English Language Teaching Approaches and Methods

EDUC 3324 - 1st Semester 2012

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Course Description
This course is an introduction to English Language Teaching methods. It develops the students’ pedagogical knowledge and the basic skills needed to teach English efficiently. The course is divided into 3 main areas:

1. Basic teaching and learning beliefs and terminology in relation to the Palestinian context
2. Critical survey of the main ELT Methods
3. A variety of teaching techniques related to teaching the four language skills and the four language components.

Aims
1. To increase students’ awareness of basic concepts and principles related learning and teaching English in Palestine.
2. To provide students with a brief, critical survey of the main ELT approaches.
3. To expose students to different English language teaching techniques appropriate to the Palestinian context and English for Palestine.
4. To develop participants' skills in critically reflecting on their own, and others', language education experiences, in the light of relevant research, theory and current areas of debate in the methodology of teaching languages.

Intended learning outcomes
On completion of this course, successful participants will be able to demonstrate:

- a clear understanding of basic ELT terminology.
- an understanding of the basic theoretical background behind teaching and learning languages.
- a critical understanding of basic practical approaches and techniques involved in teaching EFL.
- the ability and skill to plan and deliver a lesson to a class of EFL students.
- the ability to use different ways of teaching language skills, grammar, vocabulary, etc.
- the ability to cope with challenging learning and teaching Palestinian situations.
- the ability to reflect critically on learning experiences on the course and relate them to educational contexts they are familiar with.
Content (topics)

Unit (1) Introduction to ELT: Basic beliefs & concepts  Week 1-3
Unit (2) Main ELT methods and approaches  week 4 – 6
   1. Grammar Translation Method
   2. Direct Method
   3. Audio-lingual approach
   5. Humanistic Approaches (CLL, Silent Way, Suggestopedia and TPR)
   6. The Communicative Approach

Teaching Techniques  week 7 - 15

Unit (3) How to teach listening
Unit (4) How to teach speaking
Unit (5) How to teach reading
Unit (6) How to teach writing
Unit (7) How to prepare lesson plans

Textbook
- Introduction to EFL Methods: Handouts prepared and compiled by Dr Nazmi Al-Masri all the material units will be available on my homepage: http://site.iugaza.edu.ps/nmasri

Teaching Methodology
- Active participation in class
- Whole class discussion
- Pair and group work
- Giving presentations

Tentative Assessment

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Assignment 1
An analysis and evaluation of a book of choice, focusing on its approach to the teaching of the four language skills. Length required: 1000 words

Assignment 2
Preparing a plan for a 45 minute lesson, focusing on the teaching of a specific language skill taken from English for Palestine for an group of Palestinian learners from Grade 1-12. The lesson plan should be accompanied by a rationale drawing on concepts and principles explored during the course unit. Length required:1000 words

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Useful references


Some Useful Links

- English Teaching Forum: [http://exchanges.state.gov/forum/](http://exchanges.state.gov/forum/)
- Introduction to TESOL (Handouts) [http://w99.middlebury.edu/ID013A/index.html](http://w99.middlebury.edu/ID013A/index.html)
- Liz Regan's Teaching Tips: [http://www.tefl.net/teacher-training/teaching-tips.htm](http://www.tefl.net/teacher-training/teaching-tips.htm)
Unit (1) Introduction to ELT: Basic beliefs & concepts

Objective

- To develop strong and clear beliefs among participants about teaching English in Palestine: purposes, language, teacher, learner and context.

Teachers & prophets

1) In groups, try to list 5 similarities between prophets and teachers. Compare your list with your partner's

a. ..............................................................
b. ..............................................................
c. ..............................................................
d. ..............................................................
e. ..............................................................

Language teaching complexity & necessity of professional self-development

2) In pairs, write at least 2 implications or comments come to your mind in relation to language teaching.

1. How to teach listening
2. How to teach speaking
3. How to teach reading
4. How to teach writing
5. How to teach grammar
6. How to teach vocabulary
7. How to teach spelling
8. How to teach pronunciation
9. How to teach language functions
10. How to teach integrated skills
11. How to assess & test learners
12. How to overcome individual differences
13. How to teach large classes
14. How to use games
15. How to use songs & rhymes
16. How to use stories & plays
17. How to use audio-visuals
18. How to use internet sources
19. How to use the blackboard
20. How to deal with homework
21. How to use pair & group work
22. How to manage classroom
23. How to correct mistakes
24. How to prepare lesson plans
25. How to develop learners’ thinking skills
26. How to motivate learners
27. How to present & practice language with children
28. How to use technology in class
29. How to deal with weak students
30. How to deal with trouble makers

Basic terms and acronyms
3) Try to guess the difference between these terms?
   a. TEFL, TESL, TESOL, ESP, EAP, ELT
   b. Language accuracy, fluency and appropriacy
   c. Receptive and productive skills
   d. Oral skills and written skills
   e. Artificial and authentic texts
   f. Effectiveness and applicability of teaching techniques

**Purposes of teaching English**

4) In pairs, list three general purposes for teaching English in Palestine and justify your answer.
   a.
   b.
   c.

**Teaching process components**

5) The process of teaching includes several basic components (variables). Try to list the most important components.
   a. Teachers
   b.
   c.
   d.
   e.

**Teacher**

6) Which metaphor do you like to use to express your view about what English language teachers do?
   a. Teachers are like actors because they “are always on the stage”.
   b. They are like orchestral conductors because they “direct conversation and set the pace and tone.”
   c. They are like gardeners because they “plant the seeds and then watch them grow” (Harmer 2001:56)

7) Circle the 3 most important roles of English language teachers.
   a. They are the primary source of language and language learning.
   b. They act as a model for presenting structures and grammatical rules.
   c. They facilitate the communication process among all students in the classroom.
d. They are classroom managers: monitor, encourage and direct students during activities.
e. They are participants and creators of a positive low-anxiety atmosphere.
f. They represent authority and control.
g. They act as assessors who correct, give feedback, examine and grade students.

8) In group of threes, list 5 essential qualities of a successful language teacher.
   a. 
   b. 
   c. 
   d. 
   e. 

Language

9) Circle the view of language you agree with? How can adopting one of these definitions influence teaching?
   a. Language is a system of grammar rules and structures.
   b. Language is a system for the expression of communicative functions.
   c. Language is a lexical system.
   d. Language is a system of sounds and signals.

Learners

10) Are there different kinds of learners? Try to classify learners into 2 different groups according to personality.

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11) Are there different kinds of learners? Try to classify learners into 2 different groups according to learning and achievement.

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Textbooks

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12) Which of the following does *English for Palestine* Series focus on?

a. Language skills  
b. Cognitive skills  
c. Values  
d. Knowledge

13) Which of the followings language skills and subs-kills should Palestinian English teachers focus on more? Why?

- speaking  
- writing  
- listening  
- reading  
- grammar  
- pronunciation  
- spelling  
- vocabulary

14) Do you think all the following cognitive skills are necessary for learning English?

- memorisation  
- rote-learning  
- inferencing  
- guessing  
- prediction  
- generalisation  
- analysis  
- synthesis  
- distinguishing  
- identifying  
- critical thinking  
- creativity  
- discrimination  
- logical thinking

15) Which of the above thinking skills are HOTS and which are LOTS?

**Teaching Context**

16) Which of these is the most important to activate learners’ cognitive skills?

1. The physical context (facilities available) in which learning takes place.  
2. The affective (psychological) atmosphere created in the class.  
3. The teacher  
4. The textbook

**Teaching English to children and to young**

17) Which is easier teaching English to children (6-12) or to teenagers (13-18)? Justify.

18) Do you think children learn best through rules (*explicit* teaching) or through subconscious means (*implicit* teaching)?

**Level of differences**

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Below are 5 levels of differences between young children (6-12) and teenagers (13-18). Read them one by one and then try to write 2 pedagogical implications related to teaching English. The first one is done for you.

1. **Intellectual development**: Children depend on concreteness and observation as they have limited abstract abilities. The principle of “here and now” is highly emphasised.

   **Implications**
   1. Children go for meaning and do not focus on correctness
   2. 
   3. 

2. **Attention Span**: Compared to teenagers’ attention span, children’s is limited. Attention span refers to the time length children can remain focussing on a particular activity or action. For example, children watching cartoon can stay paying attention to the programme longer time than watching adult programmes which seem boring to them.

   **Implications**
   1. A lesson needs to have a variety of activities to keep interest and attention alive.
   2. 
   3. 

3. **Sensory input**: Children depend not only on auditory or visual senses. They need to have all five senses stimulated.

   **Implications**
   1. Total Physical Response activities need to be emphasised
   2. 
   3. 

4. **Affective factors**: “A common myth is that children are relatively unaffected by the inhibitions that adults find to be such a block to learning. Not so! Children . . . are extremely sensitive, especially to peers: what do others think of me? What will so-and-so think when I speak in English? Children are in many ways much more fragile than adults.”

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Implications

1. Help your students to **laugh with** each other at various mistakes that they all make.

2.

3.

5. **Authentic, meaningful language:** “Children are focussed on what this new language can actually be used for right here and now. They are less willing to put up with language that doesn’t hold immediate rewards for them. . . .

Implications

1. Language needs to be firmly **context embedded.** Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language – these will establish a context within which language can be received and sent and thereby improve attention and retention.

2.

3.
Managing a class - Based on Watkins (2005: 20-27)

20) Which of the following is related to classroom management?

1. Adjusting language for the level of learners but keeping natural
2. Speaking slowly, clearly and loudly
3. Tolerance of useful noise (car, train, plane, wind) – offering rewards for lowering noise
4. To stand up or to sit down, that depends . . .
5. Answering questions related to the language point under discussion and no harm to answer briefly irrelevant questions or postpone answer
6. Nothing wrong in admitting ignorance sometimes if the question is irrelevant
7. Remembering all names is valuable: learners feel valued & respected, for pair work, getting some attention, giving answers and instructions
8. preparing learners for pair or group work: explaining benefits, gradual introduction, planning and organizing groups by the teacher, clear instruction
9. using the BB appropriately:
   a. dividing BB into parts
   b. write sideways
   c. writing clearly, accurately & naturally
   d. upper & lower case
10. careful pointing to learners
11. asking and then nominating learners
12. accepting collective answers sometimes
13. varying techniques to exert authority and stop activity
14. using gestures is a natural part of face-to-face communication especially with low level learners
15. activity instructions should be simple, clear and carefully planned. If necessary, they should be repeated.
16. Seating arrangements: If you keep your students in rows, and never change the seating arrangements, they will get bored!
Teaching large classes

21) Large classes are a reality in Palestine and they pose particular challenges. Which of the following represent a challenge of teaching a large class? Can you add 2 more challenges?

a. It's difficult to keep good discipline going in a large class.
b. You have to provide for more children of different ages and different abilities, wanting to learn different things at different speeds and in different ways.
c. You can't easily give each child the individual attention they need.
d. You may not have enough books or teaching and learning aids.
e.
f.

22) In groups of threes, try to discuss 3 techniques that you can use to help learning in a large class.

a.
b.
c.

Motivation

23) What is the difference between intrinsic and extrinsic motivation?

24) Discuss 4 ways or techniques that you would use to increase learners’ motivation.

a.
b.
c.
d.
Unit (2) ELT Methods: A Basic Appraisal

This section very briefly outlines the basic principles and features of the main ELT (English language teaching) methods and approaches, listed below:

1. The Grammar-Translation Method
2. The Direct Method
3. The Audio-Lingual Method
4. Humanistic Approaches
   a. Community Language Learning (CLL)
   b. The Silent Way
   c. Suggestopedia
   d. Total Physical Response (TPR)
5. Communicative Language Teaching

Carefully reading each of the principles and features of each ELT method and taking the Palestinian teaching-learning context in consideration, try to identifying the main weaknesses and strengths of each method in relation to:

1. Level of focus on language skills (reading, writing, listening and speaking)
2. Level of focus on language sub-skills (grammar, vocabulary, pronunciation and spelling)
3. Teacher’s role
4. Learner’s role
5. Level of focus on affective factors
6. Level of focus on thinking skills
7. Types of activities and exercises used in class
8. Other comments
Grammar Translation-Method

The Grammar Translation method was originally used to teach Latin and Greek in the 19\textsuperscript{th} century. It was common method for many decades before 1970. Its primary focus is on memorization of grammar rules, and vocabulary. Application of this knowledge was directed on translation of literary texts--focusing on developing students' appreciation of the target language's literature as well as teaching the language.

**Activities/ techniques** utilized in classrooms include: questions that follow a reading passage; translating literary passages from one language to another; memorizing grammar rules; memorizing native-language equivalents of target language vocabulary. It uses highly structured class work with the teacher controlling all activities.

