people who may want to identify with the community around them. An important aspect of this form of language learning is using language for social interaction. This form of motivation is thought to |

| | |
|---|---|
| | produce success in language learners. |
| Kinesthetic learners | Those who learn through experiencing/doing things. You may be a kinesthetic learner if you are someone who is good at sports, can't sit still for long, is not great at spelling, does not have great handwriting, likes science lab, studies with loud music on, likes adventure books, movies. |
| Motivation | Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. |
| Visual learners | Those who learn through seeing things. A visual learner is good at spelling, needs quiet study time, has to think awhile before understanding lecture, is good at spelling, likes colours and fashion. |

# 1. Types of Learner Characteristics

Language teachers have generally been most concerned with three types of learner characteristics: affective (or emotional) characteristics, cognitive characteristics, and metacognitive characteristics.

### Emotional Characteristic

Emotional characteristics include students' feelings about language learning and toward their particular target language and culture. Cognitive factors include the different ways that people process information and are considered to be less changeable than other learner differences.

- **Language Learning Emotions Attitudes and Motivation**

Language learners have very different goals for language learning. Older learners often have clearly defined goals involving earning a living, advanced schooling, or helping their children with their schoolwork, while younger learners do not think so much about learning a language but about wanting to fit in with the other kids at school. Many scholars have found a strong relationship between motivation and language learning achievement. Gardner and Wallace identified two types of language learning motivation: instrumental motivation and integrate motivation. Instrumental motivated learners have a pragmatic reason for learning a language, such as passing a high school exit examination or getting a better job, while interactively motivated learners want to learn the language so that they can get to know its people and culture.

Closely tied to the issue of motivation is the issue of learner attitudes toward the new language and culture. Attitudes toward particular groups typically have a sociological basis, and most scholars believe that the attitudes and motivation of individual language learners or groups of learners cannot be understood outside of the particular social and political context where the language learning is taking place.

### Encouraging Positive Attitudes and Motivation

Students will generally have some combination of instrumental, integrative, and possibly assimilative motivation as well as their own personal motivations for language learning.

Because of the strong societal forces involved, simply listing the advantages of language learning is not usually effective in changing student's attitudes and motivations toward language learning. Here are some more specific suggestions:

1. Help students develop personal goals for language learning. For example, some students may not identify with the idea of going to college in the future, but want to participate in a school activity.

2. Discuss students' ideas about the language and culture. ELLs are particularly vulnerable to developing stereotypes about Americans whenever they or someone they know has a negative interaction with English speakers. Help students make connections with members of the new community. Language buddies, fieldtrips, and e-mail exchanges are good ways to put students in contact with the new culture.

3. Give students support before and after cultural contacts. Have students discuss their expectations, how to develop relationships with native speakers and their previous

cultural experiences. Help students better understand their experiences to avoid the development of new stereotypes.

- **Anxiety**

Some students think that they are supposed to understand everything and feel anxious whenever they miss a word. Although anxiety is usually assorted with listening and speaking, studies have also found that some students feel anxious when they have to read or write the second language.

Students who have to function in the second culture may feel even more anxious. Adolescents are commonly worried about looking silly in front of their peers, and a new culture has different requirements for acting appropriately.

**Approaches for reducing anxiety**

The following approaches can be used to help language learners feel less anxious in either their language or mainstream content classes:

• Acknowledge students' discomfort. Many students are relieved to learn that they are not the only ones experiencing anxiety.

• Acknowledge students' feelings of culture shock and offer opportunities for students to talk about their experiences.

• Help students develop more realistic expectations for language learning.

• Arrange contacts with more advanced students so that students see that people like them can learn the language.

• Correct errors gently.

• Use humor and games to distract attention away from individual speakers.

• Use small-group and pair activities rather than whole-class activities.

• Have students imagine becoming anxious while speaking and overcoming that anxiety.

**Cognitive Characteristics**

- **Language Aptitude**

Several tests of cognitive abilities have been developed that attempt to identify people who are likely to be successful language learners. The best-known of these tests is the *Modern Language Aptitude Test* (Carroll and Sapon,1959), which examines learners in the areas of sound-symbol association, grammatical sensitivity, and the ability to

memorize new vocabulary words. Researchers interested in cognitive differences among language learners have turned their attention from language aptitude to learning styles, since language teachers must teach all their students and not just those who score well on language aptitude tests. Importantly, learning styles offer teachers the possibility of tailoring instruction to the learning strengths of different types of language learners.

- **Learning Styles**

Learning styles are persistent and instinctive ways that individuals process information when faced with a learning situation. The simplest example of a learning style is sensory mode preference. Some people are naturally visual learners while others are naturally auditory, visual, or kinesthetic learners.

| Auditory | Visual | Kinesthetic |
|---|---|---|
| Identify sounds related to an experience | Have a sharp, clear picture of an experience | Develop a strong feeling towards an experience |
| I **hear** you clearly,<br><br>I want you to **listen** . . .<br><br>This **sounds** good | Do you **make pictures** in your head<br><br>Do you have **visual images** in your head as you are talking and listening to me?<br><br>Can you **see** what I am saying? | Do you **feel** what you are saying?<br><br>Are you in **touch** with what I am saying? |
| How do you **hear** this situation going?<br><br>What do you **hear** that is stopping you? | How do you **see** the situation?<br><br>What do you **see** stopping you? | How do you **feel** about this situation?<br><br>I'm **getting a handle** on this material. |

| | | |
|---|---|---|
| **Sounds** heavy. | This **looks** good.<br><br>Do you **see** what I am **showing** you? | Let's **move** together.<br><br>Does what I am putting you in **touch** with **feel** right?<br><br>Sounds **heavy**. |
| **Word Selections** | **Word Selections** | **Word Selections** |
| tinkling silent squeal blast screaming choking | colour clear spiral showed vivid notice | felt body sensations feel pain touch |
| Lecture<br>Do you love me?<br><br>Auditories complain: Kinesthetic don't listen. | Fantasies<br><br>Visuals complain: Auditories don't pay attention to them because they don't make eye contact. | Kinesthetic complain: "Auditory and visual people are insensitive." |

The most widely studied learning style difference associated with language learning is called field **dependence-field independence (FD-FI).** Field-independent learners are better able to see the trees within the forest, while field-dependent learners are better able to see the forest but not the individual trees. More field-independent learners are better able to find hidden pictures disguised within a larger picture .Of course, FD-FI is not an all or nothing proposition, but rather a continuum where some learners tend to the more field-dependent (FD) side and others to the more field-independent (FI) end. FI learners are analytic and good at focusing in on details. Engineers tend to be more field independent. In contrast, more FD individuals are good at holistic tasks and seem to be particularly suited to "people" professions where perceiving interpersonal cues is important.

Howard Gardner (1993)  theorized that there are multiple intelligences, and that we all use one or two for the most effective learning. Our culture teachers,   tests,

reinforces and rewards primarily two kinds of intelligence: verbal/linguistic and logical/mathematical. His theory proposes that there are at least eight other kinds of intelligence that are equally important.

- **Verbal Linguistic intelligence** (sensitive to the meaning and order of words as in a poet): Use activities that involve hearing, listening, impromptu or formal speaking, tongue twisters, humor, oral or silent reading, documentation, creative writing, spelling, journal, poetry.

- **Logical-mathematical Intelligence**(able to handle chains of reasoning and recognize patterns and orders as in a scientist): Use activities that involve abstract symbols/formulas, outlining, graphic organizers, numeric sequences, calculation, deciphering codes, problem solving.

- **Musical Intelligence** (sensitive to pitch, melody, rhythm, and tone as in a composer): Use activities that involve audio tape, music recitals, singing on key, whistling, humming, environmental sounds, percussion vibrations, rhythmic patterns, music composition, and tonal patterns.

- **Spatial Intelligence** (perceive the world accurately and try to re-create or transform aspects of that world as in a sculptor or airplane pilot): Use activities that involve art, pictures, sculpture, drawings, doodling, mind mapping, patterns/designs, color schemes, active imagination, imagery, block building.

- **Bodily Kinesthetic Intelligence**(able to use the body skillfully and handle objects adroitly, as in an athlete or dancer): Use activities that involve role playing, physical gestures, drama, inventing, ball passing, sports games, physical exercise, body language, dancing.

- **Interpersonal Intelligence** (understand people and relationship as in a salesman or teacher and think by bouncing ideas off of each other (socializes who are people smart): Use activities that involve group projects, division of labor, sensing others' motives, receiving/giving feedback, collaboration skills.

- **Intrapersonal Intelligence** (possess access to one's emotional life as a means to understand oneself and others exhibited by individuals with accurate views of themselves): Use activities that involve emotional processing, silent reflection methods, thinking strategies, concentration skills, higher order reasoning, "centering" practices, meta-cognitive techniques.

- **Naturalist** (connected to the intricacies and subtleties in nature such as Charles Darwin and Meriwether Lewis of Lewis and Clark fame): Use activities that involve bringing the outdoors into the class, relating to the natural world, charting, mapping changes, observing wildlife, keeping journals or logs.

## Metacognitive Characteristics

*Metacognitive characteristics describe differences in the ways learners approach language learning and include their beliefs and learning strategies.*

- ***Beliefs about Language Learning***

Some learners belief may be helpful while others can be counterproductive to language learning. Misconceptions can lead to a number of important problems for language learners and their teachers. First of all, students tend to choose learning strategies that are consistent with their beliefs about language learning. So learners who believe that language learning is synonymous with vocabulary learning are likely to spend their time memorizing words. Learners with unrealistic beliefs about language learning have also been found to be more anxious than other learners. Misconceptions about language learning become even more important when students are encouraged to become more autonomous and take greater responsibility for their own language learning.

- **Helping Students Develop a Realistic Understanding of Language Learning**

People are often surprised to learn that common beliefs about language learning they take for granted are actually the subject of lively debate among language teachers and scholars. The following are some suggestions for helping students develop more realistic expectations for language learning.

• Talk with your students about the process of language learning.

• Make discussions about language learning an important part of your classes. When looking for interesting discussion topics, language teachers often overlook the one topic that is relevant to everyone in the class: learning the new language!

• Determine your students' beliefs in order to explain the purpose of classroom activities more effectively.

- **Language Learning Strategies**

Language learning strategies (LLS) are specific steps that learners take to increase their language learning. Although LLS are often associated with particular techniques or even tricks that learners use, such as flashcards or mnemonic devices, the term refers to a wide range of things that learners do to help themselves learn the language.

Most recently, scholars have emphasized strategic learning over the use of specific learning strategies. In strategic learning, the emphasis is on considering the specific learning task and developing approaches that are particularly suited to that task. Strategic learning involves analyzing the task, analyzing yourself as a learner, considering the resources that are available, and analyzing the learning situation. Strategic learning stresses flexibility and appropriateness in strategy use.

The well-known strategy researcher Rebecca Oxford differentiates **direct** and **indirect** LLS.

**Direct strategies** involve actually using the language and include such approaches as memory strategies (i.e., word associations and use of imagery),cognitive strategies (i.e., practicing and analyzing), and compensation strategies(i.e., guessing words and directing the conversation to a familiar topic).

**Indirect strategies** support language learning without using the language directly. These include metacognitive strategies which help learners organize and plan their learning, affective strategies which help learners manage language learning emotions, and social strategies which involve interaction with other people. A number of specific strategies connected to various aspects of language learning such as listening Communication strategies.

Communication strategies are the steps learners take to be as successful as possible when communicating in the new language .Teachers often remark that sometimes students with less language ability are better than others at achieving their communicative goals because they use their language skills to full advantage. Communication strategies include such actions as asking a conversational partner to repeat or talk more slowly, using gestures and pantomime, and repeating important words or phrases to encourage a partner to explain further.

- **Helping Students Develop Effective Language Learning Strategies**

 Many teachers see strategy training as the most successful when students are encouraged to try learning approaches that are consistent with their individual learning styles, needs, and comfort levels. Here are some specific suggestions:

- Consult with students so that they are not left on their own to choose strategies.
- Let students select some of their own learning materials to encourage them to be more autonomous.
- Involve families in strategy training. Invite students and families to meetings or to drop-in homework sessions where you answer questions and model appropriate strategies.

# 2. Activities used for Different Learning Style

The table below illustrates the main activities that can be used with different learning styles.

| Visual, auditory, kinesthetic | Four styles of thinking | Multiple intelligence | Learning tasks |
|---|---|---|---|
| Visual | visual–spatial | | Diagrams, charts, videos, films, graphs, posters, concept maps, pamphlets, textbooks, drawing, visualization (creating mental pictures), collages, colour highlighting |
| Auditory | Linguistic | | Discussion, group work, pair work, debates, interviewing, expositions, presentations, improvisations, listening to guest speakers, mnemonics, writing notes and essays, poems, sketches, stories, reading |
| Kinesthetic | Bodily–kinesthetic | | DART, role-play, dance, model making, simulations, 'show me' cards, freeze-frames, improvisation, associating ideas with movements, human graphs, human sentences or timelines, field trips, games, Competitions |
| | Logical–Abstract Musical | Abstract sequential | Puzzles, problem-solving tasks, predicting or hypothesizing tasks, investigations, sequential tasks, summaries, pattern spotting |
| | Interpersonal | | Chants, rhymes, songs, mnemonics, raps, poems, musical interpretations |
| | Intrapersonal | | Collaborative group work, pair or team work, interviewing, teaching or coaching others |

| | | Naturalistic | Individual research, learning journals, reflecting on own learning, identifying own questions, self-evaluation, diaries. |
|---|---|---|---|
| | | Abstract Random | Multisensory experiences, collecting and classifying data, analogies with natural world, observation, experiments, investigations. |
| | | Concrete Sequential | Open-ended tasks, improvisation, creative or imaginative responses, personal responses, narrative responses, brainstorming activities |
| | | Concrete Random | Specific outcomes to tasks, practical tasks, problem solving, investigations, open-ended tasks, experiments, trial-and-error opportunities, competitions |

## 3. Tips for Helping Students with Different Learning Styles

Different learning styles would seem to imply that teaching approaches should be matched with students' individual styles. While this is an admirable goal, it is very hard to individualize instruction for every learning style in most language classes. Here are a few suggestions for helping students with different learning styles:

• Be aware of learning style differences and pay close attention when using an activity that is likely to be difficult for a particular type of learner. Visual learners may have difficulty with listening activities, for example, and field sensitive learners will likely have difficulty focusing on grammatical concepts.

• Modify activities to make them more accessible to a wider range of learners. For example, listening activities could include written scripts.

• Include a variety of activity types that are appropriate for a range of learning styles. If you vary the activity type during your lessons, you will automatically include a wider range of learners.

• Change your teaching approach whenever you re-teach material, since some students may not have understood a lesson the first time due to learning style conflicts.

By changing your teaching approach, you give them a chance to lean in a different way.

• Pay close attention to learning styles when you work with individual students. You could vary the order of examples and generalizations, write your examples down, ask the student to listen, or have him or her act out new words. Over time, you will come to know which approaches work best with each of your students.

# Sources for Learning

**For further learning, consult the following sources:**

Gardner, H. (1993) .*Frames of Mind: the Theory of Multiple Intelligence*. Fontana. ISBN: 000686290X.

Dickinson, C. (1996) .*Effective Learning Activities*. Network Educational Press. ISBN: 1855390353.

Hughes, M. and Vass, A. (2001) .*Strategies for Closing the Learning Gap.* Network Educational Press. ISBN: 1855390752

Ginnis, P. (2002) .*The Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner* .Crown House Publishing. ISBN: 1899836764.

Torres an , P. *The theory of multiple intelligences and language teaching* Perugia, Italy: Guerra

# Warm-up Activities

- ● **Ice Breaking Activities**

These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

**Conversations**

Each person is given a sheet of paper with a series of instructions to follow. This is a good mixing game and conversation starter as each person must speak to everyone else. For example;

• Count the number of brown eyed boys in the room.
• Find out who has made the longest journey.
• Who has the most unusual hobby?
• Find the weirdest thing anyone has eaten.
• Who has had the most embarrassing experience?

## The question web

You need to have a spoon of string or wool for this game. Ask the students to stand in a circle. Hold on to the end of the string and throw the ball/spool to one of the young people to catch. They then choose a question to answer. A list of sample questions is given below.

Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other! At the end of the game you could comment that we all played a part in creating this unique web and if one person was gone it would look different.

1. If you had a time machine that would work only once, what point in the future or in history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If you could talk to any one person now living, who would it be and why?
4. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
5. If you were an animal, what would you be and why?
6. Name a gift you will never forget?
7. Name one thing you really like about yourself.

## ● **Brainstorming**

**If you are working in a group**

- **First, note down your own answers alone.**
- **Share with the other members of the group.**
- **Check the answers together.**

1. Which learner characteristic do you think are most important in successful foreign language learning?
2. Do you think that different characteristics are helpful in different language learning settings?
3. Do you have any spatial language learning strategies?
4. How can you encourage students' motivation for language learning?
5. In what ways do you think that students' belief about language learning will be compatible with your own ideas about language teaching?

- **Video Task**

⊞ Video 2.1

**What to look for:** A video introduction to the visual, auditory and kinesthetic learning styles.

⊞ Video 2.2

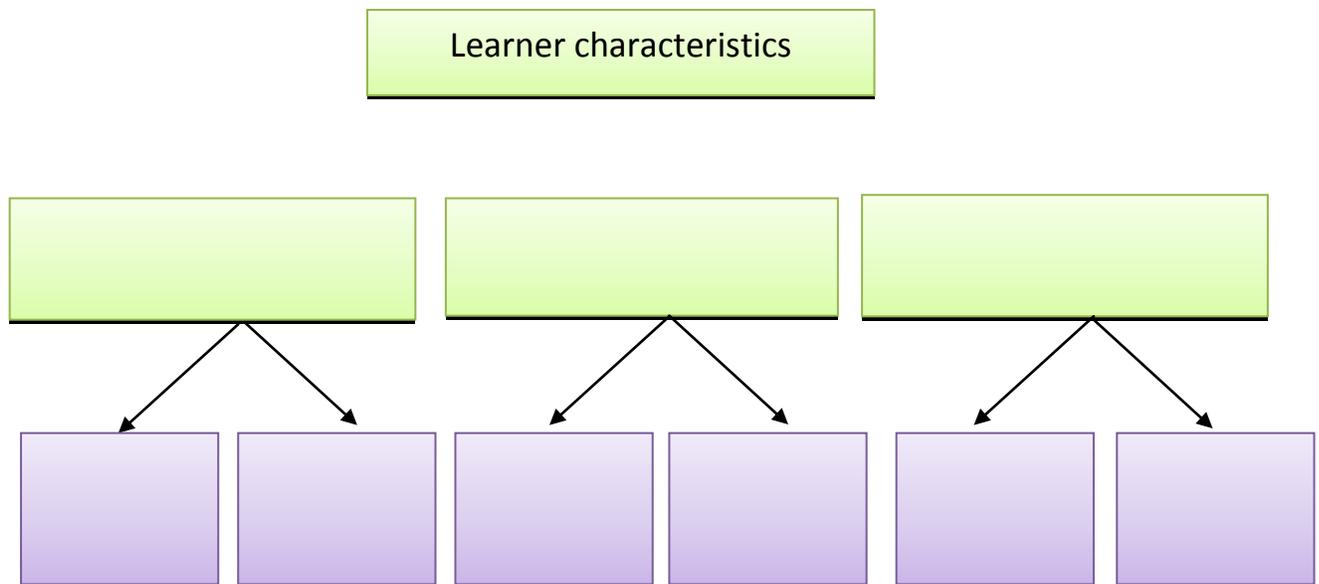**What to look for:** How every student has different ways of learning.

# Tasks

## Task 1

Complete the following diagram

| Learner characteristics |
| :---: |



## Task 2

Tick the appropriate option in the following list about language learning and compare your answers with your colleagues' answers.

| Items | Strongly disagree | Disagree | Neither agree nor disagree | agree | Strongly agree |
|---|---|---|---|---|---|
| 1. It is easier for children than adults to learn a foreign language. | | | | | |
| 2. Some people have a special ability for learning foreign language. | | | | | |
| 3. Some languages are easier to learn than others | | | | | |
| 4. I have a spatial ability for learning foreign language. | | | | | |
| 5. For good learning, it is important to practise. | | | | | |
| 6. It is important to practise with cassettes or tapes. | | | | | |
| 7. It is easier to read and write English than to speak and understand it. | | | | | |
| 8. People who are good at mathematics are not good at learning foreign languages. | | | | | |

## Task 3

Classify the activities according to the table below

| Visual activities | Auditory | Kinesthetic |
|---|---|---|
| | | |

- Watching videos.
- Draw a map of events in history or draw scientific process.
- Make outlines of everything!
- Using word association to remember facts and lines.
- Role playing.
- Participating in group discussions.
- Repeating facts with eyes closed.

- Recording lectures.
- Taking lab classes.
- Studying in short blocks.
- Using audiotapes for language practice
- Studying with others.

## Task 4

In your own words, define the following terms:

| | |
|---|---|
| Anxiety | |
| Motivation | |
| Spatial intelligence | |
| Learning style | |

## Task 5

Suggest appropriate activities to the following students' styles

1. Verbal Linguistic intelligence
    1. …………………………………………………………..
    2.………………………………………………………..
    3**.……………………………………………………..**
2. Naturalist
    1. **……………………………………………………..**
    2. **……………………………………………………..**
    3. **……………………………………………………..**
3. Logical-mathematical
    1. **……………………………………………………..**
    2. **……………………………………………………..**
    3. **……………………………………………………..**

4. Interpersonal intelligence
    1. …………………………………………………………..
    2. …………………………………………………………..
    3. …………………………………………………………..

## Task 6

According to the list below, interview your colleague. Then, make specific recommendations based on your colleague's individual characteristics (motivation, learning style, etc.).

1. What is the level of your motivation for language learning?
2. Are you anxious about it?
3. What learning strategies do you use in your learning?
4. What do you find relatively easy and difficult about language learning?
5. If you were a language teacher, what specific advices would you make for your students?

# Follow-up Activities

In groups of six (**A,B,C,D,F,E** ) and according to what have been studied in this chapter, student-teachers evaluate the tasks done and as follow:

Group **A** evaluates group **B**        Group **B** evaluates group   **A**

Group **C** evaluates group  **D**        Group **D** evaluates group   **C**

Group **E** evaluates group    **F**         Group **F** evaluates group    **E**

# 3 Aims, Goals, Objectives and Lesson planning

## Objectives

**This chapter provides information that will help you to:**

1. Formulate goals for teaching language skills.
2. Formulate behavioral objectives for certain goals.
3. Design samples of lesson plans.
4. Evaluate what have been designed.

# Glossary

| Terms | Definitions |
|---|---|
| Anticipated problems | These are the potential difficulties which teachers think may arise in a lesson. Usually included in a lesson plan, especially to show observers that the teacher has thought carefully about what might happen in the lesson. |
| Bloom's Taxonomy | It is a method of classification on differing levels of higher order thinking for cognitive objectives. |
| Brainstorming | A group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its member(s). |
| Coherence | In a lesson plan coherence is where the pattern or shape of the lesson makes sense. Instead of being a chaotic mess, there is some sensible sequence or Thread/s to the lesson. |
| Domains | They are categories when objectives may be classified according to the primary learning outcomes that take place. The three domains are: cognitive, psychomotor or affective |
| Long- term memory | The more permanent store in which information can reside in a dormant state out of mind and unused until you fetch it back into consciousness. They belong to two broad categories: declarative and procedural. |
| Patterns of interaction | They are indications of who talks to or works with whom. (e.g. T→ SS means the teacher working with the whole class, but S → S indicates pair work) |

# Aims, Goals, Objectives

**Aims, Goals, and Objectives**

The following definitions are broadly accepted by groups trying to standardize curricular terms so that they are not confusing to readers and users



## Aims

Aims are general statements that provide direction or intent to educational action. Aims are usually written in amorphous terms using words like: learn, know, understand, appreciate, and these are not directly measurable. Aims may serve as organizing principles of educational direction for more than one grade. Indeed these organizing principles may encompass the continuum of educational direction for entire programmes, subject areas or the district.

For example:

*Students will understand and become proficient at identifying the different types of spoken English.*

## Goals

Goals are statements of educational intention which are more specific than aims. Goals too may encompass an entire programme, subject area, or multiple grade levels. They may be in either amorphous language or in more specific behavioral terms.

*Students will be able to identify and use English terms and phrases.*

*(This example is a subset of the aim above, but the area becomes more specific. This goal moves from generic spoken English to the more detailed area of American slang. The objectives related to this goal should specify how the students will identify and use new knowledge.).*

## Objectives

Objectives are usually specific statements of educational intention which delineate either general or specific outcomes.

*Objectives can be written in a number of ways. Currently, most objectives are written in behavioral terms. Behavioral objectives usually employ observable verbiage and can be divided into specific domains -- cognitive, affective, and physical.*

# How do I write an instructional objective?

**Audience**  The **audience** is student(s) that the objective is written for.

This is usually written "the student" or "the student" however it could be written as specific as "The third grade science student". I suggest that "less is more".

**Behaviour**  The **behaviour** is the verb that describes what the student (audience) will be able to do after the instruction.

This is the heart of the objective and must be measurable and observable. In addition, these verbs must be specific. Verbs such as know, understand, comprehend, and appreciate are difficult to measure and are therefore not good choices for objectives.

