

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН
ТИЛЛАРИ УНИВЕРСИТЕТИ**

ИНГЛИЗ ТИЛИ 2-ФАКУЛЬТЕТИ



ИНГЛИЗ ТИЛИ ЛЕКСИКОЛОГИЯСИ КАФЕДРАСИ

**Чет тилларни ўқитишнинг
интеграллашган курси фанидан
ўқув-услубий мажмуа**

ТОШКЕНТ – 2016

ЧЕТ ТИЛЛАРНИ ЎҚИТИШНИНГ ИНТЕГРАЛЛАШГАН КУРСИ

фанидан ўқув-услубий мажмуа–Тошкент, ЎзДЖТУ, 2016.

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Тузувчилар:

Турсунова Г.Н. - ЎзДЖТУ Инглиз тили 2-факультети “Инглиз тили лексикологияси” кафедрасининг ўқитувчиси
Полвонова М. Ф - ЎзДЖТУ Инглиз тили 2-факультети “Инглиз тили лексикологияси” кафедрасининг катта ўқитувчиси
Муратова Д. - ЎзДЖТУ Инглиз тили 2-факультети “Инглиз тили лексикологияси” кафедрасининг ўқитувчиси
Шарипова Ё.Қ. - ЎзДЖТУ Инглиз тили 3-факультети ўқитувчиси

Такризчилар:

ф.ф.н. Ж.И.Матякубов - “Инглиз тили лексикологияси” кафедраси мудири
Хожиева Р. - “Инглиз тили амалий фанлар” кафедраси мудири

Foreword

Integrated course of teaching foreign languages

Target candidature

The **Integrated course of teaching foreign languages** is an introductory course for students who have little or no previous English Language teaching experience. It may also be suitable for candidates with some experience but little previous training. This course provides an introduction to language teaching methodology which explores language teaching methods and recent methodological innovations. This course invites students into classroom to see teaching methods in action. They are also encouraged to reflect on their own beliefs and to develop their own approach to language teaching. The Module addresses to both the theoretical concerns regarding foreign language teaching in terms of 5 modules as classroom language, teaching and integrating language skills, classroom investigation¹, materials evaluation and design, planning for teaching and learning, and practical issues novice instructors face in the language classroom. Emphasis is paid to lesson planning and setting clear and precious objectives, interaction patterns, teaching multilevel classes, making case studies based on practical issues of EFL methodology.

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Syllabus of modules

MODULE 1.CLASSROOM LANGUAGE

Introduction

Compulsory for English majors

20 hours for practical classes in semester 6

Aim

To provide students with guidance and assistance in using English effectively as a medium of communication in the classroom

Objectives

By the end of the course students will

- get practice in the language skills specific to language teachers;
- be able to use English as a means of instruction, elicitation, and class organization to promote a meaningful language practice;
- have a basis for deciding on the use of the target language and the mother tongue in class;
- practice the appropriate use of body language and voice projection.

Indicative content:

Introduction to and overview of the course

Teacher's physical presence in class

Body language

Voice

Classroom Language

Creating an English environment

The language of the classroom

Questioning

Giving instructions

Giving oral feedback

The use of the mother tongue

Approaches to teaching and learning

- Task-based practical work
- Discussion of key issues
- Reading assigned readings
- Self-study
- Structured reflection as a learner and future teacher
- Case studies
- Observations
- Micro-teaching

Learning outcomes:

By the end of Year 3 students should have

- a practical understanding of the importance of social, personal and organisational issues of classroom language
- developed a range of teaching skills including questioning, eliciting, giving instructions, etc., to promote communication in the classroom
- developed an ability to critically analyse different samples of classroom language

Indicative bibliography

Doff, A (1988) Teach English, Teacher's workbook, Cambridge University Press

Spratt, M (1994) English for the Teacher, Cambridge University Press

Spratt, M, Pulverness, A, Williams, M. (2005) The TKT Course, Cambridge University Press

Wainryb, R. (1992) Classroom Observation Tasks, Cambridge University Press

Willis, J (1981) Teaching English through English, Longman, Pearson Education

Assessment profile**Semester 6**

Continuous and Mid-course Assessment	70%
• Observation based-report	30%
• Participation	20%
• Reflection on micro-teaching	20%
Final Assessment	
• Micro-teaching	30%

MODULE 2. PLANNING FOR TEACHING AND LEARNING

Introduction

Compulsory for English majors, 26 hours in Semester 5.

Aim

By the end of the course students should be able to evaluate ready-made lesson plans and plan their own lessons and sequences of lessons.

Objectives

By the end of the course students will

- be able to interpret a syllabus and consider it while planning a lesson;
- be aware of different factors influencing lesson planning (level and age of learners, learners' needs, time, number of learners etc);
- be able to set aims, objectives and learning outcomes of lessons and sequence of lessons appropriately;
- be able choose appropriate frameworks for a lesson according to the educational purposes;
- be able to choose relevant activities/tasks for different stages of a lesson (starting, middle, ending) and linking them with each other;
- be able to choose different materials and resources (e.g. technology, visual aids) to aid teaching;
- be able to critically evaluate ready-made lesson plans from the Internet;
- be able to decide whether or not to deviate from a plan (and reasons for this).

Indicative content

- Understanding and working with syllabi used in schools, lyceums and colleges
- What goes into lesson planning and lesson plans
- Setting aims, objectives and learning outcomes of a lesson or sequences of lessons
- Selecting frameworks for lesson planning (e.g. PPP, Alternatives to PPP, TBL, pre-, while, - post for receptive skills)
- Considering activities for different stages of a lesson:
 - Beginning (warm-ups, lead-ins)
 - Ending (making a summary, flashing forward, filling up the last remaining moments)
- Linking activities within a lesson
- Timing activities within a lesson
- Setting a homework
- Making use of available materials and resources (e.g. pictures, songs, video, blackboard, physical setting of a classroom)
- Anticipating problems (including ways of dealing with disruptive behaviour)

- Flexibility in planning and teaching
- Critical evaluation of ready-made lesson plans from Internet
- Planning for mixed-ability classes
- Reflection on the taught lesson

Approaches to teaching and learning

- Reflection as a learner and as a teacher
- Task-based practical work
- Discussion of key issues
- Article discussion
- Analysing educational documents (e.g. syllabus)
- Evaluating lesson plans from the Internet
- Designing a lesson plan
- Self-study

Learning outcomes

By the end of the course students should have developed

- an ability to evaluate the appropriacy of readily available lesson plans to a particular context;
- an ability to design a lesson plan for a certain context.

Indicative bibliography

Woodward, T. (2001). Planning Lessons and Courses. Cambridge, CUP

Tanner, R & C.Green (1998). Tasks for Teacher Education: a Reflective Approach. Longman

Assessment profile

Continuous Assessment • Participation • Ready-made lesson plan evaluation	40% 10% 30%
Mid-course Assessment • Designing a lesson plan	30%
Final Assessment • Microteaching • Reflection on microteaching	30% 15 % 15%

MODULE 3. TEACHING AND INTEGRATING LANGUAGE SKILLS

Introduction

This course provides an introduction to the ways and means of teaching and integrating language skills. The course focuses on the practicalities of communicative language teaching theories and issues related to communicative methodology.

Practical classes in semester 5 and half of semester 6

Aim

To equip students with means of practicing language skills in an integrated way promoting proficiency in all four skills, and demonstrating the importance of skill integration in EFL teaching.

Objectives

By the end of the course students will

- be familiar with the skills of language that are used in communication; be familiar with significant modes of skills integration (content based learning, task -based learning, and project based learning);
- identify the means of teaching listening, speaking, reading, writing on the basis of good practice in communicative methodology;
- know how to provide learners with practice in each language skill within an integrated framework;
- understand the importance of fluency in teaching the four language skills within a integrated framework;
- be familiar with principles of integrated skills where the focus is on one skill that leads to practice in another.

Indicative content

Introduction to and overview of the course

- Historical overview of skill segregation and skill integration

Listening as an interactive process

- Improving listening proficiency
- Introducing real life aspects of listening
- Dealing with factors influencing the listening process
- Creating pre-, while-, post- listening activities
- Integrating phonology in language skills classes

Speaking as an interactive process

- Providing successful oral fluency practice
- Designing discussion activities

- Distinguishing fluency and accuracy activities
- Distinguishing spoken interaction from spoken production
- Kinds of spoken interaction as a part of classroom process relating to all skills

Reading as an interactive process

- Creating pre, while, post reading activities
- Choosing appropriate reading materials
- Role of authenticity
- Getting students to read purposefully
- Improving students' reading comprehension
- Teaching specific sub skills and strategies
- Critical reading as a basis for successful writing

Writing as an interactive process

- Factors affecting EFL writing development
- Introducing strategies of competent writers
- Introducing purposes in writing
- Authenticity in writing process
- Giving feedback in writing
- Applying process writing
- Sample writing activities

Integrating Skills

- Modes of integrating all four skills
- Content-based learning
- Task based learning
- Project based learning

Assessment Profile

Semesters 5 and 6

Continuous Assessment	40%
• Analyzing an activity on developing language skills	15 % x 2=30%
• Participation	10 %
Mid-course Assessment	30%
• Activity design and presentation on receptive skills	15%
• Activity design and presentation on productive skills	15%
Final Assessment	30%
• Micro-teaching	

MODULE 4.CLASSROOM INVESTIGATION 1

Introduction

Compulsory, 16 hours in Semester 6. (to be continued in Semester 7)

Aim

By the end of Year 3 students should develop an understanding of the ways of researching classroom for professional development.

Objectives

By the end of Semester 6 students will:

- be aware of the importance and phases of classroom investigation;
- be aware of the role of observation for developmental purposes;
- be able to design and use tools for data collecting (e.g. observations, questionnaires, interviews).

Indicative content

Classroom Investigation is a systematic form of research which involves collecting evidence on which to base structured and meaningful reflection.

- Stages of classroom investigation (teacher problem identification and formulating a realistic research question, action planning (choosing appropriate data collection method), data collection, data analysis, action planning.
- Designing data-collecting tools and understanding their advantages and disadvantages
 - observation (by peer or using video recording)
 - interview (structured, semi-structured, unstructured)
 - questionnaire to students and teachers
 - diary
 - case study
 - field notes
 - evidence of student performance
 - The need for triangulation of data sources
 - Observation procedure
 - Stages of observation (pre-observation, observation, post-observation)
 - Giving (in oral and written form) and receiving feedback

Approaches to teaching and learning

- Task-based sessions
- Discussions
- Self study
- Case study (based on good practice in classroom observation)
- Classroom Observation tasks
- Guided reading

- Shared analysis of samples of classroom investigation data
- Designing research tools

Learning outcomes

Students should have developed:

- The ability to design data collecting tools appropriate for the research question
- The ability to carry out focused classroom observation for developmental purposes
- The ability to plan and carry out classroom investigation for a research paper

Indicative bibliography:

*Nunan, D. (1992). Research Methods in Language Learning. Cambridge and New York: Cambridge University Press.

Wajnryb, R. (1992). Classroom Observation Tasks. Cambridge and New York: Cambridge University Press.

*Wallace, M.J. (1998). Action Research for Language Teachers. Cambridge and New York: Cambridge University Press.

Assessment profile

Semester 6

Continuous and Mid-course Assessment	70%
• Participation	
• Design of Questionnaire	10%
• Design of Interview form	30%
	30%
Final assessment	30%
• Design of Lesson observation form	

MODULE 5. MATERIALS DESIGN AND EVALUATION

Introduction

Compulsory for English Majors, 36 hours in semester 6

Aim

By the end of the course students will be able to evaluate and adapt existing materials and design their own teaching materials for a given context.

Objectives

By the end of the course, students will

- know how to critically evaluate existing learning and teaching materials, including materials from websites;
- know how to adapt, make informed choices, and supplement materials for different teaching contexts;
- have developed a principled approach to materials design;
- know how to compensate for lack of materials in certain teaching contexts;
- know how to exploit authentic source materials.

Indicative Content

- Teaching Materials as tools for representing aims, values, and methods in teaching a foreign language
- The relation between syllabus, coursebook, and materials
- Materials evaluation including all relevant materials e.g., Student's books, Teacher's book, CDs, self-study books
- Selecting & analysing coursebooks
- Adapting learning and teaching materials
- The Internet as a resource for language learning/teaching
- Choosing and exploiting authentic materials
- Materials design with specific reference to tasks
- Designing visual aids
- Teacher-made worksheets and workcards
- Ethical issues in material e.g. gender issues, minorities' rights, etc
- Addressing students and teachers through materials

Approaches to teaching and learning

- Task-based sessions (analysis of materials from language learning websites, evaluation of sample teaching materials, materials design in pairs and in small groups);
- Discussions;
- Mini lectures in key areas;
- Textbook reviews;
- Self study.

Learning outcomes

By the end of the course students will have

- developed criteria for evaluating coursebooks/textbooks and applied them in selecting coursebooks for their own teaching contexts;
- tried out and evaluated various ways of adapting and supplementing teaching materials;
- developed and tried out teaching materials for a specific context.

Assessment profile

Semester 6:

Continuous Assessment • Analysing and evaluating teaching materials (e.g. an English textbook/unit) • Participation	40% 30% 10%
Mid-course Assessment • Designing a unit ▪ Students' part • Teacher's notes	30%
Final Assessment • Micro teaching	30%

Indicative bibliography

Tomlinson, B. (Ed.) (2010). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Nunan, D. (2009). *Task-based Language Teaching*. Cambridge: Cambridge University Press.

McDonough, J., & Shaw, C. (2003). *Materials and Methods in ELT* (2nd edition). Oxford: Blackwell.

McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh University Press.

ASSESSMENT SPECIFICATIONS

FOR MICRO – TEACHING

You will be involved in micro teaching that focuses on language skills based practice activities. Work out a learner profile (age, level) and context (school, kindergarten, university, college; name of the course) for which you are planning to conduct this activity. You will be preparing a 40 minute lesson in pairs and each of you will be responsible for delivering 20 minutes of it.

Note that your target audience will be your group mates who will be playing the role of your students. You can use available sources (books on methodology, language areas, internet, films and songs) with appropriate referencing. And you are also encouraged to adapt existing materials or to create your own activity. Your micro teaching should show the evidence of awareness of the following areas:

- ☐ Teaching receptive and productive skills
- ☐ Planning for teaching
- ☐ Appropriate use of materials
- ☐ Classroom language and management

Afterwards you will be required to write a reflection (450-500 words) on the lesson you have delivered. Your reflective writing should also refer to the mentioned above areas. Consider the following questions while writing your reflection:

1. Did your lesson go according to the plan? If not, why?
2. How did you select and develop the materials?
3. What language skills were practiced in your lesson?
4. How did you feel as a teacher? Did you face any problems in managing the class?
5. How helpful was your partner in preparing the lesson plan?
6. If you were given an opportunity to deliver this lesson again what would you have changed?

Criteria for reflection on micro teaching

1. Task response (keeping to word limit, giving reasonable answers, providing examples)
2. Organization (demonstrating appropriate organization of ideas)
3. Quality of reflection (evidence of critical thinking, self-evaluation)

Consider the following criteria while preparing and delivering your micro teaching lesson. Your work will be evaluated based on these criteria.

Look for evidence of some or all of the following statements.	
1. Relationship between planning and teaching • Evidence of achieving lesson objectives • Making changes from the original plan due to circumstances • Making smooth transitions between activities • Demonstrating appropriate time management	Total score: 25% Gained score:
2. Classroom language and management • Demonstrating appropriate teacher presence (voice, body language and movement) • Varying interaction patterns according to the context • Using appropriate questioning and elicitation techniques • Making effective use of teaching aids • Clear instructions	Total score: 25% Gained score:
3. Materials development • Evidence of authenticity and cultural appropriacy • Catering for the level of students • Demonstrating adequate design (eye catching, appropriate layout)	Total score: 25% Gained score:
4. Teaching language skills for communication • Evidence of skills integration (more than one) • Providing sufficient practice of language skills • Encouraging use of authentic English	Total score: 25% Gained score:
Comments	
Name:	Total score:100% Gained score:

Criteria on Article Discussion

1	Ability to give brief summary of an article	10
2	Evidence of presentation of authors point of view	20
3	Ability to express own opinion on the article (dislikes/likes, agree/disagree and why)	30
4	Usage of specific examples to support opinions	20
5	Ability to interact with other students and reflect on their opinions	20

ASSESSMENT SPECIFICATIONS

1. Ready-made lesson plan evaluation

For this task you will have to:

- Find and download a ready-made lesson plan from Internet. You can use the following websites: www.teachingenglish.org.uk, www.onestopenglish.com
- write an evaluative essay (not less than 600 words) addressing the following issues:
 - ✓ What kind of learners do you think this lesson plan is suitable for (e.g. age, level, gender, needs, cultural background, L1 etc.)?
 - ✓ What skills and language areas does the lesson plan address?
 - ✓ Are the set aims and objectives realistic to achieve?
 - ✓ What framework is chosen for sequencing the lesson?
 - ✓ Are the activities logically sequenced and contribute to achieving the lesson aims?
 - ✓ Is the timing realistic in relation to the content and objectives?
 - ✓ Is there variety of interaction patterns in the lesson plan?
 - ✓ Does the lesson address different learning styles?
 - ✓ What you liked about the lesson plan?
 - ✓ What would you change in this plan if you teach this lesson?
- Attach the evaluated lesson plan (specifying the source) to your writing.

Criteria for assessment

Task response (number of words, relevance)	10%
Ability to critically analyse the materials in the light of the relevant theories and approaches and support them with examples	15%
Coherence and cohesion	5%
Total:	30%

2. Reflection on microteaching

Once you've done the microteaching write a reflective essay (no less than 350 words) covering the following:

- Do you think you've been able to achieve the aim(s) stated in your lesson plan?
- Have you followed your plan strictly or deviated from the plan? What made you do so?
- What do you think were the strengths of your lesson plan?
- What would you like to change in your lesson plan if you teach this lesson again?

Criteria for assessment

Task response (number of words, relevance)	5%
Ability to reflect on the teaching experience and support the writing with examples	5%
Coherence and cohesion	5%
Total:	15 %

3. Designing a lesson plan

Design 2 lesson plans for two subsequent 45-minute lessons. In your lesson plans do not forget to include:

- ✓ Profile of learners who are this lesson for. You can decide on which grade of schoolchildren or students of lyceums, colleges to choose. Indicate learners' age, level, needs, gender, cultural background, L1 etc.

- ✓ The place of the lesson in the curriculum
- ✓ Aims, objectives
- ✓ Materials and resources to be used
- ✓ Stages
- ✓ Timing
- ✓ Interaction patterns
- ✓ Homework
- ✓ Anticipated problems

following checklist will be used for assessment:

		1- Poor 2- Good 3- Excellent
1	Does the lesson address the needs of the target group? (e.g. level of ss, cultural background, gender, age, L1)	1 2 3
2	Are the lessons clearly related to the curriculum?	1 2 3
3	Is there variety of interaction patterns in the lesson plans?	1 2 3
4	Are the lesson objectives clear and realistic?	1 2 3
5	Are the activities logically sequenced and help to achieve the overall aim of the lesson?	1 2 3
6	Is there a link between this lesson plan and preceding/following lessons?	1 2 3
7	Is the timing realistic in relation to the content and objectives?	1 2 3
8	Are the materials and resources stated in the lesson plan?	1 2 3
9	Is the lesson plan clearly original and the teacher's own work?	1 2 3
10	Does the lesson plan take account of anticipated problem(s) (e.g. no electricity, students didn't bring their h/w, etc.)?	1 2 3
	Total (maximum - 30):	

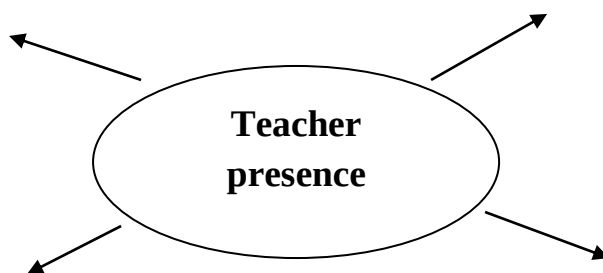
Methods

The sessions use various task types which may be new to the participants and therefore you will often need to model an activity to make sure the participants know what is expected of them. Below are some activities that are often used in the sessions.

Brainstorming

Brainstorming is a combination of a relaxed, informal approach to problemsolving and lateral thinking. People are asked to find ideas and thoughts that can at first seem to be a bit irrelevant. The idea is to use some of these ideas to form original, creative solutions to problems. Even some seemingly useless ideas can spark still more ideas. The goal of brainstorming is to direct people to new ways of thinking and break from the usual way of reasoning.

The most important thing about brainstorming is that there should be no criticism of ideas, students try to open up possibilities and discard wrong assumptions about the limits of the problem. Judgments and analysis of ideas are explored after the brainstorming process while focus should be at this stage on idea generation.



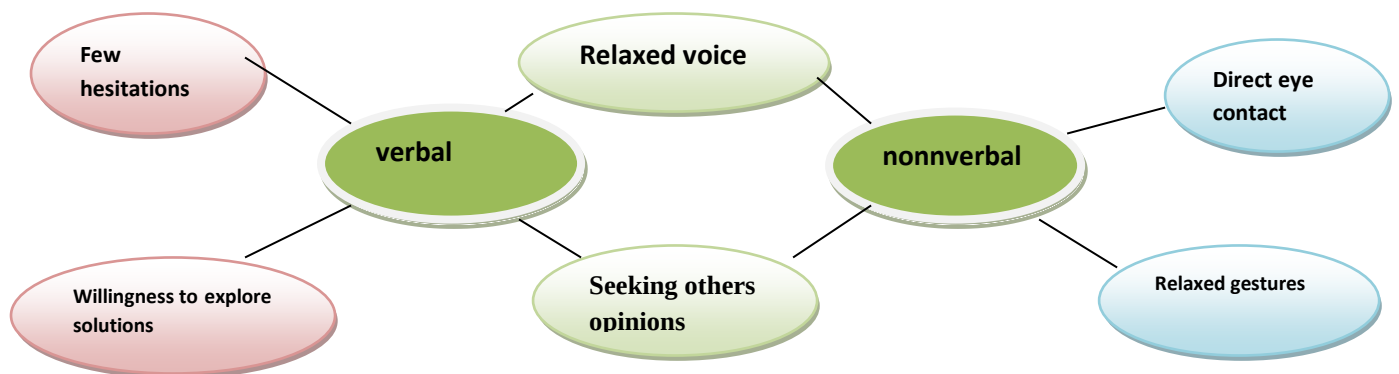
Case study:

My Unit plan is not working at all! I had planned the Unit day by day trying to gradually increase the difficulty of the lessons. After teaching the material, I then planned the final task. I tried to incorporate all of the elements I had taught but I found it difficult to create a relevant task within reason for the students. The more I planned it, the bigger the task became in order to

incorporate all of the material and Curriculum outcomes. I handed it out today in class and explained it to the students, and the first question was *“How are we supposed to do this? Where did I go wrong?”*

Venn diagram

The Venn diagram is a wonderful mind organizer that requires students to analyze two different objects. It forces the students’ cognitive level of thought to operate in a higher domain. This module will make use of this process. Here are some aids to help teach this skill.



Rotation

Put participants in groups and give them a task to complete (make a poster; come up with a list of solutions for the problem, etc). After the participants have finished their task ask a representative from each group to remain at their desks and the rest of the group to go to another table to see what the other group has done. You can choose for the groups to move clockwise or anticlockwise. The representatives should answer any questions and explain their group’s choice. Encourage the ‘visiting’ group members to ask questions, share their views and offer suggestions.

After the groups have done the first 'visit' to the neighboring group ask them to rotate to another group. Repeat the rotation until all the groups have seen the product of all other groups.

Mingle

In this type of activity participants go around the room asking and answering each other's questions. They need to speak to as many people in the room as possible. You can sometimes limit the time to make the activity more exciting or let participants finish the activity. This activity is good for kinesthetic learners. It also fosters rapport between you and participants and is often used as an energizer or an icebreaking activity.

Problem solving

Put participants in groups. Give the groups a task which requires a group solution. While finding a solution group members discuss various ideas and try to find a compromise. This is a good example of a communicative activity where participants in the discussion use English to find the solution

MODULE 1. CLASSROOM LANGUAGE

LESSON #1

Classroom language

Theme #1.	Introduction to the course
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Introduction	
The aim: To provide students with guidance and assistance in using English effectively as a medium of communication in the classroom	
Objectives: • To make aware of the purpose of the course	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Materials: board, marker

Procedure:

- Write the word 'classroom language' on the board. Have the learners answer the question:
What goes for classroom language?
 - Allow them to guess and give their answers. The students may give many different answers.
 - Then ask them to give the words associated with 'classroom language'. It is a sort of brainstorming. Write the words on the board.

Introduction

Aim

To provide students with guidance and assistance in using English effectively as a medium of communication in the classroom

Objectives

By the end of the course students will

- get practice in the language skills specific to language teachers;
- be able to use English as a means of instruction, elicitation, and class organization to promote a meaningful language practice;
- have a basis for deciding on the use of the target language and the mother tongue in class;
- practice the appropriate use of body language and voice projection.

Indicative content:

Introduction to and overview of the course

Teacher's physical presence in class

Body language

Voice

Classroom Language

Creating an English environment

The language of the classroom

Questioning
Giving instructions
Giving oral feedback
The use of the mother tongue
Approaches to teaching and learning
 Task-based practical work
 Discussion of key issues
 Reading assigned readings
Self-study
 Structured reflection as a learner and future teacher
Case studies
Observations
Micro-teaching

Learning outcomes:

By the end of Year 3 students should have
 a practical understanding of the importance of social, personal and organisational issues of classroom language
 developed a range of teaching skills including questioning, eliciting, giving instructions, etc., to promote communication in the classroom
 developed an ability to critically analyse different samples of classroom language

Indicative bibliography

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 Spratt, M, Pulverness, A, Williams, M. (2005) The TKT Course, Cambridge University Press
 Wainryb, R. (1992) Classroom Observation Tasks, Cambridge University Press
 Willis, J (1981) Teaching English through English, Longman, Pearson Education

Assessment profile
 Semester 6

Continuous and Mid-course Assessment	70%
Observation based-report	30%
Participation	20%
Reflection on micro-teaching	20%
Final Assessment Micro-teaching	30%

LESSON #2

Classroom language

Theme #2.	Teacher's physical presence in class
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Inappropriate teacher's behavior 3. Activity 2. Role play 4. Activity 3. Assessment criteria of article reflection	
The aim: To raise students' awareness of the importance of teacher's presence.	
Objectives: • to help students explore the term teacher's presence • to give students an opportunity to share with their course expectations • to help participants become aware of the things that can make a trainer's behavior inappropriate • to help participants avoid inappropriate trainer behavior	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in (10 min)

- Call two Ss for being a teacher and ask them to act by the instruction given in **Handout 1**
Ask students the following questions:
 - ~ Describe the teacher's physical presence and compare them.
 - ~ What do you think what part of teaching these behaviors belong to?
- Elicit random answers.
- Teacher's physical presence is classroom language. "Presence" is a vague term, but learning how to have presence, or build on what you already possess, could create a more harmonious and effective classroom and strengthen your relationship with your learners. Broadly, the word means being able to use your personality and body to command attention. Which means you should not act as actors but, as public speakers and communicators, you should develop your interpersonal skills.
- The following behaviors belong to classroom language
 - Body language
 - Voice
 - Creating an English environment
 - The language of the classroom
 - Questioning
 - Giving instruction
 - Giving oral feedback
 - The use of L1

Activity 1 Inappropriate teacher's behavior

Objective: to help participants become aware of the things that can make a trainer's behavior inappropriate

Time: 45 min

Materials: Handout 2; video material

Procedure:

- Distribute handout 2. Invite participants to observe the teacher from the video and fill in the observation form.
- Play the video and ask Ss to observe a video.
- Give Ss 2 min. to finish the observation form. (**Handout 2**)
- Ask students to share their ideas with their partners and present their findings to the group.
- If ideas wrong teacher will clarify the answers.

Activity 2 Role play

Objective: to help participants avoid inappropriate trainer behavior

Time: 25 min

Materials: handout 3 (8 role cards)

► **Procedure:**

- Ask 7 volunteers to come to the middle of the room and give them role cards (handout 3). Ask each of them to prepare a role play and act it out. Ask the rest of the participants to observe and comment on each trainer's behavior and give suggestion(s) for improvement.
- Show one example if needed.

Possible scenario:

Trainer: *"Umm good morning colleagues and umm, our session today is about working with adults. So and umm I would like to speak about how to work with adults and well, what we shouldn't do."* (While saying these words, fiddle with your hair and show that you are a little bit nervous.)

Possible suggestions: Speak to the point. Minimise the use of distracting sounds and words when you speak. Avoid fiddling with hair, earrings...If you have a favorite gesture, don't use it more than three times in succession as it will become a distraction.

- After the role play, invite participants to discuss possible outcomes of these kinds of behavior.
- Summarize the activity by saying that a trainer's presence is as important as her/his knowledge and skills because good presence leaves a good impact on participants. Trainers may have strong knowledge, well prepared materials and may still fail to influence their participants, because they put all their efforts into preparing a good session rather than thinking about their personal presence.

Home assignment

Ask students to read the following article: Kerra Maddern "[How to develop teacher presence and command attention in class](#)"

Ask students to answer questions on **Handout 3**

Assessment criteria of article reflection

Ability to give a brief summary of the plot 15%

Ability to identify the main features of the article 15%

TEACHER PRESENCE

Lead – in activity, Handout 1.

Student A

Come into the room. Sit down. Say “hey” “you” pointing with your hand and ask about last homework. Say “so today’s theme is “culture””. Say “culture is how to say....ummm” fiddle with your fingers, don’t look at the eyes of the students.



Student B

Come into the room. Greet with students. Say “ you looked very nice today”, let’s begin today’s lesson”, Aziza will you say today’s date, ok, Komil what was given as an homework, ok, good”. Stand up from your place and check homeworks, explain the mistakes with eye contact and praise for good works with tapping on their shoulders.



TEACHER PRESENCE

Activity 1, Handout 2. Observation form

Watch the video and fill in the observation form.

Observation form

Topic: _____

Audience : _____

Elements of Trainer's presence	Body parts' movings	voice	Classroom language	questioning	Giving instructions	Giving feedback	The use of L1
Inappropriate							
Appropriate							
Comments/ Suggestions							



TEACHER PRESENCE

Activity 2, Handout 3, Role play cards

- Put participants in groups of 4 by pointing to the participants with your finger and by saying "You". After the presentation ask what you should change in your behavior.



- Give a short talk on what teacher presence includes. Speak loudly and during the speech, fiddle with a pen or clothes. After the presentation ask what you should change in your behavior.



- Give a short talk on Learning styles(or any other topic). During the speech, look repeatedly at your notes and if you have pockets, play with coins or keys. Speak very

softly so that nobody can hear you. After the presentation ask what you should change in your behaviour.

✂ -----

- Give a short talk on Teaching Grammar in context(or any other topic) sitting on the chair. During your presentation fold your arms, cross your legs and look at the ceiling and out of the window while speaking. After the presentation ask what you should change in your behavior.

✂ -----

- Introduce the topic “Integrated skills”(or any other topic). Speak very quickly, hunch over and stand in one place without moving. After the presentation ask what you should change in your behavior.

✂ -----

- Make a list of characteristics of a good speaking activity on the board. Do not keep eye-contact with the audience, talk to the board. Stand in front of the board so that participants do not see your list and ask the audience whether they agree with the list. After the presentation ask what you should change in your behavior.

✂ -----

- During your speech on any topic, talk in a deadly monotone without raising or lowering your voice. Keep your hands behind your back and keep an eye contact with one of the participants. After the presentation ask what you should change in your behavior.

✂ -----

TEACHER PRESENCE

Home assignment, Handout 3.

- 1) Please read the article by Kerra Maddern “How to develop teacher presence and command attention in class” and write your reflections on the role of teacher’s presence in the effective classroom.
- 2) Reminisce your past education years and match with the teacher’s presence following article(write your findings)

Review report

For this review report you will write a review report (minimum 300 words) focusing on the teacher’s presence in the effective classroom background of the article. In your report include the following points:

- What did you read (title, author)?
- Brief summary of the plot.

- Identify the main features of teacher's presence from the article and give evidences.

How to develop teacher presence and command attention in class

Kerra Maddern

Whatever their personal style, all teachers are performers and the classroom is their stage. But success can depend on the kind of show they put on

Why do some teachers struggle to control a class while others manage to get a lesson flowing seamlessly with apparently little effort?

It could simply be down to the “presence” they have in the classroom. This is a vague term, but learning how to have presence, or build on what you already possess, could create a more harmonious and effective classroom and strengthen your relationship with your pupils. Broadly, the word means being able to use your personality and body to command attention.

Teachers are not actors and developing more presence is not about trying to transform yourself into a Hollywood star. But, as public speakers and communicators, they will be more successful if pupils find their lessons memorable and they have good interpersonal skills.

Being in the spotlight can be frightening and nerves make us behave differently. Developing presence can help to prevent paralysing symptoms such as breathlessness or a dry mouth. Those who already have it are often more aware of the impact of their body language and use gestures, or even a glance, to create the effect they want.

Developing teacher presence

Anyone can learn these skills, according to Mark Almond, a senior lecturer at Canterbury Christ Church University who trains teachers in the art of creating presence. But not everybody gets the chance.

“Some educators blanch at the idea that teacher presence should be included in training, as it is such a vague term,” he says. “But I believe this is an area teachers want to be trained in. They think their existing training lacks how to develop interpersonal skills, how to create your own identity and connect with pupils.”

Some actors use the Alexander technique to relax – gently realigning the body, breathing from deep in the lungs and using the body economically. This can also be useful for teachers who struggle to relax.

“You may be feeling awful at having to walk into a classroom of 15-year-olds, but if you display your anxieties to that class, you will have problems,” Mr Almond says. “Walk in to the room

slowly with your posture straight, chin up, make eye contact and speak to your pupils in a clear and audible voice.”