1. Primary purpose was to enable students to *explore the depths of great literature*. A secondary purpose was to “benefit from the mental discipline and intellectual development that result from learning a foreign language” (Richards and Rodgers 1986:3).
2. Reading and writing are emphasized and no focus on listening and speaking.
3. Students learn vocabulary in bilingual lists: L1 and L2 are always compared.
4. Accuracy is emphasised and grammatical rules are taught explicitly (deductively).
5. Deductive learning is essential: the teacher gives rules explicitly then the rules are reinforced with examples and exercises.
6. L1 is the medium of instruction Classes are taught in the students' mother tongue, with little active use of the target language.
7. The role of the teacher is very traditional and authoritarian in the classroom.
8. Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction.

**In-class reflection**

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The Direct Method

Principles & characteristics

1. Advocated first by French and German educators and then introduced to American commercial language schools by Berlitz at the turn of the 20th century. This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

2. Based on the way that children learn L1-through direct association of words and phrases with objects and actions. Only everyday vocabulary and sentences are taught.

3. Language should be learned in the same sequence children begin to learn language: by first listening to, and then speaking the language. Thus comprehension is developed by listening to language in large quantities.

4. Students hear complete discourse, often through question-answer format.

5. L1 is banned and teaching takes place on the target language only.

6. Correct pronunciation is very important.

7. Grammar rules are not explicitly taught.

8. Culturally-oriented pictures are used to teach about L2 culture.

According to Richards and Rodgers (1986:10), these aspects “are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz schools:

- Never translate: demonstrate
- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words: use sentences
- Never speak too much: make students speak much
- Never use the book: use your lesson plan
- Never jump a/round: follow your plan
- Never go too fast: keep the pace of the student
- Never speak too slowly: speak normally
- Never speak too quickly: speak naturally
- Never speak too loudly: speak naturally
- Never be impatient: take it easy

(cited in Titone 1968:100-101)

In-class reflection

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**Audiolingual Method (ALA)**

1. **Background:** ALA had its origins during World War II when it became known as "The Army Method" because it was developed through a USA Army program called ASTP (Army Specialized Training Program). From about 1947-1967 the ALA was the dominant foreign language teaching method in the USA.

2. **The goal is to develop in students the same ability as that of native speakers.**

3. **Language is an oral phenomenon and speech: thus major focus is on phonology and morphology and pronunciation.**

4. **Based on structural linguistics which involves the study of recurring patterns of language and language is perceived as a set of habits. A language is what native speakers say, not what they ought to say.**

5. **Based on Behavioural psychology where students learn best through stimulus-response and reinforcement. The more frequently a response is practiced, the better it is learned and the longer it is remembered.**

6. **L1 should be banned from the classroom.**

7. **Pattern drills are taught without explanation. Discussion of grammar should be very brief.**

8. **In developing the 4 skills, teachers should follow the natural sequence of L1 learning.**

9. **Textbooks have 3 basic parts: dialogue, pattern drills and application activities. The following example shows a typical Audio-lingual drill:**

   - Teacher: There’s a cup on the table . . . repeat
   - Students: There’s a cup on the table
   - Teacher: spoon
   - Students: There’s a spoon on the table
   - Teacher: Book
   - Students: There is a book on the table
   - Teacher: on the chair
   - Students: There’s a book on the chair
   - etc. (Harmer 2001:79-80)

**In-class reflection**

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Humanistic Approaches

Language learning is an anxiety-causing and provoking activity so learners need to be relaxed and confident enough to exploit the learning opportunities available to them. Teachers should work on developing the students’ trust and regard them as their clients. Great care should be given to interpersonal relationships and to the social dynamics of the group.

Four methods, developed in the 1970s and 1980s, have had a considerable impact upon language teaching even if they are rarely used exclusively in ‘mainstream’ teaching. They are frequently described, together, as humanistic approaches because in three out of four cases at least, the designers are primarily concerned to lower the student’s affective filters . . ., and so remove a psychological barrier to learning (Harmer 2001:88).

1. Community Language Learning (CLL)

- In the early seventies, Charles Curran developed a new education model called "Counseling-Learning". This educational model was also applied to language learning and became known as Community Language Learning (CLL).

- CLL advocates a holistic approach to language learning. "True human learning" is both cognitive and affective.

- Language is for communication. Language is for developing creative thinking. Culture is integrated with language.

- “The primary aim of CLL is to create a genuinely warm and supportive ‘community’ among the learners and gradually to move them from complete dependence on the teacher to complete autonomy” (Nunan 1991: 236).

- The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors. Teacher's initial role is that of a counsellor. The teacher tries to remove the threatening factors in the classroom.

- This method works in the following way. Students sit in a circle with the teacher on the outside. The students decide what they want to discuss. Student say whatever they want to communicate to the teacher in L1 or in the taget language. In the former case, the teacher translates the utterance, in effect teaching the student how to say the utterance in English. In some CLL lessons the students’ utterances are recorded onto a tape to be analysed later. In all these cases the teacher offers help to the ‘community’ of the class.

In-class reflection

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2. The Silent Way

- The Silent Way was founded in the early 1970s and shared many of the same essential principles as the cognitive code and made good use of the theories underlying discovery learning.

- A prominent feature of the Silent Way is the behaviour of the teacher who typically stays "silent" most of the time, as part of his/her role as facilitator and stimulator because it is believed that the learner discovers and creates language rather than just remembers and repeats what has been taught.

- Language learning is usually seen as a problem solving activity to be engaged in by the students both independently and as a group, and the teacher needs to stay "out of the way" in the process as much as possible.

- Students should make use of what they already know. They are responsible for their own learning. They actively take part in exploring the language.

- There is no linear structural syllabus. The teacher starts with what students already know, and builds from one structure to the next. The syllabus develops according to the students' learning needs.

- The learning hypotheses underlying the Silent Way are stated by Richards and Rodgers (1986:99):
  1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
  2. Learning is facilitated by accompanying (mediating) physical objects. [rods and color-coded pronunciation charts].
  3. Learning is facilitated by problem solving involving the material to be learned. . . . [This hypothesis is] represented in the words of Benjamin Franklin:

    Tell me and I forget,
    Teach me and I remember,
    Involve me and I learn

- The Silent Way commonly uses small colored rods of varying length (Cuisinere rods) and color-coded word charts depicting pronunciation values, vocabulary and grammatical paradigms. It is a unique method and the first of its kind to really concentrate on cognitive principles in language learning.

**In-class reflection**
3. Suggestopedia

- Suggestopedia is based on the fact that the brain can be directly stimulated through the power of suggestion. “Developed by Georgi Lozanov, suggestopedia sees the physical surroundings and atmosphere of the classroom as of vital importance. By ensuring that the students are comfortable, confident and relaxed, the affective filter is lowered, thus enhancing learning.” (Harmer 2001:89)

- Suggestopedia promised great results if we use our brain power and inner capacities. Lozanov (1979) believed that we are capable of learning much more than we think. Lozanov and his followers tried to present vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats.

- Learning can be enhanced when students learn in a state of deep relaxation bordering on hypnosis which can be brought about through “yogic techniques of relaxation, rhythmic breathing, and listening to readings by the teacher which are synchronised to music” (Nunan 1991: 239).

- Learning is facilitated in an environment that is as comfortable as possible, featuring soft cushioned seating and dim lighting. Students work from lengthy dialogs in the target language, with an accompanying translation into the students' native language.

In-class reflection
4. **Total Physical Response (TPR)**

- TPR became well-known in the 1970s and derived its main principles from the observing how children acquire their first language. “If children learn much of their language from speech directed at them in the form of commands to perform actions, then adults will learn best in that way too. Accordingly, TPR asks students to respond physically to the language they hear.” (Harmer 2001:90) In other words, language learning is reinforced by body movement and associating language to physical actions or movements (smiling, reaching, grabbing, looking, etc).

- TPR emphasised the role comprehensible input as comprehension precedes production.

- Memory is stimulated and increased when it is closely associated with motor activity.

- Learning should be as fun and stress-free as possible, and should be dynamic through the use of accompanying physical activity.

- The following sequenced steps represent the techniques used in the classroom as listed by Mora (2002):

  **Step 1** The teacher says the commands as he himself performs the action.

  **Step 2** The teacher says the command as both the teacher and the students then perform the action.

  **Step 3** The teacher says the command but only students perform the action.

  **Step 4** The teacher tells one student at a time to do commands.

  **Step 5** The roles of teacher and student are reversed. Students give commands to teacher and to other students.

  **Step 6** The teacher and student allow for command expansion or produces new sentences.

**In-class reflection**

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The Communicative Approach

All the "methods" described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods - in a cycle that could only be described as "competition between rival methods" or "passing fads" in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one "umbrella" approach to language teaching that has become the accepted "norm" in this field, it would have to be the **Communicative Language Teaching Approach**. This is also known as CLT.

CLT is a generic approach, and can seem non-specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way. There are many interpretations of what CLT actually means and involves. [http://www.englishraven.com/method_communicative.html](http://www.englishraven.com/method_communicative.html)

The goal of communicative language approaches is to create a realistic context for language acquisition in the classroom. The focus is on functional language usage and the learners communicative competence to express their own ideas, feelings, attitudes, desires and needs. Open ended questioning and problem-solving activities and exchanges of personal information are utilized as the primary means of communication. Students usually work with authentic materials (authentic realia) in small groups on communication activities, during which they receive practice in negotiating meaning.

**Basic Features of CLT**

David Nunan (1991:279) lists five basic characteristics of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.
Other features and principles

- Represents a philosophy of learning which is mainly based on second language acquisition research.
- Emphasizes a functional/notional approach, rather than grammatical structures.
- Based on functional linguistics and the communicative functions of the language.
- Communicative competence with an emphasis on fluency and acceptable language use is the goal of instruction.
- Communication should be purposeful and real: information gap.
- Meaning is of primary importance in CLT.
- Contextualization is a basic principle.
- Attempts by learners to communicate early on are encouraged.
- Role-play and simulation are very popular in CLT.
- Sequencing of materials is determined by the content, function, and meaning that will maintain the students’ interest.
- Activities and strategies for learning are varied according to learner preferences & needs.

In-class reflection
Reflection (2): Making choices

It is extremely difficult to come to conclusions about which approaches and methods are best and/or most appropriate for our own teaching situation. Yet certain conclusions can be drawn. Try to answer these questions in groups:

1. Why are there many differences between these methods and approaches?
2. What teacher’s roles would you adopt? Why?
3. What learner’s roles would you promote in your class? Why?
4. Which ELT method will you adopt for teaching English in Palestine? Why?

References & links

4. Ted Power -English Language Learning and Teaching: http://www.tedpower.co.uk/index.html
Unit (3) Teaching Listening Skills

Intended Learning Outcomes (ILOs)

- To enhance deeper understanding of the process of listening as a communicative skill.
- To explore ways of teaching listening skills in meaningful and enjoyable ways.
- To reflect upon effective ways of teaching listening.

Pedagogical beliefs about teaching listening skills

1. Which is more important listening or speaking skills? Give 2 reasons.
   a. ...........................................................................................................
   b. ...........................................................................................................

2. In groups: Does teaching listening skills cause problems for teachers? In pairs, list 2 main problems and suggestions to overcome them.

   Problem 1: ...........................................................................................
   Suggestion: ..........................................................................................

   Problem 2: ...........................................................................................
   Suggestion: ..........................................................................................

3. In pairs: Do you agree with these 2 statements? What implications may you get?
   - Hearing is an act of receiving the language through ears without interpretation. In real life we can hear somebody speak but actually do not listen to what is being said. Listening is a communicative skill to get the meaning from what we hear. (Millrood 2001)
   - Listening to the spoken language involves hearing the sounds, recognising words, understanding different accents, understanding intonation, coping with “noise” (external interference and indistinct pronunciation), recognising sentences, predicting the meaning, understanding whole discourse (Ur 1998:11-34 in Millrood 2001:99).

4. Is listening active or passive skill? Why?
5. Many school teachers ignore teaching listening. Give 2 reasons:

a. 

b. 

6. Which of these are listening purposes? Can you add more purposes?

a. To listen for the **content** of the message (informational listening).

b. To fulfill the **instructions** in the heard text.

c. To **evaluate** critically what they hear or to give supportive empathy (critical/evaluative listening).

d. To listen for **enjoyment & pleasure** from what they hear (appreciative / aesthetic Listening).

7. Carefully read the list below and answer these questions:

a. **What is common about this list?** Choose a title for it.

b. **In groups:** To what extent are they available in *English for Palestine*? Try to find one example for each of them.

1. Listening for pronunciation

2. Listening for intonation

3. Listening for the main idea (skim)

4. Listening for specific information (scan)

5. Predicting – students try to guess key information contained in the recording before they listen.

6. Inferring meaning – students listen to identify the difference between what the speaker says and what they actually mean.