**Condition**  **Conditions** are the circumstances under which the objectives must be completed. What will the instructor allow the student to use in order to complete the instruction? What equipment or tools can the student have access to such as a calculator, map, the book, class notes, etc.? Obviously it would be much more difficult to make calculations without a calculator than with one.

**Degree**  The **degree** identifies the standard that the student must meet to reach acceptable performance. In other words, what degree of accuracy does the student have to achieve in order that his/her performance be

judged proficient? The degree of accuracy should be related to real-world expectations. **Degree of accuracy** can be related as a time limit (in 20 minutes), or a number of correct answers (7 out of 10),or a range of accuracy (90%) or qualitative standard. Example :

 1. Working in pairs, students will **write** four example sentences using the past perfect tense.

2. Working in small groups, students will **construct** conversation that includes three past tense questions and the answers to the questions.

## Classifying Objectives

Why Should Teachers Classify Objectives?

Teachers should classify objectives because the type of objectives attempted dictate the selection of instructional methods, media and evaluation used in the lesson. Objectives may be classified according to the primary learning outcomes that take place. These learning outcomes are classified into one of **three domains** (categories): **cognitive**, **psychomotor** or **affective**. Let's take a closer look at these categories to see how they differ.

- **Cognitive Domain**

The **Cognitive Domain** receives the most attention in instructional programs and includes objectives related to information or knowledge. Benjamin Bloom and his colleagues (1956) developed a widely accepted taxonomy, referred to as **Bloom's Taxonomy**. This taxonomy has been adapted by Anderson and Krathwohl (2001) for relevance in 21st century learning and remains the most significant model used. Presented here is the revised taxonomy, known as the **Revised Bloom's Taxonomy**, as well as links for more reading. Six levels of learning are in the classification. The lowest level is **remembering**. The **remembering level** is followed by five increasingly difficult levels of mental abilities: **understanding**, **applying**, **analysing**, **evaluating** and **creating** (the highest level). The table below displays the six levels of the revised

## Changes to Bloom's
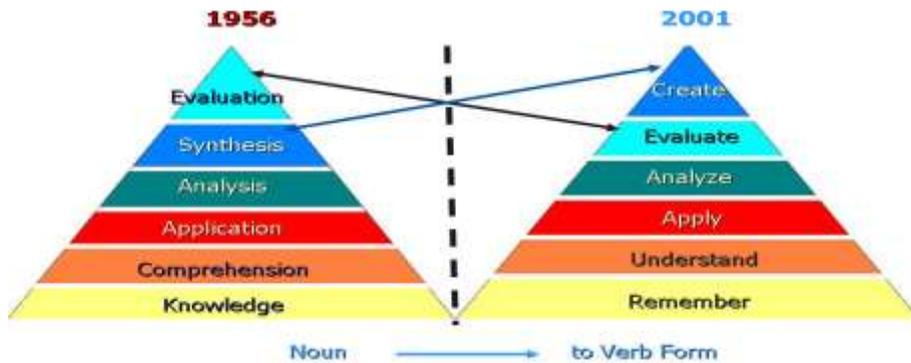
*Revised  Bloom's taxonomy*

**Remembering**
*Objectives written on the **remembering level (the lowest cognitive level)** requires the student **to recognize** specific information. Below are verbs appropriate for objectives written at the remembering level.*

| Define | fill in the blank | Identify | Label | List |
|--------|-------------------|----------|-------|------|
| Locate | Match | memorize | Name | Recall |
| Spell | State | Tell | underline | State |

**Understanding** *Objectives written on the **understanding level**, although a higher level of mental ability than remembering, requires the **lowest level of understanding** from the student. Below are verbs appropriate for objectives written at the understanding level.*

| Convert | describe | explain | interpret | Paraphrase |
|---------|----------|---------|-----------|------------|
| put in order | Restate | retell in your words | rewrite | Summarize |

| Trace | translate | | | |
|-------|-----------|---|---|---|

**Applying**  *Objectives written on the **applying level** require the student **to implement (use) the information**. Below are verbs appropriate for objectives written at the applying level.*

| Apply | compute | conclude | construct | Demonstrate |
|-------|---------|----------|-----------|-------------|
| Determine | Draw | find out | give an example | Illustrate |
| Make | operate | show | solve | state a rule or principle |

**Analysing**  *Objectives written on the **analysing level** require the student **to break the information into component partsand describe the relationship**. Below are verbs appropriate for objectives written at the analysing level.*

| Analyze | categorize | classify | compare | Contrast |
|---------|-----------|----------|---------|----------|
| Debate | deduct | determine the factors | diagnose | Diagram |
| Differentiate | dissect | distinguish | examine | Infer |

**Evaluating**  *Objectives written on the **evaluating level** require the student **to make a judgment about materials or methods** . Below are verbs appropriate for objectives written at the evaluating level.*

| Appraise | choose | compare | conclude | Decide |
|----------|--------|---------|----------|--------|
| Defend | evaluate | give your opinion | judge | Justify |
| Prioritize | Rank | Rate | select | Support |
| Value | | | | |

**Creating**   Objectives written on the **creating level** require the student **to generate new ideas, products and ways of viewing things**. Below are verbs appropriate for objectives written at the creating *level*.

| Change | combine | compose | construct | Create |
|--------|---------|---------|-----------|--------|
| Design | find an unusual way | formulate | generate | Invent |
| Originate | Plan | predict | pretend | Produce |
| Rearrange | reconstruct | reorganize | revise | Suggest |
| Suppose | visualize | Write | | |

- **Affective Domain**

The affective domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases. Here are descriptions of each step in the taxonomy, starting at the most basic level.

**Receiving** is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), to respond to.

**Responding** is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

**Valuing** is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.

**Organization** is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.

**Characterization** by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve.

- **Psychomotor Domain**

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

1. **Observing:** Active mental attending of a physical event. For example the learner watches a more experienced person. Other mental activity, such as reading may be a part of the observation process.
2. **Imitating:** Attempted copying of a physical behavior. For example he first steps in learning a skill. The learner is observed and given direction and feedback on performance. Movement is not automatic or smooth.
3. **Practicing:** Trying a specific physical activity over and over. For example the skill is repeated over and over. The entire sequence is performed repeatedly. Movement is moving towards becoming automatic and smooth.
4. **Adapting :**Fine tuning. Making minor adjustments in the physical activity in order to perfect it. For example the skill is perfected. A mentor or a coach is often needed to provide an outside perspective on how to improve or adjust as needed for the situation.

Behaviour verbs appropriate for psychomotor domain are :

| | | |
|---|---|---|
| - Bend<br>- calibrates<br>- constructs<br>- differentiate (by touch)<br>- dismantles<br>- displays<br>- fastens | - grinds<br>- handle<br>- heats<br>- manipulates<br>- measures<br>- mends<br>- mixes | - organizes<br>- perform (skillfully)<br>- reach<br>- relax<br>- shorten<br>- sketches<br>- stretch |

| | | |
|---|---|---|
| • fixes<br>• grasp | • operate | • write |

# 1. Planning Lessons

Lesson planning is a way of organizing ourselves as teachers. It helps us take long term teaching objectives and order them in a step by step way which will be most beneficial for our students. As teachers we have many tasks, by planning in advance, we can guide our students in an ordered way, a way that makes sense.

There is no one right way to plan your lessons. Each teacher must consider her/his own teaching style and also the learning styles of the students before making lesson plans.

## Plan format

There are some general areas to consider when planning:
1. **Description of the students**: This includes anything from a general picture of the group (its level, age, rang, atmosphere, etc.) to detailed descriptions of individual students.
2. **Aims and objectives**: We generally say what we hope to achieve; the more specific we are, the easier it will be for us-and anyone observing-to see whether or not we have achieved those aims.
3. **Procedures**: The meat of the plan is in the description of how it will be executed. This section can include patterns of interaction. We might write T SS ( for times when the teacher talks to the whole class),
S $\longrightarrow$ S (for pair work) or SSS$\longrightarrow$ SSS ( for group work);or we could write 'groups', 'pairs', etc., or record these patterns in some other way.
4. **Anticipated problems**: Teachers frequently make some kind of a list potential difficulties-and suggestions about what to do if they arise. They might consider what they would do if a computer or other piece of equipment failed them-or if some other student based eventuality occurred.

5. **Extra activities/ material**: Many teachers make a note of extra activities they could include if things go quicker than anticipated.
6. **Material to be used in the lesson**: Especially when they are to be observed, teachers attach examples of the material they are to use with the students to their plan.

## Guidelines for varying and ordering components of a lesson

Below are some guidelines for the combination of different components:

1. Put the harder tasks earlier
2. Have quieter activities before lively ones
3. Think about transitions
4. Pull the class together at the beginning and the end
5. End on a positive note

## Types of teachers' plans

Experienced teachers develop written plans for the annual, weekly, and daily lesson plan. A careful lesson planning takes place at both the macro and micro level. This means that a teacher should start by planning an entire semester, than plan weekly and daily lesson plans.

### 1. Annual plan

The following are only suggestions to the layout of your annual plan, and therefore, you may feel free to adapt, modify or even improve any format resulting from them to fit your specific needs and the needs of your group(s) of learners.

### Section 1

Start by labeling your plan, and providing general information about the subject you are designing the plan for, school's name, school year, and grade you will be teaching in the first section.

ANNUAL TEACHING PLAN

1. GENERAL INFORMATION

Area: English Language        School

Take your Curriculum Guidelines to look at the objectives per school year that have been proposed for each component of the communicative competence. Read the ones that correspond the target group(s) you are teaching and write them down in the second section.

Proceed similarly with the objectives per language skill (i.e. listening, speaking, reading, and writing) and write them down in the same section under a different numeral.

Section 3

Insert a blank table for your template in a word processing document and list the months that correspond the present school year (i.e. September to June) in the first column. Take the curriculum specifications and look at what functions, grammar and vocabulary make sense to teach in each month. They should be listed at the top of the table and jotted down under the corresponding columns.

| TIME FRAME | FUNCTIONS | GRAMMAR | VOCABULARY |
|---|---|---|---|
| September | | | |
| October | | | |
| November | | | |
| December | | | |
| January | | | |
| February | | | |
| March | | | |
| April | | | |
| May | | | |
| June | | | |

## Section 4

Read the Curriculum specifications you have been provided with and summarize information on the methodological strategies as well as the genres and text types that have been proposed as tools for developing each language skill with your corresponding groups of learners.

## Section 5

Briefly list the didactic resources (i.e. official textbook/s as well as supplementary materials and equipment) that are available at your institution or you have made or provided and which you consider are appropriate to facilitate the students' learning process.

---

5. RESOURCES

- ....
- ....
- ....
- ....

---

Take either the Curriculum Guidelines document or the Specs3 document and carefully look at the assessment indicators per skill for your target group. Then describe briefly the type of evaluation you will carry out with your students (i.e. diagnostic, formative, and/ or summative) according to National regulations and when it will be done (at the beginning, middle or end of the first/second term, school year, etc.), as well as the type of assessment you will carry out (i.e. formal/ informal) and the type of assessment activities and / or instruments you will use (e.g. quizzes, presentations, writing rubrics, etc.).

---

7. EVALUATION

..................................................................
............................................................
..................................................................
............................................................
...................................................................
............................................................
...................................................................

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## 2. Weekly Plan

We use weekly plans to decide when we will teach, what we will teach and how long we will teach for. When making these decisions, we must think about our own teaching objectives as well as student needs and capabilities. Thus before planning you need to ask the following questions:

- What are the most important objectives for this week?
- How will I create interest in the lesson?
- What portions of the lesson will be more enjoyable for the students?
- When are students most alert and ready to concentrate?
- How long can students concentrate on one subject for?
- Are there times when students can study one subject better than another?
- Do I have to make any changes to the lesson in the areas listed below?
  1. Classroom Environment
  2. Materials
  3. Timing and Staging

  Weekly plans for each class period may involves
- Resources and materials (e.g. the page numbers in the textbook, the title of the videotape). and
- Student assignments

  Many school districts require beginning teachers to submit weekly lesson plans to the principal for review, sometimes several days before instruction is to begin.

Consider student performance during the preceding weeks as you identify content to be covered and determine the pace of instruction. Identify what you expect the students to complete and how you will evaluate student progress. Interruptions and any special events (e.g., field trips, assemblies, and holidays) should be noted in the weekly plans.

## 3. Daily Plan

A lesson is a subdivision of a unit, usually taught in a single class period or, on occasion, two or three successive periods. When we think of lesson planning, we usually

think about daily planning.  Here are some questions we should think about when developing a daily plan.

- What are the learning objectives for the lesson?
- What materials are necessary for this lesson?
- What teaching methods will help most in attaining the learning objectives?
- What modes of evaluation will be used?

## Planning Strategies

There are several planning strategies that you should keep in mind when creating your lessons.

1. **Presentation, Practice, and Production(PPP)**
- Presentation: After having selected the target structure, the pronunciation features, and the new vocabulary, present the new language situations or context and try to convey meaning.
- Practice: In this phase, make intensive use of the key items already presented. Use controlled practice but do it in pairs, groups, or as a whole class. The interaction is teacher to students or student to student.
- Production: This phase emphasizes communication between students using the target structures and vocabulary. The interactions occur between one student and another student and between two groups of students.
2. **Authentic use, Restricted use, and Clarification and Focus (ARC)**
- **Authentic use:** Start with authentic uses of the language. Set tasks or state problems that can be solved with the information in the authentic material.
- **Restricted use:** Relate the authentic uses to practice in using the new language. This phase is the guided or directed part of the lesson.
- **Clarification and focus:** After having noted student errors or the need for more work on target structures or functions, clarify and focus on the points that have arisen. Decide to direct or guide students in discovering what they need to focus on by encouraging the use of dictionaries or grammar exercises from their textbooks.

3. **Test- Teach- Test**
- **Test:** Choose a communicative activity that requires the use of the target structure or functions. Ask students to do the activity. During the activity, listen and note errors and difficulties.
- **Teach:** Clarify and focus on the problems and errors noted during the students' activity. Be prepared to present useful language that was not used by the students.
- **Test:** Ask students to do another communicative activity similar to the one in the first stage. The students should be more successful this time as they have had focused teaching and more practice in using the language needed.

## How to make a daily lesson plan?

Written lesson plans might be displayed in various formats, but regardless of the format, the plans typically have the following information: identifying course information, objectives for the lesson, procedures, materials, and evaluation.

- Identifying course information

Certain information about the course, subject, and lesson is needed at the top of each lesson plan. This information can include the name of the teacher, the course title, the grade level, the room number, the name of the unit, the topic of that particular lesson, and this date of the lesson.

- Identifying objectives

Each lesson will have one or more objectives. An objective is a statement of the intended learning outcomes. Objectives commonly describe what the student will be able to do when instruction has been completed.

- Developing the plan

There are no simple formulas for lesson plans, because what constitutes an effective lesson will depend on many factors, including the content of the lesson, the teacher's teaching style, the students' learning preferences, the class size, and the learners' proficiency level. A lesson plan will reflect your assumptions about the nature of teaching and learning, your understanding of the content of the lesson (for example, what you have learned from your coursework about paragraph organization, the present perfect tense, or reading for main ideas), your role in the lesson and that of your learners, and the methodology you plan to implement (for example, cooperative learning, process writing, or a communicative approach).

Generally, however, a lesson plan will reflect decisions that you have made about the following aspects of a lesson:

1. **Goals:** What the general goals of your lesson are?
2. **Activities:** What kinds of things your students will do during the lesson, such as dialog work, free writing, or brainstorming?
3. **Sequencing:** The order in which activities will be used, including opening and closing activities?
4. **Timing:** How much time you will spend on different activities?
5. **Grouping:** When your class will be taught as a whole and when your students will work in pairs or groups?
6. **Resources:** What materials you will use, such as the textbook, worksheets, or DVDs?

- **Reviewing the lesson ( Reflection)**

After teaching a lesson, it is important to take time to review how well the lesson went. This involves asking questions such as the following:

1. Did my students enjoy the lesson?

2. Were there sufficient activities to engage my students throughout the lesson?

3. Which aspects of my lesson were the most successful? Which were the least successful?

4. Did I manage to achieve what I set out to teach? Were my objectives met? What evidence do I have for this?

5. What difficulties did my lesson pose?

6. Will I teach my lesson in the same way next time?

In thinking about questions like these after a particularly successful (or unsuccessful) lesson, it is useful to write a brief report from time to time.


## Criteria for evaluating lesson effectiveness

It is important to stop and think after giving a lesson whether it was a good one or not, and why. This is not in order to indulge in self-congratulation or vain regrets, but in order to have a basis for your own learning from reflection on experience; this

lesson was unsatisfactory, what could I have done to improve it? Or: this lesson was good, what was it exactly that made it so?

Below are some criteria that you may find them useful:

1. The students were active, attentive, enjoying themselves.
2. The class seemed to be learning the material well.
3. The lesson went according to plan.
4. The language was used communicatively throughout.
5. The students were engaging with the foreign language throughout.

# Sources for Learning

**For further learning, consult the following sources:**

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Wood ward ,T.(2001). *Planning Lessons and Courses*. Cambridge: Cambridge University Press.

Harmer, J. (2007).Planning lessons .*In the Practice of English Language Teaching*.( pp. 364-78). Harlow, Essex: Pearson Education.

Gronlund ,N.E., and Brookhart,S.M.(2009).*Gronlund's Writing Instructional Objectives*.Upper Saddle River,NJ : Pearson/ Prentice-Hall.

# Warm-up Activities

- ## Ice Breaking
These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

## Name that person

Divide into two teams. Give each person a blank piece of card. Ask them to write five little known facts about themselves on their card. Include all leaders in this game too. For example, I have a pet iguana, I was born in Iceland, my favorite food is spinach, my grandmother is called Doris and my favorite colour is vermillion.

Collect the cards into two team piles. Draw one card from the opposing team pile. Each team tries to name the person in as few clues as possible. Five points if they get it on the first clue, then 4, 3, 2, 1, 0. The team with the most points wins. (Note: if you select the most obscure facts first, it will increase the level of competition and general head scratching!)

## Would you rather..?

Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your students! Place a line of tape down the center of the room. Ask the group to straddle the tape.

When asked 'would you rather?' they have to jump to the left or right as indicated by the leader. Don't forget to encourage your adult helpers to join in too!

Would you rather..?
• Visit the doctor or the dentist?
• Eat broccoli or carrots?
• Watch TV or listen to music?
• Own a lizard or a snake?
• Have a beach holiday or a mountain holiday?
• Be an apple or a banana?
• Be invisible or be able to read minds?
• Be hairy all over or completely bald?
• Be the most popular or the smartest person you know?
• Make headlines for saving somebody's life or winning a Nobel Prize?
• Go without television or fast food for the rest of your life?

- **Brainstorming**

1. Is it important to write down the objectives of your lesson? Why?
2.  How can you write an instructional objective?
3. Why Should Teachers Classify Objectives?
4. What is the difference between aims, goals, and objectives?
5. Can you classify the objectives?
6. Can you define the concept of lesson?
7. Is it important to write down your lesson plan? Why?
8. Is it important to note comments on your lesson plans after the lesson itself is over? Why?

- **Video Task**

**Video Length: Approximately 15 minutes notes to the student teachers**
Video 3.1

**What to look for**: What is a Lesson Plan Template?
Video 3.2

**What to look for:** Writing learning objectives using Bloom's taxonomy
Video 3.3

**What to look for:** Creative Writing Tips for Students and Teachers : How to Write a Lesson plan


# Tasks

## Task 1
 Formulate a goal for teaching any skill

## Task 2

Use your examples of the goal; try to create three behavioral objectives, one for each domain. Remember to try to use observable verbs.

- Cognitive - mind (Benjamin Bloom)

  _____

  _____

  _____

  _____


- Affective - emotions, feelings, spirit, personal growth, social interaction .

  _____

  _____

  _____

  _____


- Physical/psychomotor/kinesthetic/tactile/digital/haptic
  (Anita Harrow)

  _____

  _____

  _____

  _____

  _____


# Task 3

Imagine you have just come out of a lesson-whether your own, or one that you have observed in your CD- and wish to assess how effective it was. By what criteria will you evaluate it? The box below is a list of criteria.

 Can you add more? Can you put them in order of priority?

a. The learners were active all the time.
b. The learners were attentive all the time.
c. The learners enjoyed the lesson, were motivated.
d. The class seemed to be learning the material well
e. The lesson went according to plan.
f. The language was used communicatively throughout.
g. The learners were engaging with the foreign language throughout.
h. ………
i. ………...
j. …………

## Task 4

Look at the box below. Try to evaluate how good the lesson was, using the criteria and priorities you have worked on in this chapter. If you have observed together with other student teachers, come together after the lesson to compare notes.

**This was a heterogeneous class of 35 fifteen – years old**.

9.15 the teacher (T) enters, students(Ss) gradually quieted ,sit, take out books.

9.20 T elicits the topic Ss had been asked to prepare for today , elicits and discusses some key words, does not write them up.

9.25 T distributes carts, asks Ss to work in pairs and suggest captions that have to do with the topic.

9.30 T elicits results: only three pairs are willing to suggest ideas. T suggests they carry on for homework.

9.32 T tells Ss open books at p.40. An article on pollution. T: "What would you do if you wanted to get the general idea of the article?" Suggests they read only first sentence of each paragraph.

9.35 Silent reading.

9.38 T does true / false exercise from book based only on these first sentences.

9.45 T gives homework: read the entire article ,finish finding the answers to the T/F questions.

9.47 T invites individual student to perform a prepared monologue.

9.52 T initiates discussion on the topic of the monologue.

10.00 The lesson ends , some Ss come up to talk to T.

# Task 5

Place the following items into one of the spaces numbered 1-4 on the timetable.

    a. Speaking in group they design their ideal home.
    b. Students do oral pair work activity – finding out about what they have done.
    c. Class discussion about the course so far.

d. Students, in groups of three, compare how they spent the last week, filling in a diary for the other group members.

| Week 5 | Week 6 |
|---|---|
| Talking about experiences the students have had: class discussion. Teacher focus on use of present perfect; clarify from and use. 1 Unit c 6-students do listening task3 and written ex.7 | Teacher uses clock to revise telling the time and talking about the time(4 lesson ago). Teacher asks students for any other expressions involving time they know ; write on board ; focus on use of "on, in, at" 2 Unit C10" students do written ex. 3 |
| Week 7 Vocabulary: around the house. Use large poster to find out which words they know and which would be useful to learn. Listening: students must full in this information on a picture of the house 3 Homework: write a short description of the house. | Week 8 4 Negotiating/ planning the next month. Students work in groups to write a test that they will take next lesson. Listening: a song. Listen and full in the blank spaces in the text. |

## Task 6

- In groups, look at any available students 'textbook.
- Write annual , weekly, and daily plan

# Follow-up Activities

In groups of six (**A,B,C,D,E,F** ), student-teachers evaluate the tasks done and as follow:

Group **A** evaluates group **B**          Group **B** evaluates group **A**

Group **C** evaluates group **D**          Group **D** evaluates group **C**

Group **E** evaluates group **F**          Group **F** evaluates group **E**

All groups evaluate task **6** using the following checklist

| Items | Yes | No |
|---|---|---|
| I review the course textbook and programme curriculum before I begin my long- term lesson planning. | | |
| I consider the Foreign Language Standards when developing lesson plan. | | |
| I identify goals for my class guided by my language teaching philosophy, school, school district, textbook, and students 'need. | | |
| I identify appropriate objectives that suite the lesson. | | |
| I develop long- term plans for classes so that my students have adequate time to learn all the material on the syllabus. | | |
| I consult my notes and the Teaching Checklists when I am doing my daily lesson plans. | | |
| I consider my students' particular learning needs when I plan my lessons. | | |
| The textbook does not control my lesson plans. | | |
| I practice my lessons before each class. | | |
| I review and revise my lesson plans for pacing and other classroom management considerations. | | |
| I review and revise my lesson plans so that there will be a variety of activities from the students' perspective. | | |
| I have extra activities planned in case my students finish the lesson early. | | |
| After I have taught a lesson, I make changes to the plan or notes to myself about how I want to change the lesson the next time I teach it. | | |

# Teaching Vocabulary

## Objectives

**This chapter provides information that will help you to:**

1. Give examples for teaching vocabulary.
2. Suggest new techniques for teaching vocabulary.
3. Design a lesson plan for teaching vocabularies.
4. Teach vocabulary.
5. Evaluate student-teachers' performance.

# Glossary

| Terms | Definitions |
|---|---|
| Antonyms | Items that mean the opposite. e.g. rich: poor |
| appropriateness | A more subtle aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. |
| Connotation | The associations, or positive or negative feeling it evokes, which may or may not be indicated in a dictionary definition. e.g. dog has positive connotations of friendship and loyalty. |
| Co-hyponyms or co-ordinates | Items that are the same kind of things; red, blue, green are co-ordinates. |
| Denotation | The meaning of a word is what it refers to in the real world. e.g. dog denotes a kind of animal. |
| Hyponyms | Items that serve as specific examples of a general concept; dog, lion, mouse are hyponyms of animal. |
| Lexical items | A single word, a part of a word, or a chain of words that forms the basic elements of a language's lexicon (vocabulary). Examples are *cat*, *traffic light*, *take care of*. |
| Prior knowledge | The knowledge that stems from previous experience. |
| Superordinate | General concepts that cover specific items; animal is the superordinate of dog, lion, mouse. |
| Synonyms | Items that mean the same, or nearly the same. e.g. clever, smart mean intelligent. |

# 1. What Needs to Be Taught?

The most important things the students need to know about a lexical item are its written and spoken form and its most usual meaning. However, there are additional aspects which also need to be learnt from the pronunciation and spelling. The students have to know what word sound like and what it looks like.