Looking physically confident will help to create presence. A good posture makes a person look strong and commanding. Keep your head still when you talk, and speak slowly.

Guy Michaels, an actor-turned-teacher who now runs courses for the Royal Academy of Dramatic Art (RADA) on how to create classroom presence, says: “Nerves can prevent teachers from communicating effectively. Many teachers will explain a task, then explain it again, using a different set of words. This confuses the class and any clarity is gone. You are not allowing the idea to sink in.”

Teachers should grow comfortable with using stillness and silence as part of their repertoire. “Many teachers say ‘I’m not a performer’, but they have an audience of 30 people waiting to be entertained,” says Mr Michaels.

“Teachers often work to rigid lessons, they are obsessed with planning, and there is a danger they can lose their flexibility. They should listen and improvise, be excited and infectious.”

Masking your anxieties

So how do you mask your nerves and transform unhelpful body language? The first step is to get rid of any signs of tension. And the way you breathe is a key factor.

“If you can’t take deep breaths, you can’t speak with authority and resonance. It’s a waste of energy and affects where your breath comes from,” Mr Michaels says.

“Children pick up on signals of fear. The first thing you have to do is understand your fight or flight response – what happens when your body releases adrenalin. It gives you a low status. These are physical signs like fidgeting, a stooped head and sweaty palms.”

But how do you avoid them? He advises teachers to “stand as tall as you can be. It gives you an anchoring and this helps to keep you grounded and calm.

“Scale your physical presence up or down. Use gestures to punctuate what you are saying and move around in the space if you want a big presence. This helps you appear to be a strong, confident teacher.”

Many of our nervous physical ticks can be unconscious. A good way to start tackling them is to ask a trusted colleague to observe you and give their candid thoughts on your body language and other physical traits. Or try video-recording yourself. It is incredible how much the small screen amplifies even the slightest movement.

Pause for thought

Another tip is simply to pause. This allows you to organise your thoughts, so you can avoid repeating yourself, and makes you appear calm and in control.

Observe others in authority who appear to have an inbuilt confidence. Why are they watchable; what are they doing right?

People with charisma use their body effectively. Eye contact is one of the most important weapons in a teacher's arsenal.

Try this simple physical test: ask your pupils to face you and put their arms up. They should then begin slowly lowering them until you make eye contact. Each time you do, they must freeze. The aim is to make sure that no pupil ends up with their hands in their laps.

Eye contact can help vary the pace and energy of a lesson. "If you want a different effect, stay still and cast a net around the room with your eyes," Mr Michaels adds. This will help to give you an aura of authority – and make them take notice of you.

Using the space of the classroom differently can also vary the dynamics of the lesson. Try teaching from a different area, at a different height or even sitting on a desk with pupils.

Presence means you can set the tone in your classroom.

You as the storyteller

Think of yourself as a storyteller, conveying a secret through your teaching. Vary your language: use active verbs to create excitement and an emotional response. Create anticipation or intrigue with props or timing, letting each activity be revealed one at a time.

Appear energetic and eager to talk about your subject. It might be the thousandth time you have taught a topic, but behave as if you are enjoying yourself. Enthusiasm is contagious.

Adjust the tone and volume of your voice to convey emotion and alter the pace of the lesson.

Teachers are not actors but some theatrics can create a buzz. Why not use over-the-top gestures from time to time, to express delight, mock boredom or surprise? Such charades – pretending to snore, feigning a heart attack (when appropriate) – can amuse and engage pupils.

Having presence also means that you are confident enough to be spontaneous and improvise. This creates a vibrant lesson and can create energy if it starts to lag; it also means that you can respond swiftly if pupils become disruptive.

According to Rob Salter, a London teacher who trains his peers in how to create presence, US president Barack Obama is a perfect example of someone who already knows how to harness his charm.

"He shows how being still and pitching his voice lower...and from the diaphragm, gives an air of authority," he says.

“Presence is as much about how you perceive yourself. Cultivate it. You should set the tone and get children to buy into your vision.

“Have a part of the classroom which is the equivalent of the front of a stage. Use it when you need to get the focus back on you – for example, if the noise levels go up. This gives you an aura. Use different spaces to create different energies.”

The message is simple. By controlling the atmosphere of the lesson, you are showing pupils how to behave.

Exercises you can practise at home

Tips from courses run by RADA, the National Theatre, Rob Salter and Mark Almond.

Voice

- Breathe in and hold for three seconds. As you breathe out, project your voice and say the days of the week; then try the months; then the alphabet. This helps you to speak from the chest, not from the back of the throat.
- To seem authoritative, practise your breathing to find your “home note” – your own distinctive voice – from your chest.

Physicality

- Stand in a grounded way. To find your “centre”, stand with feet apart and bend your knees slightly.
- Lengthen your spine. Stand as if your head is being pulled up by a string. Hunching reduces your capacity to breathe properly.
- Release tension by swinging your arms from your shoulders. You can extend this to “shake out” your whole body.
- To calm breathing, raise your arms slowly as you breathe in, and bring them down again while exhaling and making a “ssshh” sound.
- To check you are breathing from your diaphragm, try stamping your foot while shouting “ha” as you breathe out.
- Imagine you are blowing up a balloon with a long, slow, outward breath through the mouth until there is no air left in your lungs. Then, on the in breath, through the nose, imagine you are smelling a bunch of flowers.
- Think about eye contact – aim to look open and receptive. Make eye contact with your pupils, even if you are shy.
- Scale your physical presence up or down.
- Use gestures to punctuate what you say and move around in the space if you want to create a bigger presence. This helps you to appear strong and confident.

- To create an aura around yourself, stay still and cast a net around the room with your eyes.
- To bring your energy into the room, stand with your feet planted and say “I am here”, taking one step with each word. Tread firmly on the floor and say the words out loud.

Varied use of space

- Teach from the back of the classroom.
- Kneel or crouch down between desks or at the front of the room.
- Sit at a desk, on the floor or on a chair or table.
- Try entering the pupils’ physical space; sit next to them, lean on their desks, walk slowly between desks.

Adopt a relaxed and positive facial expression

- Give yourself a facial massage, concentrating on your forehead, cheeks and jaw.
- Practise relaxing and using your facial muscles by widening eyes, puffing out cheeks, stretching your mouth into different shapes and flexing your chin. Now scrunch up your face as tightly as possible.
- Move your eyebrows up and down. Try to move one at a time.
- Break into a big grin with wide eyes.

Top tips for trainee teachers: use your body language to control the classroom

Theatrical facial expressions, moving around the classroom, carefully-planned eye contact; you need to control your body language if you want to control your students.

Literature

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2. Penny Ur. A Course in Language Teaching- Practice and Theory, Cambridge University Press, 1992.
3. Harmer, J. (2004). Just (Reading and Writing. Marshal Cavendish.
4. Newspapers and magazines (e.g. English Teaching professional, Modern English
5. Teacher, Uzbekistan Today, The Economist, The New Scientist, National Geographic etc)

Suggested web sites:

www.teachingenglish.org.uk
www.online-literature.com
www.literature.org/
www.pearsonlongman.com/ae/
www.developreading.com

Glossary

OBSERVATION – the process of watching someone or smth carefully, in order to find something out;

SPECIFICATIONS – an explicit set of requirements to be satisfied by a material, product or service

ENVIRONMENT- the place in which people live and work;

META-LANGUAGE- a set of words used for describing and discussing language;

LESSON #3

Classroom Language

Theme #3.	Teacher's physical presence in class: body language and voice developing in the classroom.

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1 The features of body language 3. Activity 2 Using voice effectively 4. Activity 3 Voice projection 5. Activity 4. Tone of voice	
The aim: To help in understanding the importance of non-verbal communication and using voice in the classroom	
Objectives: • to lead-in to the topic and to raise students' interest to it • to help participants become aware of the features of body language • to raise students' awareness of main issues in using voice effectively • to raise students' awareness of voice projection • to raise students' awareness of tone of voice	
Activity Type:	Individual, small group, whole class (teacher-students)

➤ Lead-in (5 min)

- To brainstorm on the non verbal communication/body language items using handouts
Handout 1A and handout 1 B
- Ask students the following questions:
 - ~ Do you know the difference between verbal and non –verbal language characteristics?
 - ~ What items you can include to the non-verbal communication?(use handouts 1a and b)
- Body language plays a key role, especially at the subconscious level, in communication and an awareness of it and how it can vary from culture to culture, can be particularly important in helping students to develop their ability to understand in a real environment. Body language is made up of a whole range of features many of which we combine together without ever thinking about what it is we are doing or what we are expressing.

Activity 1. The features of body language

Objective: to help participants become aware of the features of body language

Time: 15 min

Materials: Handout 2;

Procedure:

- Distribute handout 2. Invite participants to complete body language features with explanations.
- Give Ss 2 min. to share their answers with the partner . (**Handout 2**)

- Ask Ss to present their findings on the blackboard by eliciting true and interesting answers.

Activity 2 Using voice effectively

Objective: to raise students' awareness of main issues in using voice effectively

Time: 30 minutes

Materials: Handout 3

Procedure:

- Distribute handout 3 and ask students to read the text on the use of voice.
- Elicit random answers and check comprehension of the 3 main issues - audibility, variety, and conservation in using the voice effectively.
- Ask students the following questions:
 - ~ *What might happen if teachers do not use their voice effectively in terms of audibility, variety or conservation?*
 - ~ *Can you give any good or bad examples of teachers' use of voice whose lessons you attended without mentioning their names in order to sound polite and respectful?*
- Elicit random answers.

Activity 3. Voice projection

Objective: to raise students' awareness of voice projection

Time: 15 minutes

Materials: Handout 4

Procedure:

- State that it is not easy to speak loudly and clearly to a large or noisy class without distorting the sounds of the language and the natural intonation patterns. Explain to students that in this activity they will practice projecting their voices retaining natural stress and intonation patterns.
 - Divide students into two groups. Ask groups to stand in front of each other. The distance between them should be one step.
 - Distribute Handout 4 and ask them to work with their partner standing in front of them. Students in group 1 start reading the teacher's part of first dialogue to their partners, loudly so that their partner can hear, but at the same time as natural as possible.
 - Their partners should listen critically and tell the problematic things they have noticed.
 - Ask students change roles and act out dialogue 2. Now the distance between them should be two steps.
- N.B! It is good to expand the distance between students step-by step until they reach the end of the class. This will make students practice modifying their voice according to the distance. However make sure that the class does not bother other classes because of noise.
- Elicit students' impressions on the activity.

Activity 4 Tone of voice

Objective: to raise students' awareness of tone of voice

Time: 15 minutes

Materials:

Procedure:

- Explain that in controlling the class, often the way *how* teachers say something is more important than *what* they say.
- Ask students to imagine that they are teaching a class of adolescents, around 15 to 18 years old.
- Ask students to practice saying different warnings in three different ways, as if:
 1. *at the beginning of an activity; a general announcement to the whole class (pleasantly)*
 2. *students take longer settling down than the teacher has expected; (this time more firmly but still pleasantly)*
 3. *Some students continue to be disruptive; (very firm, addressing those particular Ss)*

Examples of warnings:

- ~ *Could you stop talking and settle down, now, please?*
- ~ *Would you keep your voices down during pair practice, please?*
- ~ *I'm not going to begin until everyone is quiet, really quiet.*
- ~ *Stop turning round and disturbing other people, please*
- ~ *No writing while I explain this, OK? Pens down, please*

- Invite volunteers to practice these kind of warnings in front of the whole class.

Home assignment

- 1) Make a poster for the most useful ten tips of the verbal and nonverbal language of teachers in 3 groups and give the description for them
- 2) Make a role play of the lesson focusing on voice and nonverbal communication

Literature

1. Class 9 students, ages 14–15 with ability level CEFR B1 (intermediate) Dr Albert P'Rayan (Professor of English and ELT Materials Writer): KCG College of Technology, Chennai- Funny horoscopes — Making predictions and giving advice

Glossary

CHALLENGE- something that needs a lot of skill, energy

AMBIENCE- the character of a place or the feeling that you have about it

AUTHENTIC- real not false or copied

LESSON #4

Classroom Language

Theme #4.	Teacher's physical presence in class: Demonstrating body language skills

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Student presentation (group work) 3. Activity 2. Role play of demo lesson. 4. Activity 3. Summary	
The aim: To observe students' skills in applying into practice the teacher's presence in the classroom	
Objectives: • being able to express appropriate ideas to the presentation in the small groups • to put into practice non verbal communication in the classroom • to prepare students to write a feedback to demo lesson	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (5 min.)

➤ Objectives: to lead in the topic

Procedure:

(3 min) Ask students to revise the previous material and be ready for showing their presentation

Activity 1. Student presentation (group work)

Objective: being able to express appropriate ideas to the presentation in the small groups

Time: 15 min

Materials: posters

Procedure:

- Ask Ss to present their posters and justify their ideas with the help of descriptions.
- If needed teacher will clarify the given points

Activity 2. Role play of demo lesson.

Objective: to put into practice non verbal communication in the classroom

Time: 60 min(to each student 5 min)

Materials: Students' works

End of the session(5 min)

- After the role play the teacher gives a feedback to the students according to the following criteria :

Body language	Criteria				
	1	2	3	4	5
Eye contact					
Facial expression					
Proximity					
Posture					
Gesture					

Home assignment. Reading a scientific article by Yuanyuan Tai “The Application of Body Language in English Teaching” (handout 1)

Home assignment.

Handout 1.

Read the article “The Application of Body Language in English Teaching” by Yuanyuan Tai and organize an article discussion with your course mates beyond classes and write a report. You should:

Use your sound judgment and colleagues’ opinions to determine the length of the discussion based on the discussion, write a report which should be included in your portfolio. Your report should be 300 words maximum. In your report address the following:

- the number of participants and the title of the article(s)
- how participants felt about the article(s)
- what main issues were raised in the discussion
- summarize your experience as a facilitator or a participant in the article discussion (e.g. how you felt; whether there was any disagreement between participants and how you handled it; whether the discussion addressed any interesting issues / ideas and so on).

Along with your report, you should submit a copy of the article(s) given for discussion.

Glossary

FEEDBACK- comments about how well or how badly someone is doing something.

INPUT- help in the form of ideas, advice or information used in a process.

LESSON #5

Classroom language

Theme #5.	Creating an English environment
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Understanding and Video observation 3. Activity 2. Compare and contrast	
The aim: To raise students' awareness of the importance of English classroom environment	
Objectives: • to lead-in to the topic and to raise students' interest to it • to help participants to become aware of the classroom environment in learning language • to develop Ss critical thinking about the importance of classroom environment • to allow students to express their points of views concerning to the topic. • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in (10 min)

- Ask students the following questions:
 - ~ *How do you imagine a good environment for English classes?.*
 - ~ *What do you think does English environment have a great role in learning language?*
- Elicit random answers.

Activity 1. Video observation

Objective: to help participants to become aware of the classroom environment in learning language

Time: 40 min

Materials video material

Procedure:

- Ask Ss to join in two groups and observe the video attentively paying their attention to the environment of the classroom
- Say Ss to make posters about classroom environment from the video they are going to watch and present it
- Play the video material

Activity 2. Compare and contrast

Objective: to develop Ss critical thinking about the importance of classroom environment

Time: 25 min

Materials: photos and notes

Procedure

- Ask Ss to come to the photos, written notes and look through them.
- Ask them to match and stick with the headings on the board(written headings)
1. Read Aloud Every Day 2. Use Word Walls 3. Use Anchor Charts 4. Create a Diverse Classroom Library 5. Put Language in Unexpected Places 6. Search for Awesome Language While Reading 7. Encourage Awesome Language in Writing 8. Play with Words 9. Find New Ways to Say Old Things 10. Engage Your Students in Daily Conversations 11. Speak Like an Adult 12. Involve the Parents
- Tell Ss to match these exhibited materials with their own done posters and compare them
- Now ask them to share their opinion with partners and present their findings at the board

Home assignment

- 1) Read an article by Jessica L. Bucholz Georgia and Julie L. Sheffler “Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome” and try to make presentation on this material
- 2) According to your gained knowledge and information now write your own article about two or three pages on “Rich English Language Environment”

Glossary

INDUCTIVE- reasoning from particular facts or ideas to a general rule

INCLUSIVE- including all costs

AWESOME- very impressive and sometimes a little frightening

LESSON #6

Classroom Language

Theme #6.	The language of the classroom
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up. PPT Activity 1 Language functions of classroom management Activity 2 Teacher talk Activity 3. Student talk Activity 4. Chatting (optional) Activity 5.Summary	
The aim: to explore classroom phrases used for different purposes	
• Objectives: • To reflect on classroom phrases used for different purposes and in different classroom contexts; to introduce more examples related to different purposes. • to help Ss come up with classroom expressions which teachers frequently use • to raise participants' awareness of the need for students to talk in class and to equip them with some typical examples of student talk • to provide an opportunity to practice chatting	
ActivityType:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 10 min

► Procedure:

- Write on the blackboard some general contexts of classroom language (as starting the lesson, during the lesson, ending the lesson, giving commands, questions, requests) and ask Ss to brainstorm on these items and give their variants for them using the handout 1.

Activity 1 Language functions of classroom management

Objective: to reflect on classroom phrases used for different purposes and in different classroom contexts; to introduce more examples related to different purposes.

Time: 25 min

Material: Handout 2

- Ask students to work individually first and write which language did their teachers use in their classes in order to...(Uzbek, Russian, English, other?) also, ask Ss to write 1-2 example phrases in English for each.
 - a) ...introduce the lesson
 - b) ...give feedback to learners
 - c) ...praise
 - d) ... give instructions
 - e) ...close the lesson
- When they finish ask them to get into groups of four and discuss the similarities and differences between their answers and discuss the reasons for this. Ask groups to report their findings to the whole group. Say that teacher's instructions can be of different functions/purposes: **E.G.** instructions on grouping (form groups of 3; can you join that group; I would like you to work in groups of four), moving around (take your chairs and come to the middle of the room; come to the middle of the room and make a circle), doing tasks (read the text; underline the unknown words) etc
 - Distribute handout 2 with examples of categories based on language functions and their samples. a) Fill in the table with missing examples A-J. Ask Ss to add one more their own phrase to match the objectives. Check the answers.

Answer key:

1. J
- 2.B
3. E
- 4.D
5. C
- 6.F
- 7.A

Activity 2 Teacher talks

Objective: to help Ss come up with classroom expressions which teachers frequently use

Time: 20 min

Materials: Handout 3 and 4

► Procedure:

- Say that teachers use English to check attendance, to start or stop an activity, to set homework, to ask questions, to correct errors, etc. Tell participants that they will look at some common expressions used in the classroom.
- ☺☺(10 min) Make pairs. Give each pair handout 3 with a list of expressions in L1. Ask them to translate each expression into English. If you notice that students spend too much time, allow them to translate only some sentences, e.g. half of the group translates the first eleven sentences and the other half translates sentences 12-22.

- 😊😊😊 (10 min) After most pairs have finished, ask them to compare their ideas in groups of four.
- Give out handout 4. Invite participants to compare their answers with the translation on the handout. Draw participants' attention to the fact that there may be several possible ways of translating. Accept all answers that convey the right meaning, emphasizing that instructions shouldn't always take the form of a word-for-word translation from L1.

Activity 3 Student talk

Objective: to raise participants' awareness of the need for students to talk in class and to equip them with some typical examples of student talk

Time: 15 min

► Procedure:

- Tell participants that since classroom language is the kind of language necessary to communicate and survive in the classroom it is not only the teacher who should use it. Students should also be prepared to use English when they communicate with the teacher and each other.
- 😊(3 min) Ask participants the following question:

~How can you introduce common classroom expressions which students should use?

- Invite several random responses coming back to handout 1. Elicit or tell participants that these expressions can be introduced at the very beginning of the course/school year with the help of students themselves.
- 😊😊😊 (5 min) Tell Ss that now they are pupils. Put your 'pupils' into groups of five and ask them to write down some expressions they can think of which they might need to use in the classroom. They may write in English or in L1.
- 😊(7 min) When the 'pupils' have done this, ask a member of each group to read out their list phrase by phrase. Ask other groups to help correct/translate and then write up the English translation on the board. After writing all the phrases elicited from your students on the board, tell them that with real students you might ask them to copy these into their notebooks and to start a Classroom Language List. They should have enough space to add to this list as more classroom language is introduced throughout the course.

Possible examples of classroom expressions:

Can I come in? Could you say this again, please? / Can you repeat this, please? How do you spell this? How do you say xxx in English? I've got a question. I would like to answer this question. Shall I begin? I'm not ready yet. Can anybody lend me a dictionary/a pen/...?

- Summarize the activity by saying that a teacher should help students to learn useful classroom expressions in English to create English-speaking atmosphere.

Activity 4 Chatting (optional)

NB If you decide to do this activity make sure you save time for it by spending less time on Activities 1, 2 and 3

Objective: to provide an opportunity to practice chatting

Time: 10 min

Materials: Handout 2

► Procedure:

- Tell participants that teachers should try and use English not only to organise students' work or teach them, but also to create a 'language atmosphere' in the classroom. This can be done, for example, at the beginning of the lesson when teachers can spend several minutes chatting with their students. Teachers should not pay much attention to students' mistakes as the aim is to create a friendly atmosphere, establish rapport and expose students to real communication.
- ☺(5 min) Elicit from participants possible topics for chatting and write them on the board.

Possible topics:

An interesting TV programme.

A piece of local or international news.

Things students and/or the teacher did at the weekend/the previous day.

Advice students can give the teacher about her problem.

Weather – finding out who likes a particular kind of weather and why.

- ☺☺☺(5 min) Make groups of five. In each group one participant will play the role of the teacher. S/he should choose one of the topics and practise chatting to the group. Make sure 'teachers' understand that they should not just ask questions, but also talk about themselves and show interest in 'students'' answers. Say that they should not spend more than 5 minutes. Walk round and listen in. When they finish, in a plenary ask each group to report back quickly and then give feedback to the whole group commenting on the chatting in smaller groups.

An example of chatting

Teacher: *I have a problem and I need your advice.*

Ss: *Why? What's the matter?*

Teacher: *It's my nephew's birthday next Saturday and I don't know what present to give him.*

Ss: *How old is your nephew?*

Teacher: *15.*

Ss: *What does he like doing?/ What's his hobby?/What is he fond of?*

Teacher: *He likes watching films.*

Ss: *Buy him a DVD.*

Teacher: *He doesn't have a DVD player.*

Ss: *Buy one for him.*

Teacher: *I don't have that much money. But you know what? I'll buy a DVD for his computer.*

Can you recommend a film that a 15-year old boy may

like?

Etc.

Summary

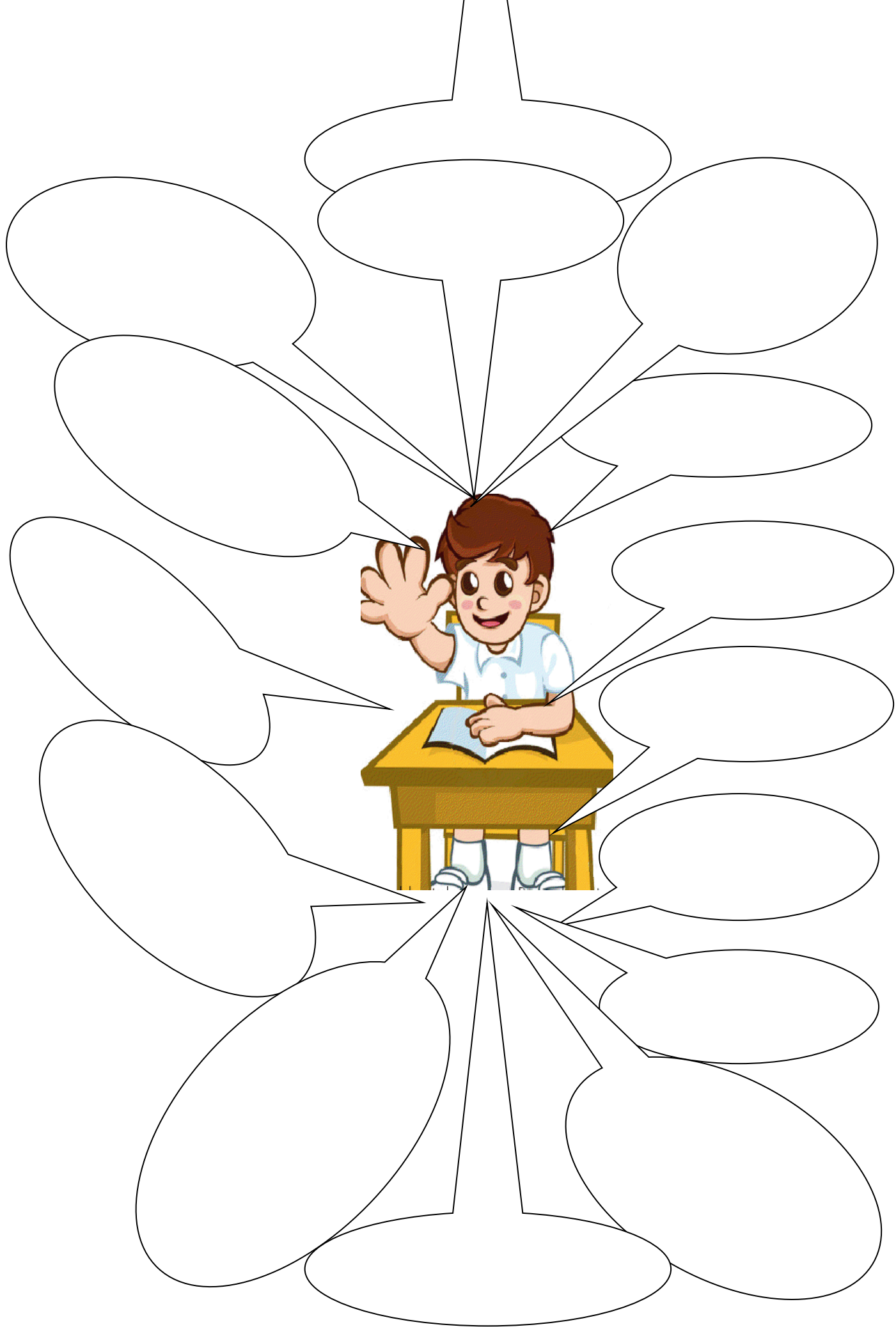
Summarise the session by saying that there are plenty of opportunities for using English in lessons – from simple instructions to communicating with students in English; if a teacher uses English for communication, students understand that they should respond in English too; the more you use English in class the more chance you give your students to develop their own English.

Homeassignment.

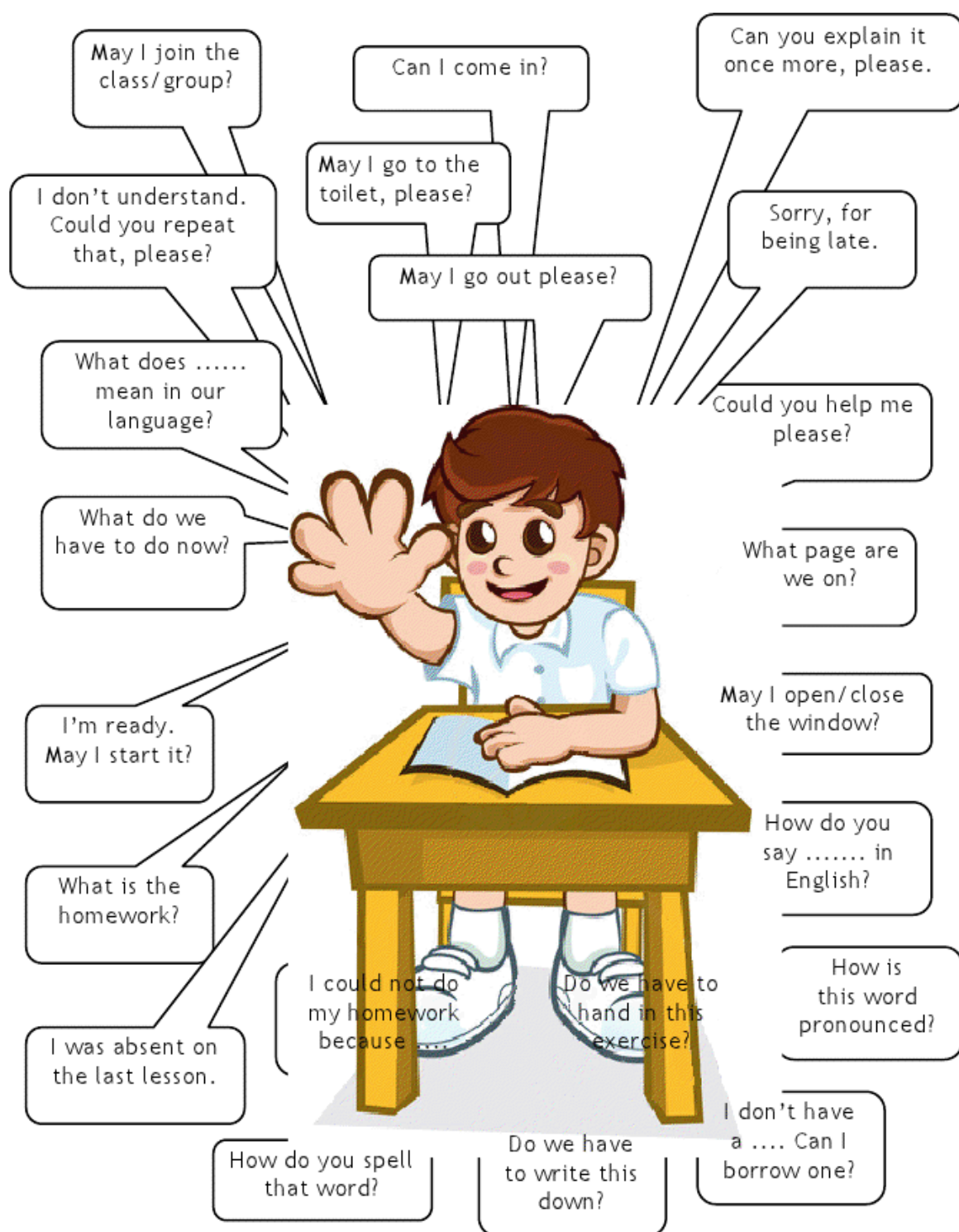
- 1) Create your own book with the expressions of classroom language and collect them under the each headings. As
 - a) introduce the lesson
 - b) giving feedback
 - c) praise
 - d) giving instructions
 - e) close the lesson
 - f) Taking the register (= roll call)
 - g) Initial chitchat
 - h) Waiting to start
 - i) Getting started/ getting down to business
 - j) Unusual starting tactics
 - k) Stating your aims
 - l) Lateness
 - m) Tests
 - n) Commands
 - o) Questions
 - p) Students responses
 - q) Direction
 - r) Requests
 - s) Miscellaneous
- 2) Do the tasks on handout 5

Handout 1. Brainstorm on teacher's and pupils' classroom expressions and complete bubbles.

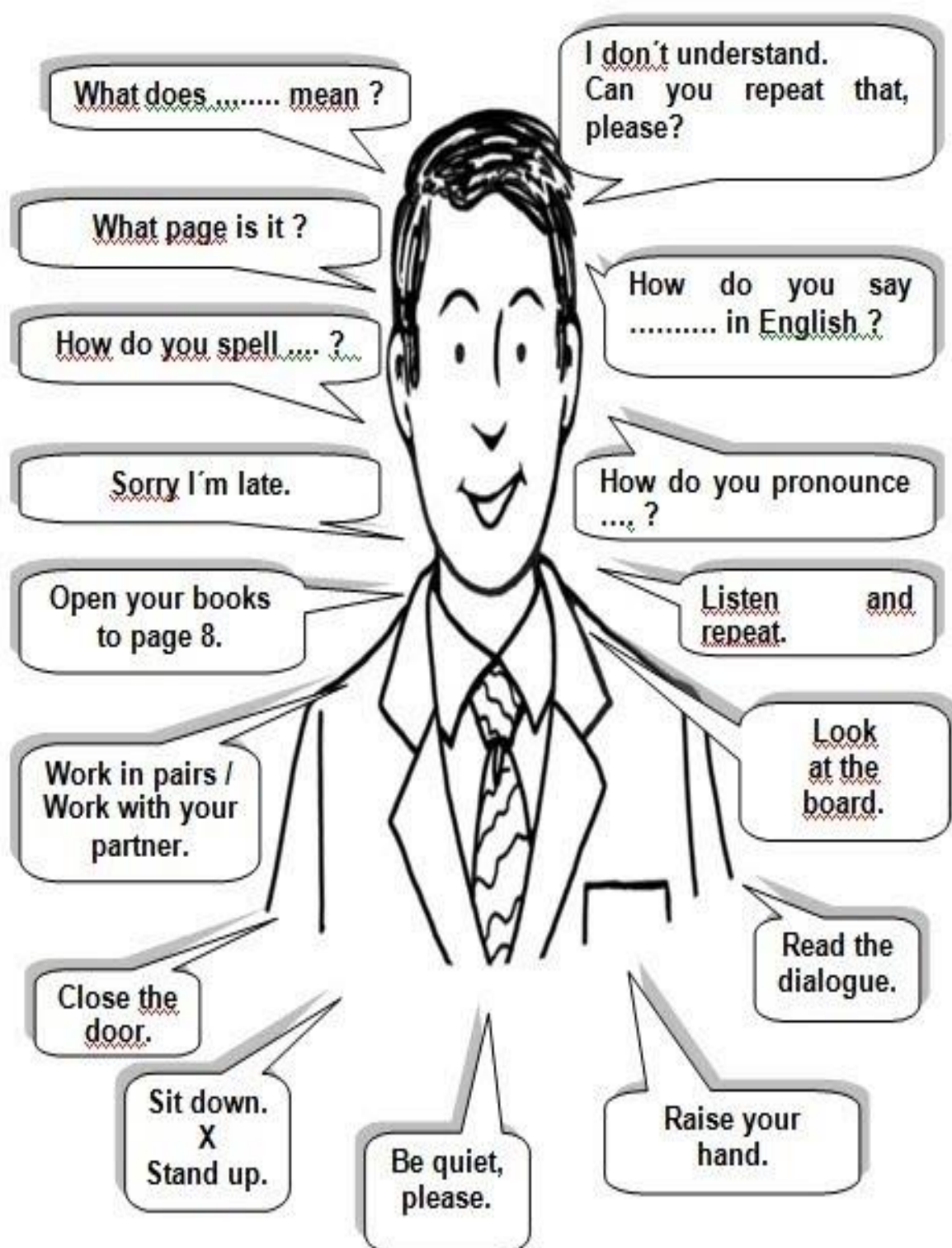




CLASSROOM LANGUAGE



CLASSROOM LANGUAGE



Handout 2. Read examples for different language functions. a) Fill in the table with missing examples A-J. b). Add one more your own phrase to match the objectives.