7. Identifying emotion – students listen to identify the mood of certain speakers.

8. Listening for opinions – students listen to identify the attitude of certain speakers.

9. Inferring relationships – students listen to identify who the people are in the recording and what the relationship is between them.

10. Recognizing context – students listen to aural and contextual clues to identify where the conversation takes place, who is speaking, etc.

8. Which of the following variables affecting and effecting successful listening?

a. **Noise:** Distractions and noise during the listening should be reduced.

b. **Equipment:** make sure that the cassette player or CD player being used produces acceptable sound quality.
c. Repetition: playing the text 2-3 times might be required in respect of the types of texts. In case of no chance of repetition, learners may become anxious about catching it all the first time and that will impede their actual performance.

d. Content: It is a strong variable to be able to make difference in developing skill. The material should be interesting and appropriate for the class level in topic, speed and vocabulary.

e. Visuals: Most texts should have visual supports like clippings, maps, diagrams, pictures or images in video that contextualize the listening input and provide clues to meaning in order to aid their interpretation.


9. Do you agree with all these tabulated differences between extensive and intensive listening? Can you add more differences?

<table>
<thead>
<tr>
<th>Difference point</th>
<th>Extensive listening</th>
<th>Intensive listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goal</td>
<td>Accuracy</td>
<td>Fluency</td>
</tr>
<tr>
<td>2. Purpose</td>
<td>Listen for details/specific information; Mimic text; Improve and develop listening strategies</td>
<td>Get general information; Enjoy; Build word recognition ability; Chunking language into meaningful</td>
</tr>
<tr>
<td>3. Focus</td>
<td>Sounds, words, and pronunciation; linking, connected speech; Notice new language features</td>
<td>Meaning; Global comprehension</td>
</tr>
<tr>
<td>4. Material type</td>
<td></td>
<td>Audio simplified readers</td>
</tr>
<tr>
<td>5. Material quality</td>
<td>Often difficult; Shorter passages; Teacher chooses</td>
<td>Easy; Longer passages; Learner chooses</td>
</tr>
<tr>
<td>6. Amount</td>
<td>Not much</td>
<td>A lot</td>
</tr>
<tr>
<td>7. Speed</td>
<td>Slower</td>
<td>Faster</td>
</tr>
<tr>
<td>8. Method</td>
<td>Must finish; Time constraints</td>
<td>Stop if don’t like; Rewind &amp; Repeat—Listen</td>
</tr>
</tbody>
</table>

10. Examine the following lessons taken from English for Palestine and try to find if they include extensive or intensive listening activities?
11. Effective teaching of a listening text in *English for Palestine* requires evaluating it properly. To evaluate the listening material well, certain factors (criteria) are needed to decide how to teach a listening text. In pairs, try to agree on the 2 most important criteria among the following ones. Try to add more.
a. Aim of teaching a short or long text
b. Linguistic complexity (number & type of words & type of sentences used in a text).
c. Length of listening material: long, short or average
d. Level of familiarity with the topic of the listening material and information included and thus level of learners’ interest
e. Speed of speaking: fast, slow or normal
f. 
Methodology: listening teaching stages (3Ps)

12. Many lessons in *English for Palestine*, (stage 2 & 3- Grades 5-12), have pre-listening questions. Which of the following functions of pre-listening questions do you agree most?

   a. Increasing learners’ motivation to listening through arousing their interest curiosity.
   b. Enhancing learners’ prediction and guessing skills
   c. Activating and building on learners’ prior knowledge

13. Read these guidelines listed under each of the 3 stages of teaching listening. Are they all useful and practical in Palestine? Which ones you like most? Why?

**Pre-listening**

1. Tell your students they shouldn’t worry that they have to understand every word they hear. Not every word is important!

2. Where possible, make sure students know what they are listening for before you start listening. Explain they should focus only on the information they need.

3. Give 2-3 general questions to check students comprehension of the basic details.

4. If possible, check for any words that your students may not know. Pre-teach these so they do not interfere with understanding.

5. Brainstorm students’ ideas on the topic they are going to listen to. This will help focus them.

6. If a listening text is too long, stop the recording at certain points and review what students have understood so far.

**While listening**

1. As a general principle, try to play the recording once for overall comprehension. Then play the recording again for specific details.

2. Tell students to note any dates, people or places they hear.

3. Divide students into groups and give each group a different listening task (e.g. different questions). Then swap their answers and have students listen again and check their classmates’ answers.

4. Don’t be afraid to repeat the recording… especially the parts students have most trouble understanding.
Post-listening

1. Tell students to compare their notes and discuss what they understood in pairs or small groups.

2. Encourage students to respond to what they heard. For example, where possible ask questions like *Do you agree?* and encourage debate.

3. Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they covered all the main points.

4. Play the recording again and tell students to call out ‘Stop!’ when they hear the answers they were listening for.

5. Put students into groups and tell them to make a list of comprehension questions to ask each other.

6. Tell students to make a list in their notebooks of any new vocabulary they feel is useful.

14. Look at the following illustrations of the 3 stages of teaching listening and make sure that you fully understand them all. Ask about any unclear point.

Pre-listening

Motivating students- creating a sense of interest and building up predictions through activating students’ existing knowledge: (*Note: Avoid and adapt Wh- questions*)

Example (Grade 7 p20):

*You are going to listen to a poem called ‘My Pen Friend and me’.*

*What do you think the poem will be about?*
While listening

Answering 1-2 guiding, factual & straight forward questions (purposeful listening to scan/skim):

- yes- no questions
- multiple choice
- completion
- Matching

Example:

*Listen and complete the missing words in the poem.*

Post-listening

More detailed questions, opinion questions or hypothetical questions.

15. General Tips for developing speaking skills

1. Increase listening time in class and at home using Internet, and CDs
2. Identify students’ weaknesses: causes & solutions
3. Identify students’ preferences in listening
4. Treat listening as a challenging mental and linguistic task
5. Focus on content, not delivery
6. Don't worry too much about students’ mistake
7. Use physical skills to ease listening tasks and nervousness: use eyes contacts, body language and gestures.

Teacher talk and classroom activities for teaching listening

Children can learn a lot of English from you as you organise the class. This can be a genuinely communicative use of language because you are using it for a reason. If you get into the habit of using the same 'chunks' of English with your class, the children will not understand immediately, but over time they will learn what you mean.
16. Here are some useful chunks you can use in class. Use the headings below to match the chunks in Column B. Try to add 2 more classroom language to every group.

1. Keeping order
2. Conducting the lesson
3. Giving feedback
4. Other language
5. Greetings
6. Storytelling language
7. Checking attendance

<table>
<thead>
<tr>
<th>Classroom expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Hello. How are you?</td>
</tr>
<tr>
<td>✓ Fine thanks. / Not too well. I've got a cold/stomach ache/headache.</td>
</tr>
<tr>
<td>✓ Goodbye. See you tomorrow.</td>
</tr>
<tr>
<td>✓ Now, let’s see who’s absent today.</td>
</tr>
<tr>
<td>✓ I’m going to call your names. (Basim?) Yes, Sir. / Absent, Sir.</td>
</tr>
<tr>
<td>✓ Is anyone absent? Yes, (Nadia)'s absent</td>
</tr>
<tr>
<td>✓ Quiet, please!</td>
</tr>
<tr>
<td>✓ Stand up, please! / Sit down, please!</td>
</tr>
<tr>
<td>✓ Listen, please!</td>
</tr>
<tr>
<td>✓ Don’t do that, please!</td>
</tr>
<tr>
<td>✓ Thank you, Samir. (to a child who is doing what he has been asked before the others)</td>
</tr>
<tr>
<td>✓ Stand up, please.</td>
</tr>
<tr>
<td>✓ Sit down, please.</td>
</tr>
<tr>
<td>✓ Come to the front, please.</td>
</tr>
<tr>
<td>✓ Go back to your seat, please.</td>
</tr>
<tr>
<td>✓ Draw a … / Read page …. / Write what I say please.</td>
</tr>
<tr>
<td>✓ Open your bags, please.</td>
</tr>
<tr>
<td>✓ Take out your exercise books/pencils, please.</td>
</tr>
<tr>
<td>✓ Turn to page …</td>
</tr>
<tr>
<td>✓ Very good!</td>
</tr>
<tr>
<td>✓ Well done!</td>
</tr>
<tr>
<td>✓ That's lovely / neat / careless / right / wrong / good / excellent.</td>
</tr>
<tr>
<td>✓ Say it again, please.</td>
</tr>
<tr>
<td>✓ Say it in English, please.</td>
</tr>
</tbody>
</table>
- Do it again, please.
- Starting phrases such as: “I’m going to read/tell you a story”, “We’re going to listen to a story now.”
- Set phrases such as: “Once upon a time …”, “and they lived happily ever after”
- Questions to involve your audience and check the learners understand: “What do you think?”
- Happened next?”, “What did he say?”; “Why did he do that?”
- Questions for learners to predict the story: “What will he do next?”, “What will happen?” etc
- Open/Close the door/window, please.
- Clean the board, please.
- Where’s my chalk/duster/pen?

**17. List the main points you learned and you would use in teaching listening skills.**

a.
b.
c.
d.
e.
Unit (4) Teaching speaking skills

"Great speakers are not born, they’re trained." - Dale Carnegie (1921)

Intended Learning Outcomes (ILOs)

✓ To make participants think about speaking as a skill
✓ To strengthen participants’ pedagogical beliefs about teaching speaking

Pedagogical beliefs about teaching speaking skills

18. Which of the following reasons do you think make speaking skill important for learning English?

a. It motivates the learners to communicate expressing their own opinions, idea, and feelings.
b. It affects the other skills a big deal, because through speaking learners can know more about grammar, writing, listening and pronunciation. Such skills cannot be thought in isolation of speaking
c. It promotes self-confidence because the learners feel they can express themselves.
d. It develops students’ ability to get and give information presented in an organized manner.

19. What pedagogical implications does the following statement have?

Oral communication is the verbal and nonverbal interaction with an audience to communicate thoughts, information, and feelings. Speech is one way human beings make connections with each other. To speak fluently and confidently in a variety of situations is a central human need and an important goal of education.

20. To what extent do you agree or disagree with this statement?

Success is measured in terms of the ability to carry out a conversation in the (target) language."

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. (Nunan 1991:39)

21. In groups: Does teaching speaking skills cause problems for teachers? List 2 main problems and suggestions to overcome them.

Problem 1: ..............................................................................................................

Suggestion: ..............................................................................................................

Problem 2: ..............................................................................................................

Suggestion: ..............................................................................................................
22. What is meant by each of the following teacher's role?

a. Prompter (facilitator/guide): using linguistic & non-linguistic cues  
b. Public model  
c. Communicator  
d. Feedback provider

23. Read the following genre of speaking and then indicate real world situations to the genres listed in the table below. Some examples have been given to you.

a. **description** (telling the details to an active listener)  
b. **narration** (telling the development of events to an active listener)  
c. **reasoning** (telling one’s train of thought to an active listener)  
d. **identification** (talking about one's likes and dislikes)  
e. **commenting** (opinions and angles of view)  
f. **debate and argument** (seeking a solution and pursuing one’s point)  
g. **decision-making** (people working towards decision).

The ability to perform these genres is a proof of the skill level. This is how the language is used in everyday life.

<table>
<thead>
<tr>
<th>Genre</th>
<th>Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Description</td>
<td></td>
</tr>
<tr>
<td>b. Narration</td>
<td>Telling a tale to a child</td>
</tr>
<tr>
<td>c. Reasoning</td>
<td></td>
</tr>
<tr>
<td>d. Identification</td>
<td></td>
</tr>
<tr>
<td>e. Commenting</td>
<td></td>
</tr>
<tr>
<td>f. Debate and argument</td>
<td></td>
</tr>
<tr>
<td>g. Decision making</td>
<td></td>
</tr>
</tbody>
</table>

24. Mark these statements as True, False or Debatable. Put a tick (✔) in the right column.

<table>
<thead>
<tr>
<th>statement</th>
<th>T</th>
<th>F</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking is producing oral utterances.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Speaking is always interactive.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Speaking always involves a thought process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Speaking may have no message at all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The language of speaking can be successfully acquired from books.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Speech errors show that the speaker needs more practice.

7. The interaction of learners in lessons produces a lot of noise and makes learning difficult or impossible.

8. The more English words learners know the more they are able to speak.

9. Natural communication between the teacher and learners in lessons is the best way to teach speaking.

10. Communication games should be used to lower stress in lessons.

11. Simulation exercises should be used only after the learners have acquired the necessary language.

12. An information gap activity involves on learner communicating information that the other learner does not have.

13. A task-based approach to speaking means that fewer texts will be offered to the learners.

14. A process-oriented approach to speaking means that emphasis will be put on developing skills rather than learning the text of a dialogue or a monologue.