1. Grammar. The grammar of new items will need to be taught if this is not obviously covered by general grammatical rules.
2. Collocation. This  another piece of information about a new item which it may be worth reaching.
3. Aspects of meaning: denotation, connotation, appropriateness.
4. Aspects of meaning: Meaning relationships:
a. Synonyms
b. Antonyms
c. Hyponyms
d. hyponyms of animal.
e. Co-hyponyms or co-ordinates
f. Superordinate

# 2. Stages for Presenting New Vocabularies

To produce new items, the following stages may be useful.

**Stage 1:**Select items from the vocabulary taught in a foreign language textbook you know. Think how the meaning of these items would best be presented to students who are encouraging it for the first time, and note down some ideas.

**Ways of presenting the meaning of new items**
- Concise definition (as in a dictionary; often a superordinate with qualifications: for example; a cat is an animal which …)
- Detailed description ( of appearance, qualities..)
- Examples( hyponyms)
- Illustration ( picture, object)
- Demonstration (acting, mime)
- Context (story or sentence in which the item occurs)
- Synonyms
- Opposite (antonyms)
- Associated ideas

**Stage 2:**Put in  your practical suggestions aside for the moment, study a list of different techniques of presenting the meaning of new vocabularies.

**Stage 3:** Identify which one or more of the techniques were used in your own idea for presentation.

**Stage 4:** On the basis of the information gathered in stage 3, or your own reflection, discuss orally or in writing generalizations that can be made about the usefulness of the different techniques. Bellow, specific questions to consider.

1. Are there techniques that are particularly appropriate for the presentation of certain types of words?
2. Are there techniques which are likely to be more, or less , appropriate for particular students populations?
3. Do you find that you prefer some kinds of techniques and tend to avoid others? Which? Why?

# 3. Tips for Illustrating Meaning Effectively

1. Use pictures or drawings.
   For example, instead of explaining what lorry / truck is, show them a picture of it.
2. Use realia.
   For example, instead of explaining what a credit is, show them one.
3. Use mime.
   For example, instead of explaining what a happy is, mime it.
4. Use contrasts.
   For example, with heavy you could also pic up something which is not heavy to emphasize the point.
5. Use synonyms of a lower level.
   For example, for exhausted you could say 'a word meaning very tired'.
6. Use spoken gap-fill sentence.
   For example: I ate four pieces of cake…. I was very….. .
7. With higher levels, try to use more student-centered approaches to increase leaner independence.
8. The record should include a guide to the meaning, form and pronunciation.
9. Students should be encouraged to be selective in choosing the words they really feel are useful to them longer- term.
10. Students need to be encouraged to review what they have learned in whatever way they find helpful.
11. Teachers should do review activities in class from time to time- you cannot just teach something in one lesson and never return to it.

# 4. Vocabulary Activities

The following are vocabulary activities that you can integrate into your classroom starting tomorrow.

**1. word wall strategy**
   1. Establish a purpose for using the word wall.
   2. Select the words that are targeted for instruction. Select a few words for teaching and post them on the wall in advance or write them as they are presented for discussion. Words on the wall need to be spelled correctly and

written legibly, as students will be encouraged to use the word wall as a resource for their reading and writing.

3.  Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4.  Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5.  Before reading, teach the words. Engage students in a lively discussion of the words. Teachers may decide to write a brief meaning of the word.

6.  After reading, students may post words to the word wall. Because word walls are effective when they are interactive, teachers guide discussion of the readings to include new and interesting words that students discovered in their readings. These words, along with their meanings, may be posted on the word wall.

1.  Initiate activity around the word wall. For the word wall to be effective, members of the learning community must use them.

## 2. Making Meaning

This is a great anticipatory activity to introduce students to context clues. Identify 4-5 vocabulary words from the text that students will need to understand in order to comprehend the text. In order to activate prior knowledge, students will brainstorm what they already know about the vocabulary term. Do a think-pair-share if you perceive that they will have difficulty with the new terms. During the reading, use the think aloud strategy to model how context clues provide context and give meaning to the vocabulary words.

## 3. Essential Prefix

Give students an opportunity to create a Prefix Reference Chart in their notes.  A

quick activity at the beginning of the school year can help students breakdown new words based on their understanding of prefixes and root words.

| Prefix | Meaning | Prefix | Meanir |
|--------|---------|--------|--------|
| un | not, opposite of | re | Again |
| in, im, ir, il | Not | dis | not, o |
| en, em | cause to | non | Not |
| in, im | in or into | over | too m |
| mis | Wrongly | sub | Unde |

## 4.Wor dsplash

A word splash is a collection of key words or concepts chosen from a passage or chapter that students are about to read. This strategy gives students a chance to relate the new words or concepts to the main topic of the reading.

## 5. Interview a Word

Why not turn vocabulary acquisition into a game? Using the *Interview a Word* strategies, students will review and summarize learning to develop concepts and comprehension.

- Select key words important to understanding a concept or unit.
- Divide class into teams of 2-4 students.
- Give each team a word and list of interview questions.
- Have students "become" the word and write answer to questions.

Without revealing the word, the teacher or a student acts as Interviewer and asks the questions as team members read their written answers. After the interview, the class guesses the word.

**6. Word Sorting**

Provide a list of vocabulary words from a reading selection and have students sort them into various categories (e.g., parts of speech, branches of government). Students can re-sort words into "guess my sort" using categories of their own choosing.

**7.Crossword Puzzles**

In this activity, students 'dissect' a word by completing the components of the vocabulary square worksheet. Not only will students understand the term, they will also apply their knowledge by creating a visual representation and sentence.

**8. Learning Maps**

1. Select words for vocabulary instruction. Prepare for vocabulary instruction by carefully selecting the words to be taught.
2. Choose words by considering the readings and the words that are key to understanding the text.
3. Project a blank word map on the screen. Model how to construct a word map and demonstrate to students how to use the word map for building and exploring word relationships.
4. Write the key words on the word map. In each blank, write and say the key word that will be taught.
5. Use a think-aloud to model how to explore relationships between words.
6. Students are directed to use the word maps during and after reading to add information about the key words.
7. Students share their maps with others.

## 9. Vocabulary Journals

1. Talk about the purpose of the journal and how to identify words from their readings to explore a word's meaning and use

2. Demonstrate how to select words from a reading. Conduct a read-aloud to show the students which words might be selected for their Vocabulary Journals.

3. Use a think-aloud to model how to construct meanings from words. Engage in a think-aloud on how to interact with text to construct and build word meaning.

4. Demonstrate to students how to

a.  consult other resources such as glossaries and dictionaries to show meanings of words or search illustrations, diagrams, and subtitles;

b.  use the context of the sentence or sentences around the word to explore the meaning of the word;

c.  show word relationships such as synonyms, antonyms, homonyms, etc.; and

 d.  explore meaning through making connections to the word, such as what they know that is similar to the meaning of the word or other readings in which the word might have been used.

5. Record ideas that have been used to explore the meaning of the word. Display different techniques that were used to represent word meanings and relationships.

6. Encourage students' systematic use and sharing of Vocabulary Journals. Develop students' interest in words by encouraging their use of Vocabulary Journals and providing a range of contexts where students use their journals.

7. Encourage students to use their Vocabulary Journals as a resource. 8.Provide authentic ways to help students use their Vocabulary Journals as a tool for learning.

# 5.Vocabulary –Testing Techniques

Different vocabulary testing techniques with their examples are selected here .

1. Multiple – choice items :   Example
   Choose the letter of the item which is the nearest in meaning to the word in italics:
   He was *reluctant* to answer.
   a. Unprepared      b. unwilling   c. refusing    c. slow

2. Matching :   Example

   Draw lines connecting the pairs of opposites.

```
A           B
Brave       Awake
Female      Expensive
Cheap       Succeed
Asleep      Cowardly
Fail        Male
```

3. Odd one out:   Example

 Underline the odd one out: goat, horse, cow, spider, sheep, dog, cat.

4. Writing sentences :  Example

For each of the following words, write a sentence that makes its meaning clear.

  1.  Wealth   2. Laughter   3. Decision   4. Brilliant


5. Dictation:   Example

 You dictate the words from any text, and your students write down what they hear.



  6. Sentence completion:   Example

Finish the following sentences:

   1.  I feel depressed when…..
   2.  It was a great relief when…….
   3.  I never failed in the exam when…..

7.Gap filling:   Example

There was ….traffic all the way from the airport to town and, when we eventually ….
At the hotel it was…. late.

# Sources for Learning

**For further learning, consult the following sources:**

Laufer, B., andHulstijn, J., (2001)."Incidental Vocabulary Acquisition in a Second Language: the Construct of Task-Induced Involvement". **Applied Linguistics**, *22*(1), 1-26.

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# Warm-up Activities

### ● Ice Breaking

These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

**<span style="color:red">Word link</span>**

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link.

**<span style="color:red">Add words</span>**

Simple, completely ridiculous and a lot of fun. The first person says a word, for example 'The'. The second person says the first word and ADDS a second word of

their choice, and so on. At the end you might have a complete sentence! For example, 'The aardvark spiralled into the puddle of custard clutching his skateboard while whistling his favorite Bjork melody.' The fun thing is putting twists in the sentence so that the others have a hard time coming up with a word that fits. ADD WORDS can be played a few times without being boring.

<span style="color:red">**<u>Name grid</u>**</span>

Divide the young people into groups of four. Each group needs paper and pens. Ask them to draw a grid on which they write their forenames. For example,

| S | I | M | O | N | |
|---|---|---|---|---|---|
| W | E | N | D | Y | |
| R | O | B | E | R | T |
| A | N | N | E | | |

Give each team three minutes to write down as many words (three letters or more) that they can make only using the letters in their names. Letters must adjoin each other in the grid, but do not have to be in a straight line.
When the time is up each team adds up their score.
3 or 4 letter words = 1 point
5 letter word = 2 points
6 letter word = 3 points

- **<span style="color:#2e6da4">Brainstorming</span>**
<span style="color:red">**If you are working in a group**</span>

- <span style="color:red">**First note down your own answers alone**</span>
- <span style="color:red">**Share with the other members of the group.**</span>
- <span style="color:red">**Check the answers together.**</span>

1. How many times do you need to re-encounter new items in order to be sure of remembering?
2. What are the most important criteria for selection of the vocabulary to teach a class?
3. How might you get an idea of how much vocabulary overall your students know?
4. Can you state three or four different activities shown here that can be used to review or deepen vocabulary knowledge?

- **Video Task**

  **Video Length: Approximately 15 minutes notes to the student teachers**
  🖻 Video 4.1
  **What to look for:** how to teach vocabulary.

  🖻 Video 4.2
  **What to look for:** Watch how teacher makes a *vocabulary* lesson interactive. In this video, great classroom strategies are used.

# Tasks

### Task 1

Tick the option that you think can help students better understand meaning in context?

| | |
|---|---|
| Pointing out collocations when they occur. | |
| Designing activities that focus attention on the collocations of particular lexical items. | |
| Setting text gap-fill exercises. | |
| Getting learners to predict likely meanings or lexical items before seeing or hearing a text. | |

## Task 2

What is the relationship between the words within each group below?

a. hot  cold
b. on   off
c. stroll   amble
d. drink   lemonade
e. flower  pot  spade  seeds  weedkiller

## Task 3

For each lexical item in the following random list different ways that you could help your students begin to learn the meaning.

1.  Add new teaching ideas beside them.
2.  Continue the list with teaching ideas for the following words
    Wednesday; chilly; overtake; tunnel

| Wink | facial expression |
|------|-------------------|
| Swimming | watch a video where someone is swimming |
| House | draw it on the board |
| chase | get students to act it |
| Hope | read out the dictionary definition |
| put up with | Translate |
| Reduction | draw a diagram or graph |
|  |  |
|  |  |
|  |  |
|  |  |

## Task 4

Here is a procedure for vocabulary lesson . Put stages in a likely working order.

- Have students "become" the word and write answer to questions.
- Divide class into teams of 2-4 students.
- Give each team a word and list of interview questions.
- Select key words important to understanding a concept or unit.

## Task 5

List ten or more items of vocabulary that students will practice when they do

<div style="border">

**Practice**

1. Write or discuss the answers to these questions.
   a. How much do you know about each of the planets in our system?
   b. How far do you think man will get in space Discovery in the next hundred years?
   c. Do you really need to know what other planets and systems are like?
2. You are an astronaut reporting back to earth from outer space. Describe what you can see as you float through space.

</div>

## Task 6

Look at the following list of words and answer the questions which follow:

<div style="border">

Attractive beautiful chubby emaciated fat flabby good-looking handsome lean muscular nubile obese plain pretty shapely sinewy skinny slim stout thin ugly underweight well-built

</div>

a. At what level would it be appropriate for students to concentrate on these vocabulary item?

b. How could you get students to understand the meaning and connotation of the words?

c. What kind of situations can you think of to get students using the new words?

## Task 7

Look at any local student's textbook and do as required.

1. In groups of six, design a plan that will give students written or oral practice in using the given words.
2. Select one member from each group to teach the selected activity.

## Follow-up Activities

In groups of six  (**A,B,C,D,E,F** ),  student-teachers evaluate the tasks  done and as follow:

Group **A** evaluates group **B**        Group **B** evaluates group **A**

Group **C** evaluates group **D**        Group **D** evaluates group **C**

Group **E** evaluates group  **F**         Group **F** evaluates group    **E**
All groups evaluate task **7** using the following checklist

**How does the physical environment show that vocabulary is important?**

- Are there collaboratively made word lists on the wall?
- Is there a word wall?
- Is there a list of vocabulary strategies?
- Are content specific vocabulary words clearly evident?
- Do students keep a vocabulary journal?
- Are word play and word awareness a part of every day?

**How does the student-teacher show that words are important?**

- Are there two or more read aloud a day complete with discussion of interesting   words?
- Is there a structure for students to collect words they find to be interesting?
- Is there a sense of excitement about word learning?
- Are interesting words explored in all dimensions of the curriculum?

**Are strategies for exploring words modeled and practiced?**

- Do learners engage in word sorts and word mapping?
- Are students encouraged to monitor their own attempts to use new words in daily conversation and in writing?
- Are strategies for understanding words modeled and demonstrated?
- Are word relationships and connections made evident?

**Do the students have tools for word learning?**

- Are they self-selecting vocabulary words to study?
- Are they comfortable with a dictionary and a thesaurus?
- Do they know how to use root words, prefixes, suffixes, and context to determine word meaning?
- Are they encouraged to use rich vocabulary in class discussions?

# 5 Teaching Grammar

## Objectives

**This chapter provides information that will help you to:**

1. Suggest new activities for teaching grammar.
2. Design a lesson plan.
3. Teach grammar.
4. Evaluate student-teachers' performance.

# Glossary

| Terms | Definitions |
|---|---|
| Authentic use of grammar | These oral or written activities focus on real-life communication. They focus on fluency. |
| Communicative activities | Situations where students use language to communicate real meaning, rather than just practicing language. |
| contextualized example | "Contextualizing" your example means explaining the situation so that a reader can fully make sense of your specific examples. |
| Deductive approach | Way applies a general rule to particular instances while inductive way involves inference from the particular to the general. Deductive learning occurs when teacher gives the rule in an explicit way and then encourages learners to apply it by giving examples and leads them to practice. |
| Explicit grammar | as an approach contains all the conscious facts the learner has about the language and the criterion for admission to this category in the ability to articulate facts. Explicit approach can help generate a new language. It encourages learners to make sentences, follow patterns and establish structures for learning. It clarifies meaning and encourages to notice. |
| Grammar | The way words are put together to make correct sentences. |
| Grammatical structure | A specific instance of grammar is usually called a structure. Example of structure would be the past tense, noun plurals, the comparison of adjectives, and so on. |
| Inductive approach | Works differently from deductive by giving examples in order to get learners notice the rules. |
| Implicit grammar | A kind of linguistic knowledge which means intuitive |

| | information upon which the language learner operates in order to produce responses in the target language. In this approach, learner uses but does not reflect on the rule. S/he can decide the speech is or is not in accordance with rule. |
|---|---|
| Restricted use activities | These oral or written activities give students practice of a new grammatical structure. They are carefully designed to restrict the language needed and require the use of the new grammatical structure only. They focus on the form and intend to give language practice. Activities focus limited options for communication; and accuracy. |

# 1. What Needs to Be Taught

There is some debate as to whether we should worry about grammatical accuracy when it does not interfere with effective communication of a message. For example, should we correct a student who drops the third person *-s* suffix in the present simple (saying *she like* instead of *she likes)?* And should we correct a student who uses *which* instead of *who* in relative clauses saying *the person which* instead of *the person who)?* Or should we insist on accuracy only when it affects meaning, for example correcting a student who uses a present tense verb where a past tense is needed?

Practically, most of us teach the conventional grammatical forms and meanings of English because that is what the course books we are using do, or because that is what the exams test, or because that is what the school policy, the parents or the students themselves demand.

•**Three Dimensions of Teaching Grammar**
1. Form (how is it formed?) Accuracy: syntax
2. Meaning (what does it mean?) Meaningfulness: semantics
3. Use (When/why is it used?)

# •<u>Approaches to Grammar</u>

The main approaches for teaching grammar are:
1. Prescriptive Grammar
2. Descriptive Grammar
3. Functional Grammar
4. Formal Grammar
5. Discourse Grammar

## 1. Prescriptive Grammar
•Concerned with rules about the structure of a language
• Focus on what is right/correct and  wrong/incorrect
• Prescriptive rules make a valued judgment about 'correct' way to speak and write rather than the way people actually speak and writee.g., Musics are my favorite subject (X).
Mass noun is not countable.

## 2. Descriptive Grammar
Concerned with how people actually use a language and then attempts to analyze it and  formulate rules about the structure. However, people can still use this prescriptively. They tend to follow what these rules say.

## 3.Functional grammar
• Focus on meaning and functions of language as conveyors of information rather than just on forms
•Contextual in orientation--looking at how language is used for different purposes in different contexts.

## 4. Formal grammar
Boys (subject: noun) throw (verb) stones (object: noun)
• Functional grammar
Boys (actor/agent) throw (process) stone (patient)
a. John lost his wallet. (Stress occurs in the last lexical item because it is new information.)
b. John lost it. (Main stress in different position because pronominal element is given information)

**5.Discourse grammar**

Discovers recurrent patterns
•Inductive methodology and data-driven analysis
• Looks at forms from functional approaches using actual data and large stretches of discourse.
• By looking at grammatical forms as they occur in actual discourse (both spoken and written), we can find many more patterns and help students understand the usages and formulate their own analyses of these forms to account for larger number of patterns.

- **Using Authentic Materials**

Authentic materials include:
TV Commercials, TV drama clips, movie clips.
Face-to face/ telephone conversations, talk shows, interviews, debates news broadcasts, newspapers, magazines, Cartoons, songs, pictures, etc.
Contextual in orientation:
•Focus on how the grammar feature is used.
•Can provide larger stretches of discourse, not discreet phrases or sentences.
•Can show more naturally occurring data rather than made up sentences.
•Can capture prosodic features and non-verbal cues.

## 2. Stages for Effective Grammar Presentation

This section provides a framework for utilizing your own experience in order to learn more about effective grammar presentation and improve practice.

Stage 1: present and explain a grammar structure to a class. The presentation should not take more than five minutes. Choose a structure you feel fairly confident about, and present it to a group of colleagues. The presentation should be recorded in some way.

Stage 2: You may need to look up a grammar book to check your explanation.

Stage 3: Ask a colleague to tell you immediately afterwards how clear they thought your presentation was, and if they have any particular comments.

Stage 4: In the light of the critical discussion of presentation, write out for yourself a set of guidelines for presenting and explaining grammar.

Stage 5: compare what you have written with what have said in any other references.

Stage 6: Do stage 1 again, using another structure. Note briefly any changes you notice in your own teaching as a result of the process you have been done.

## Guidelines on presenting a new grammatical structure

1. In general, a good presentation should include both oral and written forms, and both form and meaning.
2. It is important for students to have plenty of contextualized examples of the structures and to understand them. Visual materials can also contribute to understanding.
3. The answers to this will depend on your situation and students. On the whole older or more analytically-minded students will benefit more from the use of terminology.
4. Again this is very much depends on your own situation and judgement.
5. Your explanation should cover the great majority of instances for students are likely to encounter; obvious expectations should be noted, but too much detail may only confuse.

## 3. Grammar Practice Activities

In order to give students intensive oral or written practice of specific language points, we can use activities carefully designed to restrict the language needed and require the use of the target items.

### 1. Written exercises

Written exercises are a common and useful way of giving students concentrated practice of language items.

#### Example

Here is a textbook exercise. What area of language is it working on?

1 .. computer is certainly ........................... 2... great invention, one of….3…. wonders of .............. 4 .. modern world. But late on…. 5….. cold Friday afternoon, towards...6.....end of................ 7... miserable December, I'm beginning

to wish that I'd never bought one. All I want to do is write     8….. letter to      9 Aunt Diana. But…..10 machine seems to have…..     11..... different     idea altogether. After….12..two hours' work all I have to show are…..13…torn piece of paper filled with..14 black, inky smudges and….    15… computer screen that happily tells me There is ......................... 16....error. Please Restart.' Give me ....17…...................pen and.................... 18. pad of   19     paper! If this is .....20 modern world I'll vote for ....................... 21. Stone Age!

## Ideas for doing this example

• Do it as individuals - then compare and discuss answers with others.
• Work in pairs to do exercise,
• Work in small groups.
• Work in teams - make a competition out of it.
• Do it together on the board - teacher-led.
• Do it together on the board - student-led.
• Hand out an out-of-order list of answers to match to the questions.
•  Do it orally in a language laboratory.
• Dictate the sentences leaving spaces where the missing words are.
• Do it at great speed (give them, say, three minutes to do the whole exercise). Then shuffle papers and give to small groups to discuss and mark.
• Cut up the sentences and give one to each student - negotiate arrangement and answers.
• Hand out the exercise with your answers already written in - some right, some wrong. The students must correct your work.

### 2.  Elicited dialogues

With this activity, students will get many chances to repeat the dialogues in class and thus increase their familiarity with these items.

## Step 1 - before the class

Write a short dialogue.  You can now make a short dialogue, set in a specific situation, that includes a few examples of this language item.

## For example:

Lazy boy on sofa; girl in doorway.
GIRL: Could you help me, Mike?
BOY: What do you want?

GIRL: Bring me that suitcase, please.

BOY: Oh –I'm too tired!

GIRL: It's too heavy for me to carry.

BOY: (*trying and failing*) And it's too heavy for me too! What's in it?

GIRL: Your birthday present!

**Step 2 - in class**

1 . Use board pictures (or some other way) to establish the context rind the characters.

2 . By using mime or gestures or questions or picture cues, try to elicit from the students each line of the dialogue you have prepared.

3 . When the students say sentences in response to the eliciting, you need to select a suitable one, correcting it if necessary.

4 . You must now establish this line of dialogue (i.e. every student in the class needs to be able to say it and remember it). This will probably be done through choral an individual drilling and correction; the students are given lots of chances to repeat it, with you helping them to say it fluently and accurately with the best possible pronunciation (especially intonation!).

5 . The procedure of 2, 3, 4 is repeated for each line.

6 . There are also frequent repetitions of the whole dialogue to date (in pairs, perhaps, or by dividing the room into two halves).

**Step 3:** When the dialogue is complete, follow-on activities could include writing it out, acting it out, continuing it, etc.

### 3. Self-directed discovery

With this approach, the teacher needs to ensure that the learners have sufficient information and experience to be able to work out their own rules and explanations, and perhaps work out their own goals and learning strategies as well. The obvious danger here is that teachers will abdicate their real responsibilities.

- **Guided discovery**

In which you can:

• set problems, tasks and activities that raise relevant points;

• ask questions that focus on the meaning (concept questions);

• ask questions that focus on the context (context questions);

• ask questions that focus on the form;

• elicit answers;

- offer appropriate examples;
- offer tools to help clarify meaning, e.g. time lines, substitution tables;

(but perhaps encouraging the students to use them to solve the problems);

- encourage thorough working out of difficulties;
- guide their process of discovery along fruitful lines;
- encourage different students to add their ideas;
- help them to stay focused if they go down side-tracks;
- raise their awareness as to what they have learned.

## Guided discovery: some ideas and examples

The following list gives some further examples of guided discovery.

   1. Questions about form

So what word goes in this space? How many words are there in the sentence.? How do you spell that? Is that a verb? What comes after the verb? What's the name of this tense?

   2. Questions about function

Do they know each other? Is this formal or informal? Where do you think they are speaking? Is this polite? Why does he say that? How does he feel?

   3. Problems and puzzles

Put these words in the right order. Fill in the spaces. How many sentences can you make from these words? Change this into the past simple tense. Write this sentence again with exactly the same meaning, but only using seven words. Rewrite the sentence using this word.

   4. Reflecting on use

Write down some of the sentences you used. Write down some of the sentences you heard. Why did you use that tense? What was the answer? What was the idea you wanted to express? Where was the problem? Which of those two sentences is correct?

# 4. Grammar Planning Effective Lessons

Here are four common and effective lesson types:

**Lesson type 1**

1. The teacher presents information about an item of language.

2. The students then work on oral practice of examples of these items.

3. The students do a written exercise to practice these items.

4. The students are given the opportunity to use these items, along with the other language they know, in communicative activities.