A. That's interesting! That really is very kind of you. Don't worry about it. I was a bit disappointed with your results. B. Who would you like to read? Which topic will your group report on? Do you want to answer question 6? C. What was the house like? What do you think about this problem? Yes, but now can you tell?	D. Can you all see the board? Have you found the place? Are you all ready? E. Let me explain what I want you to do next. The idea of this exercise is for you to make... F. Could you try the next one. I would like you to write this down. Would you mind switching the lights on. It might be an idea to leave this till next time. J. Good morning. Have a nice weekend. Thanks for your help. Happy birthday!

Language functions related to	Objectives	Sample phrases
A. Organization A1 Giving Instructions	T. gives appropriate instructions related to recurrent classroom activities, e.g. using textbooks, group work	Open your books at page 73. Come out and write it on the board. Listen to the tape, please. Get into groups of four. Finish this off at home.

		Let's sing a song.
	T. can control the pupil's behavior by means of commands, requests, and suggestions. Usage should correspond to native-speaker usage.	1.
	T. can vary the form of instructions in order to show the range of possibilities in the foreign language.	Everybody, please. All together, now. The whole class, please. I want you all to join in.
	T. can offer the alternatives i.e. different working methods, themes, groups.	2.
A2. Sequencing	T. can sequence the lesson effectively and communicate this sequencing to the learners.	First of all today... Right. Now we shall go on to exercise 67. All finished? OK. For the last thing today, let's...
	T. can check what stage the learners have reached, whose turn it is, and so on.	Whose turn is it to read? Which question are you on? Next one, please. Who hasn't answered a question yet?
	T. can introduce the class to a new activity and new stage of the lesson.	3.
	T. can set time-limits related to various activities.	You have ten minutes to do this. Your time is up. Finish this by twenty to ten.
	T. can check that all learners are equally capable of starting the next stage of the lesson.	4.

A3 Supervision	T. can direct pupil's attention to lesson content.	Look this way. Stop talking. Listen to what Alan is saying. Leave it alone now!
	T. can give warnings and threats.	Be careful of the lead... One more word and...
B Interrogation B1 Asking questions	T. can ask questions related to specific communicative tasks, e.g. giving a description, opinion, reason, or stimulating conversation.	5.
B2 Replying to questions	T. can give verbal confirmation of learners' replies and/or guide them to the correct reply.	Yes, that's right. Fine. Almost. Try it again. What about this word here?
	T. can give encouraging feedback both in controlled drill-type exercises and freer freer conversation.	Very good. That's more like it. Could you explain what you mean?
C Explanation C1 Metalanguage	T. can produce and also get the learners to produce a translation, a paraphrase, a summary, a definition, a correct spelling, a correct pronunciation and grammatical corrections.	What is the Swedish for "doll"? Explain it in you own words. It's spelt with a capital 'J'. Can anybody correct the sentence?
	T. can give written and spoken instructions for tasks.	Fill in the missing words. Mark the right alternative.
D Interaction D1 Affective attitudes	T. can express anger, interest, surprise, friendship, appreciation, pity, sympathy, disappointment, etc. as needed by the classroom situation.	6.

D2 Social ritual	T. can use everyday phrases related to recurrent social situations, e.g. greeting, leaving, apologizing, thanking, congratulating, and other seasonal greetings.	7.

(Hughes 1981:9-11)

The language of the classroom

Activity 2, Handout 3, Classroom expressions. Read and translate the following expressions into English:

CLASSROOM EXPRESSIONS

IN RUSSIAN

AND UZBEK

IN ENGLISH

1. Повторите!	1. Takrorlang!	
2. Прекратите разговаривать!	2. Gapirishni to'xtating!	
3. Успокойтесь.	3. Tinchlaning!	
4. Выйди к доске.	4. Doska oldiga keling!	
5. Кто сегодня отсутствует?	5. Bugun kim yo'q?	
6. Всем внимание!	6. Diqqat!	
7. Закройте окно, пожалуйста.	7. Iltimos, derazani yoping!	
8. Кто вытрет доску?	8. Kim doskani tozalaydi?	
9. Откройте учебники на странице 19.	9. Darslikning 19 betini oching!	
10. Сегодня/На сегодняшнем уроке мы будем проходить...	10. Bugun/ Bugungi darsda biz ... mavzusini o'ta boshlaymiz.	
11. А теперь посмотрите на упражнение 3 на странице 26.	11. Endi 26 betdagi 3-mashqqa qarang.	
12. Прочтите текст про себя.	12. Matnni ovoz chiqarmay o'qib chiqing.	
13. Когда закончите, поднимите руку.	13. Tugatganingizda qo'lingizni ko'taring.	
14. Не выкрикивайте ответ.	14. Javobni baland ovozda ayt mang.	
15. Как вы ответили на вопрос? Кто ответил по-другому?	15. 2-savolga qanday javob berdingiz? Kimning javobi boshqacha?	
16. Все согласны?	16. Hamma shu fikrga qo'shiladimi?	
17. Ещё варианты?	17. Boshqa javoblar bormi?	

18. Говорите громче, пожалуйста.	18. Iltimos, balandroq gapiring.
19. На сегодня всё.	19. Bugungi darsimiz shu.
20. Закончите это упражнение дома.	20. Bu mashqni uyda yakuniga yetkazing.
21. Дома выполните упражнение 3 письменно.	21. Uyda 3-mashqni yozma bajaring.
22. Сдайте свои работы/ домашнее задание, пожалуйста.	22. Marhamat, ishlaringizni/ uy vazifalaringizni topshiring.

Handout 4. SUGGESTED TRANSLATION (for handout 3)

1. Repeat (it)! / Say it again! / One more time, please.
2. Stop talking.
3. Be quiet (please).
4. Come to the blackboard. / Come to the front.
5. Who's absent today?
6. Now, pay attention, everybody.
7. Could you close the window, please? / Can you close the window, please?
8. Who will clean the blackboard? / Would someone clean the blackboard, please?
9. Open your books at page 19.
10. Today / Intoday's lesson we're going to begin ...
11. And now look at Exercise 3 on page 26. / And now turn to exercise 3 on page 26.
12. Read the text silently.
13. When you have finished, raise your hand. /... , put your hand up.
14. Don't call out / shout out the answer.
15. What's the answer to question 2? Who has got a different answer?
16. Does everybody agree?
17. Any other ideas? / Any other versions?
18. Speak up, please. / Speak louder, please.
19. That's all for today. / We will stop here today. / Let's call it a day.
20. Please finish the exercise for homework.
21. For homework do exercise 3 in writing.
22. Hand in your papers/homework, please. (Br) / Turn your papers/homework in, please. (Am)

Handout 5. Homeassignment

1. Translate the examples of classroom language into English.

1. Kitoblarni shkafdan ol va tarqat.

2. Daftarlarni javondan oling va uzatib yuboring.

3. Bu qog'ozlarni tarqating (gir aylantirib).

4. Bittadan olib qoling va qolganini uzatib yuboring.

5. Hamma bittadan olib qolishi uchun bularni uzatib yuboring.

6. Ularni o'zingiz bilan olib qolishingiz mumkin. (Вы можете их себе
оставить) _____

7. Uchtangiz bitta kitob bilan ishlashingizga to'g'ri keladi.

8. Butun guruh uchun faqat bitta lug'at.

9. Har biringiz mashqni (nushasini) oldingizmi?

10. Bu safar Nodira bilan bo'lish ?

11. Keyingi safar uni uyda qoldirma.

12. Biror kim Shahloga kitob berib tura oladimi.

13. Har bir qatordan bittangiz turib test varaqalarini yig'ib chiqing.

2. Make up as many classroom phrases as possible.

Make sure

Remember

Try

Be sure

Don't forget

to

not to

(that)

you hand in all your papers

you return all the papers.

put your name on it.

hand in your answer sheet.

forget it next time.

you write your name on it.

3. Change the direct Wh- questions into indirect questions using phrases as *do you know...*, *have you idea...*, *can you tell me...*, *let me ask ...*, *do you think...* You can write several possible options.

1. Why is this answer better?
2. What does this word mean?
3. When did the lesson start?
4. Who invented the transistor?

Glossary

AFFECTIVE-relating to the emotion or to the someone's moods

OPTIONS- something you can choose in a particular situation

RITUAL- done regularly and always in the same way

LESSON #7

Classroom language

Theme #7.	Classroom Language: <i>Questioning</i>
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1 Graded questions 3. Activity 2. Categorizing questions 4. Activity 3. Eliciting techniques 5. Activity 4. Summary	
The aim: To raise participants' awareness of different kinds of questions that teachers ask	
Objectives: • to raise participants' awareness of the importance of grading questions • to show participants the connection between questions and thinking skills • to give participants practice in asking eliciting questions and demonstrate different eliciting techniques	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 5 min

Materials: flipchart, markers

Preparation: Write the quotation on the board or flipchart

- Draw participants' attention to the quotation on the board/flipchart (see below). Ask participants to read the quotation and express their opinion on it.

Teaching is more about asking the right questions than answering them.
- Establish that questions are the most important tools in teaching and learning and say that the session is devoted to this topic.

Activity 1. Graded questions

Objective: to raise participants' awareness of the importance of grading questions

Time: 15 min

Materials: handout 1

Preparation: write the five questions on the board/flipchart (see the table in bullet 1)

► Procedure:

- (10 min) Divide participants into four groups. Distribute handout 1 to each student. Ask Ss to look at the picture and the questions. Explain that they have to sequence them from easy to difficult: 1 – the easiest to answer, 5 – the most difficult.

Suggested answer:

#	Question	Number
1	Why is the dog not attacking the men?	4/5
2	Is the dog barking?	1/2
3	How many men are there?	2/1
4	What will the owners of the house find out when they come home?	5/4
5	What does the dog look like?	3

- Give groups 3-5 minutes to complete the task and then invite a representative from each group to come to the board and write the number of each question to show the order suggested by their group. Ask them to explain their decisions.

NB Different groups may have different orders, so in the table four numbers might appear near each question. Accept all answers and do not let participants turn this exercise into a debate.

- (5 min) Say or elicit that the easiest type of question is a YES/NO question because it requires a short answer. This type of question is even easier to answer if the answer can be SEEN in the picture. Thus, Question 2 could be the first. Wh-questions are more difficult to answer and usually the most difficult type of Wh-questions is a WHY question. If the answer to such a question cannot be seen but we must guess it or imagine something, it is even more difficult to answer it. However, the words in the bubble in this picture make it a little bit easier to answer Question 1 than Question 4, that's why the numbers 4 and 5 are given with a slash.

Activity 2. Categorizing questions

Objective: to show participants the connection between questions and thinking skills

Time: 35 min **Materials:** markers

Preparation: Prepare in advance the table with Thinking Skills (see bullet 6) on the board/flipchart

► **Procedure:**

- (10 min) Add three more questions to those on the board/flipchart and number them.

#	Question	Number
1	<i>Why is the dog not attacking the men?</i>	
2	<i>Is the dog barking?</i>	
3	<i>How many men are there</i>	
4	<i>What will the owners of the house find out when they come home?</i>	
5	<i>What does the dog look like?</i>	

6	<i>Did the men come to clean the house?</i>	
7	<i>What will the men steal from the house?</i>	
8	<i>Would you like to have such a dog in your house? Why/Why not?</i>	

- Ask participants to discuss the following question in their groups:
- ~ *What must a person know and/or understand in order to answer each of these eight questions?*
- (7 min) After they have finished, ask groups to report. They may talk about any question/s, not necessarily all of them.

Suggested answers:

Question 1 requires an analysis of the situation and the words in the speech bubble. After you analyse the words, you can apply your understanding of them to answer the Wh-question.

Questions 2, 3 and 5 can be answered by simply looking at the picture, e.g. you see that the dog is not barking and you can count the men in the picture.

Question 4 requires extra thinking, not only from you but also from the viewpoint of the owners of the house; after this act of thinking you combine several analysed pieces of knowledge into a whole picture.

Question 6 requires your understanding of the fact that burglars do not come to clean houses.

Question 7 can be answered when you apply your general knowledge of what happens in such situations and also your understanding of the words in the speech bubble.

Question 8 requires evaluative thinking and is connected with question 1, so analytical and evaluative thinking go together here.

(8 min) Write one more question on the board/flipchart:

9. Do you like the picture? Why/ Why not?

- Ask participants the following question:
- ~ *When do you think this question should be asked: as the first or the last in a series of questions?*
- Invite several random responses and ask them to explain their answer. Say that the question ‘Do you like...?’ is also an evaluative question and it can be either the first or the last. If it is the first it opens up the discussion, when it is the last, it concludes it.
- Draw participants’ attention to the table on the board/flipchart.

N	Thinking skills	N of question
1	Knowledge-focussed 2, 3, 5	
2	Comprehension focussed 6	

3	Application-focussed	1,7	
1	Analysis	1	
2	Synthesis	4	
3	Evaluation	8,9	

- Tell participants that the first three categories belong to LOWER ORDER THINKING SKILLS and the second three categories are HIGHER ORDER THINKING SKILLS. (Based on Bloom's Taxonomy of Educational Objectives)
- Elicit or tell participants that normally teachers find it easier to ask questions in the first three categories. However, if we always ask only such questions we will not help our learners' develop intellectually. Questions belonging in the second three categories should not be ignored because it is these questions that help teachers to find out their learners' personal opinions. By these questions we show our students that we are interested in them, we show our respect for them. Moreover, these questions provide stimuli for critical thinking and can help lead learners towards intellectual independence.
- (10 min) Ask groups to think of one interesting question that could be asked about the picture. When they are ready invite spokespeople to ask their question. Other groups should comment on it. They can say where it could fit into on the existing list of questions and what category it belongs to.

Activity 3 Eliciting techniques

Objectives: to give participants practice in asking eliciting questions and demonstrate different eliciting techniques

Time: 25 min

Materials: handout 2

► Procedure:

(5 min) Give out handout 2 to each student. In the same four groups ask Ss to decide what questions should be asked to elicit the answers on the handout.

Q 1. _____

A. It's night.

Q 2. _____

A. Because it's dark. The moon is in the sky.

Q 3. _____

A. Burglars.

Q 4. _____

A. Near the fridge.

Q 5. _____

A. Because it's guarding the food.

- (5 min) Ask the group which questions could be asked. Discuss their suggestions but do not evaluate them. Try not to spend too much time on this task.

Suggested answers:

1. What time of day is it?
2. How do we know that it's night?
3. Who are these two men? / Who has broken into the house?
4. Where is the dog sitting?
5. Why is it sitting there?

➤ (2 min) Say that it does not matter if students cannot answer these questions. The whole point of eliciting is to find out whether someone knows the correct answer. Some students may actually have a bigger vocabulary than others. If nobody can give the answer it is a signal to the teacher that she should introduce the word or words which are needed to answer the question. By trying to elicit the needed vocabulary first teachers can make the class listen with more interest.

- (5 min) Ask participants the following question:

~ *What else besides asking questions can a teacher do to elicit vocabulary and get students to produce language?*

- Invite random responses.
- (8 min) Say that now you will demonstrate three elicitation techniques. Ask Ss to act as students. Do the following:

N	YOU	students
	1 Say, "A small electric lamp which one burglar is carrying in his hand is called a ..." Say, "Right. 'Torch' is British English and 'flashlight' is American English." NB If participants do not know the answer give it yourself and write both words on the board / flipchart.	Torch/Flashlight
	2 Say, "Describe the burglar in the window".	Possible answer: He is

		a young man who is wearing.... He is a little bit clumsy; he has dropped his torch.
	3 Say, "I will mime the action now, and you will give the verb". Move quietly on tiptoe looking stealthily around you as if you didn't want to be seen or heard. NB If participants do not know the answer, write the word 'sneak' on the board and say that this is how the first burglar is moving.	Sneak.

- Elicit from Ss or tell them that first you said an unfinished sentence to elicit the word 'torch/flashlight'. During the second demonstration you gave a short prompt and elicited a long answer. In the third demonstration you mimed the action to get them to produce a verb. Stress that eliciting is really only suitable for 'closed'-type information, when the teacher is 'fishing' for a particular answer.

Summary

Establish that

- when teachers ask students questions they should start with easy questions and then move on to more difficult ones;
- it is not enough to ask questions which develop only lower order thinking skills; teachers should ask questions which require higher order thinking skills;
- elicitation is important because it gives a teacher information about how much and what exactly students know;
- elicitation is also motivating for students because it gives them a chance to be actively involved in a lesson. It can also be a more entertaining and memorable way to learn.

Activity 1, Handout 1, The dog and the burglars



#	Questions	Number
1	Why is the dog not attacking the men?	
2	Is the dog barking?	
3	How many men are there?	
4	What will the owners of the house find out when they come home?	
5	What does the dog look like?	

ASKING QUESTIONS AND ELICITING

Activity 3, Handout 2, Eliciting questions

Q 1. _____

A. It's night.

Q 2. _____

A. Because it's dark. The moon is in the sky.

Q 3. _____

A. Burglars.

Q 4. _____

A. Near the fridge.

Q 5. _____

A. Because it's guarding the food.

ASKING QUESTIONS AND ELICITING

Activity 3, Handout 2, Eliciting questions

Q 1. _____

A. It's night.

Q 2. _____

A. Because it's dark. The moon is in the sky.

Q 3. _____

A. Burglars.

Q 4. _____

A. Near the fridge.

Q 5. _____

A. Because it's guarding the food.

Glossary

SEGMENTING- a separate part of anything

TALKING TIME-achieving something by talking

LESSON #8

Classroom Language

Theme #8.	Classroom Language: <i>Giving instructions</i>

Length: One hour and twenty minutes	Number of Students: 12

LessonOutline

1. Warm-up

2.Activity 1 Giving instructions

3.Activity 2 Analyzing instructions

The aim:

to enable students to give right instructions to the tasks, to explore the characteristics of effective instructions

Objectives:

- to lead-in to the topic and to raise students' interest to it
- to help learners explore the characteristics of good instructions and practise giving them
- to help learners to find out the ways of putting clear instructions

ActivityType:**Individual, small group, whole class (teacher-students)****Lead-in****Time:** 10 min**► Procedure:**

- (10 min) Ask participants the following questions and elicit answers after each question:
 - ~ *What language do you use when giving instructions in English?*
 - ~ *Why do you use a certain language in class when giving instructions?*
 - ~ *Do you think it's important to use English in class as much as possible? Why/Why not?*
- Focus on the answers to the third question and briefly discuss the value of using English in class. Establish the following:
 - ~ When the teacher uses English, students understand that the classroom is an English-speaking environment and thus are encouraged to use the language themselves.
 - ~ If the teacher uses English most of the time, students practise listening and when they respond they very often go beyond 'textbook English', thereby using English for communication.

Activity 1 Giving instructions

Objective: to help learners explore the characteristics of good instructions and practise giving them

Time: 35 min

Materials: handouts 1, 2 and 3

► Procedure:

- (5 min) Say that most teachers use English a lot when giving instructions during classes. Say that this activity will be about giving effective instructions. Ask participants to listen very carefully to the explanation below. Read it out.

NB *Check the pronunciation of every difficult word beforehand so that you do not make mistakes while reading. Make pauses when you read.*

If you want to prepare a delicious breakfast you should acquire an egg, wash it thoroughly in low temperature water until cleansed of any foreign or adverse substance. Obtain a heatable mug and situate the bathed egg in the procured mug for further treatment.

Douse the egg until it is completely covered with water and position the mug onto a combustible source, whereupon it should simmer for approximately one tenth of an hour until it obtains a durable quality.

Switch off the flammable source and position the mug with its contents under the cold water tap to lower the temperature of the ripened egg. Shed the outer wrapping from the egg and take immense pleasure in eating it.

➤ (3 min) Ask participants the following questions:

~ *What did the instruction ask you to do?*

~ *Was it easy to understand? Why / Why not?*

➤ (3 min) Read out the second explanation.

HOW TO MAKE A HARD BOILED EGG

1. Take a raw egg and wash it in cold water.
2. Take a metal mug.
3. Put the washed egg into the mug.
4. Pour cold water into the mug to cover the egg.
5. Put the mug with the egg onto the flame.
6. Boil it for 8-10 minutes.
7. Switch off the flame.
8. Put the mug with the egg under cold water to cool the egg off.
9. Peel the shell.
10. Enjoy your egg.

➤ (2 min) Discuss these instructions with participants asking the following question:

~ *Which of the instructions is easier to understand? Why?*

➤ ☺☺☺ (5 min) Distribute handout 1 (instructions 1 & 2). Ask participants in groups to compare the instructions and brainstorm the characteristics of effective classroom instructions.

➤ ☺ (5 min) Invite a volunteer to collect answers from the group and make a list on the board.

Suggested answers:

Instructions should be:

- clear

- short
- in logical order
- in imperative sentences

NB In order not to sound very harsh, teachers can either use the word 'please' or use the 'Can you ... ?' construction. It is also important to check understanding. A good idea is to give an example.

- Establish that a teacher should use simple language while giving instructions i.e. familiar words and short sentences in the imperative mood. Say that in order to make communication in English lessons successful classroom instructions should be understandable.
- 😊😊😊(12 min) Divide participants into four groups. Give each group a task to give instructions for the activities below. Give out handout 2 (texts) to groups 1 and 2 and handout 3 (pictures) to groups 3 and 4. Tell participants that these handouts are given to them as a reminder of what the tasks are.

NB Make sure participants do not do the tasks, they should think of instructions only.

Group 1 – Jigsaw reading

Group 3 – Find five differences in two pictures

Group 2 – Jigsaw reading

Group 4 – Find five differences in two pictures

- When participants have finished ask groups 1 and 2 to work together and compare their instructions. Groups 3 and 4 should do the same. When groups compare their instructions they should make sure that they are clear, not too wordy, in a logical order and that no step is missing.

Activity 2 Analyzing instructions

Objective: to help learners to find out the ways of putting clear instructions

Time: 35 min

Materials: blackboard, board markers, stickers, handouts 4 and 5

Procedure:

- (2 min) Write on the blackboard an instruction taken from the English class and tell Ss that they are going to analyze the instruction one of the teachers

Simon's instructions

Simon is teaching a group of pre intermediate students.

Simon: *'So what I would like you to do is this. First of all, I'd like you to imagine you're a waiter. Well, that's student A. If you were the waiter what would you do? And student B if you*

were the customer what would you say? Oh that's right, guys, you'll all need to look at the menu. Actually you both will. OK, so you do that and talk together. All right? OK, so what do you have to do?

Students:[silence]

- (13 min) Write the following questions on the blackboard and ask them to give their feedbacks in written form and then share answers.

- a. Do you think Simon's instructions are clear and easy to understand?*
- b. Can you improve Simon's instructions? Rewrite them on a piece of paper.*
- c. What grammar and vocabulary changes did you make to Simon's instructions?*

Possible answers:

1 Feedback

a. No, they are likely to be difficult for pre intermediate level learners. Simon realises at the end he needs to check his instructions and this is a positive thing. However, his way of checking is asking students to repeat the whole instruction sequence and this is difficult.

b. There are many possible ways of rewriting Simon's instructions. The following example would be easier for students to understand:

Simon: OK, student A – you are all waiters. Student B – you are all customers. So who are the waiters? [the A's raise their hands] And who are the customers? [the Bs raise their hands] Great! All the waiters and all the customers read the menu. Customers - think about what you are going to say. Waiters, think about what you will reply. Now, what will you do first, read the menu or speak?

Feedback(cont'd)

b. The example in answer b has no grammar and vocabulary associated with an imaginary situation. For example, *if you were the waiter ..., ...imagine ...* It also has no unnecessary polite language *I'd like you to ...* and it has no redundancies such as *I mean..., actually..., guys...*

- ✓ *After completing the task say when teachers can give clear instructions, learners feel more secure in the lesson. It also means learners can begin tasks more quickly, which increases time for learning.*
- (10 min) Say now they will learn some hints for giving clear instructions and ask to look at each pair of sentences and choose the one that is TRUE from Handout 4.
- ✓ *After finishing the task say that it is helpful for students if teachers plan their instructions. Good instructions use simple language and are often supported by clear gestures or demonstrations. The whiteboard or OHP may also be used to help give instructions. Remember to ask questions to check your students have understood the instructions correctly.*

- (10 min) Say, now in the following case they will search some ways of getting instructions in the right order using the handout 5.
- ✓ *In class, before you begin giving your instructions, ensure that all the students are looking at and listening to you. It's important not give out the worksheet too early otherwise you will lose your students attention. Only give out the worksheet once you have finished giving and checking your instructions.*
- Summarise the activity asking the groups how effective the instructions were. Refer to the characteristics of effective instructions on the board.

Home assignment. Checking instructions

Handout 6. Find an effective question and write your comments on questions.

Answer Key

Handout 4 – Feedback

1. b) You should use simple language so the instructions are clear. - TRUE

Comment: If you are too polite, you may end up using complicated language that is difficult to understand.

2. b) You should do a demonstration so students can see the activity in action. -TRUE .

Comment: Doing an example is a very concrete way of giving instructions.

3. a) You should use questions to check key aspects of the instructions. - TRUE

Comment: If part of your instructions are obvious, for example, “work in pairs”, then it is not necessary to check this aspect of the activity. Check aspects that are more confusing for students.

4. a) You should hold up worksheets when giving instructions so that students look at you. - TRUE

Comment: If you give out worksheets too soon, students start reading them and stop listening to your instructions.

5. b) You should use gesture because it is visual information that supports what you are saying. – TRUE **Comment:** Any visual information you can add is always useful for students.

6. b) You could use an OHP to help you give instructions sometimes because you can show a transparency of a worksheet clearly to your learners. – TRUE **Comment:** Showing students a worksheet on an OHP can make the instructions clearer. It also means that students look at you and listen to you when you give the instructions.

Handout 5 – Feedback

1. e 2. c 3. a 4. d 5. f 6. b

Handout 6 – Feedback

1. role play b) Who speaks first?

Comment: The first question is obvious. The second question is useful because students often don't know who should begin a conversation in a role play and this question is a good reminder.

2. mingle a) Do you ask your partner or other students?

Comment: The word ‘mingle’ may not be understood by some students. The language in question a) is clearer.

3. gist reading b) How much time have you got?

Comment: The first question is too obvious. Question b) reminds students that they should read quickly for gist as they have a time limit.

4. information gap activity a) Are you going to show your sheet to each other?

Comment: Question b) is too openended. Question a) checks a key aspect of information gap activities.

5. gap fill b) Do you use only one word or more than one word?

Comment: Question a) is too obvious. Question b) can be an important instruction to check for a gap fill task as some of these tasks restrict the choice to one word.

6.dictation a)How many times will I read the text?

Comment: Question b) is too obvious. However, it is useful to remind students of the number of times you will read a dictation text.

GIVING INSTRUCTIONS

Activity 1, Handout 1, Instructions – two texts

I

If you want to prepare a delicious breakfast you should acquire an egg, wash it thoroughly in low temperature water until cleansed of any foreign or adverse substance. Obtain a heatable mug and situate the bathed egg in the procured mug for further treatment.

Douse the egg until it is completely covered with water and position the mug unto a combustible source, whereupon it should simmer for approximately one tenth of an hour until it obtains a durable quality.

Switch off the flammable source and position the mug with its contents under the cold water tap to lower the temperature of the ripened egg. Shed the outer wrapping from the egg and take immense pleasure in eating it.

II

HOW TO MAKE A HARD BOILED EGG

1. Take a raw egg and wash it in cold water.
2. Take a metal mug.
3. Put the washed egg into the mug.
4. Pour cold water into the mug to cover the egg.
5. Put the mug with the egg onto the flame.
6. Boil it for 8-10 minutes.
7. Switch off the flame.
8. Put the mug with the egg under cold water to cool the egg off.
9. Peel the shell.
10. Enjoy your egg.

GIVING INSTRUCTIONS

Activity 1, Handout 2, Texts for jigsaw reading

Give your learners instructions for the following jigsaw reading activity.

A The White Cliffs of Dover are world-famous and have been of major historical importance for generations. They were formed in the Cretaceous Period (Mesozoic Era) about 65-80 million

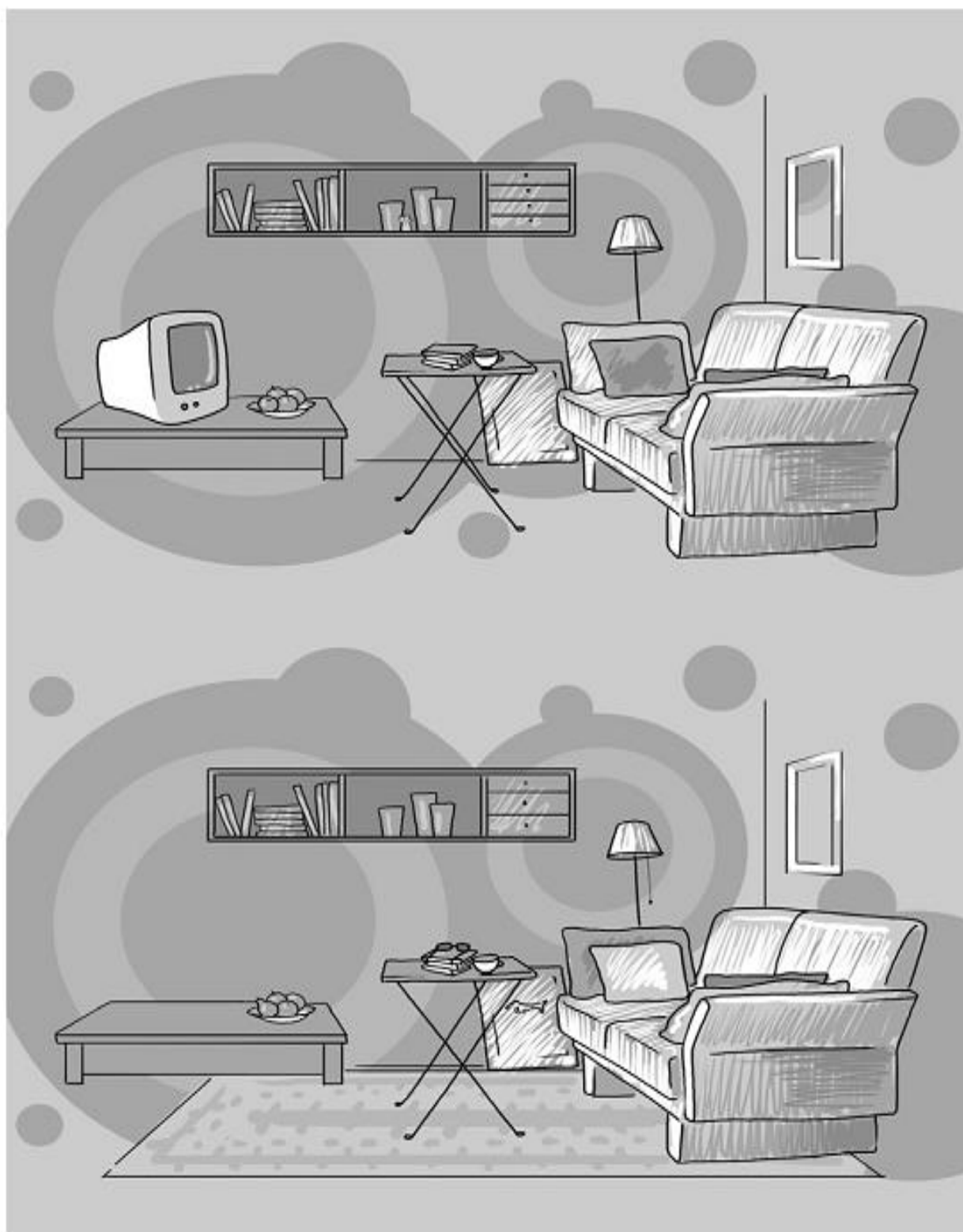
years ago, when dinosaurs walked the earth. In the sea lived billions of microscopic single-celled animals and plants, called plankton, with shells made of lime. When they died, their shells fell to the sea bed. The shells accumulated, very slowly, at a rate of around 0.015mm a year, which built up to a depth of 15 metre in one million years. The White Cliffs are a symbol of the nation's strength against enemies and a reassuring sight to returning travellers. They have been immortalised in song, in literature and in art.

B '(There'll Be Bluebirds Over) The White Cliffs of Dover' is one of the most famous of all the World War II era pop classics. It became a sensational hit in 1942, as it reflected the feelings of all the Allies towards the British people in their brave fight against Nazi Germany. Pilots flying to Germany from the airfields in south England would know that they had made it home safely when they saw the white cliffs of Dover, so this sight had a special significance at that time. Originally the song was released in the U.S. by bandleader Kay Kyser. The most well known version of the song is probably the one recorded by Vera Lynn in 1942. Vera Lynn was one of Britain's leading entertainers during the war and kept up the spirits of the public when times were difficult.

GIVING INSTRUCTIONS

Activity 1, Handout 3, Pictures – information gap

Give your learners instructions for the following information gap activity.



GIVING INSTRUCTIONS

Activity 2, Handout 4, Hints for giving clear instructions

Look at each pair of sentences and choose the one that is TRUE.