25. Match the sentences 1-9 to their other halves a-i.

<table>
<thead>
<tr>
<th>Box A</th>
<th>Box B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking is ...</td>
<td>a. what is achieved in the process of communication.</td>
</tr>
<tr>
<td>2. A communicative result is ...</td>
<td>b. have stored in our memories.</td>
</tr>
<tr>
<td>3. A situational setting is ...</td>
<td>c. having reasons for talking.</td>
</tr>
<tr>
<td>4. Knowledge is what we ...</td>
<td>d. the process of producing and communicating information orally.</td>
</tr>
<tr>
<td>5. Skill is what should be ...</td>
<td>e. co-operate in trying to achieve successful communication.</td>
</tr>
<tr>
<td>6. Our communication is effective if...</td>
<td>f. the desired result is achieved.</td>
</tr>
<tr>
<td>7. Motivation to speak depends on ...</td>
<td>g. normally speaking is an interactive process,</td>
</tr>
<tr>
<td>8. Speaking can be done in isolation but</td>
<td>h. a set of circumstances in which speaking takes place.</td>
</tr>
<tr>
<td>9. When speaking interactively we need to</td>
<td>i. developed.</td>
</tr>
</tbody>
</table>

Methodology

10. **What is common about this list? Choose a title for it.**

1. Questions & answers: likes & dislikes, holiday Activities,
2. Using pictures to
   a. narrate a sequence of events or steps
   b. describe a person, animal, house, building, etc
   c. to finding and report similarities or differences
3. Acting from a script
4. Role playing: this role play helps students practice complaining, making requests, making excuses, denying requests, etc. in different situations: interviews, restaurants.
5. Communication games
   a. Who am I?
   b. Guessing games: bag, pocket, mind
   c. Puzzles
6. Story telling
7. Discussion & debate
8. Oral summary
9. Interviews
10. Prepared talk or project presentation
11. Using notes
12. Using tables and diagrams
13. Problem solving activities

These speaking activities range from the simple to the more complex and must be selected or adapted for different levels of oral language proficiency.
11. Carefully read the three-phase framework for teaching speaking described below and then refer the following tasks to either pre-speaking, while-speaking or post-speaking activities.
(The learners are shown a photo, on which a man is ready to jump down from the roof of a high-rising building)

<table>
<thead>
<tr>
<th>Phase</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>While-speaking</td>
<td>Role-playing, problem-solving, story-telling, game-playing, socializing.</td>
</tr>
<tr>
<td>Post-speaking</td>
<td>Reflection on the activity. Focus on language. Focus on ideas. Integrated skills. Further tasks.</td>
</tr>
</tbody>
</table>

**Pre-speaking** activity is to prepare the participants for the main speaking activity. Schemata activation is recalling prior world-knowledge of the participants that is relevant to the speaking situation. Questions, pictures and texts can be used to these ends. Brainstorming is an activity used to generate ideas in small groups before the main speaking activity. The purpose is to generate as many ideas as possible within a specified time period. The ideas are not evaluated until the end of activity time. (Brown, H. 1994. *Principles of Language Learning and Teaching*. Prentice Hall). Motivation of participants can be enhanced when they clearly see the communicative problem and the ways to resolve it.

**While-speaking** the participants actually resolve the communicative problem and produce its resolution as a result of the role-play, problem-solving, socialization or communication game.

**Post-speaking** can provide opportunities for the learners to re-visit the language and ideas produced and to think of the ways to make communication more effective. An important part of the post-speaking activity is the development of integrated communicative skills, i.e. reading-and-speaking task, listening-and-speaking task, speaking-and-writing task etc. (Sheils, J. 1988. *Communication in the Modern Language Classroom*. Strasbourg)
12. Below are 3 ways teachers can use to correct students’ speaking mistakes? Which one would you adopt most? Why?

The constant dilemma: to correct and encourage accuracy or not to correct and encourage fluency. Interrupting your students when they make mistakes risks making them nervous and hesitant speakers. Not doing so may deprive them of a valuable learning opportunity.

In general, it is often worth avoiding interrupting students as much as you can. Immediate correction can be useful when you are interacting with the class but when students are involved in pair or group activities, delayed correction is better. Listen while the students are working and make mental notes of the most important mistakes. Let them complete the activity. Then you draw attention to the mistake and invite the student to correct it. Most mistakes in speaking are what we call ‘slips’. Slips are mistakes which the student can correct if you draw attention to the mistake.
The techniques below may be used for both immediate and delayed correction.

a. **Asking for repetition without indicating the mistake.** Many teachers use a rolling movement of the hand to ask the student to repeat without indicating where the mistake falls. In many cases students will be able to self-correct when you have indicated there is a mistake.

b. **Drawing attention to mistakes and prompting self-correction.** Many teachers use their fingers to indicate the position of mistakes and prompt the student to self-correct.

c. **Peer correction**

Sometimes the student cannot self-correct (although they should always be given the opportunity). In this case you can prompt another student to provide the correction. After doing this, return to the original student to get the self-correction.

Beware of allowing two or three students in the class to become the ones who always provide peer correction. Correction of mistakes should be a task shared by all the students in the class.

13. **The following is a list of suggestions for teaching speaking. Which 2 suggestions are the most useful for you? Why?**

a. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

b. Try to involve each student in every speaking activity

c. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

d. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

e. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

f. Involve speaking activities not only in class but also out of class;

g. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

h. Provide the vocabulary beforehand that students need in speaking activities.

i. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
14. **Below are 3 common arguments against teaching speaking skills in the classroom. Do you think the counter arguments below each argument are convincing? Which one is the most convincing counter arguments?**

a. **Students won't talk or say anything**

One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, that is in your culture it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish your classroom from other classrooms in your school by arranging the classroom desks differently, in groups instead of lines etc. or by decorating the walls in English language and culture posters. From day one teach your students classroom language and keep on teaching it and encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term.

A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication.

Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. If you are shy about speaking in English, how can you expect your students to overcome their fears about speaking English? Don't worry if you are not completely fluent or don't have that elusive perfect native accent, as Swain (1985) wrote "We learn to speak by speaking" and that goes for teachers as well as students. The more you practise the more you will improve your own oral skills as well as help your students improve theirs.
b. **When students work in pairs or groups they just end up chatting in their own language.**

Is the activity or task pitched at the right level for the students? Make sure you give the students all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their L1, likewise if the task is too easy they may get bored and revert to their L1. Also, be aware of the fact that some students especially beginners, will often use their L1 as an emotional support at first, translating everything word for word to check they have understood the task before attempting to speak. In the case of these students simply be patient as most likely once their confidence grows in using English their dependence on using their L1 will begin to disappear.

Are all the students actively involved and is the activity interesting? If students do not have something to say or do, or don't feel the need to speak, you can be sure it won't be long before they are chatting away in their L1.

Was the timing of the activity good? The timing of a speaking activity in a class can be crucial sometimes. How many teachers have discovered that their speaking activity ended up as a continuation of the students break-time gossip conducted in the L1? After break-time, why not try giving students an activity to calm them down and make them focus before attempting speaking activities that involve groups or pair work. Another way to discourage students speaking in their L1 is to walk around the classroom monitoring their participation and giving support and help to students as they need it. If certain students persist in speaking in the L1 then perhaps you should ask them to stay behind after class and speak to them individually and explain to them the importance of speaking English and ask them why they don't feel comfortable speaking in English in the class. Maybe they just need some extra reassurance or they don't like working with certain students or there is some other problem that you can help them to resolve.

d. **When all the students speak together it gets too noisy and out of hand and lose control of the classroom**

First of all separate the two points a noisy classroom and an out-of-control classroom. A classroom full of students talking and interacting in English, even if it is noisy, is exactly what you want. Maybe you just feel like you are losing control because the class is suddenly student centred and not teacher centred. This is an important issue to consider. Learner-centred classrooms where learners do the talking in groups and learners have to take responsibility for using communicative resources to complete a task are shown to be more conducive to language learning than teacher-centred classes (Long & Richards 1987). Nevertheless, many classrooms all over the world continue to be teacher centred, so the question you have to ask yourself is, how learner centred is my classroom?
Losing control of the classroom, on the other hand, is a different issue. Once again walking around and monitoring the students as they are working in groups can help, as you can naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well in their groups. If students really get too rowdy then simply change the pace of the class and type of activity to a more controlled task, for example a focus on form or writing task where students have to work in silence individually. Once the students have calmed down you can return to the original or another interactive group activity.


References
Millrood, Radislav (1998). Tampov Project Teaching English Communicatively. Unit One Speaking
Unit (5) Teaching reading

Teaching children how to read

1. List two main methods used to teach children how to read.
   
   a. Phonics is a way of teaching reading that associates letters and their combinations with sound and blends them into syllables and words. If a word follows a phonic pattern, children can work out how to say it; they can "sound it out". Children are taught how to "sound out" new words by learning the following items:

   - Consonant letters sounds: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
   - Blend sounds: br, cr, dr, fr, gr, pr, tr, wr, bl, cl, fl, gl, pl, sl, scr, str, sm, sn, sp, sc, sk
   - Short vowel sounds: a, e, i, o, u
   - Digraph sounds: sh, ch, th, wh
   - Two letters combine to make a totally different sound.

   b. Look and say (sight word)

   - Children learn to recognize whole words or sentences rather than individual sounds. Your child will look at a word which you sound and in turn will repeat the sound (the word).
   - If it is an irregular word, children must be taught to recognise it as a whole as a "sight word" (sometimes called look-and-say).
   - Flashcards with individual words written on them are used for this method and often accompanied with a related picture as this would minimize children’s concentration on meaning and let them focus more on reading.
   - This method also uses whole short sentences rather than individual words. A short sentence representing the picture displayed is sounded out by the teacher and the children are asked to repeat it while pointing and looking at each individual word as they repeat what the teacher said.

2. What cues do good readers use to make sense of the text they read?

   - Pictures: Books for the very young are often written so that the picture will match the text exactly. Children learn to use the picture as a clue to what is written.
   - Letter Sounds: Sounding out the letters of a word can be a useful strategy when the word is spelt exactly the way it sounds.
   - Prediction: A natural sense of "what comes next?" that has been developed by previous experience.
• **Letter blends**: The reader knows that when certain letters are put together, they make a certain sound. e.g ch and ur as in church - a child who knows these sounds and letter blends, will be able to work out what the word says, even if they have never seen it before.

3. **What do weak readers do when they read?**

   a. They don't look for what the text means
   b. they look at the text letter by letter and word by word
   c. they don't use all the clues in the surrounding print and by the time they get to the end of the sentence, all meaning is lost.
   d. They haven't grasped the flow of language or looked for meaning in other areas of the text, such as pictures etc. The reader then gets caught up in a vicious circle whereby because they are not good at it, they don't do it often enough which then makes it even harder for them to catch up.

4. **What useful reading strategies can be used to assist weak children?**

   • Focusing on a particular **regular sound** for a few minutes each lesson. Ask the children to think of other phonically regular words they know that follow the same pattern.
   • Encourage the use of words that you can match to a **picture**.
   • Line them up on the board so that the repeated sounds make a ladder. Possible **patterns** are:

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<tr>
<th>Cat</th>
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<tr>
<td>pet</td>
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<td>duck</td>
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<th>Sheep</th>
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<td>bird</td>
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<td>chicken</td>
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<td>child</td>
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<td>goat</td>
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<td>coat</td>
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<td>cow</td>
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<td>mouse</td>
<td>house</td>
<td>cloud</td>
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<tr>
<td>book</td>
<td>room</td>
<td>hook</td>
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<tr>
<td>elephant</td>
<td>Geography</td>
<td>phone</td>
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   • Using **flash cards** will help teach child how to "sound through" words.
   • Some useful early **reading exercises**: Matching, Odd one out, Missing letters, Jumbled letters
   • Some useful early reading games: Snake, Hangman, crosswords, making words out of a longer word, word searches.
   • Knowing how to **rhyme** will help children read word "families" such as *let, met, pet, wet,* and *get.*
   • Reading for meaning: Children should not be asked to read what they cannot understand or speak; if they are, they will become de-motivated and their progress will be slow.

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5. Which of the following definitions do you agree with? Why?
   a. "Reading is thus by no means a passive process; it involves searching, problem-solving, active prediction and an ability to bring past knowledge and experience to bear.” (UK Department for Education and Employment 1999: 1)
   b. “Reading is a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience.” (Millrood 2001:117)

6. Is reading an active or passive language skill? Why?

7. What are the possible kinds of texts students expected to read in English for Palestine? What is the implication of this classification?