This procedure uses the three ARC (authentic use, restricted activities, and clarification) components in this order CRRA.

**Lesson type 2**

1. The teacher selects an activity requiring use of specific language points. The students do the activity. While they are speaking the teacher listens in discreetly and notes down problems.

2. After they have finished, the teacher uses the sentences she noted down to focus on and clarify difficulties and teach potentially useful language items that were avoided during the activity.

3. The teacher follows on with a similar activity to the first one. The students now have better resources to deal with some of the problems they may have faced.

This procedure uses the three components in this order: **RCR** (Restricted use; Clarification and focus; Restricted use). It starts by encouraging students to use the language they know and only then focuses in on specific problems or difficulties. Note that the teacher did not select the specific sentences to work on until she *listened to the* students talking. Sometimes this approach is characterized as 'Test-Teach-Test\ A small but significant variation would be to change one or both of the **R** activities for **A**; this is the lesson type 3.

**Lesson type 3**

1. The teacher selects a communicative activity. The students do the activity. While they are speaking, the teacher listens in discreetly and notes down problems.

2.  After they have finished, the teacher uses the sentences she noted down to focus on and clarify difficulties and teach potentially useful language items that were avoided during the activity.

3.  The teacher follows on with a similar communicative activity to the first one. The students now have better resources to deal with some of the communication problems they may have faced.

Here, the order is ACA (Authentic use; Clarification and focus; Authentic use). I have now categorized the first and third activities as 'authentic' rather than 'restricted 'use because the teacher did not require or invite the students to use specific items of language.

### Lesson type 4

The fourth type of lesson is based on textual or taped material, often in a course book. This material has been specially selected to include a lot of examples of the target language items.

1.  The students read the text (or listen to the tape).
2.  The teacher focuses them in on specific language points.
3.  The students do a follow-on exercise or communicative activity.

## 5. Testing Grammar

It has been said that pupils would do the exercises with pleasure and in a funny way. But it is quite difficult to test grammar in the same way. However, it is difficult, it is possible. There are several types of tests. Teacher can test students' ability to speak or write, his reading or listening skills. Of course, written tests take less time and they are easier to administer. That is why most tests are based on written skills. This could cause some problems, because so much teaching in the classroom is based on oral work. Teacher should remember this fact and try to make the tests suitable for students. Good test shows both teacher and learner how well they are all doing. Teacher who writes tests should bear in mind the  following rules :

- Do not test what you have not taught.

- Do not test general knowledge.

- Do not introduce new techniques in tests.

- Do not just test accuracy.

- Do not forget to test the test.

## 6.Feedback during accuracy work

The first set of techniques we need to be aware of is devoted to showing incorrectness. These techniques are only really beneficial for what we are assuming to be language 'slips' rather than embedded or systematic errors. When we show incorrectness, we are hoping that the students will be able to correct themselves once the problem has been pointed out. It they cannot do this; however, we will need to move on to alternative techniques.

•**Showing incorrectness:** this can be done in a number of different ways:

*Repeating:* here we can ask the student to repeat what they have said, perhaps by saying *Again?* which, coupled with intonation and expression, will indicate that something is not clear.

*Echoing:* this can be a precise way of pin-pointing an error. We repeat what the student has said, emphasising the part of the utterance that was wrong, e.g. *Flight* 309 *GO to Paris?* (said with a questioning intonation) or *She SAID me?* It is an extremely efficient way of showing incorrectness during accuracy work.

Statement and question: *we can, of course, simply say* Good try, but that's not quite right *or* Do people think that's correct? *to indicate that something hasnot quite worked.*

*Expression:* when we know our classes well, a simple facial expression or a gesture (for example, a wobbling hand) may be enough to indicate that something doesn't quite work. This needs to be done with care as the wrong expression or gesture can, in certain circumstances, appear to be mocking or cruel.

*Hinting:* a quick way of helping students to activate rules they already know (but which they have temporarily 'mislaid') is to give a quiet hint. We might just say the word *tense* to make them think that perhaps they should have used

the past simple rather than the present perfect. We could say *countable* to make them think about a concord mistake they have made, or *tell* to indicate they have chosen the wrong word.

*Reformulation:* a correction technique which is widely used both for accuracy and fluency work is for the teacher to repeat back a corrected version of what the student has said, reformulating the sentence, but without making a big issue of it. For example:

**STUDENT:** She said me I was late.

**TEACHER:** Oh, so she told you were late, did she?

**STUDENT:** Oh yes, I mean she told me. So I was very unhappy .

Such reformulation is just a quick reminder of how the language should sound. It does not put the student under pressure, but clearly points the way to future correctness.

- **Getting it right:** if students are unable to correct themselves or respond to reformulation, we need to focus on the correct version in more detail. We can say the correct version, emphasising the part where there is a problem before saying the sentence normally or we can say the incorrect part correctly(e.g. *Not go'. Listen, goes')*. If necessary, we can explain the grammar (e.g. *We say I go, you go, we go, but for he, she or it, we say goes )*.

# Sources for Learning

**For further learning, consult the following sources:**

Swan, M. (2005). *Practical English Usage*. Oxford: Oxford University Press.

Ur, P. (2009). *Grammar Practice Activities* (2nd ed.), Cambridge: Cambridge University Press.

Burden, P.R. and Byrd ,D.M. (2010). *Methods for Effective Teaching*. New York: Pearson Press.

Scrivener. (2012). *Classroom Management Technique s*. Cambridge: Cambridge University Press.

# Warm-up Activities

- ## Ice Breaking Activities

  These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

**One minute please!**

The aim of the game is to talk for one minute on a given subject. You announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select i.e. person who draws the lowest number. Choose subjects to stimulate the imagination and which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favorite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, pre-millennialism (no, not really!)

**Newspaper puzzle**

Divide into teams of five or six people and give each group a copy of the SAME newspaper. Ask them to spread the newspaper out in front of each team. Describe a particular advert, article, fact or picture from the paper and the group has to find it, rip it out and bring it to you. The first team to bring it gets a point. Continue calling out items and the winning team is the one with the most points. Watch the paper fly.

- ## Brainstorming
  **If you are working in a group**
  - **First, note down your own answers alone.**
  - **Share with the other members of the group.**
  - **Check the answers together.**
  1. Can you recall the main stages for effective grammar presentation?

2. What is meant by "In general, a good presentation should include both oral and written forms, and both form and meaning"?

3. What do you think written exercises includes?

4. Can you recall at least four useful guidelines when explaining a new grammar point to the class?

5. What kind of practice can help students transfer knowledge of a grammatical rule so that they can use it fluently in their own production?

- **Video Task**

**Video Length: Approximately 15 minutes notes to the student teachers**

Video 5.1

**What to look for:** This video gives you some useful tips on how to teach grammar.

Video 5.2

**What to look for:** The structure of a grammar lesson in a 10 minute video.

# Tasks

## Task 1

In order to gain effective grammar presentation and improve practice, certain stages are stated. Put these stages in their correct order .

Stage  Do stage 1 again, using another structure. Note briefly any changes you notice in your own teaching as a result of the process you have been done.

Stage  Ask a colleague to tell you immediately afterwards how clear they thought your presentation was, and if they have any particular comments.

Stage  present and explain a grammar structure to a class. The presentation should not take more than five minutes. Choose a structure you feel fairly confident about, and present it to a group of colleagues. The presentation should be recorded in some way.

Stage  In the light of the critical discussion of presentation, write out for yourself a set of guidelines for presenting and explaining grammar.

Stage  compare what you have written with what have said in any other references.

Stage  You may need to look up a grammar book to check your explanation.

## Task 2

Suggest steps for the following grammatical activities:

| | |
|---|---|
| Written exercises | |
| Elicited dialogues | |
| Split sentences | |
| Questionnaires | |

## Task 3

Complete the following diagram:

```
        ┌─────────────────────────────┐
        │   Self- directed discovery  │
        └─────────────┬───────────────┘
                      ↓
        ┌─────────────────────────────┐
        │   Guided discovery ideas    │
        └─────────────────────────────┘
```
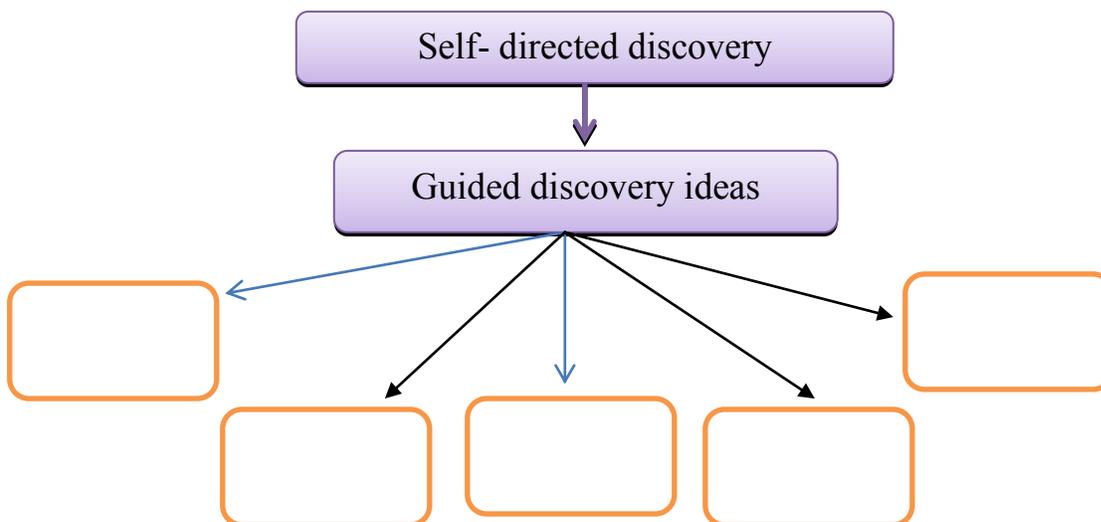
## Task 4

Look at the following activities and identify whether they are authentic or restricted use activities.

| Activities | Authentic use | restricted use |
|---|---|---|
| **1.** Drill<br>Teacher: He is going to buy a car<br>Pupils: He is going to buy a car.<br>Teacher: TV<br>Pupils: He is going to buy a TV.<br>Teacher: Camera<br>Pupils: He is going to buy a camera. | | |
| **2.** jazz Chant<br>What are you going to do at two? What are you going to do?<br>Where are you going to be at three? Where are you going to be?<br>Who are you going to see? What are you going to say? | | |
| **3.** Conversation<br>The teacher is talking to his class about Christmas and asks them about their Christmas presents for their families. "What are you going to buy or make for …?" | | |
| **4.** Discussion<br>The teacher is talking to his class about the technology and they all speculate about what is going to happen | | |
| **5.** Exercise in textbook / workbook<br>The students have to do an exercise on the future tenses and fill in gaps. | | |

## Task 5

In this chapter four types of lessen plan have been suggested. In groups, try to design another type of lessen plan. Then, from each group, a volunteer teaches the new lesson plan.

# Follow-up Activities

In groups of six  (**A,B,C,D,E,F** ),  student-teachers evaluate the tasks  done and as follow:

Group **A** evaluates group **B**          Group **B** evaluates group **A**

Group **C** evaluates group **D**          Group **D** evaluates group **C**

Group **E** evaluates group  **F**          Group **F** evaluates group **E**

All groups evaluate task **6** using the following checklist:

| Items | Yes | No |
|---|---|---|
| **1. Examples** .<br><br>  Were enough examples provided of the structure in a meaningful context? Am I sure the students understood their meanings? | | |
| **2.The structure itself**.<br><br>  Was the structure presented in both speech and writing, both form and meaning? | | |
| **3. Terminology**.<br><br>Did I call the structure by its (grammar-book) name? If so, was this helpful? If not, would it have helped if I had? What other grammatical terminology was (would have been) useful? | | |

| | | |
|---|---|---|
| **4.Language**.<br><br>Was the structure explained in the students' mother tongue, or in the target language, or in a combination of the two? Could/should a different combination have been used? | | |
| **5**. **Explanation**.<br>Was the information given about the grammatical structure at the right level: reasonably accurate but not too detailed? | | |
| **6.Delivery**.<br><br> Was I speaking (and writing) clearly and at an appropriate speed? | | |

# 6 Teaching Listening

## Objectives

**This chapter provides information that will help you to:**

1. Give examples for teaching listening.
2. Suggest new activities for teaching listening.
3. Design a lesson plan for teaching listening.
4. Teach listening.
5. Evaluate student-teachers' performance.

# Glossary

| Terms | Definitions |
|---|---|
| Appreciative listening | A type of listening behavior where the listener seeks certain information which will appreciate, for example that which helps meet his/her needs and goals. One uses appreciative listening when listening to good music, poetry or maybe even the stirring words of a great leader. |
| Comprehensive listening | One of the five major types of listening. The focus of comprehensive listening is on what the message means to the listeners and how they understand it in different ways. |
| Critical listening | The mode of examining how we are listening so as to exploit our exact understanding of what another person is saying. This form of listening involves analysis, critical thinking as well as judgment. |
| Prior knowledge | Activating prior knowledge refers to the practice of beginning a lesson by bringing up topics with which the students already have some familiarity. By putting the upcoming lesson material into a familiar context for the students, the teacher is giving them a context into which they can then assimilate the new information and understanding. |

| | |
|---|---|
| Simulation | The situation in which a person is placed into a scenario and is directly responsible for the changes that occur as a result of their decisions. Simulation in business learners can perform building company, meeting, negotiation and product presentation with the help of simulated environments. Problem solving skills cause and effect, and decisions give the user a sense of purpose in their quest to tackle the real situation they are "playing with". |

# 1. What Needs to Be Taught

Teaching listening is one of the most difficult tasks for any teacher. This is because successful listening skills are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching.

Teachers can help students become effective listeners by making them aware of the different kinds of listening, the different purposes for listening, and the qualities of good listeners. Some kinds of listening are identified:

1. Comprehensive listening:  Students listen for the content of the message.
2. Critical listening: Students judge the message.
3. Appreciative listening: Students listen for enjoyment.
4. Therapeutic listening: Students listen to support others but not judge them.

# 2. How to teach listening

1. The purposes of listening tasks should not be primarily to test the students or to set traps for the students to fall into.

2. Be aware of different listening strategies.

3. Select appropriate material.

4. Have a listening purpose.

a. Listening for gist

b. Listening for specific information

c. Listening to establish context

d. Listening to provide information for later discussion, role play, or information exchange.

## 3. Preparing a listening task

To prepare task, answer the following questions:

1. What is the purpose of the task?
2. What listening skills will be practiced?
3. Is the task suitable for the learners' level?
4. What language do students need in order to do the task?
5. How can I create interest in the listening text?

## 4. The listening process

It is important for the teacher to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process. The three phases of the listening are: pre- listening, during listening, and after listening.
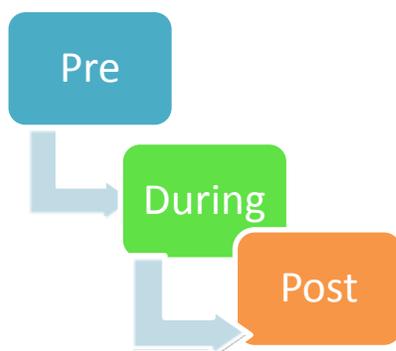


### 1. Pre-listening phase

Pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purpose for listening. Students need to understand that the act of listening requires not just hearing but thinking, as well as a good deal of interest and information which both speakers and listeners must have in common.

- **Strategies to prepare for listening skill**

There are several strategies that students and their teachers can use to prepare for a listening experience. They can:

**a.  Activate existing knowledge**
Student should be encouraged to ask question: What do I already know about this topic? From this teachers and students can determine what information they need in order to get the most from the message. Students can brainstorm, discuss, read, view film or photos, and write and share journal entries.


**b.  Build prior knowledge**
Teachers can provide the appropriate background information including information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation.

**c.  Review standards for listening**
Teachers should stress the importance of the audience's role in a listening situation. There is an interactive relationship between audience and speaker, each affecting the other.

**d. Establish purpose**
Generally there are four purposes for listening:
1. Listening for gist ( global understanding)
2. Listening for specific information.
3. Listening to establish a context ( where is this , what is happening? Who is speaking to whom?).


**e.  Use a Listening Guide**
A guide may provide an overview of the presentation, its main ideas, questions to be answered while listening, a summary of the presentation, or an outline.


**2.  During listening phase**
The purpose of the while listening activities is to help the learners develop the skills of eliciting messages from the spoken language. Good while-listening activities help learners find their way through the listening text and build upon the expectations raised by pre-listening activity.

- **Strategies  for while-listening phase**

There are a number of strategies that can be used in the while-listening stage.

**a.Marking / checking items in pictures**

This activity is meant to ask the students to respond to various stimuli
(questions / statements) by marking things on the picture, after they carry out some pre-listening activity using a picture. Some activities, which can be used in this kind of while-listening stage, are among others identifying people and things, marking items mentioned by the speakers, marking errors, checking details, marking choice etc.

**b. Matching pictures with what is heard**

In this activity, the students hear a description or a conversation and have to decide, from the selection offered, which picture is the right one. They try to interpret what they hear and match it with the picture.

**c.Storyline picture sets**

In this activity, the students are given two or three of, usually three or four pictures. The students then listen to a story and try to decide which sets of pictures represent the story.

**d. Putting pictures in order**

In this type of while-listening activity, the students are presented a number of pictures and then they try to arrange the pictures in the correct order according to the listening text.

**e. Picture drawing**

In this activity the teacher describes a picture and the students attempt to draw it. On some occasions, the teacher can invite the students to work in pairs, one describing a picture and the other trying to draw it.

**f. Carrying out an action**

The teacher instructs the class to do a series of actions. They can be more
interesting by turning up into some sort of game.

**g. Making models / arranging items in patterns**

This is another 'following instruction activity'. Each student (or pair or group of students) is given items with which to build the model or make the pattern. The teacher can then either give instructions him / her or play a tape and the students must try to produce the model / pattern.

**h. Completing grids**

In this activity, the teacher can provide or ask the students to draw a grid, i.e. a block of boxes with each column and row labeled. The students then enter their 'answer' in the correct boxes on the grid depending on what they discover from the listening text. This is usually used for information gap activities.

**i. Form / chart completion**

This is another kind of multiple-purpose grid and there is a great deal of it that can be used with information gap activities based on forms, charts etc. In this activity the students are required to take information from listening text and use it in various kinds of written (or drawn) completion exercises.

**j. Labeling**

In this activity, the students label diagrams / pictures to enable them to learn and remember the various parts of a leaf or an engine or whatever. Listening to a short talk or lecture in English and labeling familiar diagrams using English words is a good way of mastering the lexis of a subject with which the students are already familiar in their own language.

**k. Using lists**

This activity consists of making a list, often a shopping list or a list of places to visit. This is a useful activity when there is not too much for the students to write and if the information is not given to rapidly.

**l. True-false**

In this activity, the students are provided with some statements to decide whether they true or false according to the listening text. True-false exercises should be designed in such a way that they can be completed at specific points while listening.

**m. Multiple-choice questions**

Multiple-choice questions are an exercise given to the students in which several options of answers are provided. The students are requested to choose one of the

correct answers. Like true-false questions, multiple-choice questions should be designed in such a way that they do not create problems.

**n. Text completion (gap filling)**

This is another variety of information transfer exercise. It should be designed with few gaps. When there are too many gaps to fill, it is advisable to help the students to complete some before beginning to listen.

**o. Spotting mistakes**

This activity can be based on a picture, a printed text or simply facts established orally at the pre-listening stage. The teacher can use a clear picture in a book as the focus of the activity. The teacher then talks about the picture, making some deliberate mistakes and the students are required to indicate each time that they spot a mistake.

**p. Predicting**

In this activity, the teacher presents the students an opportunity to speculate on what they might expect to hear in any given situation. One of the best ways of giving the students an opportunity to practice predicting what will be said next is for the teacher, when telling a story or reading a listening text, to pause from time to time for long enough for the students to try to fill the gaps.

## 3. The post-listening phase

Post-listening activities are activities related to a particular listening text, which are done after the listening is completed. Some post-listening activities are extensions of the work done at the pre-listening and while-listening stages and some relate only loosely to the listening text itself. Post-listening activities can be much longer than while-listening activities because at this stage the students have time to think, to discuss, to write.

- **Strategies for post-listening phase**

The following are some ideas can be used during this phase:

**a. Form / chart completion**

There are often occasions on which the completion of form / charts of some sections can only be done at a more leisurely pace after listening. Because the recording of factual information after listening depends largely upon memory rather than on listening skills, it is best if post-listening chart completion does not depend on large quantity of information from the listening text.

**b. Extending lists**

In this activity, the students are asked to make a list or tick / check a list while listening and then to add to it after the listening is finished. It provides a way of collecting word sets and / or extending word sets already known to the students.

**c. Sequencing / 'grading'**

This activity requires the students to sort out the various items as they listen and then to complete the activity after they have heard the whole passage / story. The students may be asked to put in order, for example, for the most liked to the least liked, six jobs that the speaker has to do.

**d. Extending notes into written response**

Brief notes made at the while-listening stage can be extended into written texts. The written text which is required can be anything from one-sentence answers to specific questions to long pieces of prose. It is a good idea for students to listen again after the post-listening writing stage to check their answers.

**e. Summarizing**

Summarizing can be done by extending notes made at the while-listening stage or by simply depending on memory. If the students are to depend on memory, it is generally best to use a story as the listening text, as the sequence of a story adds one hope that the interests make remembering easier.

**f. Using information from the listening text for problem solving and decision making activities**

Students can be asked to collect information from a listening text and apply the information to the solution of a problem or as a basis for a decision.

**g. Jigsaw listening**

In this activity the students are divided into a small number of groups and each group listens to a different listening text, although all the text are on the same topic, and then the groups exchange information to build up the complete story.

**h. Identifying relationships between speakers**

It is sometimes useful, at the post-listening activity, to consider what features of the listening text made the relationships between the speakers clear. If the teacher wants to hold a post-listening discussion about relationship, he or she can give the students notice by giving a question or two before listening.

**i. Establishing the mood / attitude / behavior of the speaker**

In this activity, the listener tries to interpret what is said, rather than just looking for the overt meaning. It is not just the words that are important but how they are spoken.

A certain expression can be spoken with various stress and intonation to show different moods or attitudes, such as, sarcastic, anger, sorrow, excitement, or boredom etc.

**j. Role play / simulation**

Role play and simulation can be based on a listening text. The attraction of using listening as an input is that it can provide students with a selection of language appropriate to the roles and situations which are to be developed.

They help students transfer some of the language learned from listening into their spoken repertoire.

**k. Dictation**

Dictation is meant to get students to concentrate on the listening text, or parts of it, and the emphasis is on spelling and writing correct English sentences, but on the sorting out the meaning of the words spoken. What is wanted is that the students' version indicates comprehension of the utterances, and writing them down is one way of showing this comprehension.

# 5. Sample lesson plan

There is now fixed formula for a good lesson. It is always good to plan. Try a number of techniques and strategies; find out what suits your students and your own approach. Consider the following lesson plan.

Name: -------- (student teacher) Date: --------

Level: -----------------Time: 45 minutes

Learning Objective(s)

1. Listening for specific information( news broadcast)
2. Grammar / structure: Past continuous and simple past practice to check whether students can use what has been previously taught.

Personal Teaching objective(s)

To use more authentic  material in the classroom.

Vocabulary : Essential vocabulary in news reports.

Anticipated knowledge and problems

Cultural unfamiliarity with some items in recording.

Solutions : Avoid using these items in student tasks.

Materials : Recording of radio news broadcast ( 5 minutes in length);worksheets.

| Procedures | Timing | Interaction |
|---|---|---|
| Prepare students for listening task<br>Brainstorming in pairs: What has been in the news?<br>Write on the board what is relevant or needed.<br>Elicit items that will be needed but not included. | 3 minutes<br>3 minutes<br>3 minutes | student to student<br>teacher to students<br>students to teacher |
| Listening tasks and feedback<br>Show worksheet and give instructions, then check understanding.<br>Students study task<br>Allocate tasks<br>Play tape.<br>A's and B's pool information to compete worksheets.<br>Play recording again.<br>Confirm students' answers. | 2 minutes<br><br>2 minutes<br>2 minutes<br>5 minutes<br>2 minutes<br>7 minutes<br>2 minutes | students to teacher<br><br>student to student<br>students to teacher<br>students listen<br>student to student<br>tape to students<br>students to teacher |
| Preparation for role play<br>Divide class into groups to play the roles.<br>Group A prepares to act as money scandal characters.<br>Group B prepares to act as plane crash survivors. | 5 minutes<br>5 minutes | students to students<br>students to students |
| Role play<br>Pair students from each group ( A+B,A+B…).<br>Students A interview students B re: plane crash<br>Students B interview students A re: money scandal.<br>Feedback<br>Make correction of errors heard.<br>Time permitting…<br>Discuss actual current topics in the media and what media students use. | 1 minute<br>3 minutes<br>3 minutes<br><br>3 minutes<br><br>7 minutes? | students to teacher<br>student to teacher<br>student to teacher<br><br>teacher to student |

# 6. Assessment of Listening Skill

Listening is one of the most difficult aspects of the language arts to assess. It cannot be easily observed and can be measured only through inference. However, there are both informal and formal strategies and instruments that teachers can use to help them in their assessments.

## 1. Informal Assessment

The most effective assessment of listening may be teachers' observations and students' self- assessments. Students initially may not be aware of how well they listen and, therefore, need teacher guidance.