Sentences

1. a) You should use polite language otherwise students will get offended.
b) You should use simple language so the instructions are clear.
2. a) You shouldn't do a demonstration because it takes far too much time.
b) You should do a demonstration so students can see the activity in action.
3. a) You should use questions to check key aspects of the instructions.
b) You should use questions to check all aspects of the instructions.
4. a) You should hold up worksheets when giving instructions so that students look at you.
b) You should hand out worksheets and then give instructions so students can read what they have to do.
5. a) You shouldn't use gesture as this will distract students from what you are saying.
b) You should use gesture because visual information can support what you are saying.
6. a) You should never use the OHP (overhead projector) to help you give instructions because it is awkward and it is really a bit like cheating if you do.
b) You could sometimes use an OHP to help you give instructions because you can show a transparency of a worksheet clearly to your learners.

GIVING INSTRUCTIONS

Activity 2, Handout 5, Getting instructions in the right order

Put the teacher actions a – f in the left-hand column in the correct order 1-6, so that you create a clear and logical instruction sequence.

Teacher actions	Order [1- 6]
a. give instructions	
b. hand out the work sheet	
c. hold up the work sheet	
d. gesture the interaction pattern to be used (e.g. work in pairs)	
e. get the students' attention	
f. check the instructions	

GIVING INSTRUCTIONS

Activity 2, Handout 5, Getting instructions in the right order

Put the teacher actions a – f in the left-hand column in the correct order 1-6, so that you create a clear and logical instruction sequence.

Teacher actions	Order [1- 6]
a. give instructions	
b. hand out the work sheet	
c. hold up the work sheet	
d. gesture the interaction pattern to be used (e.g. work in pairs)	
e. get the students' attention	
f. check the instructions	

Homeassignment

Handout 6. Checking instructions



Each number below 1 – 6 is a learning activity. After each activity, there are 2 questions a) and b) that could be used to check the instructions. One question is effective, but the other is not. Choose the question that you think is most effective and write your comments on questions.

Learning activities

Questions to check instructions

1. role play

a) Are you going to write or speak together?

b) Who speaks first?

2. mingle

a) Do you ask your partner or other students?

b) Do you mingle around?

3. gist reading

a) Are you going to read or listen?

b) How much time have you got?

4. information gap activity

a) Are you going to show your sheet to each other?

b) So what are you going to talk about?

5. gap fill

a) Are you going to fill in the gap?

b) Do you use only one word or more than one word?

6. dictation

a) How many times will I read the text?

b) Who is going to write down the words?

Literature

1. Freeman, D (1989). Learning to teach: four instructional patterns in language teaching education. Prospect, 4,2
2. Deller, S. (1990). Lesson from the Learner. Harlow, U.K: Pilgrim Longman

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/
www.developreading.com

Glossary

MANAGING CLASSROOM- succeeds in doing something, organize and control

NEGOTIATIONS- try to reach an agreement

LESSON #9

Theme #9.	Classroom Language: <i>Giving oral feedback</i>
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Article discussion 3. Activity 2. Feedback categories 4. Activity 3. Case study	
The aim: to provide students with the experience of giving feedback as a basis for further achieving the goals	
Objectives: • to lead-in to the topic and to raise students' interest to it • to give students an opportunity to discuss the thesis “Oral feedback and other types of feedback in the classroom” by Noora Pirhonen • to familiarize students with the features of evaluative feedback, descriptive feedback and other feedback with the help of done research • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead – in(10 min)

- Invite volunteer students to the blackboard and ask them playing the role of **teacher** and to give feedback to a student. Now ask them the following questions;
- ✚ *How did teacher start to give feedback?*
- ✚ *What was the general tone of teacher's feedback?*
- ✚ *How do you feel about it as a student?*
- ✚ *How helpful do you think teacher's feedback was? Why?*

Elicit random answers and say that using positive and constructive feedback in the classroom will definitely help to achieve the goals mentioned in the curriculum

Activity 1. Article discussion

Objective: to give students an opportunity to discuss the thesis “Oral feedback and other types of feedback in the classroom” by Noora Pirhonen

Materials: handout 1

Preparation: Write the questions on the board or flipchart before the session starts

Time: 20 minutes

► Procedure:

- (8 min) Say that at the beginning of the session you would like students to talk about the article “Oral feedback and other types of feedback in the classroom”. Tell them by

reading this thesis they will be aware the types of oral feedback for further development. Draw their attention to the questions on the board/flipchart. Ask students to discuss these questions in groups of six after finishing the reading article.

1. Was the article “**Oral feedback and other types of feedback in the classroom**” informative for you?
2. What are the types of oral feedback? Which of them is a more typical practice in our universities?
3. What is the author’s idea about appropriate using of oral feedback?

NB Feel free to ask any other questions which you find pertinent to the needs of a particular participant group.

- (7 min) Take in the answers to these questions in a whole-class discussion. Deal with the possible questions from students but try not to spend too much time on them. Sum up the main points that emerge from the answers.

Activity 2 Feedback categories

Objective: to familiarize students with the features of evaluative feedback, descriptive feedback and other feedback with the help of done research

Time: 45 min

Materials: Handout 2

► Procedure:

- Ask students to read and learn the research material given in handout 2 and after completing the reading the case studies divide students into 3 groups of four under the names **a)** evaluative feedback; **b)** descriptive feedback and **c)** other feedback
- Now ask them to discuss the part of their materials and to present their findings.
- After presenting the materials ask the students to give feedback to each other.

Make a summary of the session. Classroom study is a popular area of research, and there are several study areas one can focus on. For example, one can concentrate on the relationship between the teacher and pupils. The relationship can include several issues, but one that interests many researchers is giving feedback, this could mean that even though a classroom is often seen as a formal and even unpleasant learning environment, there can also be individual teaching. Teachers can control what happens, but pupils have an important role of their own. This is particularly interesting from the point of view of a feedback study and the role of the teacher and pupils in the classroom.

Homeassignment.

Ask students to observe the teachers’ feedback given during the lesson and share your opinions.

Handout 1. Read the thesis and discuss these questions in groups of six

1. *Was the article “**Oral feedback and other types of feedback in the classroom**” informative for you?*
2. *What are the types of oral feedback? Which of them is a more typical practice in our universities?*
3. *What is the author’s idea about appropriate using of oral feedback?*

Oral feedback and other types of feedback in the classroom

Feedback can be divided into different subcategories, such as written or oral feedback. We have quite substantial results concerning written feedback (for example Tainio et al. 2007, Hyland 2003). Written feedback is an area of its own, and one has to remember that feedback depends greatly on the type of task pupils are assigned to perform. It is also significant to know in which area of writing the task is designed in the first place. For example, if the pupil is asked to use different tenses, one should mainly focus on those aspects when giving feedback, even if there are other mistakes or issues to focus on as well. Harmer (2001:110-111) has studied written feedback techniques and divided them into two groups: responding and coding.

Responding, as can be concluded from the name, is a type of a technique in which the teacher spends time reviewing the written text and writes down his/her impression about it. This might take time, but by using this technique teacher enables pupils to develop their skills for future writing assignments as well, while learning about the current task. Sometimes the responding technique can include suggestions of improvement, but the technique itself does not solely focus on writing errors. Coding appears to be more formal and error-focused. This approach includes the use of certain codes for different errors or other issues in the text. A teacher can without problems use short symbols to give feedback, and it might be easier for a pupil to read, when all the codes have been clarified earlier. Finally, a teacher can concentrate on only one or two main issues in the feedback by focusing. This resembles the practise of not everything needing to be commented on: one can only focus on one important factor, naturally informing pupils of this method as well.

In addition to the division made between written and oral feedback, feedback has been divided into other subgroups as well. For example Hargreaves et al. (2000:23, see also Arminen 2005) have divided feedback into two different subgroups on the basis of different feedback strategies: evaluative and descriptive. Researchers interviewed and examined 23 teachers and observed lessons to form conclusions about the use of feedback in a primary school. Evaluative feedback strategies included giving rewards and punishments or expressing approval and disapproval. Rewards could mean, for example, stickers or granting the pupil a chance to come and write on the blackboard, and a punishment could be, for example, taking away the reward. Approval and disapproval was made clear with different options: they could be written down, verbal or even gestures that the teacher made.

Descriptive feedback includes several points, all of them focusing on correcting an error or describing why the answer is correct, either with the help of the teacher or pupils themselves. Overall, it is in great part the teacher who decides what feedback strategy to use, and thus his/her values and beliefs can affect the end result. Moreover, the teachers in this particular study believed that pupils' own perceptions about their learning also have an influence on their skills, so the teachers wanted to use evaluative strategies to help them keep up their positive feelings about learning.

When focusing on oral feedback especially, a division can be made on the basis of a task type or activity. Harmer (2001:104-109) specifies oral feedback according to the situation it is being used in: if the assignment demands accurate use of a language, feedback from the teacher usually first indicates somehow that the answer is incorrect and, secondly, helps the pupil to fix the error if needed. It is essential to inform the pupil whether the phrase used was correct or not, so that the pupil learns from his/her mistakes and understands how to correct the error. Furthermore, if the task is communicative and the goal is to improve oral skills, the teacher should not correct grammatical errors, and should use gentle correction. Interfering with pupils' fluent speech activity can cause more problems than help, because it can interrupt students' flow of thought. In communicative tasks it is highly important to let pupils interact with each other: even if there are grammatical mistakes or other minor errors, they still learn to use the language and improve their skills. However, it is for the teacher to decide when it is profitable to interfere and help them to correct their speech. Sometimes it is the pupils that ask for help, which often indicates their interest in developing their language skills.

Handout 2. Read and learn the research material and share your discussion by presenting your findings with your group.

Feedback categories

125 different oral feedback items were found from the data. They were divided into three basic groups: evaluative feedback, descriptive feedback (Hargreaves 2000:23) and other feedback (table 1.).

Table 1. Types of feedback.

Feedback type	Number of feedback events	Percentage %
Evaluative	69	55.2
Descriptive	25	20
Other	31	24.8
Total	125	100

Table 2. Evaluative feedback.

Evaluative feedback	Number	Percentage %
Approval, reward	58	84.1
Disapproval, punishment	11	15.9
Total	69	100

Evaluative feedback, according to Hargreaves (2000:23), is divided into two basic subcategories: feedback that shows approval and/or rewards, and feedback that shows disapproval and can include a punishment as well. The dominant category in evaluative feedback is clearly the one that shows positive feedback: out of the 69 evaluative feedback items 58 were showing approval. Moreover, only 11 out of the 69 can be considered as negative feedback. The results prove that the teacher indeed spend more time giving positive feedback to the pupils instead of showing disapproval or giving punishments, at least in this particular classroom. The results are more thoroughly analysed in the qualitative section with suitable feedback examples.

Table 3. Descriptive feedback.

Descriptive feedback	Number	Percentage %
Why the answer is correct	3	12
Help from the teacher or the pupils	22	88
Total	25	100

Hargreaves (ibid.) has divided descriptive feedback into two sections: someone describing why the answer is correct and help from the teacher or the pupils. Descriptive feedback formed the smallest subgroup of the feedback events, and it not only shows that teachers do not necessarily spend a great deal of time explaining why something is correct or incorrect, but that they often want to involve other pupils in the discussion. 22 out of the 25 descriptive feedback items included help from the teacher himself or from the other pupils, whereas only three examples included the teacher explaining why the answer was correct. One can say that the teacher decidedly strives away from the teacher dominant class by activating the whole class.

Table 4. Other feedback.

Other	Number	Percentage %
Working atmosphere	10	32.3
General feedback	21	67.7
Total	31	100

In addition to evaluative and descriptive feedback, there were 31 feedback items that are listed in table 4. Some of this feedback was related to the working atmosphere, and the larger part was simply general feedback to the whole class: teacher giving positive feedback to the pupils for paying attention or teacher discussing with the pupils the previous classes or the assignments they had done. The general feedback was for the most part always positive, whereas the feedback related to working atmosphere was somewhat negative.

From approval to discipline

Evaluative feedback was the most dominant feedback type found in the data, consisting of approving feedback and disapproving feedback. The next example (1) is a common way of showing approval by the teacher. The class is going through grammar and the perfect tense, and the teacher has asked a pupil to translate the English sentence into Finnish. The teacher does not wait for someone to offer to participate, but instead instructs one pupil at a time to do it, giving out turns one after another.

Example 1: Evaluative feedback, approval.

Teacher	how about this one here. (.) now konsta are you feeling <wise> this morning?
Konsta	u:m (.) uh (.) m:inua (.) ei yleensä (.) kutsuta: (.) juhliin.
Teacher	yeah. (.) that's good. (.) yeah. (.) that's a perfect as well.

The way the teacher appoints the pupil to answer is somewhat indirect: he uses a question to point out the next pupil to read the sentence. Once the pupil answers, and the answer is correct, one can see the approving answer from the teacher. Often he says *yeah* to confirm that the answer is indeed what he was looking for, but then he also continues with that's good and that's a perfect as well. Moreover, the teacher clearly wants to show that he is pleased with the answer and reveal that the pupil performed well. Out of the 125 feedback items found in the data, 58 can be classified as showing approval and/or rewards. The large amount can possibly be explained with the fact that teachers often feel obliged to comment on something after a pupil has given an answer. However, it also depends on how the teacher decides to react to the answer. In this case, the teacher often started with *yeah*, implying that a pupil is right, but he also continued with some words of compliment. This is a very positive way to react to pupils' answers and, moreover, it creates a welcoming atmosphere and a feeling that no one needs to be afraid of answering.

In the next example (2) the teacher has asked the class to take out their notebooks, and is now checking whether everybody has them with them. One of the pupils admits that the notebook is at home, so the teacher reacts to the situation by showing disapproval and giving a slight punishment. To understand the next example better it is important to know that in this class the teacher uses "yellow cards" to maintain order. Yellow cards are given for example if one is late from class, has not done one's homework or has forgotten books or assignments home.

Example 2: Evaluative feedback, disapproval and punishment.

Teacher	okay i've got <u>one</u> mo:re bit of paper. hope this isn't confusing (.) now >mauri< did you have you:r (.) notebook with you?
Mauri	uhh no. It's home.
Teacher	oh it's home.
Mauri	yeah.
Teacher	a:nd >if you forget your books<?
Mauri	yellow card?
Teacher	yellow ca:rd.
Mauri	jokay.

This example shows that if rules are not followed, consequences follow. The pupil has not brought the notebook to the class, so the teacher uses his principle of giving a yellow card. It is clear that this system is already familiar with the pupil, as the teacher only has to ask if you forget your books?, he knows to answer yellow card. In this example one can see well how clear the rules are to the pupils, and that Mauri accepts the punishment without resistance. The yellow card rule does not seem to be too harsh on the pupils, since the teacher has made the rules clear and follows them consistently. Disapproval is shown, even though he does not say anything about it directly. This system seems to be working well in this particular class, and is still a relatively kind way to punish the pupils.

In addition to evaluative feedback shown above, there were many situations in the data that are categorized as descriptive feedback. In example 3 below, the class is going through a handout about Great Britain, and the teacher is asking whether there is a typical ending in the counties in the UK. Alma raises her hand, and answers the question correctly. However, the teacher wants to elaborate on that answer, and thus this example is classified as a type where teacher is describing why the answer is correct.

Example 3: Descriptive feedback, describing why the answer is correct.

Teacher	could anybody say what the typical ending is at the names of counties (.) in the uk.=alma.
Alma	uhh shire.
Teacher	yeah, that's right. (.)
Teacher	normally they end in that >there that syllable<= often we: (.) we say shire when we say the names. hampshire (.) <u>y</u>orkshire (.) okay.

First, the teacher comments on the answer with approval: yeah and that's right, but second, will continue on the subject by explaining how this ending is often pronounced. In other words, he wants to expand the pupils' knowledge on the topic. Furthermore, the answer is correct, but the teacher wants to explain this topic in greater detail. Few examples like these were found in the data, so one can say that it is not a very common strategy, at least in this teacher's classes.

In example 4 below, one can see an example from the data where the teacher is helping the pupils. Most of the feedback listed as descriptive in the data actually consists of a dialogue that demands help from the teacher himself or the other pupils in the class. Often this help is guided through teacher: he directly asks help from the others, or then gives hints about the right answer in order to get the right answer from the pupil. In this particular example the class is talking about religions and the teacher asks one pupil what a Protestant is. The discussion followed shows that another pupil helps the first one and gives the right answer.

Example 4: Descriptive feedback, help from a pupil.

Teacher	okay <u>tilda</u> what's a protestant?
Tilda	<uhh it's uhh different uhh group of religion?>
Teacher	<y:eah> basically.=are they christians, or are they muslims or, (.) no sh-
Tilda	i don't know.
Teacher	no worries. does anybody know? what's (.) <u>basically</u> what's <u>basically</u> the difference between protestants
Mauri	uhh they're christian an' they ar::e uh it was- was it that uhh (.) uhh when henry the eight started his own church there#
Teacher	nice. yeah. (.) that's- yeah, basically it's connected with him.
Mauri	yeah.

First, the teacher tries to ask more detailed questions to get a more precise answer, but as the first pupil does not seem to know, he expresses that it is okay by saying no worries. Then he moves on to aim the question for the whole class and directly asking does anybody know?. This leads to another pupil giving the answer that he was looking for. As one can see, the teacher quite easily moves from one pupil to asking the whole class for help, and the class reacts to this by offering their help.

Example 5 below also shows the structure of helping out, but in this case it is the teacher who then stands out and helps the one pupil he was asking the question from. The class is going through an assignment, and they are talking about Newcastle and what would happen if coal was brought there.

It is important to notice that the teacher does not actually give the right answer straight away, but instead tries to lead the pupil to change his original answer with a question.

Example 5: Descriptive feedback, help from the teacher.

Teacher	okay. (.) whaddo you think it means uh jouni in the corner, whaddo you think it means if you take coals to newcastle? (.) is that a <u>good</u> idea or a <u>bad</u> idea\?
Jouni	(.) good.
Teacher	>good idea. so if you take-< yeah if you- if you take coal (.) to somewhere where they already have lots an' lots of coal. (.) try the other answer.
Jouni	no.
Teacher	yeah, it's a bad idea.

The question is relatively simple, demanding a one-word answer from the pupil. When the teacher notices that the answer is incorrect, he then asks a more detailed question about the topic, leading the pupils to change his answer into a correct one. In my opinion this works well, and is much more fruitful when it comes to actually learning the issue, rather than immediately pointing out that the answer is wrong and telling the right answer himself.

Hargreave's evaluative and descriptive feedback(2000:23) are major categories of the feedback types seen and analysed in the data, but in addition to these groups, I have defined a third one to include the rest of the feedback in the analysis. Into the other feedback group I have chosen the type of feedback that concerns for example the working atmosphere in the class. There are few

classes where the teacher does not have to control the overall focusing and atmosphere in any way. On the contrary, especially with younger pupils it is crucial to have the right ways to maintain a good, focused classroom environment. In example 6 below, the teacher attempts to talk about issues related to the day's topic, but is interrupted by a noise coming from the class. He very directly shows that this noise is bothering him, and even names the one pupil who is responsible for the noise.

Example 6: Working atmosphere.

Teacher **>sakari I've asked you to be quiet. =okay? so could you please be quiet?< (.) thank you very much there.**

As one can see from above, feedback can be relatively short, and constructed in a way that the pupil actually has to consider his actions by most preferably quieting down and giving the teacher a chance to continue.

The teacher is indicating that it is not the first time he has asked the class to be quiet, and follows with a direct question to the pupil so could you please be quiet?. This cannot be analysed as a command, but rather as a polite request to get back to work. The question is even followed with a thank you very much there, in order to show that it would be important to stay quiet and that the teacher really appreciates if his wishes are followed properly.

The last example (7) from the data is listed as general feedback. There were several moments in the data where the teacher clearly wanted to give feedback relating to some particular assignment or topic. Sometimes the feedback was more directed at one pupil, but mostly it was meant for the whole class. In example 7 the class have returned from their Christmas holiday and are on their first English lesson since before Christmas. They have gone through some grammar, and the teacher now wants to say something about their work for the whole class.

Example 7: General feedback for the whole class.

Teacher **now this is your first lesson of the year? (.) an' we've just done ten minutes of quite complicated (.) grammar? (.) so don't worry too much (.) if you haven't understood everything. (.) okay?**

Right after the exercise the teacher is giving feedback to his pupils. Moreover, he also places himself into the role of a pupil. He realises that this grammar topic today must have been hard on the pupils, and wants to make sure that everyone gets some good feedback. The teacher wants to make clear that not everything has to be learned right away, and that it is fine if some issues still feel uncertain or complicated.

There are indeed several different feedback strategies one can take advantage of in the classroom. First of all, the teacher has to consider the situation and give accurate feedback according to it. Depending on the situation, some issues may demand more feedback than others, whereas others need to be discussed with the whole class. Secondly, feedback might not be considered amongst the most important topics in the classroom and in teaching, but the results of this study show that it forms a relatively large part of the teacher's actions, and is a way of

leading the discussion to where it needs to be led. Most importantly, one can never assume that giving feedback always follows the same patterns. I have divided the results of my study into different groups, but all the situations are somewhat different from each other, and it is always the teacher who decides what sort of feedback he or she considers to be appropriate for a certain situation.

[An extract is taken from Bachelor's Thesis by Noora Pirhonen "TEACHER'S ORAL FEEDBACK IN A CLIL CLASSROOM"]

Glossary

PROMTS- to encourage someone to speak or continuing speaking

COUPLE – pair, group of two persons or things

AUDIENCE – group of people gathered to see or hear

LESSON #10

Classroom Language

Theme #10.	The use of the mother tongue
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Article discussion 3. Activity 2. Case-study	
The aim: To provide students with guidance in using mother tongue in classroom	
Objectives: • to lead-in to the topic and to raise students' interest to it • to develop students guessing intelligently strategies • To raise Ss awareness on the role of mother tongue in teaching English and to improve their critical thinking. • To allow students to express their points of views concerning to the topic. • To improve Ss' critical thinking and problem-solving skills	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead- in (10 min)

- Give to students two kind of instructions firstly in English and then in Uzbek (Handout 1)
- Ask students:
 - * In which language they have they understood well??
 - * When and in what situations teachers can use their mother tongue in classroom and why?
 - * What are advantages and disadvantages of using mother tongue in teaching English?

Elicit answers:

Activity1, Article discussion

Objective: To raise Ss awareness on the role of mother tongue in teaching English and to improve their critical thinking.

Time: 40 min

Materials: Handout 2

Procedure:

- Tell Ss that they will read about essentials and disadvantages of using mother tongue in teaching English (Handout 2)
- Tell Ss to compare their opinions (Which they mentioned before) with the article
- Ask Ss to complete the table with dividing opinions into advantages and disadvantages (Handout 3)

Activity2, Case-study

Objective: To improve Ss' critical thinking and problem-solving skills

Time: 30 min

Materials: Handout 4

Procedure:

- Divide Ss into three groups and give them three different problems (situations)
- Ask Ss to try to find out the solving of these problems and share

Home assignment

- Ask Ss to revise the article (Handout 5)
- Ask Ss to suggest some helpful instructions on using mother tongue in classroom.

Handout 1

Crazy Story

Level: Any Level

This is an activity that will make your students speak in class and be creative.

- Ask students to write a word on a piece of paper and tell them not to show anyone. This word should be a verb (or whatever you'd like to review).
- The teacher starts telling a story, then stops and chooses a student.
- That student will continue the story and must use his/her word. This student then chooses the next student to continue the story.
- The last student must end the story.

G'alati hikoya

Daraja: Hohlagan

Bu mashg'ulot talabalarni ingliz tilidagi nutqiy faoliyatini o'wiradi

- Talabalardan qog'ozga ingliz tilida so'z yoziwini so'rang va ular buni bir-birlariga ko'rsatmasliklari kerak.Bu so'z fe'l bo'lishi kerak.(yoki hohlagan so'z)
- O'qituvchi hikoya aytishni boshlaydi va to'htab bir talabani tanlab hikoyani davom ettirishini so'raydi.
- Talaba hikoyani davom ettirish jarayonida tanlagan so'zini ishlatishi kerak
- Hikoyani keying talabalar davom ettiradi
- Ohirgi talaba hikoyaga yakun yasashi kerak.

Handout 2

Using the mother tongue in the English language classroom

On the topic of language learning, there are many stories of students going abroad for a period of time and returning home fluent in the foreign language. The reason for this dramatic change is often attributed to the fact that the student was completely immersed in the culture and the language, and “nobody spoke my language so I had to learn theirs.” Because of the seemingly huge success, many language schools and teachers all over the world (in English-speaking countries such as Canada, United States, and England, and non-English-speaking countries such as Costa Rica, Thailand, and France) choose to adopt and enforce an English-only policy to recreate that full immersion experience for their students. But does it really make a difference? And what are the benefits and repercussions?

Advantages of Using the Mother Tongue – L1 in the ESL Classroom

Advocates of this view would argue that, when learning another language, translation is a natural phenomenon. Even the student who went abroad to learn another language began the first few months translating everything into his/her mother tongue using a bilingual dictionary to acquire a knowledge base of vocabulary. In fact, research has shown that switching between languages and translation happens instinctively to all language learners and the L1 is actually an important resource in second language (L2) learning (Cook, 2001; Woodall, 2002). For these reasons, teachers should try to work *with* this innate tendency rather than *against* it.

Furthermore, in situations where the students’ L1 was not even allowed in private spaces, and there were punishments for using the mother tongue, Goldstein (2003) found that students simply did not speak, used their L1 quietly, and felt a sense of shame when they were punished for using their own language. Learning another language should add richness to students’ lives; it should not devalue their own language and culture. By allowing L1 use, students would get the sense that learning another language is a positive experience because they can have access to a valuable resource that supports them, and they do not have to feel guilty for doing what comes naturally.

From the teacher's perspective, communicating with students in their mother tongue seems to improve teacher-student rapport (Harbord, 1992). Just saying, "Hello, how are you?" in the students' language can cause a fit of giggles and often draws students to the teacher to find out what else (s)he can say in their language(s). Also, being able to use the L1 with students can be more efficient and make time for more useful activities. For example, if instructions to an activity is complicated, and students do not seem to comprehend the English explanation, asking a student who does understand to translate for the entire class would create more time for the activity and prevent a lot of frustration for both teachers and students.

The advantages of using the mother tongue cannot be disregarded. Al- Hinai (2011: 1) highlighted some advantages of using L1 by summarizing researchers' ideas as below: 1. It reduces learner anxiety and creates a more relaxing learning environment, 2. It is a means of bringing the learners' cultural background knowledge into the class, 3. It facilitates checking understanding and giving instructions, 4. It facilitates the task of explaining the meaning of abstract words and of introducing the main differences in grammar and pronunciation between L1 and L2.

Disadvantages of Using the Mother Tongue – L1 in the ESL Classroom

However, it is just this kind of tendency that could lead to the development of an excessive dependency on the students' mother tongue (Harbord, 1992) by both teachers and students. Consequently, students lose confidence in their ability to communicate in English: They may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce students' opportunities to practice English, and students fail to realise that using English in classroom activities is essential to improve their language skills.

Translation also regularly creates the problem of oversimplification because many cultural and linguistic nuances cannot be directly translated (Harbord, 1992). For example, the sentence, "That's so cool!" in English means that something is amazing or incredible. This phrase is the product of the continual evolution of the English language that was affected by the specific

culture at a certain time. A direct translation of this sentence into Chinese, for example, would not have the same meaning; in fact, it would not make sense at all.

While the argument from both sides are equally compelling, it is clear, that despite the numerous advantages of students using their L1 in English-language learning, they do not outweigh the disadvantages. Is it possible to maximize the benefits and minimize the repercussions? Part II will provide suggestions for using the mother tongue judiciously in the English-language classroom.

Handout 3

Advantages	Disadvantages

Handout 4

Situation # 1

A teacher who works at the language center, uses only English for elementary level. She explains even grammar rules in English. Some skilled students could understand and get success but others didn't. Is it right to use only English for elementary level?

- - - - -

Situation # 2

Anvar wanted to learn English in abroad. But he was a beginner . He spent three months in England but couldn't get the success. Because, during his study he'd met difficulties and didn't understand speeches of teachers. What do you think what would he do firstly?

- - - - -

Situation # 3

While preparing for the exam Guli's English teacher used only Uzbek . After entering the University she had some problems in her speech (lack of vocabulary , accent, incorrect pronunciation and etc).What must the teacher do when she taught her?

Handout 5 Home assignment

Read the article and give your suggestions on the issue.

From mother tongue to other tongue

Reinstating the mother tongue

In Teaching Monolingual Classes (1993). Atkinson suggests 'a careful, limited use of L1' to help students get the maximum benefit from activities which in other respects will be carried out in the target language. The mother tongue may be useful in the procedural stages of a class, for example:-

- setting up pair and group work
- sorting out an activity which is clearly not working
- checking comprehension

Beyond these basically managerial functions of L1, Atkinson also suggests using the L1 for translation as a teaching technique. From my research with teachers, the overall rationale for this procedural use of L1 is that it is necessary to keep the lesson from slowing down or because things just can't be done any other way.

What about the learners?

But do the learners agree with such uses?

A questionnaire was addressed to 300 Greek students at three levels, beginner, intermediate and advanced. The students were, for the most part, adolescents or young adults. They were asked general questions to elicit their view on whether the teacher should know and, in principle, use the students' mother tongue.

Survey result summary

65% of students at beginner level and about 50% of students at intermediate and advanced level believe the teacher should know the students' mother tongue.

Should teachers USE the mother tongue in class? Here, the figures for beginners and intermediate are quite high (66% and 58% respectively) but only a minority of advanced learners (29%) find the use of L1 in the classroom acceptable.

The greatest differences arise when students are asked to approve particular uses of L1 in the classroom. Overall, the higher the level of the student, the less they agree to the use of the mother-tongue in the classroom. For example, with regard to the use of L1 to explain grammar, beginners are significantly in favour (31%) and intermediate and advanced are almost unanimously against (7% and 0%).

1. Explaining differences in use between L1 and L2 rules
It seems that roughly 1 in 3 beginners and 1 in 5 intermediate/advanced students find using the L1 for 'contrastive discourse' acceptable.
2. Asking for vocabulary
'How do we say (L1 word) in English ? ' The intermediate learner feels most strongly the usefulness of asking for the English equivalent of a mother-tongue word (38%).

In all other instances of L1 use in the classroom, most students of intermediate and advanced levels feel they should be hearing and using English. This feeling includes 'procedural' or managerial uses of the target language: giving instructions; checking listening and reading. The conclusion is that procedural language in the classroom is too good an opportunity to expose students to natural English to waste on the mother-tongue. This contrasts very strongly with the view of Atkinson given above.

On the other hand, the general scepticism towards L1 in the ELT classroom shown by these particular students does not mean there is no place for the L1 at all. I will go on in the next section to illustrate a range of techniques for using the L1 to promote both learning and acquisition.

Beyond monolingualism

In response to the survey and in the light of my own feelings that the L1 language and culture are a valuable resource, I now make some suggestions for activities which use L1 in some way. I assume mono-lingual classes.

1. Awareness-raising activities
A questionnaire such as the one I used opens up the debate concerning the use of L1 and so may help deal with some of the students' scepticism.
2. Contrasting L1 and L2
Useful areas for study in this way are collocations, proverbs and idioms. Comparing verb-noun collocations across the two languages helps students understand how L1 interference can often give them problems. Comparing proverbs gives an insight into cultural as well as linguistic differences.
3. Research in L1, Presentation in L2
For example, following textbook work on famous English writers, I asked the students to research famous people from their country (using L1 and L2) and to make a presentation in a later class, in L2. An alternative is a local history project, in which grandparents are interviewed in the L1, and a report is made in L2.

In these examples, the foreign language is a medium through which the students explore their own culture, using the mother-tongue as a bridge towards English. The English language can help you learn things about your own community.

Research on students under the question "When teachers can use mother tongue in teaching L2:

Survey results in full

Survey : 300 students

The figures refer to percentage (%) responses by students at beginner, intermediate and advanced levels.

1 Should the teacher know the students' mother-tongue?	65 53 53
2 Should the teacher use the students' mother tongue?	66 58 29
3 Should the students use their mother-tongue?	63 53 35

It is useful if the teacher uses L1 when:

4 explaining new words	25 35 18
5 explaining grammar	31 7 0
6 explaining differences between L1 and L2 grammar	27 4 6
7 explaining differences in the use of L1 and L2 rules	33 22 20
8 giving instructions	3 9 0

Students should be allowed to use L1 when :

9 talking in pairs and groups	22 3 3
10 asking how do we say '..' in English ?	13 38 6
11 translating an L2 word into L1 to show they understand it	18 13 6
12 translating a text from L2 to L1 to show they understand it	21 7 6
13 translating as a test	21 2 6

The teacher and students can use L1 to:

14 check listening comprehension	279 3
15 check reading comprehension	147 6
16 discuss the methods used in class	21 136

Luke Prodromou - teacher, teacher trainer, writer British Council, Greece

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Suggested web sites:

www.teachingenglish.org.uk
www.brochure/jhb.com/
www.literature.org/
www.developreading.com

Glossary

MOTHER TONGUE- language, way of speaking

DESCRIPTION – descriptive statement

SCEPTICISM- doubts that someone has about something that other people think is true or right

TOOL- something that you use in order to perform a job or to achieve an aim

MODUL 2: PLANNING FOR TEACHING AND LEARNING

LESSON #11

Planning for teaching and learning

Theme #11.	Understanding and working with syllabi used in schools, lyceums and colleges

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Activity 1. Discussion syllabi of the lesson Activity 2. Different types of language syllabus	
The aim: To discuss the Different types of language syllabus understand the role of syllabi in teaching process.	
Objectives: • Discussing the types of language syllabus • To create most beneficial lesson appropriate to the syllabus	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Discussion the role and function of syllabus

Objective: to read and discuss **syllabus** belonging to the teaching language

Material: handout 1

Time: 40 min

- Tell Ss to explain the function of syllabus and then ask them to read handout 1 and compare their ideas.
- After completion the discussion ask Ss to give their own ideas about the types of syllabus.

Activity 2 Different types of language syllabus

Objective: To search the right way of using syllabus.