8. Which of the following is a reading skill? Give example.
   a. Skimming
   b. Scanning
   c. Inference
   d. Predicting
   e. Guessing

9. Below are 3 major ways to process the information while reading. Which way would you use for teaching English for Palestine:
   a. **Bottom-up approach or "phonics"**. It consists in decoding a text into a meaning.
   b. **Top-down** or approach emphasises making assumptions about meaning rather than decoding it from the text. The reader forms hypotheses about the text and brings into the process prior knowledge, presumptions made prior to reading, subject knowledge, motivation, selective interests and attitudes (schemata).
   c. **Interactive approach** means that the top-down and bottom-up models interact in the process of reading.

10. What Strategies can learners use to enhance reading?

The UK National Literacy Strategy suggest that when children learn to read, they use four different strategies, which are like four searchlights, throwing light on the text from different directions. These are:

a. **phonic knowledge** (guessing the sound from a knowledge of phonics)
b. **knowledge of context** (guessing the meaning from the rest of the text)
c. **grammatical knowledge** (guessing the meaning from an understanding of the grammar of the sentence)
d. **graphic knowledge**

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phonic (sounds and spelling)

knowledge of context  TEXT  grammatical knowledge

word recognition & graphic knowledge
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11. In pairs, look at the following opinions about teaching reading. Which one do you agree with? Why?

a. Some teachers assume that each text must be read aloud by the students.
b. Some think it is dangerous to allow learners to see the printed words before they have heard a spoken model.
c. Others ask the students to follow the text as it is read aloud.
d. Few teachers set out to develop real reading skills in a systematic way.

12. Which of the following we normally do when we read something in real life?

a. Read with a purpose in mind
b. Read silently (with eyes only)
c. Read quickly
d. Read without trying to understand the meaning of all words
13. Do you agree with some ELT specialists who do not encourage using reading aloud for developing comprehension? Below are some reasons for this opinion, which ones do you agree with?

   a. Not a real life skill
   b. Usually not a good model
   c. Other students inactive
   d. Attention on pronunciation, not on meaning
   e. Interrupted for correction of pronunciation mistakes
   f. Harmful for students learning to read (slows down the process)

14. Which of these techniques should the teacher use to offer a good speech model when reading aloud?

   a. Make speech sound authentic: dramatise (stress, intonation, facial expressions, body language, etc.)
   b. Tell rather read (add, explain, paraphrase)

15. Below are statements about some activities teachers use for exploiting the text. Carefully read them and say if you agree with.

   a. Wh-questions should be avoided as much as possible because answering them is a complex process that could generate syntactic errors.
   b. Choice questions (multiple-choice reading questions, T/F, Yes-No, or, matching, etc) are considered pure when used to check comprehension because there is no mixing of skills.

16. Teaching a reading text effectively requires evaluating it properly. Which of the following factors do you need to consider before deciding how to teach a reading text?

   a. Text/lesson objective
   b. Text linguistic complexity: number and type of vocabulary, length and type of sentences.
   c. Text length
   d. Text topic: level of relevance and familiarity (interest level)

17. How does the text length control the way you teach a text?

18. Do you think these techniques can make reading a purposeful activity?

   a. Using arousal of interest in the introductory stage
   b. Asking 2-3 guiding questions before asking students to read silently (straightforward, factual, in note-form)
   c. Specifying the time to read the text
19. What is meant by each of the following types of reading? Give examples.
   a. Intensive reading
   b. Extensive reading
   c. Critical reading

20. What is the difference between these reading strategies: Skilling and scanning? Give examples.

21. What would you do if you feel the text you intend teach is uninteresting to learners.

22. Below is a summary of the three major stages of teaching reading, each with several possible phases which are not inviolable?

Pre-Reading
   ➢ Arousal of interest and creating suspense by giving a brief idea of the content in an interesting way and by discussing the pictures if there are any (creating motivation)
   ➢ Activation of schemata and background information
   ➢ Students scan for specific information, e.g. names, places, numbers, dates, etc.; groups, pairs, or individuals may be asked to look for specific information (purposeful reading)
   ➢ Students skim to find the general idea from title pictures, topic sentences, details, etc.; also they can predict and guess some unfamiliar words from context.
   ➢ Presenting active unguessed words
   ➢ 2-3 simple, factual, guiding questions (Purposeful)

During Reading (silently)
   ➢ Extensive silent reading practicing skimming and scanning skills (i.e. reading more than once for different purposes)
   ➢ Comprehension questions moving from easy to more difficult, starting with multiple choice (True or false, Yes-No questions, or-questions) and then moving to short, factual, content questions.
   ➢ Presenting more unfamiliar words

Post-reading
   ➢ Inference questions
   ➢ Discussion: opinions and feelings
   ➢ Simulated Role-play (groups and pairs; public and private)
   ➢ Writing assignments including dictation
   ➢ Writing or / and saying a summary
23. Match the following tasks with the “pre-reading”, “while-reading” and “post-reading” stage.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Stage</th>
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<tbody>
<tr>
<td>1. Learners are encouraged to form certain expectations about the text</td>
<td>A/ Pre-reading</td>
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<tr>
<td>2. Learners complete a paragraph</td>
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<tr>
<td>3. Learners complete a questionnaire</td>
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<tr>
<td>4. Learners solve a mystery</td>
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<td>5. Learners role-play a plot</td>
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<td>6. Learners write a summary</td>
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<td>7. Background information is provided</td>
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<tr>
<td>8. Questions to activate what the learners already know are asked</td>
<td>B/ While-reading</td>
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<tr>
<td>9. In a brainstorming activity the learners anticipate the main points</td>
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<td>10. Key words are supplied for the learners to guess what the text might be about</td>
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<tr>
<td>11. Learners write a story inspired by a photograph</td>
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<td>12. Learners recognise the paragraph that summarises the main information in the text</td>
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<td>13. A picture representation of the text is studied and discussed</td>
<td>C/ Post-reading</td>
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<tr>
<td>14. Learners match headlines with paragraphs</td>
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<td>15. Learners match text with pictures or diagrams.</td>
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<tr>
<td>16. Learners order jumbled paragraphs</td>
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<tr>
<td>17. Learners contrast the two texts</td>
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<td>18. Learners take notes</td>
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<td>19. Learners express their views</td>
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<tr>
<td>20. Learners exploit a text for grammar or vocabulary</td>
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<td>21. Learners discuss and justify different interpretations of the text</td>
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<td>22. Learners distinguish the main idea from supporting details</td>
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<tr>
<td>23. A listening text on the same topic is presented</td>
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A 1,3,7,8,9,10,13,23;  B 12,14,15, 16, 17, 18, 22;  C 2, 5, 6, 11, 20, 21

References

Unit (6) Teaching handwriting and early writing skills

Intended Learning Outcomes (ILOs)

By the end of this unit, participants will:

✓ Enhance their writing teaching competence.
✓ Identify and overcome some handwriting and early writing problems
✓ Be more confident in their ability to teach writing.
✓ Use appropriate techniques and activities to help learners develop their pronunciation.

1. After trying to write these expressions as fast as possible, try to list some pedagogical implications for teaching handwriting.

…………………………………………………………………………………………………………………………. א

…………………………………………………………………………………………………………………………. ב

2. Which of these components of hand writing are the most important ones? What does this list mean to you a as a teacher.

1. Holding the pencil
2. Pencil Control
3. Hand & Eye Coordination
4. Visual & Motor skills
5. Directionality orientation (left to right - top to bottom - counter clock wise directions)
6. Shapes of letters
7. Size of the individual letters and size of letters in relation to one another
8. Ascenders and descenders (g j p q y: frog - dog - boy)
9. Upper & lower case letters
10. Spacing: Once pupils begin writing phrases and sentences, be sure that they allow for enough space between words. One simple technique is to ask the pupils to leave a “finger space” between each word or to put a pencil in between each word.
3. Why do you think *English for Palestine* - Grade 1 include the following exercises?
4. Look at the following website and try to see how you can benefit from it in teaching handwriting skills. Focus on Animation (lowercase and uppercase, making your own worksheets, handwriting videos.

Handwriting for kids: www.handwritingforkids.com
5. Which of the following reasons do you think lie behind poor writing skills?
   a. Of the four language skills, writing is the skill most frequently neglected.
   b. Little preparation is done for written activities in class.
   c. Students are given too difficult writing assignments and tasks at early stages, e.g. write a short paragraph about that you did on Friday.
   d. Writing is not taught gradually where students can move from copying to guided and free writing.

6. Which of the following purposes are the most important for writing?
   a. Description: describing a living being, an object or an abstract image to make it recognizable
   b. Narration: narrating events in a sequence
   c. Exposition: It may tell how to make or do something, report on an experience, or explore an idea.
   d. Persuasion: making people change their behavior or train of thought;
   e. Reasoning: inviting the reader to follow the logic of the author and to co-operate in producing ideas.

7. Do you agree with the following statements? Why?
   a. Writing can be defined as a mental, linguistic and physical process.
   b. The students’ final written product is more important than how students work through the process to create the final product.
   c. Helping students to generate ideas for their writing is an important part of the teacher’s role in the writing lesson.
   d. Students should always work alone on their writing assignments.
   e. Students should be writing to please their teachers as their main audience.
   f. Students actually benefit from the teacher making every language error.
   g. The teacher needs to prepare the students to write and provide enough support to help them to generate the content of their writing, e.g. postcard, letter, short gapped text, etc.
   h. The teacher should give students sufficient time to write and rewrite.
   i. The teacher should mingle among learners and give them feedback throughout the writing process, not just on the final product.
   j. The teacher should select the best pieces of writing and publish them, e.g. hanging them on the room, school homepage, etc.
8. **Writing activities in the classroom fall on a continuum from copying to free writing. Can you tell the difference between them?**

**Activities for teaching writing**

Writing activities in the classroom fall on a continuum from copying to free writing:

<table>
<thead>
<tr>
<th>ACCURACY</th>
<th>FLUENCY</th>
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<tbody>
<tr>
<td>Copying</td>
<td>Controlled</td>
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- **Copying:** mechanical copying activities suitable for early writing skills such as:
  - a. left - right orientation
  - b. shapes of letters grouped as in textbook
  - c. ascenders and descenders
  - d. letter size
  - e. differences between upper and lower case
  - f. letter combinations

- **Controlled writing:** After mastering handwriting skills, children follow the instructions that encourage them to go beyond mechanical copying and do exercises which require them to think and add something of their own. These exercises are wholly predictable so they are either right or wrong and thus can be corrected by students themselves in class. These activities aim at developing the following basic writing skills:
  - a. letter combinations
  - b. words
  - c. word combinations (e.g. a blue shirt, a small car)
  - d. short simple sentences
  - e. combination of simple sentences in short texts

Here are some useful controlled writing activities:

1. **Jigsaw sentences** (matching the halves of several sentences and writing them out. Extra halves can be given to make the exercise more suitable to higher levels. **Look at these two jigsaw examples and do the following:**
   - a. What is the difference between these two examples?
   - b. Which example you prefer to use for teaching writing? Give reasons.
Example (1)

Sara is 2 brothers.
She is in Gaza.
She has from Palestine.
Their names are 10 years old.
She lives Sami and Ahmed.

Example (2)

Ben visited in Jerusalem
Amy bought 2 books yesterday
Suha wanted to see Rania
Al-Aqsa Mosque is Omar last week

2. Filling gap: Consider the following types of filling gaps. Which is more communicative? Why?

Example (1)

The brothers looked in the ………..(a picture of a mirror may be provided)
Many tourists visit …………. (a picture of Dome of the Rock may be provided)

Example (2)

My name is ………….. I am…….years old. I live in………….. I have 2
…………… Their names are……………. and………………

3. Re-ordering: Consider the following types of filling gaps. Which is more communicative? Why?

Example (1)

loved - The brothers - the princess
Ben - invited - to his house - Omar

Example (2)

I prayed Al-Aser there - I went to Al-Aqsa Mosque -
I visited it last summer - My favorite city is Jerusalem.
4. Questions

Give students a set of guided and sequenced questions which when answered will form a well set-out description. e.g.

Answer the following questions in full sentences.

Q: What did you do for your holidays last year?
A: Last year, I…..
Q: Who did you go with”

Guided writing: It is obviously not possible to go straight from modified copying activities to writing free compositions. There must be certain bridging activities. Guided writing can be done in different ways.

1. Giving a short text model where particular features of the text are studied, e.g. the way sentences are joined, the use of passive, modals, etc. For instance students may read a description of a British town or school then they can be asked to write about their own town or school or another school shown in a picture. This can be done as follows:

Model

Jerusalem is old and big city. It is in the center of Palestine. There are many holy places. It has Al-Aqsa Mosque and the Dome of the Rock. There are many shops and hotels. It has many long narrow streets. Many tourists visit it.