Self-assessments should be followed with one-on-one discussions about student progress. Teachers can also videotape students while they are listening and follow up with discussion.

## 2. Formal Assessment

More formal listening  assessments can be prepared by teachers based on objectives and perceived needs. Some examples follow.

1. Excerpts from different genres of literature ( e,g, prose, poetry, play) can be used as follows:
- Prepare a set of ten questions on the excerpt.
- Set a purpose for the listening activity ( e.g. "listen to determine the setting of the following passage." )
- Have students listen to the excerpt ( pre-taped or teacher – read).
- Have students respond in writing to the prepared questions.
- A score of 70% or better on basic recall and basic informational questions indicates that the student has comprehended the passage.
2. Students can paraphrase, summarize, analyze, make notes, complete a listening guide, or write a response to a spoken or multimedia presentation. The assessment

tasks can be as simple as listing significant ideas and arguments, answering a series of questions, or identifying connotative meanings of key words.

3. Some examples of other types of listening assessments include:

- After placing ten details on the board, the teacher reads a ten-minute story aloud. After listening to the story, students are asked to jot down the four or five details that are most important to the outcome. The responses provide insights into students' listening ability.

-Students listen to a story and, afterwards, write down three key qualities of the character and their reason for selecting these. While listening to the story a second time, the students listen for and record details that prove their assertions about the character.

# Sources for Learning

**For further learning, consult the following sources:**
Doff, A and Becket, C. (1991). *Listening1*. Cambridge: Cambridge University Press.
Harmer, J. (1991) *The Practice of English Language Teaching*. London:
Longman.
Ur, P. (2006). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
Burden, P.R. and Byrd , D.M. (2010). *Methods for Effective Teaching*. New York: Pearson Press.
Scrivener . (2012). *Classroom Management Techniques*. Cambridge: Cambridge University Press.
http://www.esl-lab.com/-  This is a fantastic site for finding listening activities put together by Randal and his family.
http://www.cdlponline.org/   -   This site is run by the State of California for their adult education programs.  It has audio and video pieces and activities for the students to complete.
http://www.onlinecourses.com/education/-This site has online courses by professors and lectures from universities around the world.  It is also known as LectureFox.com.

# Warm-up Activities

- ## Ice Breaking
  These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

  In groups, read and discuss following activities. Then try to practise them.

**Line up**

Ask students to line up. Works best with 8-10 in a line. If you've got a bigger group, split them up and challenge each line to complete the task first. Ask the group to form a new line in order of….

• Height, from smallest to tallest.

• Birthdays, from January through to December.

• Shoe size, from smallest to largest.

• Alphabetical first names (A-Z).

• Alphabetical mothers first names.

• Alphabetical grandmother's first names!

• Anything else you think up.

**Who am I?**

Prepare a self-adhesive label or post-it note for each young person in your group. Write on it the name of a well-known or famous person. This can be an historical character or current sportsman, musician, TV personality, celebrity etc. Have a good mix of men and women. Keeping the names hidden, stick the post-it notes on the foreheads of everyone in the group. They must then ask questions of the others to find out their identity.

Each person takes a turn to ask questions and figure out who they are. For example, Am I alive? Am I female? Am I in a band? Only yes or no questions can be asked. If the answer is no, their turn is over. If the answer is yes, they can ask another question and keep going until they get a no, or guess who they are. Keep playing until everyone has guessed, or if time is short, stop after the first few correct answers.

## • **Brainstorming**

**If you are working in a group**

- **First, note down your own answers alone.**
- **Share with other members of the group.**
- **Check the answers together.**

1.    Why is listening comprehension important in language learning?
2.    How useful is it to have students listen to each other for listening comprehension practice?
3.    Can you give at least two activities for teaching listening?
4.    State some ways we can improve the more traditional types of listening activates?
5.    Can you think of an active stage to follow a listening activity?

## • **Video Task**

**Video Length: Approximately 15 minutes notes to the student teachers.**

⊡   Video 6.1
**What to look for:** The video entitled "Teaching Listening" is part of the Best Practices Video Series designed for training student teachers, teachers, and teacher supervisors in 2001.
⊡ Video 6.2
**What to look for:** Listening skills are not passive!
⊡ Video 6.3
**What to look for:** Three quick listening games, designed to "trick" some of the listeners into giving a "wrong" response.

# Tasks

## Task1

Put these tasks in order   (Hint- E, H and G are used twice)

A. Play the tape for the first time.
B. Warm up (set the scene).
C. Play the tape for the second time.
D. Teach key vocabulary.
E. Pair up students and ask them to compare their answers.
F. Give follow-up activities.
G. Have students report back to the whole class. Check and confirm their answers.
H. Monitor student activities.
I. Set questions/ tasks for general or gist comprehension.
J. Set questions tasks for detailed comprehension.

## Task 2

Read purposes and match them to the stages

1. ____ To give students a reason for listening.
2. ____ To use the information.
3. ____ To equip the students with essential vocabulary for managing the task successfully.
4. ____ To motivate students to listen and to create interest in the topic or theme of the tape.
5. ____ To make students feel secure and confident towards doing the task.
6. ____ To confirm students' answers as acceptable or not.
7. ____ To monitor progress.
8. ____ To focus students on specific aspects of the listening text.

## Task 3

Design a listening activity. Use a song as the material.
Make sure you include the pre, while, and post activities in your design.

## Task 4

Design a listening activity based on the basic competence of students. Carefully choose the activities we have discussed as the pre, while, and post activities.

## Task 5

Design a test for listening skill

| Informal assessment | Formal assessment |
|---|---|
| …………………………….. | …………………………….. |
| …………………………… | …………………………… |
| …………………………… | …………………………….. |
| …………………………… | …………………………….. |
| | |

## Task 6

Read the story in the box.

> Once there was a boy called Mazin, a poor fisherman's son. As he was going home one evening, he saw an old man lying by the side of the road, seriously ill. The boy was very kind, and he helped the old man to the nearest hospital. The old man thanked the boy and asked him for his father was a poor fisherman, so he said, "My name is Samir and my father is a teacher". A few days later, the old man died in hospital, and left all his money to "Samir, a local teacher's son who helped me in my hour of need". Of course, because Mazin had lied, he did not receive any of the old man's money.

1. Mark five places in the story where you could stop and ask students to predict what will happen next.
2. What question would you ask each time?
3. Practice telling the story to your partner.

## Task 7

Read the following tape script and answer the questions which follow it.

| | |
|---|---|
| Assistant: | Can I help you? |
| Sam: | Yes, please. I'm looking for some sun cream. |
| Assistant: | What kind do you want? |
| Sam: | I'm not really sure. |
| Assistant: | Well, the thing to do is to decide what factor you need. |
| Sam: | What factor? |
| Assistant: | Yes, choose the right factor and it'll protect you from UV rays. |
| Sam: | Ultra violet rays? |
| Assistant: Yeah . | |
| | |

1.What level do you think this tape script could be used with?
2.How would you engage students with the topic? What preparation would you do with the students before they listened to this extract?
3.What general listening task would be appropriate for this tape script?
4.Can you think of an active stage to follow this listening activity?

## Task 8

From any local student's textbook, each group selects and discusses a listening activity. Then students will form new groups to report information to the members of the new group about how to write plan and teach a selected activity.

# Follow-up Activities

In groups of six  (**A,B,C,D,E,F** ),  student-teachers evaluate the tasks  done and as follow:

Group **A** evaluates group **B**          Group **B** evaluates group **A**

Group **C** evaluates group **D**          Group **D** evaluates group **C**

Group **E** evaluates group  **F**           Group **F** evaluates group **E**

All groups evaluate task **8** using the following checklist

| Active listening skill | Check of observed | Comments |
|---|---|---|
| Focuses on the purpose of listening (e.g., to questions, give examples, et cetera) | | |
| Looks at speaker | | |
| Controls personal activity level | | |
| Makes notes on main points | | |
| Draws reasonable conclusions from material heard | | |
| Asks for clarification or examples when appropriate | | |
| Withholds judgment on ideas till presentation is completed | | |
| Uses respectful language in any feedback/questions | | |
| Discerns exaggeration, bias, prejudice, or emotional hype I n language | | |

# 7 Teaching Speaking

## Objectives

**This chapter provides information that will help you to:**

1. Evaluate the communicativeness of oral activities.
2. Create a context for structured communication activities.
3. Design a lesson plan for teaching speaking.
4. Design tests for linguistically oriented, communication-oriented, and situation-based task.
5. Teach speaking.
6. Evaluate student-teachers' performance.

# Glossary

| Terms | Definitions |
|---|---|
| Authentic learning environment | A pedagogical approach that allows for the construction of meaning grounded in real-life situations and the learners own personal experience .In which Students are able to explore, discuss and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner. |
| Communicative output | The students' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. |
| Information gap | A technique in language teaching where students are missing information necessary to complete a task or solve a problem, and must communicate with their classmates to fill in the gaps. It is often used in communicative language teaching and task-based language learning. |
| linguistic competence | The system of linguistic knowledge possessed by native speakers of a language. It is in contrast to the concept of linguistic performance, the way the language system is used in communication. |
| Language input | It comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives students the material they need to begin producing language themselves. |
| Structured output | A type of communication that is found only in language classrooms. Because production is limited to preselected items, structured output is not truly communicative. |
| Sociolinguistic competence | The ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. |

# 1.What Needs to Be Taught

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. Speaking requires that students not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Finally, speech has its own skills, structures, and conventions different from written language.

A speaker's skills and speech habits have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting. The student must choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following:

- producing the sounds, stress patterns, rhythmic structures, and intonations of the language;
- using grammar structures accurately;
- assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;
- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;
- using gestures or body language; and

- paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

# 2.Guidelines for Developing Speaking Activities

Teachers should try to make speaking activities as unthreatening and natural as possible.

1. *Encourage students to talk about themselves and to communicate their own ideas, from the beginning.*

2. *Get to know your students.* Be on the lookout for informal opportunities to talk with your students.
3. **Be selective in error correction, especially during "real" communication activities (as contrasted with "structured" activities).**
4. **Deal with errors gently.** Many students report that fear of error correction is the chief reason they feel anxious in their language class.
5. **Personalize oral activities.** Your knowledge of your students' interests should be used extensively in oral activities. Instead of using fictitious names and places, use your students' names and familiar places.
6. **Show genuine interest in what your students have to say.**

7. **Devise interesting oral activities**.

8. **Teach communication strategies.**

# 3. Strategies for Developing Speaking Skills

Effective teachers teach students speaking strategies through three stages:

## 1. Eliciting

A teacher who can elicit or draw out appropriate verbal language from students rather than tell them what to say gets students more actively involved, increases their motivation, and enhances their learning satisfaction. Eliciting can be done in the following ways:

- Ask questions. Use wh-questions( what, who, where, why, when, and how) rather than yes/no questions.
- Give instructions that require verbal interaction. Examples are: "Describe what you can see in this picture," or "Tell the person next to you where you live."
- Use real objects (realia)
- Use visual aids (drawings, flashcards, videos, etc.).
- Give definitions.
- Use synonyms and antonyms.
- Use gestures and mime( many verbs can be used like sad, happy, angry).
- Use prompts, cues, and questions in social situations.
- Fill gaps in tables, scales or diagrams.
- Review key vocabulary.
- Use translation.
-
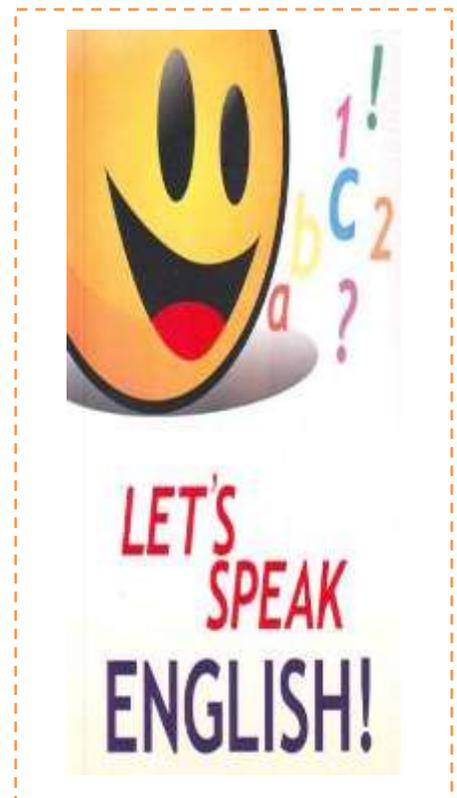
## 2. Restricted oral practice

When doing restricted oral practice, make use of eliciting techniques. You should also give the cue or the model sentence before you ask a particular student to respond. The following are types of restricted oral practice.

- Repetition.
  T: He lives in Vietnam.
  St:He lives in Vietnam.

- Echo Questions.
  St A:  She went home two days ago.
  St B: Two days ago
  St A: Yes, two days ago.
- Questions and Answers
  T:  Where does he live?

St. In Vietnam.

- Simple Substitution.
  T:  Do you have a car?
  St: Do you have a car?
  T:  A computer
  St: Do you have a computer?

- Chaining.
  T:  If I'd know
  St:  If I'd know
  T:  you were here
  St: you were here
  T: I wouldn't have gone away.
  St: I wouldn't have gone away.
  T: If I'd known you were here, I wouldn't have gone away.
  St: If I'd known you were here, I wouldn't have gone away.

## 3. Developing oral fluency

Teachers need to be clear about the goals and techniques that promote fluency in speaking practice and activities. To encourage learners to communicate, you must adopt an attitude that encourages fluency development and saves accuracy for another lesson. Keep in mind the following when preparing speaking activities to develop fluency:

- Choose high-interest topics.
- Pre-teach.
- Stimulate interest.
- Set the scene for discussion.
- Give students time to think and prepare.
- Make a participation plan.

- Organize the time.
- Make a recording

# 4. Types of Speaking Activities

## 1. Information Gap Activities.

- **Filling the gaps in a schedule or timetable:** Partner **A** holds an airline timetable with some of the arrival and departure times missing. Partner **B** has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

- Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

## 2. Jigsaw Activities

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice

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cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

## 3. Role Plays

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- **Prepare carefully:** Introduce the activity by describing the situation and making sure that all of the students understand it
- **Set a goal or outcome:** Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- **Use role cards:** Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- **Brainstorm:** Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- **Keep groups small:** Less-confident students will feel more able to participate if they do not have to compete with many voices.
- **Give students time to prepare:** Let them work individually to outline their ideas and the language they will need to express them.
- **Be present as a resource, not a monitor:** Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- **Allow students to work at their own levels:** Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- **Do topical follow-up:** Have students report to the class on the outcome of their role plays.

- **Do linguistic follow-up:** After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

## 4. Discussions

To succeed with discussions:

- **Prepare the students:** Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- **Offer choices:** Let students suggest the topic for discussion or choose from several options.
- **Set a goal or outcome:** This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- **Use small groups:** instead of whole-class discussion: Large groups can make participation difficult.
- **Keep it short:** Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- **Allow students to participate in their own way:** Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- **Do topical follow-up:** Have students report to the class on the results of their discussion.
- **Do linguistic follow-up:** After the discussion is over, give feedback on grammar or pronunciation problems you have heard.

## 5. Strategies for Teaching Culture through Stories Telling

Teachers can differentiate at least three classroom elements based on student readiness, interest, or learning profile:

(1) content

what the student needs to learn or how the student will get access to the information;

(2) process activities in which the student engages in order to make sense of or master the content;

(3) learning environment the way the classroom works and feels.

<span style="color:red">Examples:</span>

content include the following issues:

(1) using reading materials at varying readability levels;

(2) putting text materials on tape;

(3) using spelling or vocabulary lists at readiness levels of students;

(4) presenting ideas through both auditory and visual means;

(5) using reading discussion and

(6) meeting with small groups to reteach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.


## Steps for planning your culture lesson

### STEP 1

Make a list of possible activities you could use in your lesson.

Some examples are:

•Read and retell stories from the countries where the target language is spoken.

•Watch videos, miniclip s and movies from each of these countries.

•Learn about individuals from these countries.

•Introduce the products and practices of these countries.

### STEP 2

• Use main vocabulary structures.

### STEP 3

•Establish the problem through a short story.

•USE locations as the "Main" places that stand for your cultural background .

•Compare with students/use a parallel story/verify details continually

• choose the place, names and important info that you want to throw into your story.

**STEP 4**

•Use parallel characters and compare to the information in the reading skill.

## 6. Planning a Lesson

### 1. Set Lesson objectives

Stating objectives allows both teacher and students to know when the objectives have been reached. **To set lesson objectives:**

1. Identify a topic for the lesson.
2. Identify specific linguistic content, such as vocabulary and points of grammar or language use, to be introduced or reviewed.
3. Identify specific communication tasks to be completed by students.
4. Identify specific learning strategies to be introduced or reviewed in connection with the lesson.
5. Create objective statements for the linguistic content, communication tasks, and learning strategies that state what you will do and what students will do during the lesson.

### 2. Structure the Lesson

An effective lesson has five parts:
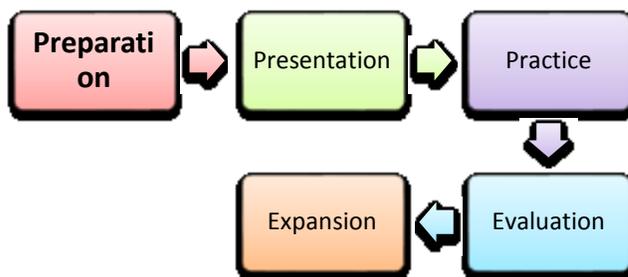
### a. Preparation

As the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics.

- Use discussion or homework review to elicit knowledge related to the grammar and language use points to be covered
- Use comparison with the native language to elicit strategies that students may already be using
- Use discussion of what students do and/or like to do to elicit their knowledge of the topic they will address in communication activities.

### b. Presentation/Modeling

Presentation provides the language input that gives students the foundation for their knowledge of the language. Input comes from the teacher and from course textbooks. An important part of the presentation is structured output, in which students practice the form that the teacher has presented. Structured output is designed to make students comfortable producing specific language items recently introduced.

### c. Practice

In this part of the lesson, the focus shifts from the teacher as presenter to the students as completers of a designated task. Students work in pairs or small groups on a topic-based task with a specific outcome. Completion of the task may require the bridging of an information gap. The teacher observes the groups' acts as a resource when students have questions that they cannot resolve themselves.

### d. Evaluation

Evaluation is useful for four reasons:

- It reinforces the material that was presented earlier in the lesson
- It provides an opportunity for students to raise questions of usage and style

- It enables the instructor to monitor individual student comprehension and learning
- It provides closure to the lesson

## e. Expansion

Expansion activities include out-of-class observation assignments, in which the instructor asks students to find examples of something or to use a strategy and then report back.

## 3. Identify Materials and Activities
The materials for a specific lesson will fall into two categories: those that are required, such as course textbooks and lab materials, and authentic materials that the teacher incorporates into classroom activities.

## Example: Lesson plan for speaking skill practice

Name: ……….  ( student teacher)          Date:  ……

Level: intermediate                          Time:40 minutes

Learning objectives: Through a communicative information gap activity, students will be practicing physical descriptions using the target structures "s/he's____" and "s/he has _____." With the high degree of accuracy and fluency by the end of lesson; also to be reviewed and practiced is the expression, "what's _____ look like?"

Personal teaching objectives: An efficient set-up to guarantee high accuracy during the activity and sufficient correction of target language structures.

Anticipated knowledge and problems: I expected students to have some language of physical description already, but I will check it nevertheless.

Solutions: Highlight examples of common adjectives and their word order early on.

Materials: photocopies of information-gap activity, cards for each student.

| Procedures | Timing | Interaction |
|---|---|---|
| Warm-up personalization<br><br>  1. Produce photo of my mother and show to one student; others must ask questions about her physical appearance.<br>  2. Elicit, "what does she look like?"<br>  3. Mentor carefully for target structures of physical description. Students in pairs turn to their partners and ask each other about their parents. | 10 minutes | Student to student |
| **Review of word order**<br><br>  1. Use examples from the above activity to highlight order of adjectives: long, blond hair short, brown hair..<br>  2. Highlight on board: size+ colour | 8 minutes | |
| **Set-up Activity**<br><br>  1. Divide students into groups of four.<br>  2. Assign roles(A,B,C,D),and give out corresponding cards.<br>  3. Check roles.Go over cards, and explain goal of activity.<br>  4. Get one group to demonstrate to others<br>  5. Monitor closely and correct target structures. | 8 minutes | Teacher to students<br><br>Teacherto student |
| **Activity**<br><br>  1. Give feedback.<br>  2. let student check in their groups to see if they were correct. | 10minutes | |
| **Wrap-up**<br><br>  1. Quick review.<br>  2. Congratulate students on a job well done. | | Students to students |
| | 5 minutes | Teacher to students |

# 7. Assessing Speaking Skill

In assessing oral skills, we can use different test items according the relevant purposes or target information to be tested.

1. **Linguistically oriented:** vocabulary, grammar and pronunciation. Structured speaking tasks are typically used to evaluate linguistic features, particularly pronunciation and grammar. Short-answer questions and reactions to phrases can also be used to evaluate overall understanding and comprehensibility.
2. **Communication-oriented:** the overall communication activity in the task such as telling a narrative or expressing and defending an opinion, discussing factors that support the chosen opinion and argue against others, comparing and contracting things through which advanced oral skills for description is needed.
3. **Situation-based task design:** this belongs to the task-based approach to defining the test construct. Here are some examples in that show the types of test items and their functions:

• Description tasks

*Example* **1**—A one-to-one interview: Describe to me the room or area where you work.

*Example* **2**—A pair task in an interview test (two pictures are provided):

Describe your pictures to each other and then talk about what is similar in your pictures and what is different.

• Narrative tasks

*Example* **3:**A tape-based test (Six pictures should be provided)

Please look at the six pictures below. Tell the story based on these pictures starting from picture number 1 and going through picture number 6. Take one minute to look at the pictures.

The narrative is a monologue, and as the test is tape-based the examinees have to tell it in one long stretch without any feedback from a listener.

*Example* **4:**A face-to-face paired interaction test

You each have a set of pictures. Together they make a story. Each of you tells one part of the story.

Narrative tasks are also frequently used in speaking tests. They show how well the examinees can recount a sequence of events, usually in one time frame, either present or past. Most often, the tasks are based on picture sequences, where the content of the pictures guides what will be said.

- Instruction tasks

*Example* **5:**A one-to-one interview test

Imagine that we are standing in front of your house. Tell me how to get to the shop from there.

- Comparing and contrasting tasks

*Example* **6:**Interaction outline for a pair task in a paired interview test

Candidate A compare and contrast two or three of these photographs, saying what kind of clothing the people are wearing and why the protection might be necessary.

- Explaining and predicting tasks

*Example* **7:** A taped-based test

Explaining the contents of a graph or explaining a process is a fairly common task in many professional and study settings. To do well on the task, the speakers need to set the scene and identify parts of the information or stages in the process that they are explaining and present them in a coherent order. They also need to explain the significance of the important parts or stages, so that the listeners understand what the explanation is about and why it is the being given.

- Role-plays and simulations

Role-plays simulate different kinds of communication situations that the target group of the test could plausibly meet outside the test. They can be completed between two examinees or between an examinee and a tester.

*Example* **8:** A job interview

The employer—inquiring information about candidate's abilities, qualifications, and character

The candidate—providing information about himself and inquiring information about the company

## 8. Feedback during fluency work

The way in which we respond to students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time , but also on how they behave in fluency activities in the future. We need to respond to the content, and not just to the language form; we need to be able to untangle problems which our students have encountered or are encountering, but we may well decide to do this after the event, not during it. Our tolerance of error in fluency sessions will be much greater than it is during more controlled sessions. Nevertheless, there are times when we may wish to intervene during fluency activities just as there are ways we can respond to our students once such activities are over.
Gentle correction can be offered in a number of ways. We might simply reformulate what the student has said in the expectation that they will pick up our reformulation , even though it hardly interrupts their speech, e.g.

STUDENT *1:* And when I go on holiday, I enjoy to ski in the winter and I like to surf in the summer. Yes, they are my favorites.

TEACHER: Yes, I enjoy skiing, too.

STUDENT *1:* Ah, yes, I enjoy skiing.

STUDENT *2:* I don't enjoy skiing. It's too cold. What I like is .

It is even possible that when students are making an attempt to say something they are not sure of, such reformulation or suggestion may help them to learn something new.

We can use a number of other techniques for showing incorrectness, too, such as echoing and expression, or even saying *I shouldn't say X, say* Y, etc. But because we do it gently, and because we do not move on to a 'getting it right' stage, our intervention is less disruptive than a more accuracy-based procedure would be.

# Sources for Learning

**For further learning, consult the following sources:**

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Horwitz ,E.K.(2008). ***Becoming a Language Teacher***.New York: Pearson Press.

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# Warm-up Activities

- ## Ice Breaking

These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

## M&M's

The M&M's game involves asking students how many pieces of M&M's they want. The teacher does not tell them what is for but states, "Just take as many as you think you need" After everyone has taken ,the teacher explains that the pieces of M&M's indicate the amount of items a student must reveal about him or herself.

## Object stories

Collect together a number of objects and place in a canvas bag. The objects can include everyday items i.e. a pencil, key-ring, mobile phone, but also include some more unusual ones i.e. a fossil, holiday photograph, wig! Pass the bag around the group and invite each young person to dip their hand into the bag (without looking) and pull out one of the objects. The leader begins a story which includes his object. After 20 seconds, the next person takes up the story and adds another 20 seconds, incorporating the object they are holding. And so on, until everyone has made a contribution to your epic literary tale.