Material: handout 2

Time: 35 min

- Tell Ss to get acquaintance with the information in **handout 2** and present their ideas to whole group

Home task. To learn some readymade lesson plans, compare them with one types of syllabus and give their views on them

Handout 1

A **syllabus** may consist of an independent publication - a book or booklet - if it is intended to cover all the courses in a particular context regardless of the actual materials used: a country's national syllabus for schools, for example, or the syllabus of a group of language colleges. However, a textbook that is designed to cover an entire course should also provide its own syllabus through the introduction and contents page or index. This unit relates mostly to the first kind: an 'official' and comprehensive document that usually includes the word 'syllabus' in its title.

Common characteristics of a syllabus

A syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed (a beginner's course, for example, or a six-year secondary-school programme): it is therefore comprehensive. The actual components of the list may be either content items (words, structures, topics), or process ones (tasks, methods). The former is the more common: see Unit Two for some of the possibilities. The items are ordered, usually having components that are considered easier or more essential earlier, and more difficult and less important ones later. This ordering may be fairly detailed and rigid, or general and flexible.

The syllabus generally has explicit objectives, usually declared at the beginning of the document, on the basis of which the components of the list are selected and ordered.

Another characteristic of the syllabus is that it is a public document. It is available for scrutiny not only by the teachers who are expected to implement it, but also by the consumers (the learners or their parents or employers), by representatives of the relevant authorities (inspectors, school boards), by other interested members of the public (researchers, teacher trainers or textbook writers). Underlying this characteristic is the principle of accountability: the composers of the syllabus are answerable to their target audience for the quality of their document.

There are other, optional, features, displayed by some syllabuses and not others. A time schedule is one: some syllabuses delimit the time framework of their components, prescribing, for example, that these items should be dealt with in the first month, those in the second; the class should have completed this much by the end of the year. A particular preferred approach or methodology to be used may also be defined, even in a syllabus that is essentially content-based. It may list recommended materials - coursebooks, visual materials or supplementary materials - either in general, or where relevant to certain items or sections.

BOX 12.1: CHARACTERISTICS OF A SYLLABUS

1. Consists of a comprehensive list of:
 - content items (words, structures, topics);
 - process items (tasks, methods).
2. Is ordered (easier, more essential items first).
3. Has explicit objectives (usually expressed in the introduction).

4. Is a public document.
5. May indicate a time schedule.
6. May indicate a preferred methodology or approach.
7. May recommend materials.

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Handout 2

A number of different kinds of syllabuses are used in foreign language teaching. A list of these is provided below; it is not, of course, exhaustive, but includes the main types that you may come across in practice or in your reading. Each is briefly explained; some also include references to sources of more detailed information on content or rationale.

Types of syllabuses

Grammatical

A list of grammatical structures, such as the present tense, comparison of adjectives, relative clauses, usually divided into sections graded according to difficulty and/or importance.

Lexical

A list of lexical items (*girl, boy, go away ...*) with associated collocations and idioms, usually divided into graded sections. One such syllabus, based on a corpus (a computerized collection of samples of authentic language) is described in Willis, 1990.

Grammatical-lexical

A very common kind of syllabus: both structures and lexis are specified: either together, in sections that correspond to the units of a course, or in two separate lists.

Situational

These syllabuses take the real-life contexts of language uses as their basis: sections would be headed by names of situations or locations such as 'Eating a meal' or 'In the street'.

Topic-based

This is rather like the situational syllabus, except that the headings are broadly topic-based, including things like 'Food' or 'The family'; these usually indicate a fairly clear set of vocabulary items, which may be specified.

Notional

'Notions' are concepts that language can express. General notions may include 'number', for example, or 'time', 'place', 'colour'; specific notions look more like vocabulary items: 'man', 'woman', 'afternoon'. For an introduction to the topic of notional syllabuses see Wilkins, 1976.

Functional-notional

Functions are things you can do with language, as distinct from notions you can express: examples are 'identifying', 'denying', 'promising'. Purely functional syllabuses are rare:

usually both functions and notions are combined, as for example in Van Ek, 1990.

Mixed or 'multi-strand'

Increasingly, modern syllabuses are combining different aspects in order to be maximally comprehensive and helpful to teachers and learners; in these you may find specification of topics, tasks, functions and notions, as well as grammar and vocabulary.

Procedural

These syllabuses specify the learning tasks to be done rather than the language itself or even its meanings. Examples of tasks might be: map reading, doing scientific experiments, story-writing. The most well-known procedural syllabus is that associated with the Bangalore Project (Prabhu, 1987).

Process

This is the only syllabus which is not pre-set. The content of the course is negotiated with the learners at the beginning of the course and during it, and actually listed only retrospectively (Candlin, 1984; Clarke, 1991).

Using the syllabus

How teachers use the syllabus varies very widely between different countries and institutions, and depends on financial resources as well as on teaching approach.

Where there is no lack of resources to invest in the drawing-up of very detailed syllabuses and the purchase of a wide variety of teaching materials teachers may find it most effective to work mainly from the syllabus as the basis of their programme, drawing on specific materials as they need them, as Anna does.

BOX 12.2: USING THE SYLLABUS

Anna: The syllabus of the language school where I teach is very comprehensive: it includes grammar, vocabulary, functions, notions, situations; and gives references to material I can use. I use it all the time and could not do without it. When preparing a teaching session or series of sessions I go first to the syllabus, decide what it will be appropriate to teach next according to its programme, plan how to combine and schedule the components I have selected, and take the relevant books or materials from the library as I need them.

Joseph: There is a syllabus, but we don't have to use it; nor is there any fixed coursebook, although the college recommends certain ones. Personally, I simply ignore the syllabus, since I prefer to do my own thing, based on the needs of my [adult] students. I use materials and activities from different sources (teacher's handbooks, textbooks, enrichment materials, literature) which are available in my institution's library in order to create a rich and varied programme that is flexible enough to be altered and adapted to student needs during the course.

Maria: They made us read the national syllabus in my teacher-training course, but I haven't looked at it since. What for? In my [state] school we use a class coursebook which lays out all the language I have to teach, as well as giving me texts, exercises and ideas for activities. I assume the Ministry would not have authorized the book if it didn't accord with the syllabus, so there's no reason for me to double-check if I'm teaching the right things.

Lilly: I possess the syllabus, and look at it occasionally, but mostly I work from the coursebook that my school chose for the class. It's just that sometimes I get a bit fed up with the coursebook and want to do something different: so then I 'do my own thing' for a bit, using the syllabus as a retrospective checklist, to make sure I'm still reasonably on target with the content . . . after all, I am being employed to teach a certain syllabus, I can't stray too far.

David: The school where I work cannot afford to buy coursebooks for the children, so I have the only book; I also have an officially authorized syllabus. Everything I teach I take either from the syllabus or from the coursebook. I don't add material of my own; for one thing, the authorities do not approve; for another, I am not confident enough of my knowledge of the language I am teaching – I might make mistakes.

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In other relatively affluent settings there may be a policy of allowing teachers complete freedom in designing their teaching programme; in such a case the syllabus may be non-existent or ignored, and teachers like Joseph may develop new, independent programmes, based mainly on the teacher's preferences and learners' needs. With a competent and creative teacher working with mature learners, this kind of situation can also generate a unique, exciting and satisfying teaching/learning experience. However, in most contexts the disadvantages outweigh the advantages: apart from a possibly prohibitive amount of work for the teacher, the abandonment of a carefully pre-planned syllabus may result in significant gaps in the language content taught. This may not matter so much in a situation where the target language is used predominantly outside the classroom (if the class is composed of immigrants learning English in Australia, for example); in other situations, however, it may seriously impair learning.

LESSON #12

Planning for teaching and learning

Theme #12.	What goes into lesson planning and lesson plans

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Activity 1. Discussion metaphors of the lesson Activity 2. Lesson preparation	
The aim: To discuss the steps of lesson planning and to work on the beneficial lesson preparation	
Objectives: • Discussing the metaphors of the lesson • To create most beneficial lesson preparation	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1. Discussion metaphors of the lesson

Objective: to discuss metaphors belonging to the lesson

Material: handout 1

Time : 40 min

- Tell Ss to give some metaphors of a lesson and then ask them to read handout 1 and compare their ideas.
- After completion the discussion ask Ss to give their own ideas about lesson planning

Activity 2. Lesson preparation

Objective: To search the best methods for lesson preparation

Material: handout 2

Time : 35 min

- Tell Ss to refer to the questions on handout 2 and present their ideas on questions to whole group

Hometask. To learn some readymade lesson plans and give their views on them

► **Handout 1 What does a lesson involve?**

The lesson is a type of organized social event that occurs in virtually all cultures. Lessons in different places may vary in topic, time, place, atmosphere, methodology and materials, but they all, essentially, are concerned with learning as their main objective, involve the participation of learner(s) and teacher(s), and are limited and pre-scheduled as regards time, place and membership.

There are additional characteristics or perspectives to a lesson which may be less obvious, but which are also significant. One way to become aware of these is to look at metaphors that highlight one or another of them.



Aspects of the lesson

1. Transaction, or series of transactions. This is expressed in the metaphors of shopping, a wedding and a meal, with the emphasis on some kind of purposeful give-and-take which results in a product: an acquisition or a definable mental or physical change in the participants. If you care about the transactional element, then what is important to you is the actual learning which takes place in the lesson.
2. Interaction. This is most obvious in the metaphor of conversation, but is also expressed in the wedding, the variety show, and, in perhaps a rather different way, in the football game. Here what is important are the social relationships between learners, or between learners and teacher; a lesson is seen as something which involves relaxed, warm interaction that protects and promotes the confidence and happiness of all participants.

For a more detailed discussion of the transactional and interactional aspects of a lesson, see Prabhu (1992).

3. Goal-oriented effort, involving hard work (climbing a mountain, a football game). This implies awareness of a clear, worthwhile objective, the necessity of effort to attain it and a resulting sense of satisfaction and triumph if it is achieved, or of failure and disappointment if it is not.

4. A satisfying, enjoyable experience (a variety show, a symphony, eating a meal). This experience may be based on such things as aesthetic pleasure, fun, interest, challenge or entertainment; the main point is that participants should enjoy it and therefore be motivated to attend while it is going on (as distinct from feeling satisfied with the results).
5. A role-based culture, where certain roles (the teacher) involve responsibility and activity, others (the learners) responsiveness and receptivity (consultation with a doctor, a wedding, eating a meal). All participants know and accept in advance the demands that will be made on them, and their expected behaviours. This often implies:
6. A conventional construct, with elements of ritual (a wedding, a variety show, a performance of a symphony). Certain set behaviours occur every time (for example, a certain kind of introduction or ending), and the other components of the overall event are selected by an authority from a limited set of possibilities. In contrast, there is:
A series of free choices (a menu, a conversation). Participants are free to 'do their own thing' within a fairly loose structure, and construct the event as it progresses, through their own decision-making. There is no obvious authority figure who imposes choices.

➤ *Then the Teacher provides handout 2 and asks Ss to choose elements of lesson they would use in a lesson plan for teaching English. Now Teacher will divide Ss into 3 groups. Provides each group with 3 samples of Lesson formats. Each group must analyze the formats and choose the one they most preferred, then to justify why they have chosen it.*

Handout 2 Choose elements of a lesson plan that you would use in your lesson

Elements of Lesson Plans

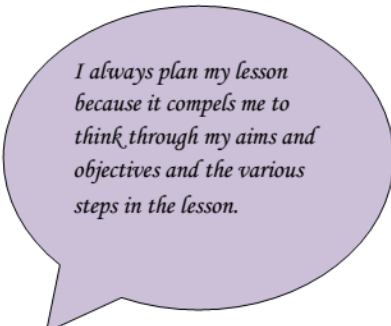
- ☐ number of learners
- ☐ overall aims
- ☐ aims of each stage
- ☐ coursebook used
- ☐ number of activities
- ☐ what the learners do at each stage
- ☐ what the teacher does at each stage
- ☐ materials used
- ☐ homework
- ☐ groupings of learners
- ☐ aids used
- ☐ timing of each stage
- ☐ skills practiced
- ☐ page numbers
- ☐ anticipated problems

- ☐ new vocabulary
- ☐ extra activities
- ☐ age of learners
- ☐ the date
- ☐ interaction
- ☐ different colours for important points
- ☐ review of last lesson
- ☐ sex of learners
- ☐ short description of each activity
- ☐ level of class
- ☐ time of class
- ☐ name/ number of class
- ☐ length of class
- ☐ which learners work together
- ☐ abbreviations

Handout 4

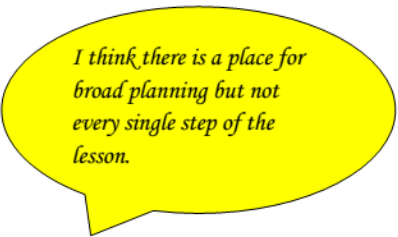
Handout 1. Answers to the question: is it worth planning lesson.

Teacher A

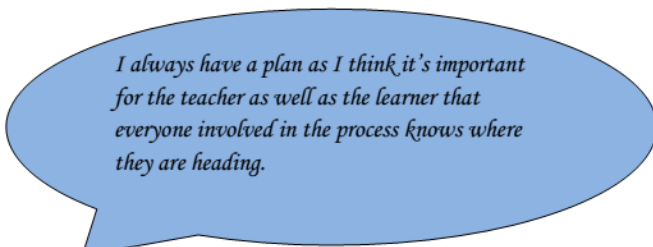


I always plan my lesson because it compels me to think through my aims and objectives and the various steps in the lesson.

Teacher B



I think there is a place for broad planning but not every single step of the lesson.



I always have a plan as I think it's important for the teacher as well as the learner that everyone involved in the process knows where they are heading.

Teacher C

Handout 5

Aspects of planning language teaching

1. Establishing a certain classroom atmosphere
2. Motivating the students to take part in the lesson
3. Realistically contextualising language
4. Involving the students and drawing out passive knowledge
5. Lexis: how much to teach, what to teach, when and how to teach
6. Checking for comprehension and learning
7. Providing safe contexts for practice
8. Helping students to identify rules and organise
9. Shifting the focus and patterns of interaction
10. Setting up activities that promote communication
11. Establishing a framework in which students work without the teacher
12. The aids to be used in various parts of the lesson
13. How information to be organised
14. Integrating skills involved in the lesson
15. Ending the lesson and linking it to previous/future ones

LESSON #13

Planning for teaching and learning

Theme #13.	Setting aims, objectives and learning outcomes of a lesson or sequences of lessons(4 h)

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Activity 1. Discussion an article Activity 2. Lesson goals	
The aim: To discuss the steps of lesson planning and to work on the beneficial lesson preparation	
Objectives: • Discussing the idea of the article • To create most beneficial lesson goals and objectives	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1. Discussion an article

Objective: to discuss the idea of goals and objectives

Material: handout 1

Time : 40 min

- Tell Ss to give some goals of a lesson and then ask them to read handout 1 and compare their ideas.
- After completion the discussion ask Ss to give their own ideas about lesson objectives

Activity 2. Lesson goals

Objective: To learn putting the best goals and objectives for lesson

Material: handout 2

Time : 35 min

- Tell Ss to refer to the questions on handout 2 and present their ideas on questions to whole group

Hometask. To learn some readymade lesson plans and give their views on them

Handout1.

FORMULATING GOALS AND OBJECTIVES

WHAT ARE GOALS AND OBJECTIVES AND WHAT IS THEIR RELATIONSHIP?

Goals

Goals are a way of putting into words the main purposes and intended outcomes of your course. If we use the analogy of a journey, the destination is the goal; the journey is the course. The objectives are the different points you pass through on the journey to the destination. In most cases, the destination is composed of multiple goals which the course helps to weave together. Sometimes, teacher and students reach unexpected places. When you do veer "off course," it may be because you need to adjust your course for a more suitable destination for your students and so you must redefine and refine your goals. On the other hand, goals can help you stay on course, both as you design the course and as you teach it.

Stating your goals helps to bring into focus your visions and priorities for the course. They are general statements, but they are not vague. For example, the goal "Students will improve their writing" is vague. In contrast, "By the end of the course students will have become more aware of their writing in general and be able to identify the specific areas in which improvement is needed" while general, is not vague. It also suggests that there will be other goals which give more information about the ways in which students will improve their writing.

A goal states an aim that the course will explicitly address in some way. If, for example, one of the goals of a course is to help students develop learning strategies or interpersonal skills, then class time will be explicitly devoted to that goal. Because class time is limited, and the number of goals is not, choice is important. While you may be able to think of many laudable goals, they should address what can be realistically achieved within the constraints and resources of your course, i.e., who the students are, their level, the amount of time available, the materials available. They should be achievable within the time frame of the course with that group of students (see Figure 5.1).

At the same time, goals are future oriented. In his book on curriculum design, J. D. Brown proposes that goals are "what the students should be able to do when they leave the program." (1995, p. 71). The following is an example of a goal from a writing course using computers which illustrates this point: "By the end of the course students will have developed the ability to use the computer for a variety of purposes." Finally, goals are the benchmarks of success for a course. The course can be deemed successful and effective if the goals have been reached. I suggest applying this "formula" to your goals: If we accomplish X goals, will the course be successful? This last question foreshadows the relationship between goals and assessment.

Figure 5.1: Making Choices about Goals



Objectives

Objectives are statements about how the goals will be achieved. Through objectives, a goal is broken down into learnable and teachable units. By achieving the objectives, the goal will be reached. For this reason, the objective must relate to the goal. For example, in a first pass at formulating goals for his course, one teacher stated one goal as, "Students will be able to interact comfortably with each other in English." One of the objectives he listed under that goal was for students to learn to tell stories. There is nothing wrong with students learning to tell stories, but telling stories generally does not require interaction, and so for this teacher's goal, learning to tell stories was not the most appropriate objective. The teacher asked himself, "Will achieving this objective help to reach the goal?" When he determined that the answer was no, he eliminated that objective and sought other, more appropriate objectives.

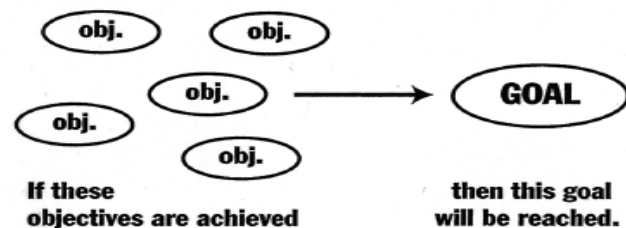
The following analogy was used by two teachers in an EFL reading class, Carolyn Layzer and Judy Sharkey, to help their students understand goals, objectives and strategies.

I told the students that a friend wanted to lose 10 pounds that she had gained over the winter. I wrote, "I want to lose 10 pounds" on the left side of the board. Then I asked the students for some advice on how to achieve her goal. I wrote their responses on the right side of the board. Some of their advice was very general, for example, "exercise" and "don't eat junk food." I told them my friend's schedule was very busy and asked what kind of exercise she could do given her time constraints. This led to some more specific suggestions, for example, "She should always take the stairs instead of the elevator." Students could see that the more specific the advice, the easier it would be to follow it.

Showing how the suggestions could cause the effect of losing weight illustrates the relationship between goals and objectives: If I work out at the gym and stop eating junk food, then I am likely to achieve my goal of losing 10 pounds. My first objective is to set up a regular gym routine; My second objective is to stop eating junk food.

Thus another aspect of the relationship between goals and objectives is that of cause and effect. If students achieve A, B, C objectives, then they will reach Y goal. Figure 5.2 tries to capture the cause and effect relationship between goals and objectives. In principle, this is a good idea. In practice, students may not achieve the goal or may achieve other goals the teacher hadn't intended. Using the losing weight analogy above, the workout at the gym may improve muscle tone and density, and because muscle weighs more than fat, weight loss due to the reduction in junk food may be minimized. However, the person may end up feeling more energetic and not care about the weight loss anymore! On the other hand, if the goal remains important and is not achieved through the means or objectives described above, then the objectives may need to be examined and changed or refined so that the goal can be reached.

Figure 5.2: Cause and Effect Relationship between Goals and Objectives



Objectives are in a hierarchical relationship to goals. Goals are more general and objectives more specific. Brown (1995) points out that one of the main differences between goals and objectives is their level of specificity. For every goal, there will be several objectives to help achieve it, as depicted in Figure 5.3. Goals are more long term, objectives more short term. To return to the weight loss analogy above, losing weight could be an objective if there is a larger goal, for example to improve one's overall health. Some teachers have found it helpful to have three layers of goals and objectives. The important point is that each layer is more and more specific.

Figure 5.3: For Every General Goal There Are Multiple Specific Objectives



The Australian Language Levels guidelines have four layers for their goals and objectives. The goals, which provide direction for the teaching and learning, are written from the teacher's perspective. They are divided into broad goals, which are the general aims of the course, and specific goals, which break down the broad goals and make them more tangible. Objectives spell out what the students will actually learn or be able to do by the end of the course. General objectives spell out holistic results and specific objectives spell out particular knowledge or skills the students will acquire (Vale, Scarino, McKay 1996). The relationship among these four layers is depicted in the chart in Figure 5.4 below for a syllabus module on "Self and others" at the senior secondary level.

Figure 5.4: A Four-Part Scheme of Goals and Objectives From the Australian Language Levels

One of five broad goals is "learning-how-to-learn":

Learners will take a growing responsibility for the management of their own learning, so that they learn how to learn, and how to learn a language

The specific goals are to enable learners to develop the:

- cognitive processing skills to understand and express values, attitudes, and feelings; process information; think and respond creatively
- communication strategies to sustain communication in the target language.

Some general objectives for these goals are:

Learners will be able to:

- take part in an interview and thereby talk about self, family, home; make suggestions, ask questions; state and ask opinions;
- keep a diary for a specified period of time

Some of the specific objectives for the general objectives are:

Learners will be able to:

- generate questions
- state and ask opinions
- record information

Formulating goals and objectives helps to build a clear vision of what you will teach. Because a goal is something toward which you will explicitly teach, stating goals helps to define priorities and to make choices. Clear goals help to make teaching purposeful because what you do in class is related to your overall purpose. Goals and objectives provide a basis for making choices about what to teach and how. Objectives serve as a bridge between needs and goals. Stating goals and objectives is a way of holding yourself accountable throughout the course. Goals are not a "wish list." For example, if one of your goals is for students to be able to identify areas of improvement in their writing, then you will need to design ways for students to evaluate their writing as well as ways to assess their effectiveness in identifying those areas they need to improve. Finally, a clear set of goals and objectives can provide the basis for your assessment plan.

Goals and objectives for Brooks Palmer's 12-week, 48-hour, ESP course for professionals in the sciences.

Goal: Develop scientific and technical writing skills and strategies through a variety of activities moving in sequence from simple to more complex.

Objectives: Students will be able to write:

- amplified definitions
- classifications
- abstracts
- description of a mechanism
- description of a process
- "mini" research paper of 5+ pages including: introduction, materials and methods, results, and a brief description
- organize and draft a one page outline with main points and include 2-3 discussion questions
- research a topic area using at least 3-4 sources
- critique peer products in regards to content and mechanics

Goal: Develop reading skills and strategies using a wide range of reading materials including: journals, texts, technical manuals, catalogues

Objectives: Students will be able to

- skim and scan material for information
- read for meaning
- derive vocabulary meaning from context
- use a dictionary

Goal: Develop speaking and listening skills and strategies specifically through public speaking and presentation activities involving technical writing products produced in the class.

Objectives: Students will be able to:

- deliver a 15-minute oral presentation on a technical topic of student's choice
- conduct and manage a discussion (10-15 minutes) afterward, discussing the pros and cons of the topic with audience
- speak with persuasion and express opinions in their presentations
- take accurate notes and paraphrase the presentations of peers
- ask for further information, repetition, and clarification of topic, vocabulary, and technical concepts presented
- critique peer presentations discussing specifically: presentation style, use of persuasion and supporting details, synthesis, and logical presentation of information

From: Graves, Kathleen. *Designing Language Courses: A Guide for Teachers*. Boston: Heinle & Heinle. 2000. Pp 75-79; 260. Print.

LESSON #15

Planning for teaching and learning

Theme # 15

Considering activities for different stages of a lesson

Length: One hour and twenty minutes

Number of Students: 12

Lesson Outline

Activity 1. evaluation a lesson plan

Activity 2. stages of a lesson

The aim:

To discuss the steps of lesson planning and to work on the beneficial lesson preparation

Objectives:

- to evaluate a lesson plan
- to review the stages of a lesson

Activity Type:

Individual, small group, whole class (teacher-students)

Activity 1. Evaluation a lesson plan

Objective: to discuss the evaluation a lesson plan

Material: handout 1

Time : 40 min

Handout 2 Choose elements of a lesson plan that you would use in your lesson

Elements of Lesson Plans

- ☐ number of learners
- ☐ overall aims
- ☐ aims of each stage
- ☐ coursebook used
- ☐ number of activities
- ☐ what the learners do at each stage
- ☐ what the teacher does at each stage
- ☐ materials used
- ☐ homework
- ☐ groupings of learners
- ☐ aids used
- ☐ timing of each stage
- ☐ skills practiced
- ☐ page numbers
- ☐ anticipated problems

- ☐ new vocabulary
- ☐ extra activities
- ☐ age of learners
- ☐ the date
- ☐ interaction
- ☐ different colours for important points
- ☐ review of last lesson
- ☐ sex of learners
- ☐ short description of each activity
- ☐ level of class
- ☐ time of class
- ☐ name/ number of class
- ☐ length of class
- ☐ which learners work together
- ☐ abbreviations

► Procedure:

- 😊😊😊 (15 min) Tell participants that they will receive a lesson plan to discuss. Put participants in groups. Distribute handouts 2a and 2b📄. Tell participants to discuss the lesson plan on the handout and then fill in the grid in handout 2a📄. Tell them that they can use the questions on the handout to guide their discussion.
- 😊 (15 min) Discuss the plan together using the questions on the handout. Accept any answers at this stage.
- 😊😊😊 (5 min) Ask participants to work in groups and list the basic principles of good planning, referring to their analysis of the lesson plan.

e.g. A good lesson should address as many learning styles as possible.

Suggested answers:

In a good lesson

- ~ activities go from simple to more complex.
- ~ there should be a variety of activities and interaction patterns

In a good lesson

- ~ there should be a balance between teacher-centred and learner-centred activities.
- ~ all activities should be connected and lead to the overall objective of the lesson.

When we plan our teaching we need to consider the overall objective and the connections between each separate lesson and other lessons in the syllabus.

- 😊 (5 min) Ask the groups to share the principles with the whole group.
 - Ask Ss to give what are evaluation of a lesson and then ask them to train with handout 1 and compare their ideas.
 - After completion the discussion ask Ss to give their own ideas about lesson objectives

Activity 2 Stages of a Lesson

Objective: to review the stages and sequencing in a lesson; to brainstorm possible activities for different stages of a lesson

Time: 25 min

Materials: 3 sets of a scrambled lesson plan (handout 1)

► Procedure:

- 😊😊😊 (5 min) Put participants in groups of 6-7 and give out the scrambled lesson plan to each group (handout 1). Tell them to decide on the order of the stages of the lesson plan and line up according to the order of the activities.
- 😊 (5 min) Check the order of the participants in the line in each group. Refer participants to the previous session on lesson planning and elicit the stages and objectives of each step of the lesson. Ask participants the following questions:

~ *What are the stages of the lesson?*

Tell participants that 'pre-while-post' is not the only way to plan a lesson.

~ *What is the purpose of the pre activity/ while-activity/ post activity of the lesson?*

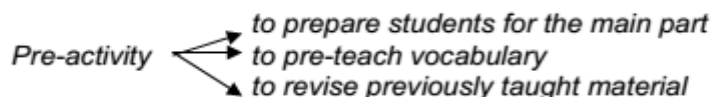
~ *What other pre/ post activities can you think of for this particular lesson?*

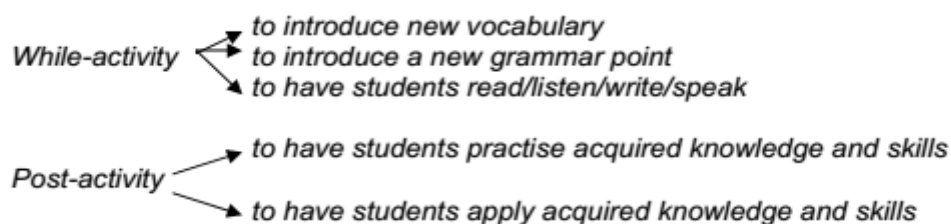
Possible answers:

- ~ pre-activity: step 1; while activity: steps 2, 3, 4, 5; post activity: steps 6, 7
- ~ pre-activity – to prepare students, pre-teach key words from the story; while-activity – to have students practise listening and speaking, practise past tense; have students speak, ask and answer questions, write down the story they liked most
- ~ possible pre-activities: teacher can use pictures to generate some vocabulary and ask students to predict the story; ask questions etc. Possible post activity: teacher can ask students to act out one of the stories.

- 😊 (3 min) Ask participants what the purpose of a pre-activity/while-activity/post - activity can be. Put their ideas on the flipchart.

NB: pre-activity/while-activity/post-activity are the names of the stages and each can include several activities.





- 😊😊😊 (5 min) Ask participants in groups to brainstorm what kind of activities can be used at each stage. Remind them that some activities can be used at different stages depending on the objective.

Possible answers:

	<i>Pre-activity</i>	<i>While-activity</i>	<i>Post-activity</i>
<i>Objective</i>	- to prepare students for the main part of the lesson - to pre-teach vocabulary - to revise previously taught material	- to introduce new vocabulary - to introduce new grammar points - to have students read/listen/speak/write	- to practise acquired knowledge - to apply acquired knowledge
<i>Possible activities</i>	- pre-teach/review vocabulary - elicit, e.g. ideas and beliefs - brainstorm ideas - predict from the title/key words/first paragraph/pictures - ask questions to check students' background knowledge - write what you know about...	- read the text and define the overall idea - listen and fill in the blanks - listen and tell what it is about. - speak about... - underline verbs in past simple - write a letter	- role play - write a letter - finish the story - exercises in the book - make a mind map/list - make up questions about... - make a plan for... - make a poster - make an advertisement - draw a picture - write a poem

- 😊 (5 min) Collect the ideas from participants.
- 😊 (2 min) Summarize the activity by saying that it is important to remember that a lesson consists of different stages. However, there is no one right way to plan a lesson and the lesson plan that we analysed is just one of the options. A teacher may vary its stages and activities depending on the objective of the lesson and the teaching situation.

Home task: To learn some readymade lesson plans and give their views on them

Handout1.

PLANNING FOR TEACHING AND LEARNING

Activity 3, Handout 2a, Lesson plan analysis

Answer the following questions:

- ~ What are the stages of the lesson?
- ~ What is the aim of each activity?
- ~ Are the activities connected with each other?
- ~ Do the activities contribute to the overall aim of the lesson?
- ~ Do the activities go from simple to complicated?
- ~ Does the lesson cater for all learning styles?
- ~ What is the teacher's role in each activity?
- ~ Is there enough variety in terms of interaction?
- ~ Did you like the lesson plan? Why?/Why not?
- ~ Would you change anything in the lesson plan if you taught this lesson? If you would, what and why?
- ~ How similar is it to your way of planning lessons?

Lesson plan

	Aim of the activity	Stages of the lesson	Teacher-centred/ Learner-centred	Learning styles	Mode of interaction	Teacher's role
Activity 1						
Activity 2						
Activity 3						
Activity 4						
Activity 5						

Activity 3, Handout 2b, Lesson plan analysis

Lesson Plan

Date: May 22, 2006.
Subject: Integrated Skills
Topic: Cultural events
Group: 2D
Level: Intermediate

Procedure	Time
Introduction - Teacher introduces the topic and asks the following questions: ~ <i>What cultural events do we celebrate in our country?</i> - Teacher writes answers on the board. - Teacher distributes cards with description of events that are celebrated in the UK with questions and asks students to answer the questions on their cards. - Teacher elicits answers and crosses out similar events/festivals on the board.	5 min
Jigsaw reading Teacher puts students into groups of three, gives each student a number (1,2,3) and gives each group different texts with a question. Teacher asks all groups to read their text, answer the question in their groups. After groups have read the text, teacher regroups students according to their given numbers. (number 1s will be in one group, number 2s will be the second group and so on.). Teacher asks new groups to share their information in their new groups.	10 min
Plenary discussion - Teacher asks the following questions: <i>What did you find out about holidays and festivals from each other?</i> <i>Did you learn something new?</i> <i>What are your answers to the question you had?</i>	10 min
Vocabulary work - Students continue working in their groups. Teacher gives each group a word from the texts which they discussed before, gives a dictionary to each group and asks each group to give 2 phrases with the given word(s) in order to put them in context. - Groups present their findings to the whole group.	10 min

LESSON #16

Planning for teaching and learning

Theme #16.	Timing activities within a lesson
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Activity 1. Discussion an article 2. Activity 2. Timing the lesson	
The aim: To discuss the timing steps of lesson planning	
Objectives: Discussing the idea of the article To learn setting the times for lesson	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1. Discussion an article

Objective: to discuss the idea of timing

Material: handout 1

Time : 25 min

- Tell Ss to give some ideas for timing the lesson activities and then ask them to read handout 1 and compare their ideas.
- After completion the discussion ask Ss to give their own ideas about lesson times

Activity 2. Timing the Lesson

Objective: To learn setting the times for lesson

Material: handout 2

Time : 40 min

- Tell Ss to refer to the sample on handout 2 and present their ideas on the sample to whole group

Hometask. To create lesson plans and give their views on them

Handout 1. Read and share your ideas

Timing: Note that the lesson plan includes an estimated time for each activity. Initially, you may have trouble accurately estimating how much time any given activity will take. However, planning an approximate time for activities, and even writing the time into your lesson plan, is still a good idea. Doing so allows you to see how your actual chronological progress through the lesson period is matching up with what you had planned, so that you are more quickly alerted to the need to begin taking remedial measures, such as speeding the activity up, slowing things down, or preparing plan B.