After drawing pupils’ attention to Jerusalem’s size, location, etc., pupils can be asked to write a similar paragraph about Gaza, Khan Younis, Hebron, etc using some notes as these:

Gaza: city
  South
  Al-Omari Mosque
  Famous of street

Hebron: city
  South
  Ibrahimi Mosque
  famous of street

Finally students are asked to write about their own town or village, using key points observed in the previous models (e.g. age, size. Location famous of, population, main buildings, etc)
2. By answering questions

   a. How old are you?
   b. What do you look like?
   c. What kind of clothes do you wear? Why?
   d. What kind of job do you do? Do you like it?
   e. What are your favorite hobbies? Why do you like them?
   f. Where do you live?
   g. Do you like living there? Why or why not?

Now that you have the information about yourself ready, fill in the gaps in to complete this descriptive paragraph about yourself.

   I am ________ years old, I _____ (your looks). I wear ____________ because _____________. I am a __________. I like / don’t like my job because ___________. I enjoy ___________. I often ___________ (describe how often you do your hobby). I also like ____________ (write about another hobby) because ___________. I live in __________. People in __________ are _____________. I enjoy / don’t enjoy living in __________ because ____________.

Practice: Ask your friends the same questions as in exercise 2 and write paragraphs about them.

3. Meaningful (communicative) G-ped Wr-ting

    Dear Nazmi,

    I am having a very ……………. time in this workshop.

    It is the first time I have heard about ……………………..

    However, one of the difficulties we face with teaching writing here in Palestine is this ……………………………………………..

    I would like to ask you one question: ………………………………..

    Best wishes

    …………………………………………………..
Free writing: to encourage learners to write down their ideas quickly about a topic without paying too much attention to grammar, spelling, etc. Writing about neighbors or war are examples. Some of the following activities are still highly controlled, others come quite near to free writing. Number them in the order in which you might use them in the classroom going from the most controlled to the freest.

- Open-ended dialogue
  A: Hello Jane. Well, this is a surprise.
  B:
  A: yes, it must be three years. What are you doing with yourself these days?
  B:
  A: Oh, so you don't work at the bank any more, then. Etc.

- Give students the beginning and end of a paragraph. They have to write the middle.
- Give students pictures to describe, possibly supplying relevant vocabulary.
- Picture composition. Students describe a whole sequence of pictures, telling the story.

Correcting written work

It is impossible for teachers of large classes to correct all written work, since that would be too time consuming. This is not to say that you should never check. Correct or mark what students write. There are times when this needs to be done, for the purpose of feedback or in order to reassure students that their work is taken seriously. In general, though, it is better that students check their own work, finding and correcting mistakes and requesting explanation for difficulties. (Cross 1994:269)

9. Below are several correcting and marking techniques. Which of these techniques would be the most efficient to use in class?

a. Spot check: The teacher circulates when students are writing, giving comments concerning errors and, if necessary, the teacher tells students how to correct errors

b. Peer marking: The teacher asks students to work in pairs and correct each other’s work, helping each other. Then the teacher and the students go through the answers together

c. Peer marking: The teacher asks students to do some writing tasks in pairs, thus reducing errors and correction load.

d. The teacher collects all the notebooks at the end of the lesson and correct them either at break time or at home. Then he gives the books back the next day.

e. The teacher just goes through the answers and gets students to correct their work. Sometimes I write sentences on the board.

f. Global marking: The teacher marks free writing by impression, without any correction
Three-phase framework of teaching writing

10. Match the following three-phase framework of teaching writing

   a. Pre-writing  (schemata activation, motivation for writing and generating ideas)
   b. While-writing (selecting and arranging ideas)
   c. Post-writing (editing and revising the writing through self and peer correction as well as the teacher)

Useful Links


4. Writing Activities: [http://www.teachingideas.co.uk/english/contents2.htm](http://www.teachingideas.co.uk/english/contents2.htm)

5. There are also a large number of web resources for the teaching of handwriting


10. [http://www.janbrett.com](http://www.janbrett.com)  (An excellent site with lots of interesting downloads. You can make your own classroom signs, print out your own stationery as well as get lots of ideas for teaching writing.)
Unit (7) Teaching grammar & language functions

1. Try to guess what these two examples illustrate?
   a. "Colorless green ideas sleep furiously." Chomsky
   b. A train conductor may say:
      - Tickets!
      - Tickets, please.
      - Can I see your tickets?
      - Can you show mw your tickets?

2. Say if you agree or disagree with the following statements and give examples where possible.
   a. The number of language functions is unlimited.
   b. Any language function can be expressed in more than one grammatical form.
   c. Language functions are related to listening and speaking skills only.
   d. Through learning functions, learners can see the immediate benefit of learning English and thus their intrinsic motivation is increased.
   e. An effective way to teach the simple present habitual action is to associate it with words such as always, usually, often, sometimes, seldom, rarely etc..
   f. Teachers should focus on teaching functions more than on grammar rules.
   g. Teaching grammar is teaching the construction of sentences

3. Which of the following reasons have caused grammar a bad reputation?
   1. It has often been taught as a separate skill disassociated from the rest of language learning.
   2. Students have had to learn the labels for language e.g. ‘past continuous’, ‘present perfect’, definite and indefinite articles’ which can be like learning a third language
   3. Students have had to do many grammar exercises that have had little or no meaning for them
   4. It has been taught in an abstract way but in using fun and amusement
   5. It has been presented and practiced in isolated sentences not in relevant context.
4. Grammar can be taught deductively or inductively. Look at the explanation of these methods listed below and then in the space provided, write either inductive or deductive next to each point.

In the **deductive method**: The teacher explains a rule, gives examples and then asks students to practice applying the rule, orally or in writing.

In the **inductive method**, the teacher gives students enough appropriate examples to demonstrate the meaning. The learners are expected to induce and realize the rule without explanation of rules. For instance, a teacher may hold book and say *I have a book*. Then he holds three books and says *I have three book*. Through giving several examples, the learners would be able to understand how to form the plural.

a. It suits adult learners because it requires **abstract thinking**.  

b. It can be appropriate for teaching **difficult grammar points**, especially if these points do not exist in the learners’ **mother tongue**.

c. It **involves** learners in the process of learning.

d. It suits teaching grammar regularities which are simple & easy to understand.

e. It is preferred by adult learners who want to know how the language works in a short course.

f. It is quick and easy for the teacher and thus saves time.

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**A communicative Approach to teaching Grammar**

Grammar can also be taught functionally or communicatively. When teaching grammar the **meaning** (function) and **situational** and **linguistic context** need to be focused on. There is no point learning ‘grammar’ if the meaning of the language item is not clear. Remember that some bits of grammar have more than one meaning (function) and this could confuse students, e.g. present continuous – *Peter is playing tennis* could mean three different things. Look at the responses to the following questions.

a. I want to talk to Peter. What’s he doing at the moment?
   - Peter is playing tennis. (now, present time)

b. Peter has a three month holiday. What a lucky guy. What is he doing with his time?
   - Peter is playing tennis. (these days, past, present and future)

c. Can I see Peter tomorrow at three o’clock?
   - No, Peter’s playing tennis. (the future)

Choose one meaning and teach that separately – do not confuse children with multiple meanings. Be clear in your own mind about what you are teaching.
Techniques for presenting grammar

1. **Showing the meaning** of a grammar point visually (physical actions). This can be done by using things the students can see in the classroom. Doff (1988: 34) gives two practical demonstrations to teach the structure *too . . . (adjective . . . to . . .

   T:  (point to the ceiling) what’s that?
   Ss: The ceiling
   T:  (reach up and try to touch it) Look – I’m trying to touch it. Can I touch it?
   Ss: No.
   T: No, I can’t. because it’s too high to touch. Too high. The ceiling is too high
   to touch.

2. Another demonstration can be given on the **blackboard** to illustrate how this structure can be used.

   **100K**

   Task: This is how different teachers presented comparison adjectives to their students. Which presentation do you think is
   - the most interesting
   - the easiest
   - the most useful

   a. The teacher talks about 2 buildings in the town: The hospital is bigger than the clinic.
   b. The teacher draws lines on the board: Line A is longer than line B
   c. The teacher calls a tall and a short student to the front and compares them. X is taller than Y.
   d. The teacher draws pictures of two men on the board and compares them: Hani is taller than Sami.
      (Doff 1988: 36)

   Task: Can you think of using the technique of physical actions to teach other grammar aspects?

3. **Giving situations** from inside or outside the class, the situation can be real or imaginary. For what grammar point you think these situations can be used:

   a. You are sitting at home with a friend. You cannot decide what to do. You want your friend to go with you to the sea. What do you say to your friend?

   b. If you have a million dollar, what would you do?
c. Your friend invited you to her wedding, but you could not go because your father did not allow you. 

Task: Can you think of how the technique of giving situations can be used to teach grammar aspects?

4. **Pictures** from magazines, catalogs, and newspapers can be used as prompts for practicing past simple (stories), simple present and present progressive.

Task: Can you think of using the technique of pictures to teach certain grammar aspects?

5. **Miming** (pretend you are drinking)

Task: Can you think of how miming can be used to teach grammar aspects?

6. **Context**: "The context should be one which native speakers use frequently and it should make the meaning of the tense clear for the students. For example, if we want to teach used to, we need to find a context which makes it clear to students that the tense refers to a disconnected past habit. For example, we can show a picture of a baby and elicit from the students all the activities that babies regularly do (cry, crawl, drink from bottle, wear diapers etc). next we show the students a picture of an older person and tell them this is the baby who has grown up. Does he still crawl? No. So.. he used to crawl. He used to drink from bottle. If the context does not make clear the fact that the action does not continue to the present then it is not an appropriate context (McLaughlin2003 . Strategies for teaching English, p42)

Task: Can you think of how context can be used to teach certain grammar aspects?

**Techniques for practicing grammar**

To aid memory and make the language real for students they need to practice the target language in contexts that are appropriate to them (consider their age). Practice can be speaking, listening, reading or writing.

1. **Personalisation**: Talking about self and family members (e.g. say/ write 3 true actions you, your father or your brother / sister can or can’t do:

   * I can read English - I can play football - I can use the computer
   * I can’t drive a car. - I can’t use the computer - I can’t play basket ball
2. **Pair Interviews** (simple present, present progressive, yes/no and wh-question forms). Students can either prepare questions in class or for homework.

   A: *Can you swim?*
   
   B: *Yes, I can.*
   
   A: *Can you drive a car?*
   
   B: *No, I can't.*

3. **Role-play activities** are an active way for younger and beginning students to practice using new grammar (a group of students imagine they are at a party, airport, shopping centre, clinic etc).

4. **Chanting activities:** Here is an example with "ought to", "should", "must", "have to" "can't".

   - I ought to be polite
   - I know I should behave myself
   - I must be honest
   - I mustn't tell lies
   - I have to study
   - I have to work...
   - I can't be all that good!
   - I tell you I can't be all that good!
   - But I ought to be polite ... etc

   (Graham. 1978 in Millrood 2001: 48)

5. **Giving situations** (e.g. You are sitting at home with a friend. You cannot decide what to do. You want your friend to go with you to the sea. What do you say to your friend?)
Teaching Grammar in communicative situational context

Task: Look at the following table which tries to associate functions and grammar points in situation context. Do you agree with this association? Why? Try to complete the spaces.

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Functions</th>
<th>Situation or Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperative</td>
<td>Giving directions</td>
<td>Give directions to another person to get to a store, the post office, or a bank using a map.</td>
</tr>
<tr>
<td></td>
<td>Giving instructions</td>
<td>Follow instructions from a boxed cake mix bake a cake.</td>
</tr>
<tr>
<td>Present tense (verb to be)</td>
<td>Answer information questions</td>
<td>Name, address, phone number, job, age, etc.</td>
</tr>
<tr>
<td>Present (habitual)</td>
<td>Describing habits, lifestyles and daily works</td>
<td>Report daily schedules of people (in the class, buses in the city, airline schedules, trains, etc.)</td>
</tr>
<tr>
<td>Past simple</td>
<td>Narrating (Talking about past events)</td>
<td>reporting a past vacation, weekend, stories etc.</td>
</tr>
<tr>
<td>Present perfect tense</td>
<td>Describing recent activities</td>
<td></td>
</tr>
<tr>
<td>Past perfect</td>
<td>Sequencing past events</td>
<td></td>
</tr>
<tr>
<td>Conditional tense</td>
<td>Describing imaginary events (modals)</td>
<td>Discuss plans for a class field trip to the zoo.</td>
</tr>
<tr>
<td>Modals (may, can, shall, could, would)</td>
<td>Requesting Permission Offering (help) Inviting Ability</td>
<td>Inviting someone to come to a birthday party, wedding, etc Can you touch …….? (body parts)</td>
</tr>
<tr>
<td>Active voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive voice</td>
<td>Expressing obligation (rules &amp; regulations)</td>
<td>doctor’s instructions to a sick patient, school exam rules</td>
</tr>
</tbody>
</table>

Task: In groups of 3-4, list 10 main functions that you expect school students study. What grammar point is used to express each function?
General guidelines for teaching grammar

1. Teaching functionally (communicatively) in real life contexts (meaningful learning and practice)
2. Avoiding meta-language as much as possible
3. Minimizing the number of grammar points taught in a lesson (prevent confusion)
4. Increasing and varying practice opportunities (internalization)
5. Using games and audio-visuals (enhances enjoyment, motivation and learning)
6. Avoiding teaching two similar forms at the same time (prevent confusion)
7. Personalize students activities and exercises

Three-phase framework of grammar teaching (PPP = 3Ps)

1. Presentation of the new material can be done deductively or inductively.
2. Practice of the target grammar is done in drill-like or more creative exercises such as “communication games”.
3. Production of grammar-focused learners' utterances in communicative settings. “Grammar production”.