- ## Brainstorming
**If you are working in a group**
- **First, note down your own answers alone.**
- **Share with the other members of the group.**
- **Check the answers together.**
1. What do you understand by speaking in a lesson?
2. Do you think it is relatively easy for a teacher to set up a speaking activity? Why? Why not?
3. What do you think is the teacher's role before, during, and after a speaking activity?

4.    If the students are speaking, should the teacher correct their mistakes sometimes? never? always?

5.    What kinds of speaking activities could you do in a lesson?

- **Video Task**

**Video Length: Approximately 15 minutes notes to the student teachers.**

  Video 7.1

**What to look for:** A video from British Council - John Kay talking about Teaching Speaking Techniques

  Video 7.2

**What to look for:** When students work on tasks in pairs or small groups, they use language at every step: planning, executing, and presenting.

# Tasks

## Task 1

How would you elicit the following words:

| | |
|---|---|
| To jog | Bald |
| To feed someone | A banana |
| Jealous | Depressed |
| A refund | A costume |
| Above and below | A lion |

## Task 2

Think of simple ways to elicit examples of the following:

Make an apology

Warning someone of danger

Congratulating someone

## Task 3

1. Choose a section in any local student's textbook. Work with a partner to develop a way to elicit some of the vocabulary from the students.
2. Create a restricted oral practice exercise.

## Task 4

Create a context for a structured communication activity you find in a textbook. A context is a plausible reason for someone to say what the exercise says they should say. Consider this conversation:

John:  Hello, I'm John.
Mary   Hi John, I'm Mary.
John:  How are you?
Mary   Fine thanks and you?
John:  Fine.
Mary   Well, good bye.
John:  Good bye.

## Task 5

What kind of activity might be suitable for the following topics and level?

a  visit to a friend
•...................
•...................

the issue of advising
•...................
•...................

leisur activities
•...................
•...................

## Task 6

Develop an oral fluency task. Consider:

- Who is the audience? What is the level?

- What is the topic? Why did you choose this topic?

- What language needs to be pre-taught?

- What are the goals and objectives of the activity?

- How will you stimulate interest?

- How will the students be arranged?

## Task 7

Work in groups :

- Choose five to six vocabulary words that will go with the short grammar lesson. A few words should be from the exercise on the paper, and some will be some you add yourself.
- Discuss how to elicit these words from the audience. Don't write them on the board, you want to get the audience saying and thinking about the words and their meanings in an active way.
- Plan how you will do restricted oral practice with your group.
- Now discuss and plan a communicative activity for your students to complete after you have drilled them with restricted oral practice.

## Task 8

Design tests for:

1. Linguistically oriented
2 .Communication-oriented
3. Situation-based task

## Task 9

In groups of four (A, B, C, D)
1. Go back to the Developing Reading Techniques
2. Each group has to select and read an activity.
3. In each group, plan and take notes on each part of the selected activity.
4. Have to form new groups with a member from each group represented (In all groups, those who carry number 1 would be together, and those who carry number 2 would be together  ...etc.).
5. Report information and teach to the members of the new group.

# Follow-up Activities

In groups of six (**A,B,C,D,E,F**), student-teachers evaluate the tasks  done in this chapter and as follow:

Group **A** evaluates group **B**          Group **B** evaluates group **A**

Group **C** evaluates group **D**          Group **D** evaluates group **C**

Group **E** evaluates group **F**           Group **F** evaluates group **E**

All groups evaluate task **9** using the following checklist.

| Items | Yes | No |
|---|---|---|
| T. devotes an adequate amount of class time to authentic communication | | |
| T. gets to know students' backgrounds and interests so that he can plan appropriate conversational tasks. | | |
| When s/he asks a question, s/he gives students adequate time to think about their responses. | | |
| T. shows interest in what students are trying to say. | | |
| T. scaffolds students' conversation attempts. | | |
| T. corrects errors gently. | | |
| T. helps students develop reasonable expectations for speaking and help them understand that speaking is not translation. | | |
| T. encourages students to use communication strategies | | |

# 8 Teaching Reading

## Objectives

**This chapter provides information that will help you to:**

1. Create a context for structured communication activities.
2. Compare the degree of comprehensibility of the authentic materials with the constructed reading materials.
3. Use reading strategies that would be helpful for each reading type.

4. Design a lesson plan for teaching reading.
5. Teach reading.
6. Evaluate student-teachers' performance.

# Glossary

| Terms | Definitions |
|---|---|
| Bottom up | A model of reading ability. It is primarily concerned with the recognition of individual letters, phonemes and words. This model believes that the reading process begins with individual recognition of letter and phonemic counterparts. This knowledge then leads to the recognition of individual words of the text presented to the reader. |
| Extensive reading | An approach to foreign language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency.  Another way to say this is a **student learn to read by actually reading** rather than examining texts by studying the vocabulary, grammar and phrases. |
| Intensive reading | Reading for a high degree of comprehension and retention over a long period of time. |
| Reading comprehension | The level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message |
| Scanning | Another reading technique used to quickly locate something specific in a text. The reader glances through the text, focusing on key words and sentences that relate to the information being sought. A reader may scan a text such as a phone book to find a phone number, a recipe to see what ingredients are needed, or a reading passage to identify the setting or the name of a character. |

| | |
|---|---|
| Skimming | A technique readers use when they want a quick and general sense of what is covered by a text, whether it is fiction or nonfiction. The reader looks for key words (character names, subject specific vocabulary, and so on), headings, diagrams, pictures, words in bold print, and opening and closing paragraphs. The purpose of skimming is to identify the author's main ideas at a high rate of speed. |
| Schema of the reading process | Background knowledge – also prior knowledge – is supposed to consist of two main components: "our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters". Schemata are accepted as interlocking mental structures representing readers' knowledge of ordinary events. |
| Top down | Model of reading gives a complete picture in and of itself. In reality, it seems that the reading process is a conglomeration of the two models. After all, what reader would be able get to the higher level thinking skills involved in the top-down model without going through the learning stages of the bottom-up model. |
| Unconscious thinking process | The processes in the mind that occur automatically and are not available to introspection, and include thought processes, memory, affect, and motivation. Even though these processes exist well under the surface of conscious awareness they are theorized to exert an impact on behavior. |

# 1. What Needs to Be Taught

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

In order to read well in English, then, students need to do the following:

1. Develop a schema of the reading process that includes the idea that reading is more than translating—reading is thinking.

2. Talk about their reading, and explain how they make sense of a text.

3. Read extensively for pleasure in English, and discuss their reading with someone who can model the literate behaviors expected in an English-language context.

4. Break the habit of reading every word by reading faster.

5. Learn to vary their reading rate to suit their purpose in reading.

6. Employ top-down processes effectively by learning to make connections between what they already know and what they are reading.

7. Learn reading and thinking skills that fluent readers of English employ unconsciously to strengthen both top- down and bottom-up processing abilities.

8. Enhance bottom-up processing by acquiring the most useful vocabulary and by learning strategies for guessing meaning in context.

9. Focused, interactive lessons on specific reading skills.

10. Training and practice in fluency development (skimming, scanning, previewing) and reading rate improvement.

11. Vocabulary activities that include direct instruction in high-frequency words, multiple opportunities are also important for students.

## 2. Guidelines for Developing Reading Activities

Teachers should try to make reading activities as unthreatening and natural as possible.

1. Have appropriate expectations for reading comprehension. Students will have different levels of understanding depending on whether they are doing intensive or extensive reading.
2. Help your students develop realistic tasks. Misunderstanding the task can lead students to adopt ineffective strategies.
3. Help students become aware of the background information they need to understand a particular reading.
4. Have students look over the title, headings, and any graphics associated reading and anticipate what it might be about.
5. Have students preview the text by giving them preliminary questions.
6. In the case of content textbooks, have students use end-of-chapter question as preview questions.
7. Help students develop effective dictionary strategies and to distinguish important from unimportant words.
8. Ask inference rather than fact-recall questions. Inference questions are as important in assessing reading comprehension as they were m listening comprehension.
9. Provide authentic materials as often as possible. The Internet is a great source of authentic reading materials.
10. Allow ample opportunities for rereading. Students should be given the opportunity to reread materials several times.
11. Take a multimedia approach to reading. Many of today's technologies allow for the development of reading comprehension and listening comprehension simultaneously.

# 3. Strategies for Developing Reading Skills

## 1. Integrating Reading Strategies

Teachers can help their students become effective readers by teaching them how to use strategies before, during, and after reading.

**Before reading:** Plan for the reading task

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down or from the bottom up.

**During and after reading:** Monitor comprehension

- Verify predictions and check for inaccurate guesses.
- Decide what is and is not important to understand.
- Reread to check comprehension .
- Ask for help.

**After reading :** Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area.
- Evaluate overall progress in reading and in particular types of reading tasks.
- Decide if the strategies used were appropriate for the purpose and for the task.
- Modify strategies if necessary.

## 2. Using Authentic Materials and Approaches

For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure.

## 4.Developing Reading Techniques

### 1. Skimming for Key Words
1. The teacher provides the class with a short reading passage on chart paper or an overhead, or distributes individual copies to students.
2. The teacher then explains the term skimming . Students are asked to read the passage quickly, without stopping, to read every word, and to note any key words that help them understand what the passage is about. The teacher explains that often these words are found in headings, diagrams, pictures, and words in bold type.
3. Students identify the key words that helped them understand the passage.
4. The group discusses how these key words were found and in what way they facilitated understanding.

### 2. Scanning to Locate Specific Information
1. The teacher provides the class with a short reading passage on chart paper or an overhead, or distributes individual copies to students.
2. The teacher explains the term scanning to the students.
3. Students find key words in the passage that provide specific information about the topic. They may want to highlight or underline these key words if they have their own copies of the passage.
Alternatively, the teacher asks students to scan the text to find a specific word or sentence.
4.The group discusses how they found these key words and how these words helped them find the information they needed.

### 3. Smart

1. The teacher models the technique for students during shared reading by choosing several paragraphs with a few words or ideas that the students might find challenging.
2. Working in small groups (guided reading) or with a partner, students silently read a text.
3. Students reread the text with question marks after they have finished reading the paragraph or section. They then try fix-up strategies.
4. If they are still confused, students determine what might be the problem (e.g., vocabulary or concepts). They discuss the confusing part with their partner or small group, and then together determine how to solve the problem (e.g., use a dictionary).
5. After the problem is solved, the question mark is changed to a check mark or the sticky note is removed.

### 4. The Story/Text Rebuilding Technique

1. The teacher chooses a piece of text that is unfamiliar to students, copying and cutting it into meaningful segments and then modeling the text-rebuilding process.
2. The teacher chooses another piece of text that is unfamiliar to the students, copying and cutting it into meaningful segments.
3. The teacher distributes the segments to groups of three to five students each. All groups may work with the same piece of segmented text, or different groups may work with different texts, depending on the purpose of the activity.
4. Students work together to determine where their text parts fit into the sequence or organization of the whole piece.
5. Students share their thinking about why the segments go together in a particular order.
6. Once the text is rebuilt, students reread the completed text to determine if it makes sense and why. There is not necessarily a single correct way to rebuild the text. As long as the text makes sense grammatically (syntactically) and is meaningful (semantically) it is acceptable.
7. The teacher reads the original text aloud to the students. How do the students' versions compare with the original? Do they prefer their version? Why or why not?

### 5. Story Grammar

1. During shared reading time, the teacher helps students to identify and understand the elements of a story by first defining the key story-grammar terms.
2. The teacher reads a familiar story to the class.

3. Students are asked to use the story grammar definitions to identify the various parts of the story. The teacher records their responses in chart form on chart paper or an overhead.

4. Students then apply this technique on their own after a read aloud or an independent reading session, or in small groups after a guided reading lesson.

5. The teacher monitors students' understanding and use of this technique to support comprehension.

## 6. Literary News Reports

1. The teacher brainstorms with students the types of information that appear in a news report. Elements include headline, dateline, byline, and body of the report. A newspaper article or report is shown to students to demonstrate.

2. The class then identifies the order of the contents of a news report: the lead, the specific details arranged from most to least important, and the ending.

The teacher models the technique using a familiar story.

The group then completes a literary news report together.

4. Students work in pairs or small groups to create literary news reports based on a read-aloud, shared, or guided reading text. They then share their reports with other groups.

## 6. Readers Theater

1. Small groups of up to five students rewrite a story, poem, song, or chant as a short play with a narrator. This could be a piece that they've read together during shared or guided reading or through a read-aloud.

2. Students rehearse the selection until they are confident and comfortable about their parts.

3. Students perform their reading in front of an audience. Since there are few actions, the goal is

for the audience to be able to visualize the story, based only on the reading performance.

## 8. Interviews

1. Students plan in advance the questions they will ask, writing them down if necessary.
2. Working in pairs, one partner plays the interviewer while the other acts in role as the character (or other individual being interviewed). They then switch roles.
3. Character role-plays/interviews may also be presented to other groups of students.



# 5. Types of reading lessons

## 1. Intensive reading

We read intensively when we are concerned about detail. The text may have particular interest for us because it contains needed information. The reasons for the intensive reading are to:

- find important information of text
- understand exact meaning
- feel the emotions the author wants the reader to feel
- examine the use of specific grammatical features, like verb tense or forms
- infer meaning of new vocabulary and gain understanding of new words in context.
- learn about discourse markers.

The main steps for teaching an intensive lesson are:

**Step 1:Create interest:** Before you give learners the text, personalize the subject by relating it to their own experience or their plans.

**Step 2: Pre-teach key vocabulary:** Select words that are likely to be unknown and/or uses of words that may not be clear.

**Step 3:Give a reading task:** Give the students a few questions that you are going to use to check understanding after the reading. Standard questions that could be used for any text are:

> What is the text about?
> What is the writer's purpose?
> Did you find the text interesting?

**Step 4:Give follow-up activities:** Follow-up activities for reading can involve everything from completing tables ,word search , and questionnaires to acting out roles and writing stories. They should focus on detailed understanding.

Teacher's role in Intensive Reading Lessons

Organizer- give purpose and clear instructions.

Observer- do not interrupt student reading, observer the students quietly.

Feedback Organizer- apply different methods for giving

feedback. (Peer to Peer, Group, Teacher Led, Answer Sheets Comparison.)Prompter- point out vocabulary, grammar structures, key phrases.

## 2. Extensive reading

- Extensive reading means reading fluently to the gest or general understanding of a text. It is often done individually for the purpose of enjoyment with little teacher involvement. Thus, texts need to be within the learner's competence and ideally students should select the materials themselves.

- Promote reading and the benefits
- Occasionally read for the students
- Show them how reading can be exciting
- Organize reading programs.
- Create clear guidelines for reading

When to do extensive reading?

Extensive reading can be done:

- In class for a short amount of time every day, a few days a week, or once a week.
- Before / After school
- Reading lunches
- After tests and quizzes
- In class at the end of the chapter or unit.
- At the start of each semester every day for a week or two, then on their

## 6. Steps for teaching Culture through Reading skill

Of all the changes that have affected language teaching theory and method in recent years, the greatest may be the transformation in the role of culture in language teaching. This change reflects a broader transformation in the way that culture itself is taught and understood.

Here are some of the activities about how to teach culture through reading a story students can do before reading while reading after reading

- Read the topic.
- Discuss the topic.
- Interview their classmates.
- Review what they already know about the topic .
- Take a quiz about the topic.
- Predict the content of the reading.
- Match pictures with paragraphs.
- Mark the text for the topic or main idea.

- Find evidence for a particular point of view.
- Look for answers to the pre-reading quiz.
- Take notes or make an outline.
- Write captions for pictures .
- React to the culture background .
- Check their predictions.
- Identify facts vs. opinions.
- Compare issues cross-culturally.
- Write or correct a summary .
- Look for examples that support a point.

## 7. Planning a Lesson

**1. When planning reading lesson:** Consider:
- What will you address in the introduction?
- How will you invite students to access background information?
- What text organization characteristics or text features will you point or discuss?
- Which concepts/vocabulary will you cover in advance, and which will you leave for students to discover?

**Example: lesson plan for reading skills practice**

**Name:…………..(student teacher) Date:   ……**

**Level:  Intermediate Time:  …….**

**Learning objectives:** Students will be developing the sub-skills of reading for gist and reading for details; they will practise formulating questions on a reading text to review question form order, and they will discuss and make cultural comparisons on the topic of tipping as a way of developing their fluency.

**Personal teaching objectives :** To use my visuals and the reading material, exploiting both.

**Anticipated knowledge and problems :** No problems anticipated; no language difficulties.

| Procedures<br>Interaction | Timing | |
|---|---|---|
| Lead in/ personalization<br>…..eating out, hotels/motels, favorite, food/restaurant | 5 minutes | teacher to students, students to teacher |
| Pre-teach essential vocabulary<br>    a. Distribute handout with key vocabulary words and their definitions.<br>    b. Wire focus question for following step on board.<br>    c. Brisk feedback, but deal with pronunciation difficulties on key words. | 5 minutes | students to students, student to student |
| First reading<br>Set focus task: "Find names of nine professions." Students scan text | 3 minutes | students |
| Second reading<br>    b. Set comprehension task( true/false statements)<br>    c. Check exercises.<br>    d. Check instructions.<br>    e. Have students work I pairs<br>    f. Monitor their works.<br>    g. Quick feedback. | 2 minutes<br><br><br><br><br><br>2 minutes, | teacher to students, students to students |
| Third reading<br>    a. Set grammar task. Divide students into groups.<br>    b. Check instructions.<br>    c. Have students work in pairs<br>    d. Monitor their works.<br>    e. Quick feedback on errors. | 10 minutes<br><br><br><br>10 minutes | teacher to students, student to student |

| | | |
|---|---|---|
| Follow-up<br>  a. Discussion and personalization.<br>  b. Monitor for outstanding errors; note<br>     errors for wrap-up.<br><br>Wrap-up<br>  a. Write errors on board and elicit<br>     problems or corrections<br>  b. "That is it. Well done, and have a good<br>     day!" | | student to<br>student |

# 8. Assessing Reading Skill

Classroom reading assessments can make use of informal reading inventories or miscue analysis (reading aloud one-on-one with an evaluator who notes errors on a record sheet and then determines what progress a student has made or what instructional support is needed by the student).

Several types of informal assessment options are available to teachers, including the following:

1. Observations
 2. Self-reporting measures
 3. Progress charts
4. Performance inventories
5. Participation and engagement records
6. Portfolios

Each general type of informal assessment category can be carried out by means of several specific tasks and in different formats and as follow:

1. Have students read aloud in class and evaluate their reading.
 2. Keep a record of student responses to questions in class after a reading.
3. Keep notes on student participation in class discussions on a reading.
4. Observe what reading material is read during free reading or SSR.
5. Observe how much time students spend on tasks during free reading.
6. Have students do paired readings and observe.

7. Observe students reading with an audiotape or listen to an audiotaped reading.

8. Have students recommend books.

9. Ask students about their reading progress.

10. Ask students about their goals for reading with various texts and tasks.

11. Record how far a student reads on an extended reading task.

12. Have a student read and then have a discussion on the text (one-on-one).

13. Have a student read aloud for the teacher / tester and make notes, or use a checklist or note   miscues on the text (one-on-one).

14. Have students do think-aloud while reading (one-on-one).

## Sources for Learning

**For further learning, consult the following sources:**

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# Warm-up Activities

- ## Ice Breaking

These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

## Tall stories

The leader starts a story with a sentence that ends in SUDDENLY. The next person then has to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. The story becomes crazier as each student adds their sentence. Tape it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY.....'

## Fact or fiction?

Ask everyone to write on a piece of paper THREE things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three 'facts' about themselves and the rest of the group votes which are true and false. There are always surprises. This simple activity is always fun, and helps the group and leaders get to know more about each other.

- ## Brainstorming

**If you are working in a group**
- **First, note down your own answers alone.**
- **Share with the other members of the group.**
- **Check the answers together.**

1. Discuss how you have experienced extensive reading as a student.
2. How do you get your students to do extensive reading?
3. Brainstorm ideas for how you can implement extensive reading in your schools? What will you need?
4. Should students be given tasks before or after they read the text? Why?

5. Do you think it is necessary or desirable for your students to understand all the vocabulary in a text? If not, how do you decide what they need to know?

- **Video Task**

    Video 8.1
    **What to look for:** Teaching Reading programme. The teacher explains to the students how to focus on details presented in the narrative next.
    Video 8.2
    **What to look for:** The teacher begins by modeling for students a process for engaging with text, which creates a framework to move them toward active, independent and deep comprehension of the material. We then watch students, in their guided reading.

# Tasks

## Task 1
Take any textbook. Look for differences in the amount of the context, redundancies, and inherent meaning support (titles, pictures, headings, etc.) in the materials. Compare the degree of comprehensibility of the authentic materials with the constructed materials. What reading strategies would be helpful for each reading type?

## Task 2
List the last five different reading tasks you have done in column 1, and then say if the same kinds of reading would be useful for the students or not.

| Types or reading | Useful? Why/ Why not? |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Task 3

Consider the text

In the early 1990s, there was a terrible war in Yugoslavia. Many people died, both soldiers and civilians. The city of Sarajevo was for many months one of the most dangerous places in the world. It was constantly under attack and its civilian inhabitants had to live with no electricity and little water. Only a few shops stayed open to sell food.

1.  What levels do you think they might be suitable for?
2.  What kind of reading tasks could you do with them?
3.  How would you get students engaged with the topics of the texts?
4.  What would you do after students had read the texts?

## Task 4

Match the skills with the reading aims.

| Reading for detailed comprehension | You are an 18-years old history student. in a school history magazine you see an article about Cold War. |
| Reading for pleasure | You are trying to deside what movie to take your seven year old niece to see . You check your local newspaper. |
| Skimming | When you are in the dentist's waiting room , you see an article about your favourite singer in a magazine. |
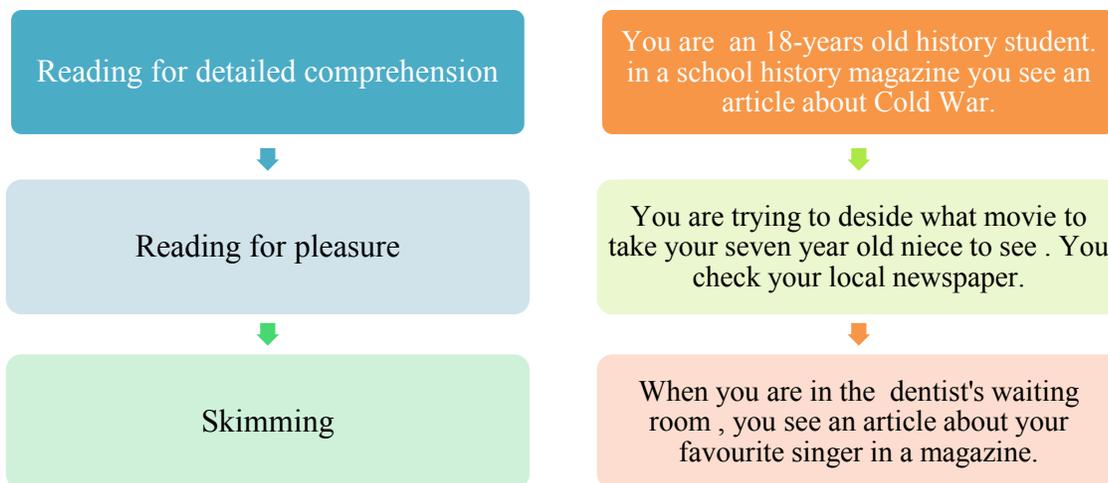
## Task 5

What kind of activity might be suitable for the following situations?

1. During shared reading time, the teacher helps students to identify and understand the   elements of a story by first defining the key story-grammar terms.
2. Working in pairs, one partner plays the interviewer while the other acts in role as the character. They then switch roles.
3. Students work in pairs or small groups to create literary news reports based on a read-aloud, shared, or guided reading text. They then share their reports with other groups.

## Task 6

Work with your partners and create a reading lesson. Develop each step of the lesson. Then, each of you will teach one part of the lesson.

a. Step 1: Create interest.

b. Step 2: Preview vocabulary.

c. Step 3: Give a reading task.

d. Step 4: Give follow-up activities.

e. Get ready to teach

## Task 7

1. Consider the following text.

Read the text and make sure you understand the answers to the following questions.
   a. Who is David Wilde?
   b. What did he read about?
   c. What did do then?
   d. Where was the first UK performance of his new music?
   e. Who played it?

David Wilde, an English composer, read a story in his newspaper which moved him deeply. It was about a man called VedranSmailovic, who played his cello in the street in the middle of a war to honour the dead.

David Wilde was so inspired by the story that he wrote a special piece for solo cello which he called The cellist of Ssrajevo. It was performed by the cellist Yo-Yo Ma at the Manchester Cello Festival in April 1994.

Incredibly, VedranSmailovic had survived the war and was in the audience that night to hear it. When Yo-Yo Ma finshied playing, the two men embraced in front of a cheering audience.

2. Explain the way a reading lesson is organized.

3. Identify which skills will be used.

4. Identify the goal or purpose of the reading.

5. Suggest which activities should be used.

## Task 8

In groups of four (A, B, C, D,E, and F)

1. Go back to the Developing Reading Techniques

2. Each group has to select and read an activity.

3. In each group, plan and take notes on each part of the selected activity.

4. Have to form new groups with a member from each group represented (In all groups, those who carry number 1 would be together, and those who carry number 2 would be together  ...etc.).