Good lesson design begins with a review of previously learned material. New material is then introduced, followed by opportunities for learners to practice and be evaluated on what they are learning. In general, a lesson is composed of the following stages:

- Warm-up/Review—encourages learners to use what they have been taught in previous lessons
- Introduction to a new lesson—focuses the learners' attention on the objective of the new lesson and relates the objective to their lives
- Presentation—introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage
- Practice—provides opportunities to practice and apply the new language or information
- Evaluation—enables the instructor and learners to assess how well they have grasped the lesson

What Are Some Practical Considerations in Planning Lessons?

A good lesson plan involves consideration of more than just what is going to be taught (the objective) and how it will be taught (materials, equipment, and activities). The following elements also need to be thought about and planned for:

- Sequencing—Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?
- Pacing—Are activities the right length and varied so that learners remain engaged and enthused?
- Gauging difficulty—Do the learners have enough skill and knowledge to do the planned activities? Are the instructions clear?
- Accounting for individual differences—Do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved?
- Monitoring learner versus teacher talk—What is the balance between learner talk and teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?
- Timing—Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next class be adjusted to finish the material?

Sample : Lesson Plan: Intermediate Level

Class: Intermediate ESL

Date _____

Time: We are assuming the class period is a minimum of two hours. Times listed for the activities are approximate. Times for each of the activities will vary depending on number of students in the class, literacy level of the class, and other factors. A specific lesson plan will always occur in the context of prior and subsequent lessons and objectives and other class activities. The following is a sample plan using a commercially published textbook. It is included because it contains an activity for interpreting a weekly homework form, a type of document literacy that most parents will need to read and fill out for their children. Also, we want to show that it is not necessary to create all your own activities in your lesson plans; textbook exercises can often be adapted or even used as is to meet your objectives.

Lesson Objective: Interpret elementary school weekly homework form.

Language Skills:

Read a simple chart and explain the following orally:

- Days of the week
- School subjects
- Other vocabulary: daily, weekly, each, comments (new)

Life Skills:

Cultural information: parents are often expected to monitor or help with children's homework

Materials:

- Sample homework forms from local schools
- Transparency of one form
- A Day in the Life of the Gonzalez Family(text, page 49 and video scene 6), by C. Van Duzer & M. Burt (1999).

Available from the Center for Applied Linguistics, at
<http://calstore.cal.org/store/>

Used with permission.

Equipment:

- Overhead projector
- VCR

Stages of the Lesson:

Warm Up/Review(10 minutes)

Review school subjects by asking learners what their children are studying in school and which subjects and skills are listed on their children's report cards (This is a review of a previous lesson on interpreting report cards). Review days of the week by asking learners if their children study these every day or only on certain days. Ask what days the learners study English and what they do other days.

Introduction

“Elementary school teachers often prepare weekly homework forms so parents can help their children with homework. Today we are going to learn how to read and fill out these forms.”

Presentation(20 minutes)

1. Play the video, scene 6 (Class has previously seen this during a lesson on permission slips and report cards). Ask the learners what Maria can do to help her daughter do better in school. Elicit the suggestion that she can review the weekly homework sheet.

2. Show the Sample Homework Form A (page II–39) on the Overhead Projector. Have the learners read the form silently and note any words they don’t know. Ask what words they noted and write them on the board. Have the learners discuss the meanings. Hand out copies of the form to the students. Then ask the following comprehension questions:

- What do the children have to do every day?
- How often do they have a math worksheet?
- How often do they create a special project?
- What is Catalina having difficulty doing?
- What does her mother ask the teacher to do?

Practice(30 minutes)

1. Have the learners open their books to page 49 of the textbook. Have them read the form silently and then work in pairs to answer the discussion questions on the page.

2. Hand out Sample Homework Form B to each pair (page II–40). Have them write questions about this form. Have them exchange papers with another pair and answer the questions that the pairs have written. Discuss as a whole group.

3. As a whole group, have the learners list the homework assignments that their children usually have and write them on the board.

4. In pairs, have the learners create a homework form for their children.

Evaluation(30 minutes)

1. Ask the learners to bring their children’s weekly homework forms to the next class and to prepare a short oral presentation that gives information about what their child needs to do for homework that week, how often, and any help needed from family members.

2. During the presentations, evaluate each learner on the inclusion and accuracy of the information stated above.

Sample II-20: Homework Form A

(See the sample lesson plan on page II-37-38 for general instructions.)

Directions: Read the form and answer the questions below about it.

Carter Elementary School Weekly Homework Plan – Fifth Grade		Child's Name <u>Catalina Gomez</u> Teacher <u>Mr. Peepers</u>			
Students will:	Mon.	Tues.	Wed.	Thurs.	Fri.
• read 20 minutes each night.	X	X	X	X	X
• complete a math sheet (M-W-F).	X		X		X
• complete a spelling activity (Monday-Thursday) and study for a quiz on Thursday night.	X	X	X	X	
• prepare a Science or History project once a month. Instructions will come home 2 weeks before the Friday it is due.	X	X	X	X	
Parents: Please help your child every day. After finishing the homework each night, check the appropriate boxes. Return the folder each Friday. You can write any comments you have below.					
Parent Comments <u>Cati had trouble with the math on Wednesday. Can you explain how to subtract fractions again? Thank you.</u>					
Parent Signature <u>Eliana Flores Gomez</u> Date: Friday <u>9/17/04</u>					

- What do the children have to do every day?
- How often do they have a math worksheet?
- How often do they create a special project?
- What is Catalina having difficulty doing?
- What does her mother ask the teacher to do?

Sample II-21: Homework Form B

(See the sample lesson plan on page II-37-38 for general instructions)

Directions: With a partner, write questions about this form. Then exchange papers with another pair and answer the questions that the pairs have written. Discuss as a whole group.

Carter Elementary School		Child's Name _____				
Weekly Homework Plan –Third Grade		Teacher _____				
Students will:	Mon.	Tues.	Wed.	Thurs.	Fri.	
• read 20-30 minutes each night.						
• complete a math sheet (M-T-W-Th).						
• complete a nightly spelling activity and study for a quiz on Thursday night.						
• prepare a Book project once a month. Instructions will come home 2 weeks before the Friday it is due.						
Parent Comments _____ _____ _____						
Parent Signature _____ Date: Friday _____						

LESSON #17

Planning for teaching and learning

Theme #17.	Setting a homework

Length: One hour and twenty minutes	Number of Students: 12

Lesson Outline
3. Activity 1. Discussion an article
4. Activity 2. Analyzing homework

The aim: To study and learn the procedure of setting homework

Objectives: • Discussing the idea of the article - To learn setting the homework

Activity Type:	Individual, small group, whole class (teacher-students)

Warm – up

Ask Ss the following questions;

-  Why are you usually given homework?
-  In what way homework help the learners to do well in the field?
-  What kind of activities should include homework?

Elicit random answers and say that we will deal with the problems of setting hometasks.

Activity 1. Discussion an article

Objective: to discuss General: setting homework

Material: handout 1

Time : 35 min

- Tell Ss to read handout 1 and present in groups their opinions on it.
- After completion the discussion ask Ss to give their own ideas about homework

Activity 2. Analyzing homework

Objective: To learn setting the useful homework

Material: handout 2

Time : 40 min

Bring various kind of lesson plans to the class.

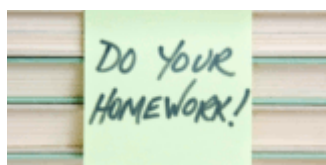
- Tell Ss to refer to the lesson plans and analyze the homework activities
- Ask them to share their finding to the whole group

Homework. To create valuable homework for their lesson plan

Handout 1

Read handout 1 and present in groups their opinions on it

Homework seems to be an accepted part of teachers' and students' routines, but there is little mention of it in ELT literature.



The role of homework is hardly mentioned in the majority of general ELT texts or training courses, suggesting that there is little question as to its value even if the resulting workload is time-consuming. However, there is clearly room for discussion of homework policies and practices particularly now that technology has made so many more resources available to learners outside the classroom.

- Reasons for homework
- Attitudes to homework
- Effective homework
- Types of homework
- Conclusion

Reasons for homework

- Homework is expected by students, teachers, parents and institutions.
- Homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language.
- Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Research shows that homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.
- Homework offers opportunities for extensive activities in the receptive skills which there may not be time for in the classroom. It may also be an integral part of ongoing learning such as project work and the use of a graded reader.

- Homework provides continuity between lessons. It may be used to consolidate classwork, but also for preparation for the next lesson.
- Homework may be used to shift repetitive, mechanical, time-consuming tasks out of the classroom.
- Homework bridges the gap between school and home. Students, teachers and parents can monitor progress. The institution can involve parents in the learning process.
- Homework can be a useful assessment tool, as part of continual or portfolio assessment.

Attitudes to homework

Teachers tend to have mixed feelings about homework. While recognising the advantages, they observe negative attitudes and poor performance from students. Marking and giving useful feedback on homework can take up a large proportion of a teacher's time, often after school hours.

- Students themselves complain that the homework they are given is boring or pointless, referring to homework tasks that consist of studying for tests, doing workbook exercises, finishing incomplete classwork, memorising lists of vocabulary and writing compositions. Where this is actually the case, the negative effects of homework can be observed, typified by loss of interest and a view of homework as a form of punishment.
- Other negative effects of poorly managed homework include lack of necessary leisure time and an increased differential between high and low achievers. These problems are often the cause of avoidance techniques such as completing homework tasks in class, collaborating and copying or simply not doing the required tasks. In turn, conflict may arise between learners, teachers, parents and the institution.

Effective homework

In order for homework to be effective, certain principles should be observed.

- Students should see the usefulness of homework. Teachers should explain the purpose both of homework in general and of individual tasks.
- Tasks should be relevant, interesting and varied.
- Good classroom practice also applies to homework. Tasks should be manageable but achievable.
- Different tasks may be assigned to different ability groups. Individual learning styles should be taken into account.
- Homework should be manageable in terms of time as well as level of difficulty. Teachers should remember that students are often given homework in other subjects and that there is a

need for coordination to avoid overload. A homework diary, kept by the learner but checked by teachers and parents is a useful tool in this respect.

- Homework is rarely co-ordinated within the curriculum as a whole, but should at least be incorporated into an overall scheme of work and be considered in lesson planning.
- Homework tends to focus on a written product. There is no reason why this should be the case, other than that there is visible evidence that the task has been done.
- Learner involvement and motivation may be increased by encouraging students to contribute ideas for homework and possibly design their own tasks. The teacher also needs to know how much time the students have, what facilities they have at home, and what their preferences are. A simple questionnaire will provide this data.
- While homework should consolidate classwork, it should not replicate it. Home is the outside world and tasks which are nearer to real-life use of language are appropriate.
- If homework is set, it must be assessed in some way, and feedback given. While marking by the teacher is sometimes necessary, peer and self-assessment can encourage learner independence as well as reducing the teacher's workload. Motivating students to do homework is an ongoing process, and encouragement may be given by commenting and asking questions either verbally or in written form in order to demonstrate interest on the teacher's part, particularly in the case of self-study and project work.

Types of homework

There are a number of categories of useful and practicable homework tasks.

1. Workbook-based tasks

Most published course materials include a workbook or practice book, mainly including consolidation exercises, short reading texts and an answer key. Most workbooks claim to be suitable for both class and self-study use, but are better used at home in order to achieve a separation of what is done in class and at home. Mechanical practice is thus shifted out of class hours, while this kind of exercise is particularly suited to peer- or self-checking and correction.

2. Preparation tasks

Rarely do teachers ask learners to read through the next unit of a coursebook, though there are advantages in involving students in the lesson plan and having them know what is coming. More motivating, however, is asking students to find and bring materials such as photographs and pictures, magazine articles and realia which are relevant to the next topic, particularly where personalisation or relevance to the local context requires adaptation of course materials.

3. Extensive tasks

Much can be gained from the use of graded readers, which now often have accompanying audio material, radio and TV broadcasts, podcasts and songs. Sometimes tasks need to be set as guidance, but learners also need to be encouraged to read, listen and watch for pleasure. What is important is that learners share their experiences in class. Extensive reading and listening may be

accompanied by dictionary work and a thematic or personalised vocabulary notebook, whereby learners can collect language which they feel is useful.

4. Guided discovery tasks

Whereas classroom teaching often involves eliciting language patterns and rules from learners, there is also the option of asking learners to notice language and make deductions for themselves at home. This leads to the sharing of knowledge and even peer teaching in the classroom.

5. Real-world tasks

These involve seeing, hearing and putting language to use in realistic contexts. Reading magazines, watching TV, going to the cinema and listening to songs are obvious examples, offering the option of writing summaries and reviews as follow-up activities. Technology facilitates chat and friendship networks, while even in monolingual environments, walking down a shopping street noticing shop and brand names will reveal a lot of language. As with extensive tasks, it is important for learners to share their experiences, and perhaps to collect them in a formal or informal portfolio.

6. Project work

It is a good idea to have a class or individual projects running over a period of time. Projects may be based on topics from a coursebook, the locality, interests and hobbies or selected individually. Project work needs to be guided in terms of where to find resources and monitored regularly, the outcome being a substantial piece of work at the end of a course or term of which the learner can claim ownership.

Conclusion

Finally, a word about the Internet. The Web appears to offer a wealth of opportunity for self-study. Certainly reference resources make project work easier and more enjoyable, but cutting and pasting can also be seen as an easy option, requiring little originality or understanding. Conferring over homework tasks by email can be positive or negative, though chatting with an English-speaking friend is to be encouraged, as is searching for visual materials. Both teachers and learners are guilty of trawling the Net for practice exercises, some of which are untried, untested and dubious in terms of quality. Learners need guidance, and a starting point is to provide a short list of reliable sites such as British Council 'LearnEnglish' and BBC 'Learning English' which provide a huge variety of exercises and activities as well as links to other reliable sources.

Further reading

Cooper, H. *Synthesis of Research on Homework*. Educational Leadership 47/3, 1989

North, S. and Pillay, H. *Homework: re-examining the routine*. ELT Journal 56/2, April 2002

Painter, L. *Homework*. English Teaching Professional, Issue 10, 1999

Painter, L. *Homework*. OUP Resource Books for Teachers, 2003

Written by Steve Darn, Freelance Trainer, Izmir, Turkey

LESSON #18

Planning for teaching and learning

Theme #18	Making use of available materials and resources (e.g. pictures, songs, video, blackboard, physical setting of a classroom)

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
Activity 1. Making use of available materials and resources by learner styles	
The aim: To learn using appropriate resources in the lesson	
Objectives: • Discussing the idea of the article • To learn learner styles and use resources according them	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1. Making use of available materials and resources by learner styles

Objective: to learn the role of learner styles in using materials and resources

Material: handout 1

Time : 40 min

- Ask Ss to brainstorm on how learner styles can affect using appropriate resources and then ask them to read handout 1 and compare their ideas.
- After completion the discussion ask Ss to give their own ideas about lesson resources

Activity 2. Practice

Objective: To learn using materials and resources

Material: handout 2

Time : 35 min

- Tell Ss to refer to the activities on handout 2 and say what lesson materials and resources are available in these activities

Hometask. To create lesson plans and include various kind of resources

Handout 1 Making use of available materials and resources by learner styles

When we are teaching English to kids, as teachers we need to be aware of the differences in learning styles of our students so that we can incorporate all of these learning styles and

available materials and resources into our lessons. Being able to identify which types of learners our students are will help us to make sure they don't get left out of learning effectively.

Below are the 6 different learner types and details on different activities to suit their learning styles.

Visual Learners

Visual learners learn best by looking. They enjoy reading (and often prefer to see the words they are learning) and seeing pictures.



Visual learners respond well to:

information on the whiteboard

flashcards

colorful pictures

videos

story books with pictures

computer graphics

maps (e.g. treasure maps)

charts

cartoons

posters

board games

worksheets

puzzles

When teaching kids, we can ensure our visual learners are well catered for by having lots of visuals and a wide variety of things to look at. If you can, fill your classroom with colorful, attractive posters. Make use of flashcards ([we have lots on our website](#)) and pictures when teaching new vocab. Use readers with lots of colorful illustrations. If you have the resources, use video and computer graphics. Whenever you are planning your lesson, think how you can visually stimulate your learners.

Auditory Learners

Auditory learners learn best by listening. They work well with spoken instructions and learn quickly by listening to stories and songs. They will not need to see written words to learn.



Auditory learners respond well to:

songs

listening to stories

poems and riddles

verbal instructions and explanations

listening activities

participating in oral activities

As audio learners tune in to sounds, try and provide as many opportunities to have sound and noise added to your lesson. Songs are an obvious source and encourage your learners to listen and sing along. If you can find a song which fits your lesson theme or target vocab, all the better – we have a growing selection of [theme based ESL songs on our website](#). Using stories in lessons is something all kids love. There are lots of readers available, but you can also make up your own stories to fit in with your lesson (also try to add pictures for your visual learners). Always think how sounds can be added to lessons, such as teach animal noises along with animal vocab, sounds of cars, airplanes, trains, etc. when teaching transportation, and so on. You'll be surprised at the amount of sounds you can teach! Concentrate on pronunciation of sounds as well, from the letters of the alphabet to words and sentences – your audio learners will really pick up on this if you provide the opportunity. Also, do listening exercises which require students to listen to your instructions in order to complete a task (see our section on [Top 10 listening activities without a CD](#)).

Always allow for oral communication during activities – set up pair or groups work together where your students have to talk and listen to each other to complete the tasks.

Tactile Learners

Tactile learners learn physically by touching and manipulating objects.



Tactile learners respond well to:

drawing

songs with gestures

playing board games

making models (e.g. with play doh or lego)

craft activities

feeling in the bag activities

following instructions to make things

Tactile learners need to feel and touch – without this they won't internalize new vocab / structures as easily. Let them touch and feel everything! When using flashcards, always pass them around (you'll see the tactile learners really come to life at this point). Have lots of objects available to teach new vocab (cars, plastic fruit, animal toys, blocks, colored paper, etc.) so when you teach new words you can let your students touch and play with the objects.

Use puppets for role playing structures and let your students touch, cuddle, tickle and even use the puppet themselves. Also, try setting up feeling type activities – place an object in a bag and have students feel and guess what it is, use blindfolds and have students feel things or find their way around the classroom.

Let your tactile learners express themselves by drawing and making things. Have them draw a scene with new vocab that they have just learned, or build and make things with lego or play doh. Crafts are also a great way to teach and reinforce new vocab.

Kinesthetic Learners

Kinesthetic learners learn physically by moving around.



Kinesthetic learners respond well to:

songs with gestures

playing games in which they need to use their whole body (e.g. Charades)

doing exercise type activities which require running and jumping

movement activities

making models (e.g. with play doh or lego)

craft activities

following instructions to make something

setting up experiments

Kinesthetic kids always want to be on the go. Just sitting and watching/listening won't keep them interested for long. Have lots of gestures to use with songs and let them act out new vocab (e.g. teach "horse" and let your students run around like a horse, teach "eat breakfast" and have them pretending to eat cereal and toast, etc.).

Set lots of action activities which lets them express themselves with movement (see our Top 10 Flashcard Exciting Games & Activities). Include craft and model making activities (your tactile learners will also thank you for this) and always encourage your students to experiment actively when learning new things – if a student wants to roll around on the floor like a ball when you are teaching the word ball, let him.

Analytic Learners

Analytic learners focus on the details of language, such as grammar rules, and enjoy taking apart words and sentences.



Analytic learners respond well to:

well-structured and clear lessons

information and instructions given in steps

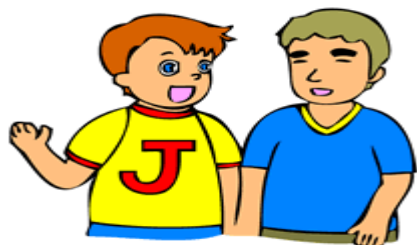
clearly stated goals and objectives of tasks activities which require thought, such as matching exercises, puzzles, missing letters, etc.

Your analytic learners will enjoy activities and tasks where they need to think and work on the specifics of the language. Play games like concentration with flashcards when learning new vocab, do worksheets with matching and word scramble activities. Play games on the whiteboard where student have to guess the missing letters of a word (hangman is a great choice). Give out alphabet letter blocks and have your students put the letters in alphabetical order and make words. When giving instructions, always take care to be clear and give step-by-step details.

For even very young learners they are a lot of things you can do which require some analytical thought: put colored fruit and colored paper around the room and ask your students to match the fruit with their colors (red paper with red apple, etc.); put objects of different sizes and tell students to put large objects in one box and small objects in another (or soft / hard, heavy / light, etc.). Most activities can have a thoughtful element.

Global Learners

Global learners focus on the whole picture and do not care so much about specific details. They do not want to get bored with slow moving lessons and enjoy interesting and attractive materials.



Global learners respond well to:

games

group activities

story writing

lots of action based activities

computer games

talking without being interrupted for correction

Make sure to include lots of fun games and activities for your global learners where the language learning objective is not so forced or obvious. Let them play with the objects or write stories simply for the fun of doing them (although they are still learning they won't realize it). Get them working in pairs or groups to complete tasks and let them move around the class as they do their activity.

Global learners tend not to like being interrupted when doing their activity (why would they? It stops them doing what they are trying to do!) so correcting can be done at the end of the task or you could chat to the students during the task asking questions which are based on checking their understanding of the main teaching point.

Conclusion

You may have read the above and thought "How on earth do I include all of these different learning styles in all of my teaching points and activities?". Yes, there are a lot of different styles and many contradict each other – Analytic and Global learners, for instance, are at opposite ends of the spectrum. The key is to include different styles at different points of the lesson.

For example, when you teach some new words use flashcards and get all of the kids to listen to you and say the words clearly with associated noises (for the Visual and Auditory learners), then have the students run around acting out the words (for the Kinesthetic learners), next do a feel in the bag activity to guess the objects and then have your students do a drawing activity (for the Tactile learners), after that have your students in teams make models of the objects with play doh with a prize for the best team (for the Global learners) and finally have a worksheet activity where students need do matching or guessing activities (for the Analytic learners – be sure to clearly explain how to do the task).

You don't have to include all learning styles for each teaching point, but try to include a variety of styles throughout the lesson so all of your students get catered for at some point.

Finally, if you are able to identify the type of learners you have in your class you can adapt your lesson on the spot if you see some are having trouble understanding or losing interest. For example, if a student is looking puzzled at your big / small presentation, have him or her stand up big or curl up small, make a big play-don ball and small ball, color in a worksheet with big and small objects, etc.

Having a wide variety of styles included in your lesson will really help your students understand, internalize and enjoy your lessons.

Tags: [Analytic Learners](#), [Auditory Learners](#), [esl kids learner types](#), [Global Learners](#), [Kinesthetic Learners](#), [Learning styles](#), [Tactile Learners](#), [Visual Learners](#)

- See more at: <http://www.eslkidstuff.com/blog/classroom-management/6-different-types-of-esl-learners-and-how-to-teach-them#sthash.6ag9Hz8g.dpuf>

LESSON #19

Planning for teaching and learning

Theme #19.	Anticipating problems (including ways of dealing with disruptive behaviour)

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 5. Activity 1. Discussion of disruptive behaviour 2. Activity 2. Reducing Problem Behaviors: 10 strategies	
The aim: To discuss the relationship between teacher practices and the task-appropriate and social behavior of students with behavioral disorders.	
Objectives: • Discussing the disruptive behaviour • To be able to differentiate 10 strategies of classroom behavior	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Description to the classroom behavior problem.

Objective: to read and discuss **article** belonging to the classroom behavior problem and 10 strategies

Material: handout 1

Time: 40 min

- Tell Ss to explain the classroom behavior problem and then ask them to read handout 1 and compare their ideas. Prove it with example
- After completion the discussion ask Ss to give their own ideas about the types of strategies.

Activity 2 The basic 10 strategies of classroom behavior

Objective: To be able to use 10 strategies in appropriate way

Materials: posters, presentations.

Time: 35 min

- Tell Ss to look through the information in **handout 1** and present their ideas to whole group. Explain to the learners that the ideas should be described on the posters with clear examples.

Home task: (5 min) Tell students to search case studies relevant to the classroom behavior problem and present them with the solution to the next lesson.

Handout 1

Reducing Problem Behaviors through Good Academic Management: 10 Strategies

Students who are confrontational or non-compliant frequently have poor academic skills, a low sense of self-efficacy as learners, and a very negative attitude toward school (Sprick, et al., 2002). Misbehavior often stems from academic deficits. Educators who work with these behaviorally challenging learners, however, often make the mistake of overlooking simple academic strategies that have been shown to shape student behavior in powerful and positive ways (Penno et al., 2000). Here are ten research-based ideas on academic management that no teacher of difficult-to-manage students should be without!

1. Be sure that assigned work is not too easy and not too difficult. It is surprising how often classroom behavior problems occur simply because students find the assigned work too difficult or too easy (Gettinger & Seibert, 2002). When assignments are too simple, the student may become bored and distracted. When work is too hard, the student is likely to feel frustrated and upset because he or she cannot complete the assignment. As a significant mismatch between the assignment and the student's abilities can trigger misbehavior, teachers should inventory each student's academic skills and adjust assignments as needed to ensure that the student is appropriately challenged but not overwhelmed by the work.

2. Offer frequent opportunities for choice. Teachers who allow students a degree of choice in structuring their learning activities typically have fewer behavior problems in their classrooms than teachers who do not. (Kern et al., 2002). Providing choices gives students a sense of autonomy and voice in their learning. It should also be remembered that no teacher could possibly anticipate each student's idiosyncratic learning needs in every situation. If students are offered choice in structuring their academic activities, however, they will frequently select those options that make their learning easier and more manageable. In sum, students who exercise academic choice are more likely to be active, motivated managers of their own learning and less likely to simply act out due to frustration or boredom.

As an example of choice at the group level, an instructor may let the entire class vote on which of two lessons they would prefer to have presented that day. Choice can be incorporated into individual assignments too. In independent seatwork, for example, a student might be allowed to choose which of several short assignments to do first, the books or other research materials to be used, the response format (e.g., writing a short essay, preparing an oral report), etc. One efficient way to promote choice in the classroom is for the teacher to create a master menu of options that students can select from in various learning situations. An instructor, for example, may teach the class that during any independent assignment, students will always have a chance to (1) choose from at least 2 assignment options, (2) sit where they want in the classroom, and (3) select a peer-buddy to check their work. Student choice then becomes integrated seamlessly into the classroom routine.

3. Select high-interest or functional learning activities. Kids are more motivated to learn when their instructional activities are linked to a topic of high interest (Kern et al., 2002). A teacher who discovers that her math group of 7th-graders loves NASCAR racing, for example, may be able to create engaging math problems based on car-racing statistics. Students may also be energized to participate in academic activities if they believe that these activities will give them functional skills that they value (Miller et al., 2003). One instructor assigned to work with a special-education classroom of high school boys with serious behavior problems related that she had great difficulty managing the class-until she realized that each of them wanted to learn to

drive. So the teacher brought in copies of the state driver's education manual and that became the instructional text. The students were much better behaved because they were now motivated learners working toward the pragmatic real-world goal of learning to drive (R. Sarsfield, personal communication).

4. Instruct students at a brisk pace. A myth of remedial education is that special-needs students must be taught at a slower, less demanding pace than their general-education peers (Heward, 2003). In fact, a slow pace of instruction can actually cause significant behavior problems, because students become bored and distracted. Teacher-led instruction should be delivered at a sufficiently brisk pace to hold student attention. An important additional benefit of a brisk instructional pace is that students cover more academic material more quickly, accelerating their learning (Heward, 2003).

5. Structure lessons to require active student involvement. Here is a powerful concept in behavior management: it is very difficult for students to be actively engaged in academics and to misbehave at the same time! When teachers require that students participate in lessons rather than sit as passive listeners, they increase the odds that these students will become caught up in the flow of the activity and not drift off into misbehavior (Heward, 2003). Students can be encouraged to be active learning participants in many ways. A teacher, for example, may call out questions and have the class give the answer in unison ('choral responding'); pose a question, give the class 'think time', and then draw a name from a hat to select a student to give the answer; or direct students working independently on a practice problem to 'think aloud' as they work through the steps of the problem. Students who have lots of opportunities to actively respond and receive teacher feedback also demonstrate substantial learning gains (Heward, 1994).

6. Incorporate cooperative-learning opportunities into instruction. Traditional teacher lecture is frequently associated with high rates of student misbehavior. There is evidence, though, that when students are given well-structured assignments and placed into work-pairs or cooperative learning groups, behavior problems typically diminish (Beyda et al., 2002). Even positive teacher practices can be more effective when used in cooperative-learning settings. If students are working in pairs or small groups, teacher feedback given to one group or individual does not interrupt learning for the other groups.

7. Give frequent teacher feedback and encouragement. Praise and other positive interactions between teacher and student serve an important instructional function, because these exchanges regularly remind the student of the classroom behavioral and academic expectations and give the student clear evidence that he or she is capable of achieving those expectations (Mayer, 2000).

Unfortunately, in most classrooms, educators tend to deliver many more reprimands than they do praise statements. This imbalance is understandable: after all, teachers are under pressure to devote most of their class time to deliver high-quality instruction and tend to interrupt that instruction only when forced to deal with disruptive behavior. A high rate of reprimands and low rate of praise, however, can have several negative effects. First, if teachers do not regularly praise and encourage students who act appropriately, those positive student behaviors may wither away through lack of recognition. Second, students will probably find a steady diet of reprimands to be punishing and might eventually respond by withdrawing from participation or even avoiding the class altogether. A goal for teachers should be to engage in at least 3 to 4 positive interactions with the student for each reprimand given (Sprick, et al., 2002). Positive interactions might include focused, specific praise, non-verbal exchanges (e.g., smile or 'thumbs-up' from across the room), or even an encouraging note written on the student's homework assignment. These positive interactions are brief and can often be delivered in the midst of instruction.

8. Provide correct models during independent work. In virtually every classroom, students are expected to work independently on assignments. Independent seatwork can be a prime trigger, though, for serious student misbehavior (DuPaul & Stoner, 2002). One modest instructional adjustment that can significantly reduce problem behaviors is to supply students with several correctly completed models (work examples) to use as a reference (Miller et al., 2003). A math instructor teaching quadratic equations, for example, might provide 4 models in which all steps in solving the equation are solved. Students could refer to these models as needed when completing their own worksheets of similar algebra problems. Or an English/Language Arts teacher who assigns his class to compose a letter to their U.S. Senator might allow them to refer to three 'model' letters while they write.

9. Be consistent in managing the academic setting. Picture this (not-uncommon) scenario: A teacher complains that her students routinely yell out answers without following the classroom rule of first raising their hand to be recognized. She invites an observer into the classroom to offer her some ideas for reducing the number of call-outs. The observer quickly discovers that the teacher often ignores students who have raised their hand and instead accepts answers that are blurted out. Because she is inconsistent in enforcing her classroom rules, the teacher is actually contributing to student misbehavior!

As a group, students with challenging behaviors are more likely than their peers to become confused by inconsistent classroom routines. Teachers can hold down the level of problem behaviors by teaching clear expectations for academic behaviors and then consistently following through in enforcing those expectations (Sprick et al., 2002). Classrooms run more smoothly when students are first taught routines for common learning activities--such as participating in class discussion, turning in homework, breaking into cooperative learning groups, and handing out work materials--and then the teacher consistently enforces those same routines by praising students who follow them, reviewing those routines periodically, and reteaching them as needed.

10. Target interventions to coincide closely with 'point of performance'. Skilled teachers employ many strategies to shape or manage challenging student behaviors. For instance, a teacher may give a 'pre-correction' (reminder about appropriate behaviors) to a student who is about to leave the room to attend a school assembly, award a 'good behavior' raffle-ticket to a student who displayed exemplary behavior in the hallway, or allow a student to collect a reward that she had earned for being on time to class for the whole week.

It is generally a good idea for teachers who work with a challenging students to target their behavioral and academic intervention strategies to coincide as closely as possible with that student's 'point of performance' (the time that the student engages in the behavior that the teacher is attempting to influence) (DuPaul & Stoner, 2002). So a teacher is likely to be more successful in getting a student to take his crayons to afternoon art class if that teacher reminds the student just as the class is lining up for art than if she were to remind him at the start of the day. A student reward will have a greater impact if it is given near the time in which it was earned than if it is awarded after a two-week delay. Teacher interventions tend to gain in effectiveness as they are linked more closely in time to the students' points of performance that they are meant to influence.

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LESSON #20

Planning for teaching and learning

Theme #20.	Critical evaluation of ready-made lesson plans from Internet

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
Activity 1. Discussion Critical evaluation of ready-made lesson plans from Internet	
Activity 2. Lesson preparation	
The aim:	
To discuss the steps of lesson planning and to work on the beneficial lesson preparation	
Objectives:	
• Discussing the advantages and disadvantages of using ready-made lesson plans from internet • To be able to analyze and avoid of using ready-made lesson plans from Internet	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Discussion Critical evaluation of ready-made lesson plans from Internet

Objective: be able to discuss ready-made lesson plan belonging to the internet

Material: handout 1

Time: 40 min

- Tell Ss to give some ready- made lesson plan from internet and then ask them to read **handout 1** and compare their ideas.
- After completion the discussion ask Ss to give their own ideas about lesson planning

Activity 2 Lesson preparation

Objective: To search the best way for lesson preparation

Material: none

Time: 35 min

- Tell Ss to present their ideas on questions to the whole group

Home task: To learn some readymade lesson plans and give their views on them.

Handout 1 Read an article and compare, share your ideas with partner.

Evaluating Online Sources Lesson Plan

This kind of scenario has many educators concerned about using of the Internet as a reliable resource for academic information. The fact is that almost anyone can now publish on the Internet, while only a few years ago, nearly everything that you read was filtered by editors and presented based at least on its economic value if not for its scholarly worth. Today, anyone with an axe to grind can do so over the Internet and with a look of authority. At the same time the Internet is increasingly becoming the first and preferred source of information for many of us.