References

1. Jill Kerper Mora Teaching Grammar in Context
   http://coe.sdsu.edu/people/jmora/Grammar.htm#Situational
   http://www.eslpartyland.com/teachers/nov/grammar.htm#Modals
Unit (8) Lesson planning

1. What is a lesson plan?

A lesson plan is the instructor’s road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. 1).

(Source: University of Michigan - Center for Research on learning and Teaching- http://www.crlt.umich.edu/gsis/p2_5)

Purposes of lesson planning

2. Which of the following are the three most important purposes of lesson planning? Why?

a. A lesson plan should be documented for supervisors (inspectors) or head teachers.
b. It helps teachers decide exactly what and how to teach and thus structure the lesson efficiently. This structuring makes teachers feel more confident and relaxed.
c. It helps teachers to follow the stages of the lesson easily at one glance.
d. It enables teachers to be organize the lesson timing.
e. It assists teachers to improve their teaching as they can compare their planned activities to what really happens successfully and unsuccessfully in class. This leads to continuing improvement for next lessons. (Adapted from Cross 1994:138)
Main components/elements

1. **SMART lesson objective**: What do I want them to **understand** and be **able to do** at the end of class?

   - **Specific**: T should state clearly what the student should know/be able to do, and at what level.
   - **Measurable**: T should be able to conceive of how their attainment might be assessed
   - **Attainable/achievable**: by the students
   - **Realistic**: could be seen as similar to attainability, but refers to their appropriateness to the overall task.
   - **Time-appropriate**: Or achievable within the time-span of the session/lesson/course

Teachers the lesson objectives should also be behavioral (The student will . . .). Here are a few acceptable examples of SMART objectives for EFL teaching: (http://linguistics.byu.edu/faculty/henrichsenl/lessonplanning/):

a. Students will use socially appropriate greeting expressions in role play situations. (for example, "Hi!" for friends in a casual setting, and "How do you do?" for first-time acquaintances in a formal setting).

b. Students will distinguish between English /s/ and /z/ sounds when they are used in sentences spoken naturally. They will choose the right picture card from a pair (e.g., ice and eyes) when they hear the spoken sentence "I like blue ice." or "I like blue eyes."

c. Students will understand the difference between simple present tense (e.g., "We eat.") and present progressive tense (e.g., "We are eating.") and use these tenses appropriately when they complete the worksheet accompanying this lesson.

d. Students will be able to correctly distinguish and use 6 selected English spatial prepositions: above, below, between, in, on, under

Here are objective written by an EFL teacher. Study them and decide if they are well-written or poorly written.

a. In this lesson I will teach the students to pronounce /s/ and /z/ correctly.

b. Through this lesson, the students will improve their understanding of American culture.

c. "Students will learn the culturally acceptable way to greet a new acquaintance in a formal situation in the United States, and they will demonstrate what they have learned in a role play during the second part of class."
2. **The New language items** to be taught which could be:

- New vocabulary: the teacher should plan **what** new words to present and **how**.
- New specific structure (e.g. *This is . . ., I would like to . . .*)
- New grammar point (e.g. regular past simple of verbs relate to a journey)
- A new communicative function (e.g. *May I use your mobile phone?*)
- A new language skill or more (to describe a family member in writing, to write sentences using *but*)
- Pronunciation (e.g. to distinguish between the sounds /p/ and /b/)

3. **Prerequisite:** the language items the students should have learned before and facilitate learning the new language items and thus achieving the lesson objective.

4. **Introduction (Warming up/and Review):** Some lessons begin with a warm-up. Others start with a review. It is even possible to start with both a warm-up and a review. It all depends on your class situation.

A review connects the current lesson with previous lessons by going over points that were taught or learned previously. For example, "Last time we learned about introductions..."

Good reviews are not teacher dominated. Rather, they allow the students to demonstrate what they learned and what they remember. The review often leads into the current lesson. In such cases, the review serves as a warm-up also.

**The purpose** of a warm-up is to help students get in the mood for class. A warm-up may be necessary to "wake them up," make them happy to be there, or to set the tone for what will follow.

A warm-up may take many forms. Here are a few:

- Asking questions to get the students thinking about the topic of the lesson.
- Showing pictures that relate to the lesson topic.
- Telling a story to show the importance of the topic.
- Bringing in "realia" (real objects) related to the lesson.
- Others: a joke, riddle, song, personal anecdote, video film, etc.

Use your imagination and creativity, but keep the warm-up connected to the lesson that will follow.
5. Presentation/ procedures

It is the main body of the lesson a plan which lists the main activities and examples to present the new language items (vocabulary – structure – functions) using different techniques that help students to acquire language.

You need to consult the Teacher’s Book (TB) which accompanies the Pupil’s Book for activities and techniques you can use to achieve the lesson objectives. “If the teacher’s book does give adequate information, teachers should still decide for themselves how best to teach the lesson. They should use the teacher’s book as a guide and a source of good ideas, not as asset of instructions that must be followed precisely.” (Doff 1988: 93)

6. Summative evaluation / Assessment / Checks for Understanding:

It is an overall evaluation process. The teacher use summative evaluation at the end of the period to make sure that students have acquired the new language presented throughout the lesson. It can be formal or informal, using quiz/test, question/answer, etc.

7. Homework

It's considered an integrated part of the lesson in the sense it reinforces the learnt language and increases the students’ time of practicing the new learnt language.

8. Rounding up/ conclusion and a preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways:

- you can state the main language items yourself (“Today we learned …”),
- you can elicit the main language items yourself,
- you can ask all students to write down on a piece of paper the main language items they have learned
- you can drill main language items

9. Reflecting/Self-Evaluation/Notes (added after teaching lesson)

- What worked and what didn’t
- What you would do differently

Conclusion

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student’s response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other. (Source: University of Michigan - Center for Research on learning and Teaching- http://www.crlt.umich.edu/gsis/p2_5)
Lesson plan formats

Many different formats for lesson plans exist. Some teachers prefer one lesson plan format; others prefer a different one. That's fine. They reflect different purposes and styles.

After you become familiar with various formats and their elements, you can choose (or create) one that best fits your own teaching purposes and style.

Below are 3 sample ESL lesson plans prepared by experienced teachers. Look them over. See if you can pick out the elements common to many of them. Also, look for elements which may be unique to a particular format. Think why these elements may be useful. (Source: http://linguistics.byu.edu/faculty/henrichsenl/lessonplanning/lp_18.html)

Of course, your lesson plans will not (and should not) look exactly like these samples. Each teacher has a distinctive lesson plan that reflects his or her particular teaching situation, objectives, and style. You will probably have to experiment to find the format that works best for you. In time, however, you will come up with one that meets your needs.

Sample lesson plan (1)

Background Information
Class: Upper intermediate adults at community college
Size: 15 to 20 students

Objective: Students will learn and practice basic vocabulary used when filling out job application forms

Materials Needed:
Class roll sheet
Name tags for students
Audio tape of listening comprehension dialog
Audio cassette player
20 copies each of two slightly different job application forms
Dry erase markers and eraser
20 copies of Manager information gap activity
20 copies of "requesting a job application" dialog

Warm-up/Review: (estimated time: 5 minutes)
Greet students and introduce myself
Call roll and pass out students' name tags
Ask students what they learned in class last time. (English used in school parent-teacher conferences)
Introduction: (estimated time: 5 minutes)
Explain: "We will listen to a taped dialog. It will give you clues about the topic of our lesson today. Listen carefully.
Try to catch the main ideas."

Play taped dialog about Michelle applying for a job.
Pause tape and discuss the following questions:
"What do you think our lesson is about?"
"Who is looking for the job?"
"How did Michelle hear of the job?"
"What is the job? Where is it?"
"When is Michelle going to fill out an application?"

Continue taped dialog and then pause to ask these questions:
"When will Michelle have an interview with the manager?"
"What should Michelle do if they do not call her in a few days?"

Presentation: (estimated time: 20 minutes)
Discuss these questions:
"Why are job applications important?"
"Which is more important, the job interview or the job application?"
"Have you ever filled out a job application before?"
"Have you had any difficulties filling out applications?"
"What were the difficulties?"

Hand out the job application forms to the students.
Explain: "We will fill them out together as if we were applying for a job."
Go through each item.
Check comprehension by calling on students to explain vocabulary items.
If most students are unsure of a word, write in on the board and explain its meaning with students' help.
Elicit answers from students as they fill out their forms (e.g., "Mario, what position would you apply for?")

Possible areas of discussion:
Ways of writing dates with numerals only (e.g., 10/16/92 vs. 16/10/92, which is how it is written in Latin America).
"Position desired" (What would you put down if applying at a clothing store? [sales clerk], restaurant [cook, waiter, etc.], continue with other occupations students have applied for.)
"Date available" "Shift available"
"Full-time (FT)," "Part-time (PT)," and "Temporary"
"Previous work experience" "Duties" "Reason for leaving" (Would you put, "I hated my boss and hit him one day"?)
"Personal references" (not related, how acquainted)

Practice: (estimated time: 10 minutes)
Explain: "After you fill out an application, you usually talk to the manager, or bring it to an interview later. The manager reviews the application with you."

Model information gap activity with one of the more advanced students.

Divide students into pairs. One student in each pair takes on role of manager. The other takes on the role of applicant. The "manager" asks basic questions of the "applicant" (using vocabulary and structures learned in this lesson) and fills out application form.
Teacher circulates around room, observing, and helping as needed.

**Evaluation: (estimated time: 5 minutes)**
Choose two students to demonstrate this activity in front of class. Other class members listen and comment on it later.
Take any remaining time to answer any questions students may have.

Application: (after class)
Students keep job applications they have filled out for reference purposes.
Distribute the other job application form (slightly different) and have students fill it out as homework and bring it next time.
Encourage students who do not currently have jobs to get (and fill out) application forms for a job they would like to have. Bring these next time also.

Contingency plans:
If students are not interested in job applications, give alternate lesson on pronunciation of "th" sounds in English.
If students finish this lesson early, have more than one evaluation, i.e., have several pairs come to the front and play out roles.
If students have trouble, cover only the simplest (or most important) points. Skip the hard parts and save them for a future lesson.
If students ask questions that I don't know the answers to, take note of them and find answers for next class meeting.

Self-evaluation (written in teacher's log after lesson)
This group of students is great! They remembered a lot from the last lesson. All of them demonstrated eagerness to learn.
Overall, the lesson went really well. I called on students by name and used information about them (from the information sheets they filled out during the first class period) in the examples I gave.
Unfortunately, I spent so much time on the presentation stage of the lesson that we had to rush through the other activities. I think I had too much vocabulary to cover. Next time, I will start with the specific information on the back of the application.
I felt like I talked too much. The more timid students didn't get a chance to practice speaking. I wish I had included more communicative activities involving the students. That way they would get more of the practice they need.
Sample lesson plan (2)

Topic: Grammar--Spatial Prepositions (to show location)

Student proficiency level: intermediate

Materials:
Three wooden blocks, model house and toy person, handouts (#1 Story, #2 Diagrams and examples), exercise sheet (fill in the blanks with correct preposition)

Objectives:
Students will be able to correctly use and distinguish 14 selected English spatial prepositions (at, above, against, around, below, between, by, from, in, on, over, through, toward, under)

Warm-up:
Ask: "Have you learned any new words (or heard any words or expressions you couldn't understand) since our last class?" (Students respond. Discuss meanings, etc.)

Introduction:
Say: "Today we're going to learn how to use some common English prepositions correctly. We'll also learn how to choose the best preposition for a particular situation.

Presentation:
Distribute handout #1. Students read paragraph aloud.
Ask: "Did you understand all the words?" (If yes, go on. If no, explain words or phrases as needed.) "Let's identify the spatial prepositions in the story."
Teacher read. Students stop him at first preposition (at). Underline it. Then have students find others.