5. Report information and teach to the members of the new group.

## Follow-up Activities

In groups of seven (**A,B,C,D,E,F**), student-teachers evaluate the tasks  done in this chapter and as follow:

Group **A** evaluates group **B**     Group **B** evaluates group **A**

Group **C** evaluates group **D**     Group **D** evaluates group **C**

Group **E** evaluates group **F**      Group **F** evaluates group **E**

All groups evaluate tasks **8** using the following checklist.

| Items | Yes | No |
|---|---|---|
| T. devotes an adequate amount of class time to reading. | | |
| T. assesses students' reading abilities and needs. | | |
| T. provides a range of reading materials that correspond to students-interests, LI reading abilities, and L2 reading needs. | | |
| T. assesses students' prior knowledge to determine the information they will need for each reading text. | | |
| T. uses intensive, extensive, and reading strategies and has appropriate goals for each type of reading. | | |
| T. provides opportunities for rereading. | | |
| T. helps students develop reasonable expectations for reading. | | |
| T. helps students identify sources for reading materials that are available to them. | | |
| T. includes reading in assessment and testing procedures. | | |

# 9 Teaching Writing

## Objectives

**This chapter provides information that will help you to:**

1. Name different types of activities
2. Compare the structure and style of various types of writing
3. Omit, change, and add some criteria for the evaluation of writing activities.
4. Design communicative writing activities.
5. Teach writing.
6. Evaluate student-teachers' performance.

# Glossary

| Terms | Definitions |
|---|---|
| Evaluative Response | Response that focuses on evaluation of how well a student has done. Might be related to a grade. Might be used primarily on a final product or portfolio. |
| Feedback | Sharing of information about the student's performance. Positive feedback serves to sustain behavior that is appropriate and effective. Negative or corrective feedback serves to change behaviour that is inappropriate or ineffective. The feedback should be specific enough that the student understands which behaviour is appropriate and which ones need to be changed. |
| Formative Response | Response that aims primarily to help students develop their writing. Might focus on confidence-building, on engaging the student in a conversation about her ideas or writing choices so as to help student to see him/herself as a successful and promising writer. Might focus on helping student develop a particular writing project, from one draft to next. |
| Process wring | Process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, re-writing. Such an approach can have any number of stages, though a typical sequence of activities could proceed. |
| Product writing | This is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage. |

## 1. What Needs to Be Taught

Writing is fundamentally different from the other skills, not only because it is visual as contrasted with oral/aural, or productive as contrasted with receptive, but also because of how it is produced and the way it communicates.

The teaching of writing has assumed much greater importance in recent years with the arrival of new forms of rapid written communication. This means that we need to pay more attention to helping students learn how to write well than previous

generations of teachers did. What actually students need to develop their writing skill are:
• Good teachers who model the writing process and demonstrate its usefulness.
• Opportunities to talk about their writing.
• Regular, meaningful opportunities to practise writing in subject-specific contexts.
 • Prior knowledge about language, subject content, and the world.
• Knowledge of different writing forms and their characteristics.
• expanded sight vocabularies for subject-specific writing.
 • Strategies to become independent writers in any context.

## 2. Guidelines for Developing Writing Activities

Teachers should try to make writing activities as unthreatening and natural as possible.

**1. Have realistic expectations for writing.** New teachers are often surprised and little dismayed at their students' writing ability. It is important to remember that students are able to use words and phrases to participate in conversations, but that written text requires full sentences.

**2. Include a variety of writing activity types.** Try to include a variety of structure communicative, expressive, and academic writing activities and help students understand the requirements of each type of writing.

• **The type of writing assignment should dictate the type of error correction and teacher response.** Explicit corrections are more appropriate for structured and academic writing than for communicative and expressive writing, but it is always important to respond to the students' ideas.

• **Help your students develop realistic expectations about writing.** Since student have more time when they write than when they speak, they are going to be even more likely to try to translate from their native language.

• **Help students consider and organize their thoughts before writing.** Encourage students to brainstorm, outline, and plan their writing before they get started just as with reading, it is a good idea to include pre-writing activities to remind students of information they already know that might be useful for a particular assignment.

**3. Point out specific conventions of the writing genre.** Do not assume that students will know what to include in their writing, and give them clear guidelines about necessary components.

**4. Try group writing.** We tend to associate group work with oral activities rather than written ones, but small-group writing activities can also be effective. Group interaction and negotiation helps students determine what they want to say and to phrase their ideas more comprehensibly.

**5. Use electronic communication.** Electronic writing can make writing more motivating and even fun for students. By communicating with a real person (you, their classmates, native - speaking peers) they have an authentic reason to write.

**6. Coordinate writing assignments with the materials students are reading and content material they are learning.** Due to differences in writing conventions or limited first language literacy, many students will have little idea of how a written text should be organized. Having students read authentic texts with a similar structure gives students a model for their work.

**7. Give students guide questions.** Another way to help students organize their ideas into a particular writing format is to guide them through the writing with targeted questions.

**8. Help students develop effective dictionary strategies.** Have a class discussion about how to use dictionaries and other writing strategies.

**9. Encourage revision.** Encourage students to think of writing as a process and build revision into writing assignments.

**10. Be aware of the role of affect in writing.** Many people feel uncomfortable writing in their first language, and when writing in a second language they must deal with the additional problem of their limited language proficiency.

# 3. Strategies for Developing Writing Skills

The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them. Effective writers cycle through these stages until they are satisfied that the writing achieves its purpose.

## 1. Generating Ideas

In all subject areas, students need to develop skills for getting what they know about a topic down on paper, and generating ideas or finding additional facts. They also need skills to check whether their writing is on-topic and fulfills its purpose. Further, they need to be able to explain the writing assignment and the process they are following to effectively complete the assignment.

| What teachers do | What students do |
|---|---|
| **Before**<br>• Plan a topic for rapid writing or invite the students to suggest topics.<br> • Explain that the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors.<br> • Give directions for rapid writing. | **Before**<br>• (Optional) Suggest topics for rapid writing that are related to the subject of study. |
| **During**<br>• Give directions.<br>• Give the signal to begin.<br> • Time the students.<br> • Give the signal for students to stop writing. (You may want to give them a one-minute warning.) | **During**<br><br>At the starting signal, write or type as quickly as possible without stopping or making any corrections. |
| **After**<br>• Debrief.<br> • Ask students to count the number of words they have written.<br>• Ask who has at least ___ words, until only one or two hands remain up.<br>• Discuss the topic, based on what the students have written. Encourage students who donot usually participate.<br> • Focus the students' attention on how their rapid writing can be the starting point for more polished pieces.<br> • Alternatively, as a follow-up direct students to begin classifying and organizing their ideas. | **After**<br><br><br>•Count and record the number of words.<br>• Discuss the topic by reading aloud parts of what they have written.<br>• In pairs, explain the thinking behind the categories used.<br>• One student from each group reads the |

| |
|---|---|
| • Alternatively, organize students into small groups to share their rapid writing and to compose a short collaborative paragraph on the topic. | |

## 2. Developing and Organizing Ideas

Students need to know how to organize what they have learned about any topic or assignment into a well-structured whole.  In longer writing assignments, they need to know how to create a strong, focused introduction that catches the reader's interest; how to link ideas in logically connected paragraphs that contain enough supporting detail; and how to conclude with a strong ending.

| What teachers do | What students do |
|---|---|
| **Before** | **Before** |
| •Select a current subject-specific writing task. | • Recall what they already know about the topic and writing task. |
|  • Prepare an overhead transparency sample or chart-paper sample of possible ideas and information gathered on the topic (e.g., point-form notes for a report on the uses of lasers in the medical field). | • Make connections to own notes. |
| | • Note the links and connections that the teacher makes among ideas and information. Consider the similarities and differences of their own thinking. |
| •Using a marker, model for students how to make connections among the ideas and information (e.g., number, circle, colour- code, draw arrows). | •Recall past use of a webbing strategy to record or organize thinking. |
| •Using a strategy such as webbing or map ping makes it easier to see | |

| | |
|---|---|
| connections and relationships.<br>• Use a web to demonstrate the process of rereading notes and arranging key points to show the connections and relationships. | |
| **During**<br>• Ask students to contribute to the web by identifying important ideas and key information and by suggesting how to place the points to create a web.<br>• Ask students questions to clarify the decisions. For example:<br> - What does this mean?<br>- Is this important? Why?<br>- Is there another way to sort my notes?<br>• Model for students how to use the web to create a possible outline or template for writing a first draft. Consider the generalizations and/or categories that emerge from the connections and relationships, to help identify subtopics, headings and structure. | **During**<br>• Contribute to the discussion.<br>• Note the similarities and differences in responses. |

| After | After |
|---|---|
| •Have students refer to their notes for the writing task.<br>•Ask students to create a web by sorting and organizing their ideas and information.<br> • If appropriate, consider having students who are writing on a similar topic work in pairs to create a web for their combined notes. | •Reread notes and identify important information and ideas.<br>•Use the question prompts to re-phrase notes, identify key points, and group the ideas and information to create a web.<br>• Share and compare webs.<br> • Make the connection between the web and possible ways of organizing the information and ideas into a template for writing. |

## 3. Revising and Editing

Students need individual and group skills to assess their own work and the work of others for content, clarity, form and style, and for errors in grammar, punctuation and spelling.  Ultimately, students have individual responsibility for the accuracy of their work, but they need to know how to help each other improve.

| What teachers do | What students do |
|---|---|
| **Before**<br>• Prepare two paragraphs on a subject-related topic. • Have groups read the paragraphs and discuss which is more effective. Ask students to share responses and justify their reasoning (each version has strengths and weaknesses).<br>• Have students make suggestions for improving the writing (e.g., Add, Remove, Move, Substitute) and determine possible revising questions | **Before**<br>• Read the paragraphs and summarize the main idea and details.<br>• Contribute to discussion by identifying the strengths and weaknesses of each paragraph (e.g., "strong topic sentence," "supporting details are logical," "uses evidence to support main idea," "uses strong words to convince me," "not enough facts and examples").<br>• Reread the revision prompts and ask questions about the prompts. |

| | |
|---|---|
| such as: - Does it make sense?<br> - Is the topic clear?<br> - Is the main idea clear?<br> - Are there enough reasons/details to support the main idea?<br>- Are there examples to support the reasons/details?<br> - Are there details not connected to the topic and main idea?<br>- Is there a closing sentence or conclusion?<br>• Record the revision prompts. | |
| **During**<br>•Prepare a copy (overhead transparency, chart paper) of a draft-writing task on a current topic. Include revision notes such as cross-outs, scribbles, stick-on notes, margin notes, arrows, and inserts.<br> • Use a revision strategy to demonstrate revising and reorganizing ideas in a piece of writing; e.g.:<br> - Add something to the writing.<br> - Remove something that confuses or repeats.<br> - Move a section of the text.<br>- Substitute a word, phrase, sentence or example.<br>• Note that some writers reread their writing and then use numbers to indicate how they want to reorganize their writing. Other writers use scissors to cut up their draft writing to reorganize the ideas and information, and then tape it together as a new draft. | **During**<br>• Recall writing that they have revised or wanted to revise. Identify the sorts of changes they wanted to make.<br>• Make connections between their revising strategies and the strategies demonstrated by the teacher.<br>• Decide which strategies they might try using to revise their writing. |

| After | After |
|---|---|
| • Have students refer to a draft writing task that they want to revise.<br> • Ask pairs to read their drafts aloud, and use the revision question prompts to provide feedback to their partner's writing.<br> • Ask students to use the feedback and the ARMS or cut-and-paste strategy to revise their draft. | • Listen to partner's writing and paraphrase or summarize the content.<br>• Note changes, misunderstandings, and omissions, and then clarify the partner's paraphrase.<br>• Decide which revision strategies to use to improve own writing. |

# 4. Developing Writing Activities

## 1. Structured writing activities

**Activity 1** "Class Survey"

Prepare a survey questionnaire with questions about your students' interests, hobbies, favorite TV shows, favorite colors, etc., and have students fill it out. Groups of student could then summarize different parts of the survey and submit a written "report" to the class.

**Activity 2** "Recipe Swap"

After reading or using a recipe in class, have students write their own recipes and share them with the class. The recipes could be gathered together as a class cookbook using a formatted recipe card.
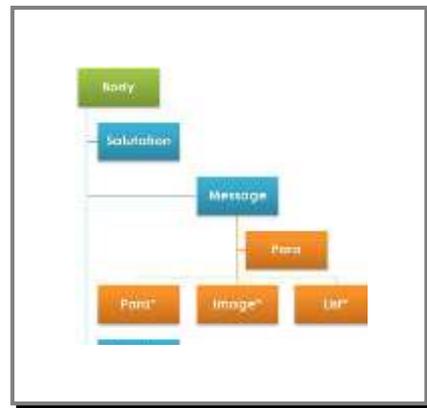
**Activity 3** "Put It in Writing!"

Give students a *Mad Lib* story format, and have each one fill it in. Have students share their *Mad Libs* in a group of two or three other students for editing. Have

students revise their *Mad Libs* and then gather all the papers to share with the class. You could read them to the class for listening comprehension practice or prepare booklets or overhead transparencies for students to read.

## 2.  Communicative writing activities

**Activity 1**    "Dear Blabby"

Have students write letters about their "problems" to the well-known advice columnist "Dear Blabby" . Put all the student letters into a bag, and have each student draw someone else's letter and write advice for that person's problem.

**Activity 2**    "Take My Advice"

Have students write a letter to new students who will be your class next year. Ask them to tell the new students anything they need to know about the class and any advice they have for them.

 (NOTE: This activity has many variations. For example, students could write advice letters to younger siblings or new teachers in their school.)

**Activity 3** "Stream of Consciousness Writing"

Ask students to get out pen and paper. Give students an amount of time starting with one minute and working up to five minutes to write in their target language. (NOTE: This activity is designed to help students get past their tendency to think more about their grammar than about what they want to say.

**Activity 4** "Dear Diary"

Journal writing is a natural extension of Friday Specials and should be responded to in the same way. Ask students to write at least one paragraph in a personal journal or diary on a regular basis. I asked students to write in their journals four or five times a week so that the assignment wouldn't become burdensome.

# 5. Planning a Lesson

There are five basic steps that can be used to outline the writing process. Here are a few ideas:

**1. Prewriting** – This is the planning stage. You might want to practice ways to brainstorm ideas, share different types of graphic organizers they can use, do a lesson on using an outline, or model using writing prompts to get started.

1. **Drafting**- This is the first draft or the rough draft. This is where you will probably spend the most time teaching about introductions, paragraphs, conclusions, etc.
2. **Revising and Editing** – Revising is changing your writing to make it better. You might want to do a lesson on word choice here. Editing is correcting errors such as spelling, punctuation, and grammar mistakes. Lessons teaching students how to edit and use editing checklists would be beneficial.
3. **Rewriting** – Lessons on transferring text carefully or using something to track what you've completed would be good ones to reinforce this stage.
4. **Publishing** – You can keep it simple and have students type their work or come up with creative ways to publish and display their work. Just be sure they understand that presenting and sharing what they've written is an important step.

**Example: Lesson plan for writing skill** practise

| LESSON PLAN  ( Writing Process) |
|---|
| **Theme:** World of Knowledge |
| **Topic:** Plants |
| **Learning Standards:** |
| 3.1.1  Able to write in neat legible print with correct spelling : |
| (b) simple sentences |
| 3.2.2  Able to write with guidance |
| (a) simple sentences |
| **Learning objectives:** By the end of the lesson, pupils will: |
| write  simple sentences based on the words heard spell the words correctly |
| **Cross-curricular elements:**  Constructivism |

**Steps:**

**Pre-Writing**

1. Teacher shows a picture of mango tree and gets pupils to talk about it.

2. Teacher writes down the pupils' ideas on the whiteboard.

3. Teacher emphasizes on how to write the simple sentence.

**While-Writing**

4. Teacher explains how to play the game called 'Broken Message'.

5. Pupils are divided in group of five and play the games.

6. Pupils present their answers.

7.  Teacher checks their answers.

**Post-Writing**

8. Pupils exchange their messages with another group.

9. Pupils write the messages in their exercise books.

## 6. Assessing Writing Skill

Assessment of student writing is a process. Assessment of student writing and performance in the class should occur at many different stages throughout the course and could come in many different forms. One of the major purposes of writing assessment is to provide feedback to students.  At various points in the assessment process, teachers usually take on different roles such as motivator, collaborator, critic, evaluator, etc.

**Suggestions for Assessing Student Writing**

**1. Be sure to know what you want students to be able to do and why.**

**2. Plan and implement activities that support students in meeting the learning goals.** How will you support students in meeting these goals? What writing activities will you allow time for? How can you help students meet these learning goals?

**3. Begin giving feedback early in the writing process.** Give multiple types of feedback early in the writing process. For example, talking with students about ideas, write written responses on drafts, have students respond to their peers' drafts in process, etc.

**4. Structure opportunities for feedback at various points in the writing process.** Students should also have opportunities to receive feedback on their writing at various stages in the writing process.

**5. Be open with students about your expectations and the purposes of the assignments.** Be explicit about your goals for them as writers and why those goals are important to their learning. Additionally, talk with students about methods of assessment.

**6. Do not burden students with excessive feedback.** Providing too much feedback can leave students feeling daunted and uncertain where to start in terms of revision. Try to choose one or two things to focus on when responding to a draft. Offer students concrete possibilities or strategies for revision.

**7. Allow students to maintain control over their paper.** Instead of acting as an editor, suggest options or open-ended alternatives the student can choose for their revision path. Help students learn to assess their own writing and the advice they get about it.

**8. Purposes of Responding** We provide different kinds of response at different moments. But we might also fall into a kind of "default" mode, working to get through the papers without making a conscious choice about how and why we want to respond to a given assignment. So it might be helpful to identify the two major kinds of response we provide: **formative response and evaluative response.**

## 7. Feedback on written work

The way we give feedback on writing will depend on the kind of writing task the students have undertaken, and the effect one wishes to create. When students do workbook exercises based on controlled testing activities, one will mark his/her efforts right or wrong, possibly penciling in the correct answer for them to study. A lot will depend on whether one is intervening in the writing process (where students are composing various written drafts before producing a final version or whether one is marking a finished product. During the writing process one will be responding rather than correcting.

## Responding

When we respond, we say how the text appears to us and how successful we think it has been (we give a medal, in other words) before suggesting how it could be improved (the mission).Such responses are vital at various stages of the writing process cycle .The comments we offer students need to appear helpful and not censorious. Sometimes they will be in the margin of the students' work or, on a computer, they can be written as viewable comments either by using an editing programme or by writing in comments in a different colour.

So far we have discussed the teacher's feedback to students. But we can also encourage students to give feedback to each other. Such peer review has an extremely positive effect on group cohesion. It encourages students to monitor each other and, as a result, helps them to become better at self-monitoring.

## Correcting

Gentle correction and different rubrics can be used to make objectives or semi-objectives decisions about students' writings ( see appendix B). Corrections and giving feedback can be offered in a number of ways. Many teachers use correction codes to indicate that students have made mistakes in their written work. These codes can be written into the body of the text itself or in the margin. This makes correction much neater and less threatening than random marks and comments. Different teachers use different symbols, but the table below  shows some of the more common ones.

| Symbol | Meaning | Example error |
|--------|---------|---------------|
| 5 | A spelling error | The asnwer is obvious |
| WO | A mistake in word order | I like verv much it. |
| G | A grammar mistake | I am going to buy some furnitures. |
| T | Wrong verb tense | I have seen him yesterday. |
| C | Concord mistake (e.g. the subjectand verb agreement) | People is angry. |
| X | Something has been left out. | He told *X* that he was sorry. |
| WW | Wrong word | I am interested on jazz music. |
| { } | Something is not necessary. | He was not {too} strong enough. |
| ?M | The meaning is unclear. | That is a verv excited photograph. |
| P | A punctuation mistake. | Do you like london. |
| F/l | Too formal or informal. | Hi Mr Franklin, Thank you for your letter ... |

# Sources for Learning

**For further learning, consult the following sources:**

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## Follow-up Activities

- ## Ice Breaking

These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

### Once upon a time

Ask each student to think of either the name of a person, a place or a thing. Invite them to share this with the rest of the group. Select one of your group to begin a story. However, within 10 seconds they must mention the person, place or thing they have thought of. After 10 seconds (use a stopwatch or kitchen timer) the story is continued by the next person who must also mention their person, place or thing within the 10 seconds. Continue until everyone has made a contribution. The stories can get really weird, but that is part of the fun! Tape the story for playback at the next parents meeting!

### Around the world

The leader begins by saying the name of any country, city, river, ocean or mountain that can be found in an atlas. The young person next to him must then say another name that begins with the last letter of the word just given. Each person has a definite time limit (e.g. three seconds) and no names can be repeated. For example - First person: London, Second Person: Niagara Falls, Third Person: Switzerland

- ## Brainstorming
### If you are working in a group
- **First,note down your own answers alone**
- **Share with the other members of the group.**
- **Check the answers together.**

1. Do you think it is relatively easy for a teacher to set up a writing activity? Why? Why not?
2. What do you think is the teacher's role in a writing activity?
3. How does purposeful writing differ from the simple recording of speech?
4. What makes writing difficult for students? And what makes it easier than speaking?

- **Video Task**
  **Video Length: Approximately 15 minutes notes to the student teachers.**

Video 9.1

**What to look for:** For handouts, explanations of common writing challenges, etc.

Video 9.2

**What to look for:** how to provide rubrics, exercises, commentary, and news about efforts to teach critical thinking.

# Tasks

## Task 1
Look at the writing activity below for students and answer the questions which follow.

> Report writing
>
> Work in groups and complete the following tasks:
>
> 1. Write a multiple-choice questionnaire to find out about people's attitudes to one of the following:
>    Mobile phones
>    Computers
>    Housework
>    Marriage
> 2. Do the questionnaire in class and collate the result.
> 3. Write a report to summarize your feelings. Use expressions from the survey highlights above.

a. What age and level is it appropriate for?
b. Would you feel confident using it as a teacher? Why? Why not?
c. What would you need to do before stating the activity to ensure that it was a success?
d. What do you think might have come before it and after it in the textbook from which it was taken?

**Task 2**

Are the criteria shown below acceptable to you? Would you omit or change any of them, add more?

1. Would my students find the activity motivating, stimulating and interesting to do?
2. Is it an appropriate level for them? Or would they find it too easy/ difficult/ childish / sophisticated?
3. Is the kind of writing relevant to their needs?
4. Would I need to do some preliminary teaching in predation for this activity?
5. In general, do I like this activity? Would I use it?

# Task 3

Beside what you have been studied in this chapter; try to suggest other communicative writing activities.

# Task 4

Find a writing lesson in any textbook. Make a lesson plan, using your own lesson planning methodology.

# Task 5

After you have created your lesson, create a rubric for grading the lesson.

## Task 6

Read the student letter and use the symbols mentioned in this chapter to mark where the mistakes are in each sentence.

Dear Alan,

Thank you for your invitation that I have received today. I enjoy myself and accept the invitation, but I'm afraid because I don't know very well the people who are invited to the party. I would like to know if I have the possibility of bringing a friend, he is very kindly, charming boy. I know him since ten years. My problem is that I don't know if I must put on a dress could you tell me? At what time the party starts? Please not too late because I must come on feet and the party is so far the house. I'm looking forward to see you Saturday night.

Bye Bye,

Mario

## Task 7

In groups of four (A, B, C, D,E ,F)

1. Go back to the Developing Writing activities section.

2.Each group has to select and read an activity.

3.In each group, plan and take notes on each part of the selected activity.

4.Have to form new groups with a member from each group represented (In all groups, those who carry number 1 would be together, and those who carry number 2 would be together  ...etc.).

5.Report information and teach to the members of the new group.

# Follow-up Activities

In groups of six (**A,B,C,D,E,F**), student-teachers evaluate the tasks  done in this chapter and as follow:

Group **A** evaluates group **B**          Group **B** evaluates group **A**

Group **C** evaluates group **D**          Group **D** evaluates group **C**

Group **E** evaluates group **F**           Group **F** evaluates group  **E**

All groups evaluate task **7** using the following checklist.

| Items | Yes | No |
|---|---|---|
| T. devotes an adequate amount of class time to writing. | | |
| T. provides opportunities for peer editing and revision. | | |
| T. assesses students' writing needs. | | |
| T. encourages students to plan what they want to say before they begin to write. | | |
| T. encourages students to plan what they want to say before they begin to write. | | |
| T. encourages students to plan what they want to say before they begin to write. | | |
| T. uses structured communicative, expressive, and academic  writing assignments according to my students' writing abilities  and needs. | | |
| T. helps my students understand that writing in a foreign language is not translation from their LI. | | |
| T. responds to the ideas expressed by students in their writing assignments. | | |
| T. includes writing in my assessment and testing procedures. | | |

# 10 Classroom Management

## Objectives

**This chapter provides information that will help you to:**

1. Suggest appropriate techniques for teachers' classroom management responsibilities.
2. Design strategies by which teachers could work on becoming more authentic.

3. Formulate some effective approaches that teacher can use to reward appropriate behaviour.
4. Teach how to establish and maintain rapport in the classroom.
5. Evaluate student-teachers performance.