In response to this concern and the scenario above, I believe that the presence of inaccurate and biased information on the Internet is not our primary problem. The information and points of view have not really changed; it is the tools that have changed. Today, our students use professional and sophisticated information tools and global electronic networks to complete their assignments while most of us used pencil and paper and the information resources that existed in our school library.

The real problem with the scenario above is the assignment. The problem is that we are still, by and large, giving Lincoln Log assignments -- "Write a report about the Holocaust." These advanced and powerful capabilities that are increasingly available to our students beg for a different kind of assignment. Writing a report about something has as its goal the demonstration of gained knowledge. Yet gaining knowledge becomes only a small part of what students should be learning to prepare them for a world where knowledge changes and information grows at dizzying speeds.

In fact, in the information world, their jobs will be to help in growing knowledge by becoming information builders.

From the perspective of the builder, our students have aisles of information processing tools to choose from and an Internet warehouse from which to choose building materials. The difference is that the builder, in the middle of Builder's Supply, has a task or project in mind, something that he or she plans to build for the enjoyment and convenience of others. Our builder has a goal behind his or her selections of tools, lumber, and nails.

Likewise, as students browse through the Internet, looking for information raw materials, they should have goals for their work. The difference between "Lincoln Log" assignments and what students should be doing today, is that our young high school junior should have had a goal for her report beyond that of just earning a grade. Because she can produce such impressive work and it can potentially be published for others to see and use, her goal should be behavioral. **Students should be building their information products to affect impressions, decisions, beliefs, support or defeat positions, or create new knowledge.**

Goals-based projects have a variety of benefits:

- Goals-based projects provide a context for the student's work that is authentic. They are collecting, synthesizing, processing, assembling and expressing information for a reason that is real and beyond the pursuit of just a grade.
- Students are less likely to simply copy and paste large chunks of text as they would if they were writing about something. They will find and copy smaller chunks of information and

then carefully assemble them to produce information products that are designed to accomplish something. They will also provide mortar between these building blocks to hold them together and lend them relevance to the expressed goal.

- Goals-based assignments also lend themselves especially well to the use of rubrics. The student's goals can become part of the rubric's goals, with teacher or student defined benchmarks.

Goals-Based Evaluation

What do goals-based assignments have to do with evaluating Internet resources? Let's return to the builder's analogy. One of the many things that my father taught me is that when you are building something in the workshop, the number one key to success is using the appropriate tools and materials. Walk into any "Builder's Supply," and you have a virtual Internet of tools and building materials available to you. As you examine them individually, they are not judged as good or bad, but simply appropriate or inappropriate for specific building projects. Our task, as the shopper, is to select the tools and materials that are appropriate to our goals.

Traditionally, Internet resources have been evaluated from the perspective of the information itself and its source. This usually involves some type of checklist that puts all Internet information through the same sieve, evaluating each based on the same criteria. Here is part a checklist that I developed several months ago after reviewing some of the many evaluation forms available on the Internet.

Does the author have the authority to present this information?	Yes [] No []
Does the author have anything to gain by presenting this information?	Yes [] No []
Does the publishing organization have anything to gain by making this information available?	Yes [] No []
Is the information consistent with other published material on the topic?	Yes [] No []

It is implied that if you end up with a sufficient number of "Yes" checks, then the information is good and you use it. If not, then the information is bad and you never use it. Some of these evaluation forms can be quite long and picky, asking researchers to check spelling and grammar. But the result is the same. The resources is either stamped "Good" or "Bad," and this approval has little to do with the work that the student is doing¹.

As students' information products should be based on teacher or student established goals, evaluating the material that they consider using in their products should also be goals-oriented. Rather than judging the material based solely on itself via an examination instrument that has nothing to do with the students work, it should be judged from the perspective of what the student wants to accomplish.

¹ Teeler, D., and Gray, P. (2000). *How to Use the Internet in ELT*. Harlow: Longman

From this standpoint, we would not ask, "Is the author qualified?", but, "What aspects of the author's background help me accomplish my goal?" Under certain circumstances, a web page published by a neo-nazi organization might actually be appropriate for an assignment, while other resources, produced by people with credential would not. It depends on what the student wants to accomplish.

This approach actually serves three interesting purposes.

- The student is focused on drawing supporting or appropriate information into the project rather than just filtering "bad" information out.
- The student gathers information about the information.
- As students approach information with their goals to accomplish, they are less likely to be influenced by the goals of those who generated and published the information, which has interesting implications for *media literacy*.

LESSON #21

Planning for teaching and learning

Theme #21.	Planning for mixed-ability classes
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Activity 1. Discussion an article 2. Activity 2 .Planning for mixed-ability classes	
The aim: To discuss the Planning for mixed-ability classes	
Objectives: • Discussing the idea of the article • To learn setting the Planning for mixed-ability classes	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Discussion an article

Objective: to discuss the idea of planning for mixed-ability classes

Material: handout 1

Time: 25 min

- Tell Ss to give some ideas for planning for mixed-ability classes and then ask them to read **handout 1** and compare their ideas.

- After completion the discussion ask Ss to give their own ideas about mixed-ability classes

Activity 2 Making plan for mixed-ability classes

Objective: To be able to make lesson plan for mixed-ability classes

Material: none

Time : 40 min

- Tell Ss to refer to the sample on planning for mixed-ability classes and present their ideas on the poster to whole group

Home task: To create lesson plans for mixed- ability classes and give their views on them

Handout 1 Read and share your ideas.

Planning for mixed-ability classes

You may often be teaching a class which has students who are clearly of different levels. They may have different starting levels of English or they may learn at very different speeds - for any number of reasons.



These are several strategies that a teacher can use to deal with this situation. This is the first of two articles on the topic.

The second article covers...

Range of tasks

Extra work / Homework

Student nomination

Supporting the weaker students

Error correction

This first article deals with the following strategies.

- Discussion and needs analysis
- Student self-awareness
- Work groupings

Discussion and needs analysis

It is easy for students to get frustrated in a class of mixed ability. Stronger students may feel held back, weaker students may feel pressured. The teacher may feel stressed. The best solution to this is to have an open-class discussion about the classroom situation - to ensure the best for

everyone it is better to acknowledge the situation and for everyone to agree how to deal with it. It is probably best to stage and structure the discussion.

Needs Analysis

Use a needs analysis to prompt the students to reflect upon their learning style, learning strategies, language needs, learning enjoyment, motivation, language strengths and weaknesses. Questions that might be included are...

- What kinds of class activities do you enjoy / benefit from?
- Which language skill do you most wish to develop?
- Do you prefer working individually or with a partner?
- Would you rather sit and listen to the teacher all lesson or participate in group work?

Students compare their answers in pairs or small groups. You should collect the information and prepare a statistical representation of the key questions and answers. This will help to develop the sense of shared community in the class.

Explain and discuss

Explain the mixed-level situation to the students and give a list of possible approaches to the teaching and learning. In pairs, the students rank the approaches/ideas according to their suitability for the situation.

Following feedback, you should highlight the strategies you plan to use.

A student contract

Developing with the students, or perhaps writing it yourself, a contract of behavior for activities is a useful device. 'I will help and support my activity partner.' 'I will participate in group work.'

Tell them what you are going to do

If you think your students are not mature enough to carry out this kind of reflection, explain the situation to the class and tell them what strategies you will be using. If students know what to expect, you can hope that they will cooperate.

All of the above work could be done in the mother tongue, although I feel it is best done primarily in the target language (as it draws attention to the fact that this is a learning language issue.)

Student self-awareness

Encourage students to develop an awareness of their own language abilities and learning needs. What are their strengths and weaknesses, and how can they focus on these? How can they measure their own progress

This may take the form of a learner's diary, regular self-assessment, keeping records of mistakes, keeping a record of things learnt.

Work groupings

Varying the way students work in the class will help meet the variety of levels in the class.

Pair work

You can pair strong with strong, weak with weak, or strong with weak. Perhaps in a very controlled activity, the strong with weak will work well. In a freer activity, perhaps strong with strong will be of benefit. Variety in the pairings is the key here - and you should also be sensitive to the general relationships between different students, and learn to note who works well with whom.

Group work

These groups could be of mixed levels or similar ones. The hope is that in a smaller group, the weaker student will feel more able to contribute. Also, if the group is working with a set of information, divide the information between the students, forcing them to work together.

You may consider dividing your class into groups by level for the whole lesson, enabling you to give a different level or number of tasks to each group. Discussion of this strategy with the class should help prevent stigmatisation.

Whole class - mingles

This is a favoured strategy of mine. A mingle activity involves students talking or interacting with many different members of the class in a short period of time in order to achieve a task. This means that any one student will work with students at different levels - experiencing stronger and weaker levels of communication. This supports the weaker students and provides opportunities for the stronger ones.

A classic activity is a 'Find someone who...'

- In this activity the student has to survey the class to find people who...(for example)
...have got something - Do you have a CD player? Or...
...have done something - Have you eaten fish and chips? Or...
...like something - Do you like tennis?

If a student answers yes to a question, then the other student should ask for more information. If a student answers no, then the other should find a new person to ask, and may come back to the first student with another question later on.

The potential for this is endless. It is a great way to provide practice of a particular language structure/area (10 questions all using the past simple) and provides controlled practice as well as the opportunity for further freer discussion. It also creates a lively classroom dynamic.

Mingles can take many forms - students may have to find the person who has a matching word to theirs, or the second half of a split sentence. The students may all have the same or different questions, or a mixture. The key is the general principle of an information gap or communicative need.

Overall, variety in the types of working groups, and an open discussion of the class situation will

help to deal with some of the difficulties that are present in mixed ability classes. The aim of these strategies is to create a positive working environment, which is all part of ensuring better learning.

Gareth Rees, teacher/teacher trainer, London Metropolitan University, UK

MODULE 3. TEACHING AND INTEGRATING LANGUAGE SKILLS

LESSON #24

Teaching and Integrating Language Skills

Theme #24	Introduction to and overview of the course: Historical overview of skill segregation and skill integration.

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Explanation 3. Activity 2. Article discussion. 4. Activity3. Presenting	
The aim: To introduce students with the course and its aims.	
Objectives: • lead-in to the topic and to raise students' interest to it • To raise Ss awareness on teaching integrated skills and improve their critical thinking. • To give Ss an opportunity to introduce course requirements themselves	
Activity type:	Individual, small group, whole class (teacher-students)

Lead- in (10 min)

- Write these terms on the board **skill integration** and **skill segregation**.
- Ask Ss following questions:
 - ~ *Do you think these terms are similar? Or Is there any difference?*
 - ~ *What do they mean?*
 - ~ *Can you give any examples?*
- Elicit random answers.
- Establish that different people define these terms differently. But usually educationists refer to a segregated skill approach as a mastery of discrete language skills such as reading or speaking is seen as key to successful learning languages.(Mohan 1986) This is contrary to the integrated way that people use language skills in normal communication. Skill segregation is reflected in traditional ESL/EFL classrooms that offer classes focusing on isolated language skills. This process of learning languages has common until 2000 approximately. Frequently; segregated skill ESL/EFL classes present instruction in terms of skill-linked strategies: reading strategies, listening strategies, speaking strategies and writing strategies. So, after that period integrating all 4 skills in the classroom reflected its beneficial results.

Activity1, Article discussion.

Objective: To raise Ss awareness on teaching integrated skills and improve their critical thinking.

Time: 30 min

Materials: Handout 1

Procedure:

- Tell Ss that they will read an extracts taken from the article by Eric Digest « Integrated skills in the ESL/EFL classroom» in two groups.(**Handout 1**)
- Tell Ss to present the ideas of the given article and comment.

Activity 2, Presenting

Objective: To give Ss an opportunity to introduce course requirements themselves.

Time: 40 min

Materials: Handout 2

Procedure:

- Divide students into three big groups as «**Aim and objectives of the course**»
«**Indicative content of the course**» and
«**Assessment Profile for the course**».
- Ask students to work group in 4 and distribute posters for presenting the materials in Handout 2.
- Make clarification if it is need.

Home assignment.

1)Ask students to read the article by Eli Hinkel “Current Perspectives on Integrated Teaching” ” and give the main perspectives of Integrated Teaching.

2) Analyze the ideas of the linguists from the article and say in what conditions of teaching you can apply their findings and why?

Activity 1, Handout 1. Article discussion. Group A

Read an extract taken from article and present its content and be ready to answer questions of another group.

TWO FORMS OF INTEGRATED-SKILL INSTRUCTION

Two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

"Content-Based Instruction." In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley (1994) shows how language learning strategies can be integrated into the simultaneous learning of content and language.

At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992). The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today, and it is found in many innovative ESL and EFL textbooks. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English tailored to students' English proficiency level.

"Task-Based Instruction." In task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall.

Activity 1, Handout 1. Article discussion. Group B

Read an extract taken from article and present its content and be ready to answer questions of another group.

ADVANTAGES OF THE INTEGRATED-SKILL APPROACH

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

INTEGRATING THE LANGUAGE SKILLS

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps:

- * Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- * Reflect on their current approach and evaluate the extent to which the skills are integrated.
- * Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- * Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- * Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

Activity 2, Handout 2. Presenting

TEACHING AND INTEGRATING LANGUAGE SKILLS

Introduction

This course provides an introduction to the ways and means of teaching and integrating language skills. The course focuses on the practicalities of communicative language teaching theories and issues related to communicative methodology.

Aim

To equip students with means of practicing language skills in an integrated way promoting proficiency in all four skills, and demonstrating the importance of skill integration in EFL teaching.

Objectives

By the end of the course students will

- be familiar with the skills of language that are used in communication; be familiar with significant modes of skills integration (content based learning, task -based learning, and project based learning);
- identify the means of teaching listening, speaking, reading, writing on the basis of good practice in communicative methodology;
- know how to provide learners with practice in each language skill within an integrated framework;
- understand the importance of fluency in teaching the four language skills within a integrated framework;
- be familiar with principles of integrated skills where the focus is on one skill that leads to practice in another.

Indicative content

Introduction to and overview of the course

- Historical overview of skill segregation and skill integration

Listening as an interactive process

- Improving listening proficiency
- Introducing real life aspects of listening
- Dealing with factors influencing the listening process
- Creating pre-, while-, post- listening activities
- Integrating phonology in language skills classes

Speaking as an interactive process

- Providing successful oral fluency practice
- Designing discussion activities
- Distinguishing fluency and accuracy activities
- Distinguishing spoken interaction from spoken production
- Kinds of spoken interaction as a part of classroom process relating to all skills

Reading as an interactive process

- Creating pre, while, post reading activities
- Choosing appropriate reading materials
- Role of authenticity
- Getting students to read purposefully
- Improving students' reading comprehension
- Teaching specific sub skills and strategies
- Critical reading as a basis for successful writing

Writing as an interactive process

- Factors affecting EFL writing development
- Introducing strategies of competent writers
- Introducing purposes in writing
- Authenticity in writing process
- Giving feedback in writing
- Applying process writing
- Sample writing activities

Integrating Skills

- Modes of integrating all four skills
- Content-based learning
- Task based learning
- Project based learning

Assessment Profile

Semesters 5 and 6

Continuous Assessment • Analyzing an activity on developing language skills • Participation	40% 15 % x 2=30% 10 %
Mid-course Assessment • Activity design and presentation on receptive skills • Activity design and presentation on productive skills	30% 15% 15%
Final Assessment • Micro-teaching	30%

Assessment specifications

Activity design and presentation on receptive and productive skills: 30 % each

Students are expected to design a communicative task one for receptive and one for productive skills and present the task in their class.

Criteria for assessment

• Interactive mode of work • Use of authentic materials • Practice of skills (productive/receptive) and strategies • Integration of skills • Balance between fluency and accuracy • Use of English	5%
	5%
	5%
	5%
	5%
	5%
Total	30%

Home assignment, Handout 3.

- 1) Please read the article by Eli Hinkel "Current Perspectives on Integrated Teaching" and give the main perspectives of Integrated Teaching.
- 2) Analyze the ideas of the linguists from the article and say in what conditions of teaching you can apply their findings and why?

Current Perspectives on Integrated Teaching

With the spread of English as a lingua franca and as the medium for world-wide dissemination of information and knowledge, in many cases, the pragmatic objectives of language learning underscore the importance of integrated and flexible instruction. In many regions around the world, learning English has the objective of enabling learners to gain access to social, vocational, educational, or professional opportunities (CelceMurcia, 2001; Kaplan, 1986; 1988; 1991). In common perspectives on contemporary language curricula, teaching reading is typically connected to instruction on writing and vocabulary, teaching writing can be easily tied to reading and grammar, and speaking skills readily lend themselves to teaching listening, pronunciation, and cross-cultural pragmatics (Hinkel, 1999; 2001).

According to Richards and Rodgers (2001: 165), integrated language instruction that engages learners in meaningful communication and enables them to attain their learning objectives can be found in an "unlimited" array of models, teaching materials and techniques. A few examples of such integrated models with a communicative and contextualized focus are: content-based (sometimes also called theme-based), task-based, text-based (also called genre-based), discourse-based, project-based, network-based, technology-based, corpus-based, interaction-based, literature-based, literacy-based, community-based, competency-based, or standards-based.

With the current emphasis on both fluency and accuracy in language production, it seems clear, however, that integrated language teaching and learning, as well as integrative instructional models, will need to continue to be refined and developed (e.g., Breen, 1991; Swain, 1991). For instance, exposure to and experience with L2 speaking and meaningful interaction, but without the benefit of explicit and focused instruction, leads to learners' developing high degrees of fluency but not necessarily of accuracy and advanced L2 proficiency (e.g., Lightbown & Spada, 1990; Swain, 1991).

In regard to communication-oriented principles that guide much of integrated language teaching, critics have contended that with its focus on communication-ininteraction, second or foreign language instruction frequently lacks depth and substance.

As Howatt and Widdowson (2004) note, naturalistic and integrated language learning tends to meet the communicative needs that people would have as tourists in, for example, simple service transactions and casual conversational exchanges. Widdowson (2003: 24) explains, for instance, that "coping with written language is also a communicative objective," but the contemporary focus on face-to-face encounters lacks a teaching focus on "an understanding of writing, literary and otherwise, of the past." He also points out that, outside English-speaking areas where

English is taught as a school subject, current methodologists would do well to consider "what kind of language is to be specified for the subject to fulfill its educational objective" (2003: 27).

On the other hand, in recent years, standards- and outcomes-based language teaching curricula have become one of the foremost educational priorities in a number of English-speaking nations. To this end, innovative integrated methodological models have been proposed to concentrate on advancing learner proficiencies in a range of language skills. Specifically, the objectives of these models are geared toward clearly defined language competencies that students need to achieve within the educational system. Stern (1992) is to be credited with the first set of guidelines for an integrated curriculum that address the major goal of advancing students' language proficiency. His model effectively combines the learning of the central language skills with the achievement-oriented syllabus in culture learning, communicative skills, and general education. Stern also notes (1992: 76) that "as useful expressions of proficiency, however, the 'four skills' continue to be important categories in language pedagogy."

In Canada, for example, the instructional model is based on Stern's "proficiency as competence" (1992: 73) and on communicative competence together with "the mastery of such skills as listening, speaking, reading and writing." Canadian Language Benchmarks and common sets of proficiency standards have been a recognized success in nation-wide second language teaching. Canadian language assessments and national achievement standards also account for the fact that many learners' language proficiencies vary from skill to skill. In part, the effectiveness of the Canadian achievement-oriented curriculum can be attributed to its design supporting learners with different levels of mastery in the four skills (Breen, 2001). Other types of integrated syllabus are currently adopted in national educational movements and in the U. S.,

Australia and New Zealand. These standards-based curricula reflect an ongoing work in the refinement and elaboration of integrated instruction that can raise learners' language proficiency and the quality of production in the contexts of real-life communication. (See, e.g., McDonough & Shaw, 2003 for detailed discussion.)

Literature

1. Eli Hinkel (1999-2001) "Current Perspectives on Integrated Teaching"

Glossary

PROFICIENCY – a high degree of ability or skills in something

CONTEXT- general situation in which something happens, which helps to explain it

ASSESSMENT- the process of making the judgment

LESSON #25

TEACHING AND INTEGRATING LANGUAGE SKILLS

Theme #25.

The analysis of integrated language skills

Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Article discussion 3. Activity 2. Solutions of four skills problems. 4. Case study	
The aim: To raise awareness of students on the importance of integrated language skills in teaching	
Objectives: • To raise Ss awareness on the role of integrated skills in teaching to check students' reading comprehension skills • To allow students to express their points of views concerning to the topic. • To make aware of integration of four skills in teaching	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead- in(10 min)

Ask Ss to give features all 4 language skills:

- Reading (comprehension skill)
- Listening (comprehension skill)
- Speaking (production skill)
- Writing (production skill)

Possible answers:

Listening vs. Reading	
Spoken Language	Written language
• Tends to be informal and colloquial, • Text is gone quickly; so you often can't refer back to check it, • Often unplanned and unorganized with repetition, hesitations, and interruptions, • Vagueness and ambiguity are allowed	• Tends to be more formal, • Text stays on the page; you can refer back to it, • Usually planned and organized with little repetition, • Precision and clarity are preferred,

and often preferred, Use of weak forms and contractions make some parts hard to perceive; • Stress, intonation, and pauses show emphasis and groupings of ideas; • Body language (e.g. facial expressions and gestures) helps understanding.	and often required, All text is equally visible on the page. There are no strong and weak forms; • Punctuation and spaces between words show word, sentence, and paragraph boundaries; • Text often has little or no visual support.

Activity 1. Article discussion

Objective: To raise Ss awareness on the role of integrated skills in teaching

Time: 20 min

Materials: Handout 1

Procedure:

- Tell Ss that they will read a scientific lecture « **Integrated Skills**» in group.(**Handout 1**)
- Tell Ss to brainstorm on the ideas of the given material and to discuss the following aspects:..
 - ~ *Why should we integrate the four skills?*
 - ~ *How can we integrate the four skills?*
 - ~ *What are the implications for teaching?*
 - ~ *What are the limitations of integrating the four skills?*

Activity 2. Solutions of four skills problems.

Objective: To make aware of integration of four skills in teaching

Time: 40 min

Materials: Handout 2

Procedure:

- Divide students into two big groups
- Ask students to work in group and distribute posters for presenting the materials in Handout 2.
- While creating the posters teacher can give following information to the questions in order to encourage them .

When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning. In her reflection, Anna refers to activities that make use of 'the four skills' but she is not quite sure how to plan activities that incorporate all four. In this section we will discuss the 'four skills' as well some activities that can be used in the classroom to promote all four.

How are the four skills used in the language classroom?

Through daily activities, teachers provide learners with opportunities to develop each skill: students *listen* (to the teacher use the target language, to a song, to one another in a pair activity), *speak* (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read* (instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

This approach, however, does not combine the four skills so that they can be used together to reach the same end (i.e. language development that is well-rounded).

How can the four skills be used together effectively?

The four skills work in tandem when the activities that require their use are designed to support learners in the *process* of learning, creating and producing a specific product. Four approaches in particular are structured so that the four skills can be used simultaneously. These approaches are: the focal skill approach, content-based instruction, task-based instruction and the project-based approach.

The Focal Skill Approach

The goal of the focal skill approach is studying in the SL in order to acquire it. This second language curriculum stresses the balanced development of listening, speaking, reading and writing by measuring competency in each skill and then focusing on the development of the weakest skill. Resources like those developed by the International Center for Focal Skills (ICFS) use placement tests to identify weak skill areas.

Content-based Instruction(CBI)

Oxford (2001) describes approaches to CBI, which include theme-based & adjunct learning. Theme-based CBI focuses on a theme of high interest to students and develops a wide range of language skills around that theme. The learning of the content requires considerable exposure to a variety of forms of information, which, in turn, requires the use of all four modalities.

In the adjunct form of CBI, language and content courses are taught separately but are carefully coordinated so that literacy, oral language development and thinking skills are positively enhanced. In this approach, the content teacher presents content to students while the language teacher brings vocabulary, grammar and subskill development to students' attention through typical exercises, all of which focus on the lexicon of the content.

Task-based Instruction(TBI)

According to Nunan (1999), task-based instruction (TBI) uses tasks or stand-alone activities which require comprehending, producing, manipulating or interacting in the target language. The

amount of listening, speaking, reading and writing involved to complete the problem posed by the task is dictated by the task itself; however, most complex (multi step) real-life tasks that take learners into the world outside the classroom will utilize all four skills. TBI helps learners explore the multitude of communication opportunities provided in their surroundings. The tasks themselves are scaffolded according to the cognitive demand required to complete them and can be carried out individually, in pairs or in small cooperative groups.

Project-based approach

This approach concretizes the integration of not only the four skills but also language, culture, experience and learning strategies (Turnbull, 1999). With the careful selection of a final project that requires learners to demonstrate what they have learned through both oral and written production, the teacher plans backwards to identify what aspects of language, culture, experience and learning strategies are required to complete the end project.

What are some examples of activities that integrate the four skills?

Two activities that make use of all four skills in tandem are Self-introduction and Reading and Retell.

Self-introduction takes the answers to a series of personal questions (name, age, grade level, where you live, members of your family, favourite sports, animals, colours, subjects, etc.) and sequences them into a self introduction. Students are given large visuals to trigger each component of the self introduction. The teacher can point to each picture while modeling a self-introduction (students are *listening*) and then invite learners to introduce themselves (*speaking*) to one or two of their peers. Some of the visuals can then be changed and the students can be invited to introduce themselves to others in the class to whom they have never spoken. This activity can be adapted to become a regular (daily, weekly) warm-up activity to get learners talking in the target language. Having covered *listening* and *speaking* in the oral self-introduction, a scenario can then be created wherein learners must *write* a self-introduction to a potential homestay host. The same picture cues can be used, reconfigured to show a salutation, closing and signature. The picture cues provide learners with support without giving them a text to memorize.

In multilevel SL classes, graded readers can be excellent springboards for another activity that integrates the four skills- a **reading and retell**. First, learners select a book or story at their own level and *read* it. Learners are then given a template to follow to summarize their thoughts about the story (*writing*). The summary is designed to help learners gauge the amount of detail required in a retell. After additional practice *reading* the summary silently and aloud several times, learners are asked to select two or three illustrations from the book to help them tell the story. They then practice telling the story by using the pictures and remembering what they wrote in the template. Students find a partner who has not read the same story and retell (*speaking*) their story to one another using the selected illustrations. Partners not only listen to the retell but also complete a feedback checklist (*writing*) about the retell. After *reading* the feedback, partners switch roles.

Why are four skills activities useful?

Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence.

Home assignment.(10 min)

- 1) Tell Ss they are going to read Spolsky's theory of second language learning.
- 2) After completing the reading ask them to create their own tree about the branches of integrated skills

Handout 1. Article discussion.

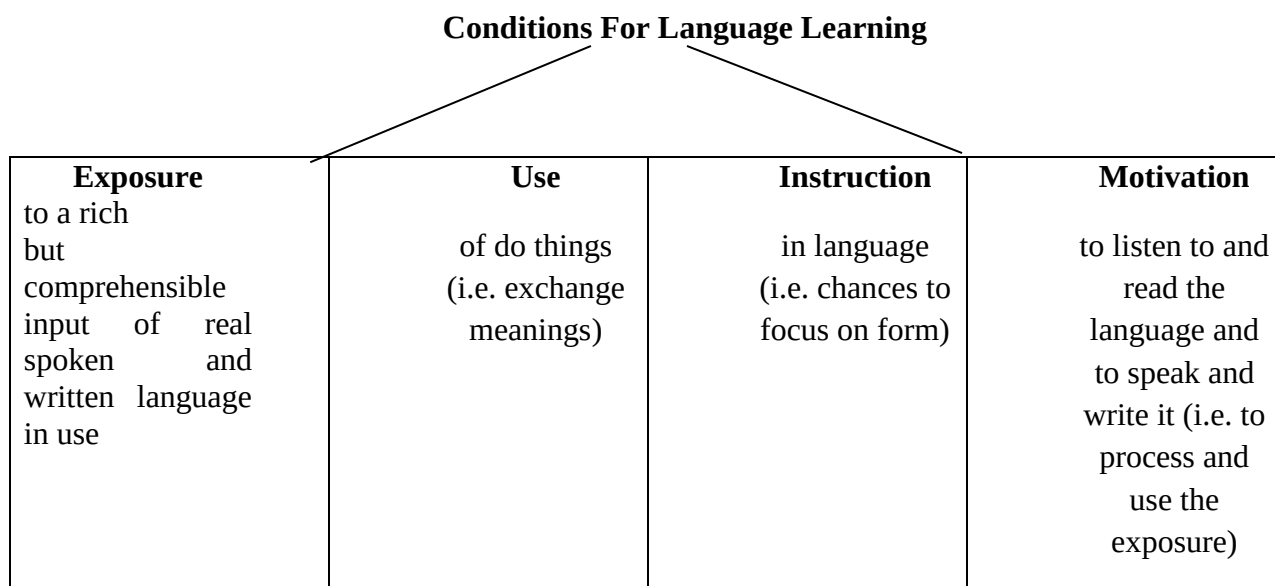
- Read a scientific lecture « **Integrated Skills**» in group.
- Brainstorm on the ideas of the given material and discuss the following aspects:.
 - ~ *Why should we integrate the four skills?*
 - ~ *How can we integrate the four skills?*
 - ~ *What are the implications for teaching?*
 - ~ *What are the limitations of integrating the four skills?*

12.1 Why should we integrate the four skills?

There are many situations in which we use more than one language skill. For this reason alone, it is valuable to integrate the language skills, but there are other reasons why integration can enhance the students' communicative competence.

Many educationalists stress the importance of building new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story. In the same way, if they can understand a dialogue about buying things in a shop, they can use this as a model for practicing their own speaking skills in a similar situation. Also, integrating the skills allows you to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English.

Above all, integrating the skills means that you are working at the level of realistic communication, not just at the level of vocabulary and sentence patterns. Realistic communication is the aim of the communicative approach and many researchers believe that handling realistic communication is an integral part of essential conditions for language learning:



Essential and desirable conditions for language learning

Integrating the four skills emphasizes the focus on realistic language and can therefore lead to the students' all-round development of communicative competence in English.

12.2 How can we integrate the four skills?

The essential form of integration is within the same medium (either oral or written), from receptive to productive skills.

	Receptive Skill		Productive Skill
Oral Medium	listening	→	speaking
Written Medium	reading	→	writing

In other words, we would use a listening text as a model for the students' speaking, and a reading text as a model for the students' writing. This is common practice among teachers, and we will call it simple integration. The information that the students get from the reading is useful in the oral activity, while the writing activity is based on information from the oral activity.

The fill-in-blanks activity that the students are asked to carry out in completing the dialogue is actually a form of reading comprehension. As the comprehension questions take the form of a realistic dialogue, the students can then practice their oral skills as well as their reading skills. The dialogue can then be used as a basis for the students' own conversations.

12.3 What are the implications for teaching?

As we noted earlier, integration of the four skills is concerned with realistic communication. This means that we are teaching at the discourse level not just at the level of sentences or individual words and phrases. Discourse is a whole unit of communicative text, either spoken or written.

Focus on discourse: The main implication for teaching is that we need to be aware of the discourse features of a text and to be able to make students aware of them. This helps the integration of skills because it makes clear the teaching points and, for simple integration, the discourse features are the main language aspects that we transfer from one skill to the other. Discourse features include aspects such as:

- the way that the text is organized
- its layout (for written text)
- the style of the language (formal or informal)
- the register (the vocabulary that is commonly found in such discourses).

As teachers, we have to use our professional judgment, based on our knowledge of the students, to decide how much detail we should include in our lesson. It is important to keep a balance. Too much information may confuse them. Too little information may mean that they are not clear about the features of a particular type of discourse.

Adjusting the textbook contents: Another aspect of our teaching that requires attention if we adopt an integrated approach is the use of the textbook. Although many modern textbooks have some integration of the four skills, we may still need to make some changes to the contents.

This could involve altering the order of the contents. If the discourse of the writing activity is closely related to the reading passage, but is placed in a different part of the unit in the textbook, we could focus on the writing straight after we finish the reading passage.

For simple integration, we can design a listening or reading comprehension activity that becomes a plan for speaking or writing. For complex integration, it could mean making changes to the activities in the textbook.

Adjusting timetable: There also are practical implications for integrating the four skills. One is related to timetabling. In some schools, a whole lesson is given to teaching one skill. For example, there is a "listening" lesson one day, a "reading" lesson another day, and so on.

Sometimes this is encouraged by the arrangement of materials in the textbook. We have to make the timetable arrangements more flexible so that we can integrate the skills better.

12.4 What are the limitations of integrating the four skills?

While integrating the four skills can help the development of students' communicative competence, we must not overlook the useful role that a separate focus on individual aspects of vocabulary, grammar and skills can play. If taught well, these aspects can accelerate the students' language learning. It is therefore necessary for teachers to maintain an appropriate balance between integration and separation.

Integrating the four language skills can be demanding of the teacher. We need to have a good understanding of discourse, and to be able to use textbooks flexibly. This can also be time-consuming, requiring a lot of preparation. Sometimes teachers are so busy that they cannot spare much time for extra preparatory work.

Another limitation is the problem of designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. This means that teachers have to be skilful or designing integrated activities for their students.



HANDOUT 2. Activity 2. Solutions of four skills problems.

Task. Answer the following questions using your creativeness and express your ideas in your posters.

How are the four skills used in the language classroom?

How can the four skills be used together effectively?

What are some examples of activities that integrate the four skills?

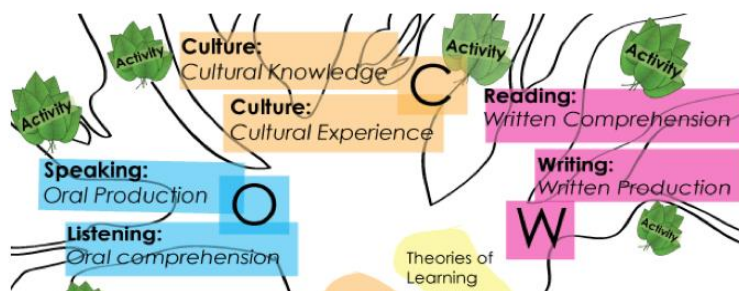
Why are four skills activities useful?