Distribute handout #2. "On this page there are pictures down one side showing the meaning of each of the prepositions we are learning. On the other side there are sentences describing each picture."
Students draw line from each picture to sentence that accurately describes it.
Go over student responses and explain meanings as needed.(Special focus: under vs. below, over vs. above)

Practice activity #1:
Distribute exercise #1. Students read and fill in blanks.
Teacher circulate and help as needed.

Practice activity #2:
Take out three wooden blocks (A, B, C)
Move them into different positions.
Have students describe spatial relationships between blocks (e.g., Block A is over block B.)

Practice activity #3:
Take out model house and toy person (name him after one of the students).
Place person in various places around the house (in, by, above, beneath, etc.). Call on students to explain where he is, using appropriate prepositions.

Practice activity #4:
Explain: "Now, I will be your personal robot. (Explain what robot is, if necessary.) You give me a command using one of the prepositions we have studied today. I will then perform an action."
"If I perform the action correctly, you praise me."
"If I perform the action incorrectly, you tell me that I have made a mistake and explain what I did. OK?"
Model a couple of practice runs to make sure students have understood. Then proceed with activity.
e.g., T: "Give me a command with a preposition."
S: "Stand under the table."
T: (Stands by the table) "OK. I'm standing under the table."
S: "No, you're not standing under the table. You're standing by the table."
Continue practicing as long as class time permits.

Summary:
"Today we've learned how to use fourteen spatial prepositions in English. There are more, but we will talk about them next time.
"Practice using these prepositions correctly, and when you are listening, notice how English speakers use them.

Assignment:
"Watch a TV show in English. Write down sentences you hear that contain one of the prepositions we talked about today. Bring your list of sentences to class next time. Also, write down any sentences using prepositions that you have trouble with. We will discuss them next time."

Self-Evaluation: (written in teacher's log after lesson was taught)

During the first part of the lesson I felt insecure. I temporarily lost my focus because of the new circumstances and because many of the students arrived late. As a result, the lesson did not start well. It was choppy and disjointed.

Once I got into the lesson, I felt more comfortable. When we began the exercises and the students started participating, things got better. The laughter and interactions at the end humanized what had started out to be a structured, dry lesson. I could actually sense that learning was taking place and that I was directing that learning.

From this experience, I learned that I need to create a more open teaching style. I must also remember to spend less time on explanations and get right into the practice activities. They were more effective than reading the story and underlining the prepositions. I also realized more than ever the importance of being flexible. Changes may be necessary in the best of lesson plans.
Sample lesson plan (3)

**Topic:** Buying basic building materials

**Objectives:**
1. Students will learn the names of ten basic tools and materials found in a hardware or building materials store.
2. They will also use these words in grammatically correct spoken sentences typically used in the same setting.

**Materials needed:**
Large picture flash cards showing new vocabulary items (below)Realia (real samples) of most of the same items.

**New vocabulary:**
nail, hammer, screw, screwdriver, lumber, boards, plywood, wallboard, sandpaper, saw

**Warm-up: (3 minutes)**
Show realia. Ask students to name as many of them as they can. Say the name of each remaining one quickly.

**Presentation: (12 minutes)**
Show flashcards with pictures of the same items. For each one, take time to pronounce the name clearly and have students repeat. Make sure their pronunciation is correct.

Then flip through flash cards and have students call out names of items. Make sure no one student dominates.

Introduce model sentence ("Excuse me, where is/are the ____ ?") and grammar point (use of is/are with singular, plural, or uncountable nouns). Write it on the board.

Explain difference between countable (e.g., board(s)) and uncountable nouns (lumber). Compare to vocabulary they probably already know (e.g., sandwich(es) vs. food).

Present and explain possible responses: "Over there." "On the other side of that display." "Aisle 27." "Next to…," etc.). Write these on the board also.

**Practice: (25 minutes)**
Review names of items by showing flashcards (or holding up realia items) and calling on students to name them.

Use flash cards to cue students to ask questions ("Excuse me,...").
Correct their grammar/pronunciation as necessary. Answer them using one of the responses written on the board.

Create simulated hardware store by placing realia items in various places around the classroom. Make sure students know where each item is. Practicing describing location of each.

Divide class into pairs. Use "tango seating" with one member facing front of classroom; the other facing toward back of room.
Go to back of room. Show flashcards one at a time.
Partner who can see them (the one facing backward), constructs a question accordingly.
Other partner (who can see chalkboard) listens and (1) checks grammar (agreement) and (2) responds by speaking or pointing.

Have partners exchange seats (reverse roles) and continue.

Let students practice on their own (without showing them flashcards). Circulate to check on them and answer questions

**Evaluation:** (concurrent with last part of practice)
Circulate and check for correct grammar, pronunciation, etc.

**Summary (and expansion): (10 minutes)**
Allow students to ask questions about the language they have been using and any additional terms or expressions they want to learn. Explain "application" to them (below)

**Application: (after class)**
Challenge students to go to a real hardware or building materials store and ask an employee for something (even if they really know where it is). Report back next time.

**Contingency plan:**
If students already know the names of most items, or if they learn the ten target items quickly, teach more advanced (but related) vocabulary (e.g., 2X4 (board), sheet (of plywood), ten penny (nail), etc.). Draw pictures on the chalkboard as needed.
Also, teach additional question forms (e.g., "I'm looking for ____, could you please tell me where I could find it/them?") and responses ("Of course, you'll find ____ right over there.") as appropriate for students' level.

**Self-evaluation comments:**
I'm glad that I had a contingency plan. Most of the students knew at least half of the words on the vocabulary list, so we got into more advanced vocabulary faster than I had expected. The distinction between countable/uncountable nouns, however, was hard for everyone. I need to have more examples to help them with that.
Sample lesson plan (4)
A blank master plan (can be photocopied) (Cross 1994: 140-41)

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>class</th>
</tr>
</thead>
</table>

Aim(s)*

New vocab.*

New grammar/structure

Procedure

Warm-up/review

1. presentation*
   a.
   b.
   c.
   d.

2. practice*
   a.
   b.
   c.
   d.

3. performance*
   a.
   b.
   c.
   d.

Other activities (homework, game, etc.)

Teaching aids needed:

Comments:
Completed sample lesson plan for listening/reading lesson
(Adapted from Doff 1992: 143)

AIMS
a) To give practice in listening to/reading a short story.
b) To locate information within a text
   b) To give opportunities for expression of opinions about military service.

NEW Vocab
a) from text: mess ( officer's ). Barracks room, compulsory, civilian.
b) additional vocab: recruit, conscript.

Procedure (Stages)
WARM-UP (3 minutes): Do we have an army in Palestine. Any one wants to be a soldier?

STAGE 1, PRESENTATION (approx.7 mins):
   a) Introduction: Story of a young conscript, etc.
   b) New vocabulary

STAGE 2 PRACTICE (approx: 12 mins):
   a) Task setting (Purposeful listening: easy, guiding, factual questions to be
      written on BB or repeated orally and slowly)
   b) Read aloud, or SS read silently once.
   c) Check on pre-questions. Random.
   d) Familiarity, short answer Q's
   e) Read text second time, dramatically.
   f) Limited production, longer-answer Q's

STAGE 3, PERFORMANCE (approx.15 mins):
   a) Hypothetical Q's and Discussion (Note4 )
   b) Written arguments, papers exchanged, discussed.

OTHER ACTIVITIES
   a) Check yesterday's homework (approx 5 mins)
   b) Set homework. Page 73, exercise 4.

TEACHING AIDS: Cassette recording of text. Tape player.

COMMENTS: (filled in immediately after the lesson).
## Sample Lesson plan (5) - Governmental Schools - Gaza

<table>
<thead>
<tr>
<th>Unit: -----------------</th>
<th>Lesson: -----------------</th>
<th>Subject: -----------------</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class: -----------------</td>
<td>Period: -----------------</td>
<td>Date: -----------------</td>
</tr>
</tbody>
</table>

### Pre-requisites

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
</table>

### Objectives

<table>
<thead>
<tr>
<th>Procedures</th>
<th>Evaluation</th>
<th>Notes</th>
</tr>
</thead>
</table>

### Head Teacher's Remarks:

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### Supervisor Remarks:

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Sample lesson plan (5): Gaza UNRWA Schools

<table>
<thead>
<tr>
<th>LESSON PLAN UNRWA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td><strong>Learning Objectives:</strong></td>
</tr>
<tr>
<td><strong>New Vocabulary:</strong></td>
</tr>
<tr>
<td><strong>New Structure:</strong></td>
</tr>
<tr>
<td><strong>AVM:</strong></td>
</tr>
<tr>
<td><strong>Warming Up:</strong></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
</tr>
<tr>
<td><strong>Presentation Ex A:</strong></td>
</tr>
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<td></td>
</tr>
<tr>
<td><strong>Formative Evaluation:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Presentation Ex B:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Formative Evaluation:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Summative Evaluation:</strong></td>
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<td></td>
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<tr>
<td><strong>Home work:</strong></td>
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<td></td>
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<tr>
<td><strong>Rounding Up:</strong></td>
</tr>
</tbody>
</table>
**Prerequisite**
- If type 1/2 / Tenses

**Resources**
- Cards / realia / poster / OHP

**Objectives**
- **Students are expected to:** form sentences in conditional If type 3
- change from active to passive

<table>
<thead>
<tr>
<th>Procedures / Teaching Learning Activities</th>
<th>Evaluation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice breaker: Warming Up: a game / a song / a riddle / General Questions</td>
<td>Ss’ participation</td>
<td>All the class loved the song</td>
</tr>
<tr>
<td>New Vocabulary: ( amusement - focus - vital - rubbish - ………etc)</td>
<td>Ss’ answers</td>
<td>The poster was monotonous</td>
</tr>
<tr>
<td>New Structure: Conditional If Type 3 / If he had seen the crime, he would have called the police.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Functions: Advice / You should help the poor. Request / Could you clean the desk, please?</td>
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</tbody>
</table>

**Revision**: Correct the verbs in brackets:
1. She will meet you if she ………..( take) the early bus.
2. They …………..( succeed) if they studied hard.

**Presentation**:
- T. asks Ss about their dreams which weren't achieved.
- T. asks Ss what would have happened if they had done something different?
- T. elicits sentences in If Type 3 from Ss and write them on the board.
- T. asks Ss to work in pairs and write similar statements using these prompts
  * win the competition / build a mosque.
  * not be born in London / not speak English fluently.
- T. ……………………………………………………………………………..
- T. ……………………………………………………………………………..

**Revision**: Correct the verbs in brackets:
1. My mother…………………( cooks) the lunch for us everyday.
2. They ………………..( not find) the secret code last century.

**Presentation**:
- T. ……………………………………………………………………………..
- T. ……………………………………………………………………………..

**Homework**
- Students do exercise A/B Workbook page 17/ Children bring real fruits

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ELT Approaches & Methods 2012 nmasri@iugaza.edu.ps
### Bloom's Taxonomy of Thinking Processes

http://personal.uncc.edu/medomoto/4200/fieldwork/bloom_taxonomy.html

<table>
<thead>
<tr>
<th>Level of Taxonomy</th>
<th>Definition</th>
<th>What the Student Does</th>
<th>Verbs to Help you Design Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Recall or location of specific bits of information</td>
<td>• responds - absorbs • remembers • recognizes</td>
<td>tell, list, define, name, recall, identify, state, know, remember, repeat, recognize</td>
</tr>
<tr>
<td>Comprehension (understanding)</td>
<td>Understanding of communicated material or information</td>
<td>• explains – translates • demonstrates interprets</td>
<td>transform, change, restate, describe, explain, review, paraphrase, relate, generalize, summarize, interpret, infer, give main idea</td>
</tr>
<tr>
<td>Application (using)</td>
<td>Use of rules, concepts, principles, theories in new situations</td>
<td>• solves novel problems • demonstrates • uses knowledge • constructs</td>
<td>apply, practice, employ, use, demonstrate, illustrate, show, report</td>
</tr>
<tr>
<td>Analysis (taking apart)</td>
<td>Breaking down information into its parts</td>
<td>• discusses • uncovers • lists • dissects</td>
<td>analyze, dissect, distinguish, examine, compare, contrast, survey, investigate, separate, categorize, classify, organize</td>
</tr>
<tr>
<td>Synthesis (creating new)</td>
<td>Putting ideas together into a new or unique product or plan</td>
<td>• discusses • generalizes • relates • contrasts</td>
<td>create, invent, compose, construct, design, modify, imagine, produce, propose, what if ...</td>
</tr>
<tr>
<td>Evaluation (judging)</td>
<td>Judging the value of materials or ideas on the basis of set standards or criteria</td>
<td>• judges - disputes • forms opinions • debates</td>
<td>judge, decide/select, justify, evaluate, critique, debate, verify, recommend, assess</td>
</tr>
</tbody>
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83  
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