# Glossary

| Terms | Definitions |
|-------|-------------|
| Approachable | Possible to approach; accessible. |
| Authentic teacher | Behaving in a way that is appropriately real, appropriately- letting the students see something of your genuine reactions to things, your moods and your natural behaviour, rather than covering everything up in a performance. |
| Class-to-class | When one class woks with another, doing surveys, questionnaires…etc. |
| Classroom management | Term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behaviour. |
| Collaborative writing | The process in which students work together to produce a piece of writing. |
| Supplementary materials | Materials which do not exist in the book/s which we are currently using with a group of learners. Supplementary materials may be of various types. A song, an authentic film, a cut-out from a magazine or newspaper, a poem, a game, a project etc. may become 'extra' tools in the hands of the trained teacher who wishes to teach effectively and professionally |

## 1. Teacher's Areas of Responsibility

There are several areas of teachers' responsibility for classroom management and discipline. An effective classroom manager handles the following seven areas of responsibility:

**1. Select a philosophical model of classroom management and discipline.** Teach with love and logic, cooperative discipline, discipline with dignity, and assertive discipline. The techniques that you use to manage student behaviour should be consistent with your beliefs about how students learn and develop.

**2. Organize the physical environment.** The way the desks, tables, and other class-room materials are arranged affects instruction and influences order in the classroom. To create an effective learning-environment, you will need to organize several aspects of the physical space, which are discussed later in this chapter.

**3. Manage student behaviour.** Guidelines are needed to promote order in the class-room. Rules and procedures support teaching and learning and provide students with clear expectations and well-defined norms. This, in turn, helps to create a safe, secure atmosphere for learning.

**4. Create a respectful, supportive learning environment.** There are many facets to creating a favourable learning environment, but it is vital for a positive learning community:

**a**. Teachers can take a number of actions to establish a cooperative, responsible classroom by developing positive teacher-student relationships, promoting students' self-esteem, and building group cohesiveness.

**b.** Teachers can focus student attention on appropriate classroom behaviour by helping students to assume responsibility for their behaviour, maintaining student attention and involvement, and reinforcing desired behaviours.

**c.** A comprehensive plan can be developed to motivate students to learn, involving decisions about instructional tasks, feedback and evaluation, and academic and behavioural expectations.

**d**. Teachers can be most effective in creating a respectful, supportive learning environment when they have an understanding of the diverse learners in their classroom.

**5. Manage and facilitate instruction.** Certain factors in a lesson have a bearing on classroom order, and teachers need to take these factors into account when planning lessons. These include decisions about the degree of structure of the lesson, the type of instructional groups to use, and the means of holding the students academically accountable.

**6. Promote classroom safety and wellness.** Students need to feel physically and emotionally safe before they can give their full attention to the instructional tasks. Strategies used to manage student behaviour, create a supportive classroom, and manage and facilitate instruction all contribute to classroom safety and wellness.

**7. Interact with colleagues, families, and others to achieve classroom management objectives.** Working with families is another means to help maintain order in the classroom. When the family and teacher communicate and get along together, students will more likely receive the needed guidance and support and will likely have more self-control in the classroom.

## 2. School year Teachers' Preparations

To prepare, you can make management preparations and instructional preparations, establish a plan for misbehaviour, and also plan for the first day of school. When the schoolyear finally begins, there are certain actions that are appropriate during the first day and over the following few days. A number of these issues are addressed in this section.

### Making Management Preparation

As teachers you have carefully consider a variety of management issues, such as your school environment, room arrangement, materials, rules and procedures, communication with parents, seating arrangements, and other issues. Based on a study of experienced teachers, you could direct your attention to the following classroom management issues:

1. **The school environment:** The first step is to become thoroughly familiar with the total environment before school starts: the room, school, facilities, personnel, services, resources, policies and procedures, other teachers, children, and the community.

2. **Gather support materials:** After examining the curriculum guide and textbooks, you might have ideas about activities for a certain unit or lesson. Supplementary materials may be needed when the time comes to teach that lesson. This is the time to gather any additional support materials, such as games and devices, pictures, CDs, ideas for activities, charts, maps, and graphs.

3. **Organize materials:** It is useful to set up a filing system for storing district and school communications and other important documents. Papers that should be kept in a filing cabinet include the district's policy handbook; correspondence from the principal, superintendent, or other supervisors; correspondence from professional organizations; lesson plans; and items on curricular content.

4. **Classroom procedures:** Before school starts, identify actions or activities requiring procedures that will contribute to a smoothly running classroom, and then decide what those procedures should be.

5. **Classroom helpers.** Teachers call on students at all grade levels as helpers to perform various classroom tasks. Make a list of tasks that need to be done, and then decide which ones students can perform. Give attention to how task assignment will be rotated to give every student an opportunity to help.

6. **School/home communication:** Opening communication with families is vital. Teachers can make plans for types of communication with families, such as phone calls, progress reports , etc.

7. **Distributing textbooks:** Sometime in the first few days of school, you will need to distribute textbooks. You need to obtain the textbooks and prepare an inventory form on which to record each book number, with a space in which to write the student's name.

8. **Room identification:** It is important to have the room clearly labelled. A poster on the outside doorway should include the room number, the teacher's name; the grade level and/or subject.

9. **Room arrangement:** Determine the arrangement in the classroom for your desk, the students' desks, tables, bookshelves, filing cabinets, and other furniture. The room arrangement that you select should be consistent with your instructional goals and activities.

10. **Seat selections and arrangements:** You have to take the age level and maturity of the students into account as you select the manner of assigning seats. You might change the seating arrangements during the schoolyear to accommodate work groups, to move students who need close supervision to more accessible seats, or simply to provide a change.

11. **Room decoration:** It is important to make your classroom an attractive, comfortable place. Consider having some plants in the classroom or even an aquarium.

Displays of pictures, posters, charts, and maps also help cover the walls with informative and appealing materials. Attractive bulletin boards add colour.

## Making Instructional Preparations

Prior to the start of the schoolyear, carefully consider a variety of instructional issues, such as supplementary materials, student as syllabus, and so on. Based on a study of experienced teachers, you should direct your attention to the following instructional issues:

**1.Supplementary materials:** For each major curricular topic in your plans, start an on going list of related supplementary materials or activities. It may include field trip locations, resource people, media, games, assignments, bulletin boards, and additional books.

**2. Weekly time schedules:** You should establish your weekly schedule before school starts and include a copy in a handy place, such as in your lesson plan book. The weekly schedule is often displayed in a chart, with the weekdays listed at the top and the hours listed on the left-hand column.

**3. Daily lesson plans:** Lesson plan formats vary. One that is often used includes boxes for the days of the week and the subjects taught. In these boxes, notes may be included about objectives

**4. Tentative student assessment:** It is useful to make an initial assessment of the students' understanding and skills at the start of the schoolyear so you can better recognize the abilities and differences within the class. Assessment procedures might include worksheets, oral activities, observation checklists, pre-tests, or review lessons.

**5. Planning for homework:** Give careful consideration to how you will evaluate students and determine report-card grades. One element of student evaluation often involves homework, and preparation for developing a homework policy can be done before school starts

**6. Opening class routine.** Students often perform better when they know .that a particular routine will be regularly followed at the start of class. You can decide on the particular actions to be taken. You may need to take attendance, make announcements, and attend to other tasks at the start of the class period.

# Establishing a Plan to Deal with Misbehaviour



Once the rules and procedures and a supportive classroom environment are in place, the teacher moves from low to high interventions, as described below:

**1. Establish your system of rules and procedures.** Establish an appropriate system of rules and procedures as a foundation for dealing with discipline. It is vital that you select a system of rules and procedures appropriate to the situation.

**2. Provide a supportive environment during class sessions.** Once the system of rules and procedures has been established at the start of the schoolyear, you need to maintain a supportive environment.

**3. Provide situational assistance during class sessions.** Situation assistance denotes actions you take to get the student back on task with the least amount of intervention and disruption possible. Situational assistance can be provided-removing distracting objects, reinforcing appropriate behaviours, redirecting the behaviour, altering the lesson, and other approaches.

**4. Use mild, moderate, or stronger responses.** If mild or moderate responses are insufficient, then you need to - move to a more intrusive type of intervention. These stronger responses are intended to be punitive by adding aversive stimuli such as reprimands and overcorrection. The purpose of aversive stimuli is to decrease unwanted behaviour.

**5. Involve others when necessary.** If all efforts have failed to get the student to behave properly, then you need to involve other persons in the process. This occurs

most commonly with chronic or severe behaviours. You may consult or involve counsellors, psychologists, principals and assistant principals, teaching colleagues, college personnel, mental health centres, school social workers, school nurses, supervisors and department heads, and families.

# 3. Creating Authenticity

In certain circumstances, teachers have not to abandon their intention to behave more authenticity, but it would only be sensible to tread carefully, making small changes, chipping away slowly at expectations and, initially perhaps, avoiding too much that might be seen as threatening to other teachers or students.

## Techniques: Five Steps to Authenticity

Here are some important ways that a teacher could work on becoming more authentic:

1. **Don't try to be a 'teacher'**. Stop yourself whenever you find yourself behaving more as a job title rather than as yourself. Don't speak officially. Don't seek out additional ways of differentiating yourself as a teacher. Sit with rather than in front of. Talk with rather than at.
2. **Have real conversations**. When you chat informally with a student, make it a real conversation, where you really listen to what they have to say and respond appropriately.
3. **Don't pretend omniscience.** If you don't know an answer to question, say that, rather than pretending that you do know or confusing students with roundabout explanations and avoidances.
4. **Be wary of staffroom advice.** Colleagues may tell you that being genuinely warm and friendly with students is dangerous, or that it is essential for a teacher to keep up a front-as someone reserved, formal and a little distant.
5. **Be appropriately authoritative.** Being authentic doesn't mean abdicating the responsibilities and duties of a teacher. You can still give all the instructions, set all the homework and do all the things that you need to do.

# 4. Establishing and Maintaining Rapport

Rapport is sometimes characterized as a kind of indefinable magic that some teachers manage to create where others fail, and, certainly, you can detect when it is present within a few seconds of walking into a room: a sense of lively engagement, a roomful of people who are happy to be together and work together.

## Techniques: Building Rapport

1. **Be welcome, be encouraging, and be approachable.** Build in time and space for students to talk to you as people. Don't cram lessons full from minute one to the end. Space for unstructured talk is good. Listen carefully when students tell you things. Respond as a human.
2. **Treat each student as an individual.** Don't view the class only as a class. As quickly as you can, learn names and start to see and believe in each person as an individual with potential. Let them see that this is how you view them.
3. **Remember positive things about your students.** Keep a notebook in which you record and remind yourself of positive things individual students do personal notes about them (family, hobbies, etc.).
4. **Empathies.** Try to see what things look like from the students' point of view.
5. **Don't fake happiness or pleasure.** This can often come across as 'false'.
6. **Be culturally sensitive.** Make sure that what you say and what you ask students to do are not inappropriate for the local context.
7. **Avoid sarcasm.** It is almost impossible to pitch correctly and upsets people in ways that you cannot always see.

# 5. Different Seating Arrangement and Groups

Clearly, the different arrangement of chairs and tables indicate a number of different approaches and this raises a number of questions. Are schools which use a variety of seating plans progressive or merely modish? Is there something intrinsically superior about rigid seating arrangements-or such classrooms the product of a particular methodological orthodoxy?

## Techniques for Seating Arrangements

As a teacher, you can arrange your students indifferent ways according to the learning situation.

**1. Orderly rows.** So that you can have a clear view of all the  students and the students can all see the teacher.

**2. Circles and horseshoes.** In smaller class, many teachers and students prefer circles or horseshoes.

**3. Separate tables.** It is appropriate if students are working around a computer screen, for example where students are engaged in collaborative writing  or where they are listening to different audio tracks in a jigsaw listening exercises.
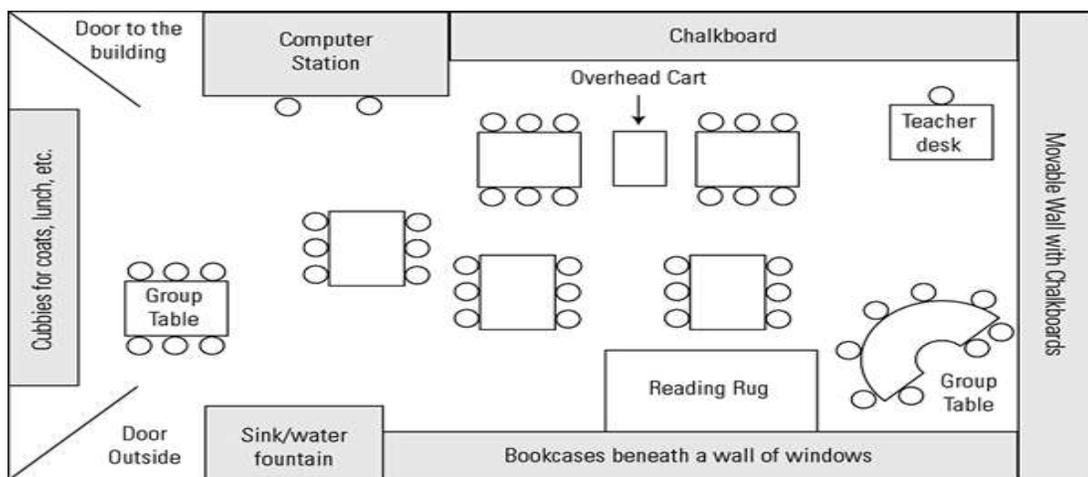


## Techniques for Different Student Groupings

Also you can arrange your student in different groups and as follow.

1. Whole class
2. Groupwork and pairwork
3. Solo work
4. Class-to-class

# Sources for Learning

**For further learning, consult the following sources:**

Krause, K. L., Buchner, S., and Duchesne, S.( 2003). *Educational Psychology for learning and teaching* . Australia : Thomson.

Santrock , J.W. (2006). *Educational psychology: Classroom Update: Preparing for PRAXIS TM and Practice*. 2nd ed. New York : McGraw Hill.

Good, T., and Brophy , J. (2008). *Looking in classrooms*(10[th]ed.). New York: Harper and Row.

Wong, H.K. (2009). *The First Days of School*. Mountain View , CA: Harry K. Wong.

Burden, P.R. (2010).*Classroom  Management*. New York: John Wiley & Sons.

# Warm-up Activities

- ## Ice Breaking

These activities allow the students to get know each other in a non-confrontational, low anxiety atmosphere.

In groups, read and discuss following activities. Then try to practise them.

### Pictures Introduction Game

This activity allows students to choose from a list of pictures that represent themselves. The teacher can model by choosing three of the many pictures and then explaining why she chose those three pictures to describe herself. Students will then be asked to choose from the pictures and describe something about themselves. This could be done with magazine pictures.

### Supermarket

The first player says: "I went to the supermarket to buy an Apple (or any other object you can buy in a supermarket that begins with an A). The next player repeats the sentence, including the "A" word and adds a "B" word.
Each successive player recites the sentence with all the alphabet items, adding one of his own. For example; 'I went to the supermarket and bought an Apple, Banana, CD, envelopes, frozen fish'. It's not too hard to reach the end of the alphabet, usually with a little help! Watch out for 'Q' and 'X'.

- **Brainstorming**

1. What are the benefits of planning lessons at the start of the schoolyear?
2. What are the merits of having a plan for dealing with misbehavior?
3. How might your selection of reinforcement be affected by subject area or grade level?
4. How would you characterize the quality of rapport in your own lesson? What factors seem to improve or worsen it?
5. Do you find it natural and easy to make eye contact with students in class?

- **Video Task**

   **Video Length: Approximately 15 minutes notes to the student teachers**

   Video 10.1

**What to look for:**Classroom Management Strategies

   Video 10.2

**What to look for:** Classroom management Definition, how to be fair to all students, how to be prepared for disruptions, and how to be Instill high expectations.

# Tasks

## Task 1

Write three solutions for the following situations:

| The situations | 1 | 2 | 3 |
|---|---|---|---|
| a. A student says I don't want to do this exercise. | | | |
| b. You expected an activity to take five minutes. It has taken twenty so far and the students still seem to be very involved. And there is something to do. | | | |
| c. The students are working in groups of three. Two groups have finished the task and now sitting looking bored. The other groups still need more time to finish the task. | | | |

## Task 2

The diagram shows three areas of responsibly for classroom management.  Suggest appropriate techniques for each of these responsibilities.

| Organize the physical environment | Manage and facilitate instruction | Manage student behaviour |
|---|---|---|
|  |  |  |
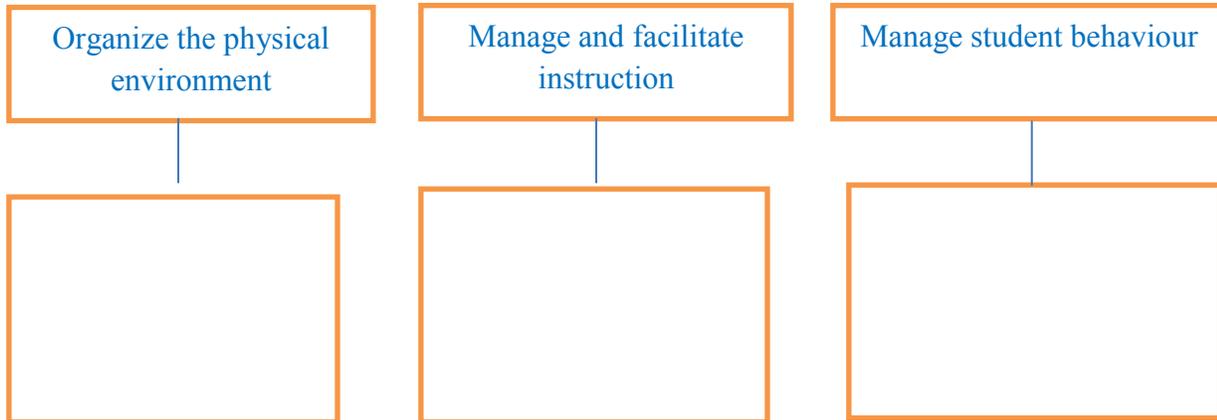
## Task 3

How to make management preparations for the following issues:

- Room arrangement
- Materials
- Communication with parents

## Task 4

Beside what have been stated in this chapter, design strategies by which teachers could work on becoming more authentic.
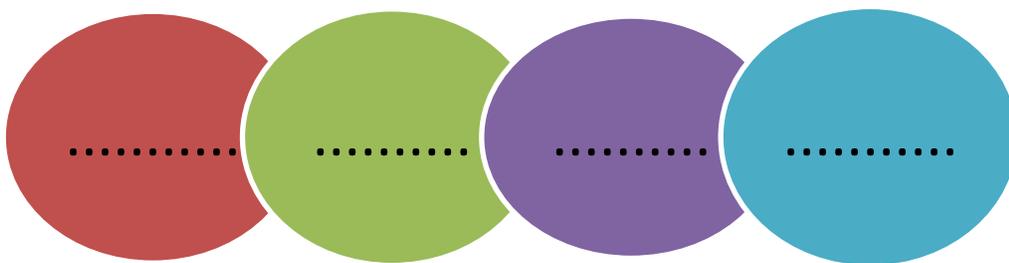
## Task 5

What is the best seating arrangement for the following situations?

a.  A team game with a class of forty.

b. A class discussion with fifteen students.

c. Pairwork in a group of thirty students.

d. Students all listen to an audio track.

e. The teacher explains a grammar point.

## Task 6

Formulate some effective approaches that teacher can use to reward appropriate behaviour.

## Task 7

1. In groups select any section mention in this chapter, for example 'Establishing and Maintaining rapport'

2. A volunteer from each group try to teach the selected section.

# Follow-up Activities

In groups of six (**A,B,C,D,E,F**), student-teachers evaluate the tasks done in this chapter and as follow:

Group **A** evaluates group **B**          Group **B** evaluates group **A**

Group **C** evaluates group **D**          Group **D** evaluates group **C**

Group **E** evaluates group **F**          Group **F** evaluates group  **E**

All groups evaluate task **7** using the following checklist.

• Has T. discussed classroom management and school policies with administrators, teachers, and other Volunteers?

• Does T. create a respectful, supportive learning environment?

• Does T. manage and facilitate instruction?

• Does T. make well management preparations for schoolyear?

• Does T. calm and consistent when s/he responses to discipline problems?

• Does T. provide encouragement for good behavior?

• Would appearance and teaching style be considered professional by students and colleagues?

• Are lessons well-prepared and clearly organized?

• Has T. established predictable class routines?

• Has T. tried to provide a stimulating learning environment?

• Does T. begin with familiar approaches to learning and then gradually introduce less familiar strategies?

•Has T. involved my students in trying to manage or improve the class resources?

• Does T. provide opportunities for getting and giving student feedback?

# Appendix

## An Observation Checklist for Student Teachers' Performance

| Dimension One: Pre-Instruction | | | | | | |
|---|---|---|---|---|---|---|
| **Components** | **Items** | Always | Usually | Sometimes | Rarely | Never |
| **1-Organization** | 1. Begins class on the time. | | | | | |
| | 2. Appears well-prepared for class. | | | | | |
| | 3. Reviews prior class material to prepare students for the content to be covered. | | | | | |
| **2-Formulating Objectives** | 1-Formulates measurable objectives | | | | | |
| | 2-Formulates objectives correspond closely with the needs of the students | | | | | |
| **3-Preparing relevant teaching aids / materials** | 1-Prepares a variety of instructional materials to support language – learning objectives. | | | | | |
| | 2- Prepares authentic materials, designing tasks appropriate to the language proficiency of the learners. | | | | | |
| | 3- Prepares accurately context clues ( the teaching aids ) to support student understanding. | | | | | |
| **4-Providing Precise assessment / evaluation technique** | 1- Relates assignments to course content. | | | | | |
| | 2-Gets students to correct and comment on each other's work. | | | | | |
| | 3-Promotes student self-editing. | | | | | |
| | 4-Gives appropriate feedback to students about their progress | | | | | |
| **5-Allotting class time precisely.** | 1-Allocates proper time for each activity. | | | | | |
| | 2-Allocates space for extra activity. | | | | | |
| | 3-Allots time for reflection. | | | | | |
| **6-Pointing out homework** | 1-States a challenging and interesting homework | | | | | |
| | 2-The homework ensures students' practice of new language items | | | | | |

## Dimension Two:  Instruction

| Components | Items | Always | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| **1-**<br>**Using appropriate warm-up** | 1- Elicits students' prior knowledge and adjusts lesson accordingly. | | | | | |
| | 2-The warm-up activities enhance Ss' engagement. | | | | | |
| | 3-The warm-up activities are suitable for students and relevant to the lesson objectives. | | | | | |
| **2-**<br>**Using suitable Language** | 1- Uses language suitable for students' level and ability. | | | | | |
| | 2. Uses language audibly and clearly. | | | | | |
| | 3-Achieves a good balance between accuracy-focused, and integrative, content-focused activities. | | | | | |
| **3-**<br>**Identifying effective teaching methods / techniques** | 1- Uses teaching techniques ensuring better teacher student interaction. | | | | | |
| | 2- Takes into account students' different styles of language learning | | | | | |
| **4-**<br>**Using adequate correction techniques** | 1- T's. error correction  is evident  yet not over-used. | | | | | |
| | 2-Gets students to correct and comment on each other's work. | | | | | |
| **5-**<br>**Using assessment / evaluation techniques** | 1-Uses and develops appropriate quizzes to evaluate students' progress and increase motivation | | | | | |
| | 2-Uses a variety of authentic and alternative assessment techniques   ( e.g. tests, observations, checklists, portfolios). | | | | | |
| | 3-Gives appropriate feedback to students about their progress | | | | | |
| **6-**<br>**Managing the Class effectively** | 1-Encouraged and assured full student participation in class. | | | | | |
| | 2- Sets up interactive pair/group activities appropriately. | | | | | |
| | 3-Ables to adapt to the unanticipated situation and makes eye contact with students.. | | | | | |
| **7-** | 1-Assigns homework to ensure Ss' practice of | | | | | |

| | | Always | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| *Assessing appropriate homework* | the new language material | | | | | |
| | 2-Makes sure that Ss understand what to do with the homework | | | | | |
| | 3-Checks the assigned homework. | | | | | |
| *8-*<br>*Using appropriate follow-up activities* | 1-Provides time for discussion. | | | | | |
| | 2-Monitors students for outstanding errors; note errors for wrap-up. | | | | | |
| | 3-Gives feedback, and lets students check if they were correct. | | | | | |

## Dimension Three: Post Teaching

| Components | Items | Always | Usually | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| *1-*<br>*Establishing notes about Reflection on action* | 1-Checks to what extent the lesson objectives were achieved. | | | | | |
| | 2- Checks to what accurately the teaching aids/ materials be used. | | | | | |
| *2-*<br>*Establishing notes about Reflection in action* | 1- Checks to whether his/her warm-up was successful. | | | | | |
| | 2-Decides whether he /she selects effective teaching techniques. | | | | | |
| | 3-Assesses whether he /she uses adequate correction techniques | | | | | |
| | 4-Checks whether he/ she uses effective assessment/evaluation techniques. | | | | | |
| | 5- Checks whether he/she manages the class successfully | | | | | |
| *3-*<br>*Establishing notes about Reflection For action* | 1- Checks how to ensure better achievement of the lesson objectives | | | | | |
| | 2- Checks e how to improve his/her performance in future lessons. | | | | | |
| | 3- Checks how the lesson be different if he teaches the lesson again. | | | | | |

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