Home assignment

- 1) Read Spolsky's theory of second language learning.
- 2) After completing the reading create your own tree about the branches of integrated skills

The Tree: Branches

The tree has six branches which represent what the learner needs to learn in a language. The branches can be divided into three categories: Oral Language, Written Language and Culture. Spolsky's theory of second language learning (1989) recognizes that learners will have



differing levels of ability in each category. Receptive language (listening and reading) generally develops prior to and to a higher level than productive language (speaking and writing). Thus, teachers must consider that their language learners may not be at a uniform level of language proficiency across the four domains. This pattern may also be reflected in their native language proficiency.

Oral Language

Listening (or oral comprehension) involves processing, understanding, interpreting and evaluating spoken language in a variety of situations.

Speaking (or oral production) involves engaging in oral communication in a variety of situations for an array of purposes and audiences. The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose.

Written Language

Reading (or written comprehension) involves processing, interpreting and evaluating written language, symbols and text with understanding and fluency. There are many benefits to developing excellent reading skills in the target language one benefit is the culture that one gains by reading in the target language

Writing (or written production) involves engaging in written communication in a variety of forms for an array of purposes and audiences. Writing is an integral and necessary skill when learning a second language as communication is not only done orally. Writing also results in increased practice using the language.

Culture

The final two branches belong to the category of **C** or culture and consist of cultural knowledge and cultural experience. One can learn about a culture without experiencing it. Trips abroad or contact with native speakers constitute cultural experience. Stories, audio visual presentations and use of the target language in class also offer students invaluable exposure to culture.

Cultural knowledge- Knowledge of facts or information about a certain culture such as knowledge of holidays, art, literature, and food.

Cultural Experience- Experiences that involve the culture and allow the learner to learn about the culture first-hand such as through field trips, guest speakers and community visit.

Literature:

1. Sarah Johnson, Timesaver London, Mary Glasgow Magazine. Pp-18-25.
2. Liz Driscoll, Reading Extra, Cambridge University Press 2004. P-67.

Glossary

COMPREHENSION – understanding

INTERPRETING - an explanation of the meaning or importance of something

DISTRIBUTE – deliver to

FLUENCY - the ability to speak a foreign language very well

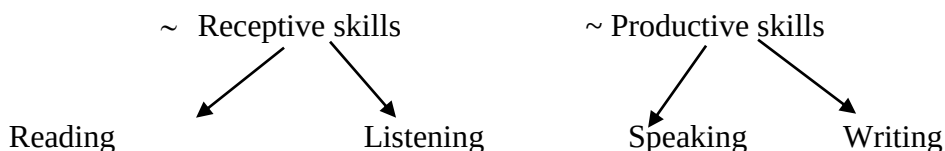
LESSON #26

Teaching and integrating language skills

Theme #26.	Listening as an interactive process: improving listening proficiency
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. Case study	
The aim: To introduce students with the means of teaching listening on the basis of good practice in communicative methodology.	
Objectives: • to lead-in to the topic and to raise students' interest to it • To introduce students with the means of teaching listening on the basis of good practice in communicative methodology.	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm- up(5 min)

- Brainstorm the notions of “receptive skills” and “productive skills”



Ask the following questions:

~ Why do we call reading and writing Receptive Skills? (We receive the information)

~ Why Productive? (We produce the information)

- Elicit random answers.
- Establish that listening is considered as a receptive, which is one of the most problematic and challenging. Learners with good commands of other three skills (reading, writing and speaking) might have a big problem with listening. In order to improve the listening skill learners should make an objective. The objective can be different kind of listening for specific information, listening for general idea. Some sources call the objective by listening tips. So the above mentioned types of listening have different functions, for instance, table completion, summary completion multiple choice, gap filling and so on.

Pre- explaining part. 10 min

Give students Handout 1.

Handout 1.

While learning the L2, certainly you have faced the problems with listening. Without doubt, you found out your strategy of improving, whereas each strategy is not exception from the problems. Complete the following table with the strategy that you did in order to improve your listening skill, with the problem that you faced and the solution that you suggest.

Strategy	Problem of this strategy	your solution
Listening to music	Difficult and different pronunciation	To find the lyrics

While-explaining part.55 min

Objective: To raise Ss awareness on improving listening proficiency

Time: 30 min

Materials: Handout2, 3

Procedure:

- Divide group into 2 teams,
- Distribute Handout 1 to the team 1, and Handout 2 to the team 2.
- Ss should read and get ready to discuss it.

Members from team 1 retell the problem of listening from the article and opposite team should retell the suggestion.

For example:

Problem 1: Too much faith in first language research

Fourteen years ago, Anderson and Lynch (1988: 21) noted that there was very little research into listening in a second language. Because of this gap in research, applied linguists, textbook writers, and teacher trainers have gone to research in first language listening for guidance. As a result, listening comprehension exercises are greatly (and in my view inappropriately) influenced by what is known about successful first language listening.

First language research has established that successful listening is characterized by:

- listening for a purpose
- making predictions based on contextual information
- making guesses when things aren't clear
- inferring what is meant where necessary
- not listening ('straining') for every word

(adapted from Brown 1990: 148)

Teacher trainers and textbook writers have made appropriate use of some of these findings, and inappropriate use of others. In particular they have taken the last of these points ('they don't listen

for every word') and have made it an article of faith. They advocate 'top-down' activities and urge the avoidance of any activity which could be characterised as 'bottom-up'. Of course, we should be careful about this particular issue: we don't want learners to strain so much to hear every word that they cannot understand anything. In my view though, it is a mistake to abandon, as we have, bottom-up activities which introduce learners to the essential characteristics of speech.

From first language research comes the teacher's standard advice in a listening lesson: 'You won't be able to understand every word, and you don't need to'. I find this explanation illogical: the 'reasoning' goes something like this:

1. non-natives don't understand
 2. natives understand without paying attention to every word
 3. therefore, in order to understand, non-natives should not try to pay attention to every word
- The first statement describes the problem which all listening classes address in some way; the second is a research finding; the third is the false deduction. It is not reasonable to deduce from the first two statements that 'improvement in listening skills follows from not trying to pay attention to every word'. In acting (as we do) on this illogical deduction, we confuse goals and methodology: we require learners to simulate the goal of native listener behaviour instead of teaching learners how to acquire progressively native-like abilities in perception and understanding. We have made the mistake of allowing the goal to become the method: we should recognise that the skill of understanding without attending to every word is a goal to be reached, not a means of getting there.

Adopting the goal-as-method procedure conveniently allows us to ignore the fact that native speaker listeners have great advantages over non-natives particularly in terms of perceptual ability, it allows us to avoid grasping the nettle of fast speech. Activities which encourage bottom-up processing, which target learners perceptual abilities, have become taboo.

Suggestion 1: Research into L2 listening in the classroom

Fry(1) (personal communication) advises, where circumstances permit, allowing learners to control the tape-recorder so that they can work on, and re-hear, those passages of the recording that they have problems with. Fry's experience is with classes of adult learners of English: he divides the class up into small groups and, after having done the warm up phase and set the listening task, he gives each group a tape-recorder, and the tape, and leaves it to the group to control the tape-recorder. He reports being very surprised at what they found easy, and what they find difficult in listening.

My experience of working with learners with computer controlled access to recordings (reported in part in Cauldwell, 1996) is also one in which I learned a great deal about their powers and weaknesses in perception and understanding. It brought home to me the fact that their difficulties lay in what were for me 'surprising' places.

So there are two benefits to allowing learners to control of the tape recorder: they can focus on their own needs; and for the teachers it amounts to research into second language listening - teachers discover where gaps in understanding and perception lie.

Conclusion:10 min

Students give their feedback to the topic, where they should compare their experiments with the ideas of linguists.

Teacher trainers and textbook writers have made appropriate use of some of these findings, and inappropriate use of others. In particular they have taken the last of these points ('they don't listen for every word') and have made it an article of faith. They advocate 'top-down' activities and urge the avoidance of any activity which could be characterised as 'bottom-up'. Of course, we should be careful about this particular issue: we don't want learners to strain so much to hear every word that they cannot understand anything. In my view though, it is a mistake to abandon, as we have, bottom-up activities which introduce learners to the essential characteristics of speech.

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Adopting the goal-as-method procedure conveniently allows us to ignore the fact that native speaker listeners have great advantages over non-natives particularly in terms of perceptual ability, it allows us to avoid grasping the nettle of fast speech. Activities which encourage bottom-up processing, which target learners perceptual abilities, have become taboo.

Problem 2: Too much hope in listening out for 'stresses'

Listening exercises are also characterised by the hope which often appears in the following words of encouragement: 'Just listen to the stresses, they'll be in the most important words, then you'll understand'.

There are three problems with this view: first, very often, 'important' words such as negatives are often unstressed, and so-called 'unimportant' grammatical words such as prepositions and pronouns are stressed; second, research indicates that it is difficult to pick out stressed words in a language which is not your own (c.f. Roach, 1982); third, the concept of stress is loosely defined and fails to distinguish between word-level stress, and stresses associated with higher order phenomena such as tone units.

Problem 3: Too much help

Although many listening comprehension recordings boast that they are 'natural', few of them are truly so. Many (though not all) are scripted and artificially slow. The reasons for this can be found in statements such as the following from Penny Ur:

Students may learn best from listening to speech which, while not entirely authentic, is an approximation to the real thing, and is planned to take into account the learners' level of ability and particular difficulties. (Ur, 1984: 23)

I myself find nothing wrong in what Penny Ur says here but I would argue that listening comprehension materials are often over-charitable in leaning towards 'the learners' level of ability' and not taking account of the level of ability required to understand spontaneous fast speech. The gap between the learners' level and the target level (fast spontaneous speech) is a gap that we as teachers and materials writers must help learners bridge. But we cannot help them bridge this gap if we continue with our charitable focus on what learners can manage at their current level.

In recent years, listening materials in main course textbooks at upper-intermediate and advanced levels have featured spontaneous speech, and this move is a good one. However, the methodology (crudely, give the answers, and move on) has remained much the same, and teachers are not trained to explain what the features of fast spontaneous speech are.

We have to help learners cope with speech which is above their current level, and to arrive at a description of 'above current level', we need a description of the topmost level - a description of the features of 'difficult' (fast spontaneous) speech. We need such a description for use in teaching so that we can have an equal focus on both where our learners are, and where they have to get to: this description should form part of teacher training - it should be part of every teacher's tool-kit.

Problem 4: Rushing to the follow-up

We offer too little help in the post-listening phase. My impression is (and this is backed up by research by Field 1998) that of the four phases of a listening lesson it is the post-listening phase which has the least amount of time devoted to it. The first - warm-up - phase (with contextualisation and personalisation) and the fourth - follow-up - phase (often a discussion or writing task) have the most time devoted to them. It is at this point that avoidance is at its most obvious worst, and the reasons for it can be found in the standard training of communicative language teachers.

Our training predisposes us to obey a communicative imperative which demands rapid movement to the next activity to keep the variety, interest, and motivation high: we are anxious to see and hear learners enjoying social interaction in English. We prefer this high level of social 'buzz' to staying with and helping learners through the difficulties of a recording: when there might be silent private struggles to perceive and understand the acoustic blur of speech.

Handout 3.

Suggestion 1: Research into L2 listening in the classroom

Fry(1) (personal communication) advises, where circumstances permit, allowing learners to control the tape-recorder so that they can work on, and re-hear, those passages of the recording that they have problems with. Fry's experience is with classes of adult learners of English: he divides the class up into small groups and, after having done the warm up phase and set the listening task, he gives each group a tape-recorder, and the tape, and leaves it to the group to control the tape-recorder. He reports being very surprised at what they found easy, and what they find difficult in listening.

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in part in Cauldwell, 1996) is also one in which I learned a great deal about their powers and weaknesses in perception and understanding. It brought home to me the fact that their difficulties lay in what were for me 'surprising' places.

So there are two benefits to allowing learners to control of the tape recorder: they can focus on their own needs; and for the teachers it amounts to research into second language listening - teachers discover where gaps in understanding and perception lie.

Suggestion 2: A fast speech phonology

Teachers should be trained in 'observing' speech, and particularly the authentic speech that now is a feature of many listening comprehension and general textbooks. This training does not currently take place. The training they get is in the area of fixed position phonology for the teaching of pronunciation. This training is typically concerned with the articulation of minimal pairs of consonants and vowels so that teachers can explain to learners how they can improve their pronunciation.

But these current approaches to 'phonology for pronunciation' do not give adequate preparation for dealing with the features of authentic fast speech, not even in the areas where they might be thought to do so: elision, assimilation, sentence stress, and intonation. The 'rules of speech' presented in such materials are derived from introspection concerning how decontextualised written sentences might be read aloud. These 'rules of speech' are inadequate to account for what happens in fast spontaneous speech.

There is therefore a need for a 'fast speech phonology' which prepares teachers to observe and explain the variability of fast speech. A major element of this training would be to encourage teachers to rid their minds of the expectations and rules they have inherited from fixed position phonology. As for what else might be included, Field (1998: 13) suggests features such as 'hesitations, stuttering, false starts, and long, loosely structured sentences'. To this list one can add all the features of speech described in Brazil (1994; 1997) - prominences, tone units of different sizes, tones, pitch height. One can also add the differences between citation and running forms of words, turn taking, accent, voice quality, and the effects of speed on speech.

Suggestion 3: Grasping the nettle

Learners will claim that fast speech is too difficult for them: and teachers will naturally feel tempted to give them easier, slower, scripted materials that they feel comfortable with. If this solution is adopted however, learners will be under-prepared to cope with the fast spontaneous speech that will come their way when they meet native speakers of English.

It is necessary to allow learners to feel challenged, and it may be necessary for them to feel frustrated by the demands of the listening task. I took a survey of one class of seven advanced learners of English (teachers of English from Japan) at the moment when they were deeply immersed in a difficult recording, and attempting to answer questions relating to the recording. I asked them to score their feelings on a five point scale with 'A' as 'happy' and 'E' 'unhappy'. Some time later, after doing the post-listening exercises I asked them to make judgments on the same scale. The results are shown in Table 1.

Table 1 Survey of learners' feelings before and after post-listening activities

Happy	Unhappy

	A	B	C	D	E
Before	0	0	1	1	5
After	3	3	1	0	0

Table 1 shows that there was a major shift in feeling between the end of the while listening phase and the end of the post-listening phase: learners moved from being broadly 'unhappy' to broadly 'happy'. (The means by which this change was brought about will be described in the next section.) Here, it is important to note that it is vital for teachers to be prepared for periods of learner frustration, and to have the methodological training and knowledge base to help learners through periods of discomfort and frustration to increasingly sophisticated levels of perception and understanding. If the goal is to help learners become better listeners, it is vital that they learn to be comfortable handling fast speech.

Notes

(1) John Fry of the British Council, Hong Kong

Suggestion 4: The Post-Listening phase: the importance of handling speech

What is involved in 'handling' fast speech? When we invite learners to do a reading task, we ask them to inspect sequences of words of varying sizes (paragraphs, clauses, phrases) for evidence to help them complete the tasks we have set. The same should be true for listening tasks: we should ask learners to inspect sequences of words (in speech units of different sizes) for answers to the tasks. However, there are important differences between reading and listening tasks: with the written language perception is not an issue, the words occur and remain for inspection on the page; with the spoken language the words are not available for inspection in the same way, they are available only for inspection in the short-term memory of the learners, and here perception is an issue. Perception - particularly the ability to hold sounds in short term memory long enough to inspect them for meaning - is a skill that is a pre-requisite for understanding.

One feature of any post-listening phase, therefore, is to give learners the experience of handling sequences of speech while inspecting them for clues to understanding. It is therefore necessary for the learners to re-hear and spend time (this may be private, or in discussion with a partner what they hear) with the crucial answer-bearing moments of a recording, and this must be done before the learners see the written transcript, so that the ears are doing the work, not the eyes.

It is vital therefore that the points chosen to be the focus of the listening task should be both central to the 'meaning' of the recording, and challenging in terms of perception. One way of doing this is to select those parts of the recording which are both using software such as 'Motormouth' (Cauldwell & Batchelor, 1999) and 'meaningful'.

At some stage (after an appropriate amount of 'ear-handling') learners should see the written transcript so that they can get feedback on the accuracy or waywardness of their perceptions. This is the point in the listening class when we have the opportunity of actually teaching listening (which Field 1998 argues for): we can help the learners bridge the gap between the known and the unknown, but paradoxically it is the part of a listening comprehension class that is most often omitted, or to which least time is devoted.

Then comes the second vital stage in handling speech, the one that made my learners turn from

being 'unhappy' to being 'happy'. This stage involves the learners imitating short, fast, challenging extracts of the recording at the same time and the same speed as the speaker. The teacher chooses an extract and first asks learners to look at a written version and to say it repeatedly to themselves, gradually increasing the speed at which they say it. The teacher then plays the selected extract repeatedly (by skilful use of the rewind button) and the learners try to imitate as accurately as possible the features of the original.

Such extracts should not be long; the longest sequence of words I use for such work lasts just over two seconds and is spoken at 408 words per minute, with two prominent syllables in the places indicated by upper-case letters:

this is ONE i'm going to be looking at in slightly more DETail in fact

My (advanced level) learners find it an exciting challenge to handle speech in this way, to be able to match native speaker speeds, and I believe it is important to give learners at all levels practice of handling fast speech in the two ways outlined in this section: handling by ear - repeated listening to the fastest meaning-bearing extracts; and handling by speaking - imitating the features of the fastest extracts. It is important to refrain from looking at written versions of the extract too early (ear-handling should precede eye-handling), but it is equally important to inspect written versions of the extracts at some stage.

Handout 4.

Imagine that you have a student with good commands in English. He always works hard on his language and does different tasks, whereas he could not gain good scores in listening, despite his five years learning experience. Once he has a chance to work at the International Language Center, where they require 7 band in listening. Therefore, he addressed to you for advice. Give your advice to improve his listening within 200-250 words.

1. Woodward, T (1989). Observation task for pre-service trainees. *The Teacher Trainer*, 3,1,25.
2. Graham Palmer *Writing Extra* Cambridge University Press pp: 40-41.

Glossary

COHERENCE-the state of being coherent

COHESION- parts of a piece of writing that is shown by particular words or phrases.

LIMIT- to reduce or control someone's freedom to do what they want

LESSON #27

Teaching and integrated language skills

Theme #27.	Introducing real life aspects of listening
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Listening situations in real life 3. Activity 2. Article discussion 4. Activity 3. Case study	
The aim: To raise students' awareness of typical characteristics of authentic listening texts.	
Objectives: • to raise participants' awareness of real-life listening situations and their typical characteristics • To allow students to express their points of views concerning to the topic. • to help participants explore the importance, advantages of and possible problems (or difficulties) in using authentic and non-authentic listening materials • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up (optional) Chinese Whispers

Time: 10 min

Materials: none

► Procedure:

- (8 min) Tell participants that they are going to play a well-known game "Chinese Whispers". Put participants in 2 groups and ask them to stand in two lines.
- Ask participants standing first in the line to come up to you. Read quietly or whisper (do not show the written version) a statement (it can be a proverb or saying), for example, Make hay while the sun shines. Ask them to go back and whisper this statement to the next participant. Each participant should pass the statement he or she has heard on to the next participant in a whisper. Note that the statement should only be whispered once each time.

- Ask the last participants in the lines to say the statement out loud in order to check whether they got the correct statement.
- (2 min) Ask participants the following questions:
 - ~ What was important in this game?
 - ~ Was it difficult to listen to each other? Why/why not?

Possible answers:

1. Listening carefully; memorizing
2. It was difficult to listen to the statement as it was out of any context; it was whispered quickly.

➤ Finish

the

activity by saying that the session will be focused on real life aspects of listening.

Activity 1 Listening situations in real life

Objective: to raise participants' awareness of real-life listening situations and their typical characteristics

Time: 25 min

Materials: board, markers, recordings 1 and 2, CD player, handouts 1 and 2

► Procedure:

- (2 min) Ask participants to brainstorm real-life situations where people listen to other people in their native language.
- (3 min) Collect ideas on the board.

Possible answers:

Radio news, Interviews, Instructions
Gossip/chatting, Telephone conversation
Story-telling

- (5 min) Distribute handout 1 and ask participants to look at the pictures in the handout. Ask the following questions:
 - ~ What kind of listening situations are presented in the pictures? (Who are the speakers? Where are they?)
 - ~ What are they talking about?
- Accept any answers.

Possible answers:

Picture 1: two men talking in a café in Uzbekistan, probably they are friends, one might be a foreigner, another is a local young man, they might be talking about the weather, their jobs, films, books, etc.

Picture 2: receptionist and guest in a hotel, the guest wants to check in.

- (5 min) Tell participants that they are going to listen to two different listening situations and be ready to answer the questions. Allow 30 seconds for participants to look at the questions.
- Play the tape.
- (5 min) Collect the answers.

Possible answers:

1. Listening text 2 - Picture 1; Listening text 1 - Picture 2;
2. Listening text 1 - conversation in a hotel between a receptionist and a guest; listening text 2 - conversation between two men about favorite books in a café;
3. Listening text 1 is specifically designed for classroom purposes because the speakers are using complete sentences, repeating slowly, etc.

Listening text 2 is an authentic text because there is a background noise, there are fillers, hesitations (erm, eh, etc.) or incomplete sentences

- Tell students that real life listening material which is not specifically designed for use in the classroom can be called authentic listening material.
- (5 min) Put participants in pairs and distribute handout 2 (the tape scripts). Ask them to highlight clues that helped them to decide which of the texts is authentic and which is not.

Activity 2. Article discussion.

Objective: to help participants explore the importance, advantages of and possible problems (or difficulties) in using authentic and non-authentic listening materials

Time: 40 min

Materials: an article “The Use of Authentic Materials in Teaching EFL Listening” by

Ji Lingzhu and Zhang Yuanyuan, P. R. China

► Procedure:

- (30 min) Let students to read the article in 3 groups and ask them to present the content of the article.
- (10 min) After presenting the article ask them to answer following questions.
 - ~ How you can imagine the real meaning of authentic materials?

- ~ According to Gebhard classification can you add some more sources to them.
- ~ Try to give disadvantages of teaching authentic and inauthentic listening materials.
Why/why not?
- ~ What we should do in order to choose an appropriate authentic listening materials for learners?
- ~ Summarize the discussion

Home assignment.(10 min)

- Ask students to read the last part of the article about applying authentic materials by Ji Lingzhu and Zhang Yuanyuan, P. R. China(Handout 4)
- Tell them to analyze the findings of the author about applying authentic materials and give their own points on their advantages and challenges.

Introducing real life aspects of listening

Activity 1, Handout 1, Pictures

A. Look at the pictures and say where the scene is set and who the people are.

Picture 1



Picture 2



B. Answer the following questions after listening to the recording:

- ~ Which of the pictures illustrates listening text 1 and 2?
- ~ What kind of listening situations are presented in the recordings? Were your guesses right?
- ~ Which of the recordings do you think is taken from real life and which of them has been specifically recorded for classroom purposes? Give reasons for your answer.

Introducing real life aspects of listening

Activity 1, Handout 2, Tape scripts

Listening text 1

Length: 1:10 min

Speakers: Receptionist and a guest

In a hotel (at the reception desk)

Guest: Good morning. Can I have two single rooms with a shower, please?

Receptionist: We are rather full up, but I'll see. How long do you intend to stay?

Guest: I expect we'll be here for a week or so.

Receptionist: You can have a double room with a shower on the second floor.

Guest: How much is it?

Receptionist: It's sixty pounds a night, including breakfast.

Guest: All right, I'll take it. Can I pay by credit card?

Receptionist: Yes, you can. Will you fill in the form, please?

Guest: Surname, Christian name, nationality, permanent address, place and date of birth,

signature. Is that all right?

Receptionist: Yes, that's all, thank you. Here is your key.

Guest: Can you wake me up at 6 a.m.?

Receptionist: Yes, I can.

Guest: Thank you.

Listening text 2:

Length: 2.40

Speakers: Alex and Rod

In a café (talking about favourite books)

Tapescript symbols:

[...] means that the speakers overlap each other

.. pause

Rod: Hi Alex, good to see you again.

Alex: Good to see you as well.

Rod: Er you know, we were talking last time about er about reading you know, I was wondering what kind of books you read?

Alex: Well these days I don't read much fiction, but I think it is mostly like military things military literature, documentaries different sorts.

Rod: Really! Military literature? What kind of military literature?

Alex: For some reasons I've got a fixation on the Japanese army, maybe it is a bit weird but that's...

Rod: Wow wow the Japanese army erm so do you find a lot of books in English on that topic?

Alex: Well not so much, the only books in English I've got I think I've got my collection of Iris Murdoch.

Rod: Ah, Iris Murdoch. That's not exactly the Japanese army.

Alex: No no, but that's the only thing of fiction which I am reading ... from time to time at least.

Rod: And Iris Murdoch... a particular liking for her, why?

Alex: I don't know really ... maybe it is one of the first books in English that I've read and it made sense to me.

Rod: Aha...

Introducing real life aspects of listening

Activity 2. Article discussion. Handout 3. Group work

Group 1

Authentic materials

The notion of authenticity has been much discussed. Marrow's definition will serve us well. He relates it to "a stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort." (1977:13) Harmer (1983 : 146) says that authentic texts (either written or spoken) are those which are designed for native speakers: They are real text designed not for language students, but for the speakers of the language in question.

Nunan (1989 : 54) thinks that a rule of thumb for authenticity here is any material which has not been specifically produced for the purposes of language teaching.

Based on these definitions, we can find the real meaning of authentic materials: they are real language; produced for the native speakers; designed without the teaching purposes. In this sense, there are a large amount of authentic materials in our life such as newspaper and magazine articles, TV and radio broadcast, daily conversations, meetings, documents, speech, and films. One of the most useful is the Internet. Whereas newspapers and other materials date very quickly, the Internet is continuously updated, more visually stimulating as well as interactive.

If we want to introduce authentic materials in language teaching, we need to classify them first, because some of them are suitable for the teaching of reading and some are effective when prepared for the teaching of listening and speaking. According to Gebhard (1996), authentic materials can be classified into three categories.

1.Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2.Authentic Visual Materials: slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3.Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Here, we mainly focus on the authentic listening materials. In literature, phrases like “real speech” “the spontaneous speech” “live or natural language” “genuine instances of language use” “natural conversation” “what people say in real life” “what native speakers say when talking to each other” have been used to define authentic listening material. The present author thinks the suitable definition should be that authentic listening materials is unscripted, natural

and spontaneous spoken language materials, such as interviews, lectures, dialogues, discussions, and conversations etc.



Introducing real life aspects of listening

Activity 2. Article discussion. Handout 3. Group work

Group 2

Advantages of using authentic listening materials

A. Exposing students to the real language

Compared with inauthentic listening materials, authentic listening materials have the advantage of exposing students to the real language—language used in real life. This can be seen clearly by looking at the different features of the two kinds of materials. According to other people's research, these different features can be summarized mainly into four aspects.

1. Different redundant features

We know that in the ordinary conversation or authentic listening material speakers tend to say a great deal more than would appear to be necessary in order to convey his message, which appears less in inauthentic listening materials. This is called redundancy. Ur (1984) clearly describes the features of redundancy as redundant utterances which may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies and apparently meaningless additions or fills such as I mean or you know, well, err. Because of the occurrence of these redundancies, the authentic listening materials are often not well organized. Speakers tend to hesitate, to go back to the beginning of an idea and start again, to repeat themselves, to produce ungrammatical utterances, to change their minds in mid-sentence and go off at tangents. The following extract from the utterances of a pop singer may show many of the characteristics of redundancy:

“Yes, um, it, it, it's very demanding, um, it's probably like a, an executive job, um, where you can't come home at a certain nine-to-five, you can't spend a lot of your time with people around you, you feel detached because you know, it's like, I, I... I don't necessarily have a schedule, I might work weekends, um, but... I don't actually mind, but it's like your family, your boyfriend, or your husband, or whatever, they can't go to see you, it's like last night, I, er, it's like I was suppose to be going out to dinner with the old friend, you know with some old friends, and, I ended, I was still at the studio, and I said, oh I should be finished around seven, and of course eleven o'clock came, and I was still at the studio, and everybody was raving mad, and I got there while the...everybody was getting ready to leave the restaurant... Things like that does happen, you know you can't, you...you are not tied to that, and because of that sometimes you feel you can't do things that other people, nine-to-five, can do. You might have a day off at Tuesday, and all your nine-to-five friends have got to get up to work, so they don't necessarily want to go out on the town the way you might want to on a Saturday, and so you find that a lot of the time, to fit into this you're fr...you, you change, and because their schedules all fit yours...”

(Harmer and Elsworth, 1989:75)

The following forms of redundancy occur in the above extract:

- (1) Tautology: you know
- (2) Hesitation (filled pauses and empty pauses): um, er...
- (3) False starts: while the ...everybody; you're fr...you, you change
- (4) Repetition or stutter: it, it, it's; I, I, I...
- (5) Self-correction; you can't, you...you are not tied to tha

By comparison, many inauthentic listening materials show nothing of these forms of the redundancy as shown in the above extract.

2. Different grammatical features

The differences in grammar between authentic and inauthentic listening materials can be reflected in the differences between the spoken language and written language. Brown and Yule(1983) summarize these as : a) most speakers of English produce spoken language which is syntactically very much similar than the written language(e.g. few subordinate clauses);b) speakers often use incomplete sentences; c) the vocabulary of spoken language is usually much less specific than that of written language; d) interactive expressions like well, oh, uhuh features are used in spoken language; e) information is packed very much less densely in spoken language than written language. This means that the vocabulary used in authentic listening materials is different from that used in the inauthentic listening materials. The former tend to use the general nouns, thing, person, animal and the verb get, do, make, have, etc. and conjunctions and. It also tends to use colloquial vocabulary. In addition, in the natural communication, the speaker pays less attention to the cohesions and always uses the ungrammatical structures. Sometimes, the referents of cohesive markers such as this, these, and you are omitted in speech. For example,: “well you know, there was this guy, and here we were talking about, you know, girls, and all that sort of thing ...and here's were what he says...”(Richard, 1983:226)

If we compare the following two extracts (A and B) , it is not hard to see some of the differences in grammar between spoken language and written or between the authentic listening material and the inauthentic listening material. Extract A is from an authentic interview taken from Listen to This, book2, Teachers Book. (He etc., 1993), and may show some of the ungrammatical features of spoken language or the authentic listening materials, while extract B is from the existing textbook Step By Step 2000, book 2, Teachers Book. (Zhang, 2001 : 80),and may show the grammatical features of written language or the inauthentic listening materials:

Extract A

Interviewer: ... Mrs. Bradly, you and your husband smoke cigarettes I see. What about cigars ...a pipe ... do your husband...?

Mrs. Bradly: Oh he's never smoked a pipe. He's is the restless, nervy type. I always associate pipe-smoking with people of another kind...the calm contented type... As for cigars I suppose he never smokes more than one a year-after his Christmas dinner. Of course I only smoke cigarettes.

Interviewer: Right. Now let's keep to you Mrs. Bradly. When and why –if that's not asking too much-did you begin to smoke? Can you remember?

Mrs. Bradly: Yes... I remember well. I'm third-two now...so I must have been...er...yes...seventeen...when I had my first cigarette. It was at a party-you

know- at that age you want to do everything your friends do. So when my boyfriend-not my husband-when he offered me a cigarette I accepted it. I remember feeling awfully grown-up about it. Then I started smoking...let's see now...just two or three a day... and I gradually increased. (He etc., 1993:82)

Extract B

Nearly all the sports practiced nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up slides and no feeling of local patriotism involved, it's possible to play simply for fun: but as soon as the question of prestige arises, as soon as you feel you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in school football match knows this. At the intermediate level, sport is frankly mimic warfare. But the significant thing is not the behavior of the players but attitude of the spectators: and, behind the spectators, of nations who work themselves into furies over these absurd contests, and seriously believe-at any rate for short periods-that running, jumping and kicking a ball are tests of national virtue. (Zhang, 2001 : 80)

The following is the result of the comparison of the above two extracts:

Extract 1

Language: informal

Incomplete sentence: What about cigars ...a pipe ... do your husband...?

Interactive expressions: you know; let's see it now

Extract 2

Language: formal

Full of completed sentences

No interactive expressions

3. Different stylistic features

Just as we mentioned, the authentic listening material contains elements of natural and spontaneous spoken language, which seems variable, and is very different from one dialect area to another and very different from people of different identities. We may see the varieties of real and spontaneous spoken language from the following example (spoken by the landlord of a Cambridge pub in England, who has a southern English accent):

“the man you have to watch is the one who becomes quietly belligerent, and you sort of take him gently by the elbow to lead him to the door and the next thing you know is thump-you've been you've been landed one, and of course without warning you have to collect your senses pretty quickly before he lands you another one!”

(Harmer and Elsworth, 1989:75)

Looking at the underlined parts we can see the informal form (you sort of take) and some idioms and slang in the speech of the pub landlord which is consistently with his identity: to land one in you've been landed one and he lands you another one is a slang meaning to hit somebody. However, the inauthentic listening material that has the characteristics of written language does not change very often.

4. Different environmental features

Authentic listening materials have background noise while inauthentic listening materials have no background noise. According to Ur (1984), “Noise” is the opposite of redundancy. It occurs when the listener cannot receive or understand information because of interference. “Noise maybe caused not only by some outside disturbance, but also by a temporary lack of attention on the part of the listener or by the fact that a word or a phase was not understood because it was mispronounced or misused or because the listener simply do not know it. In any case, a gap is left which is filled, as far as the listener is concerned, by a meaningless buzz”. In an informal conversation the listener may request a clarification and redundancy may often help him to construct the meaning. However, the inauthentic listening materials are all graded to suit the level of the foreign language learners without any “noise”.

We can see that authentic listening materials reflect the naturalness of spoken language, which can narrow the distance between the learners and the actual social reality. If students constantly receive the authentic listening input, they will find it easier to communicate with native speakers in real life, and their true listening ability can be developed.

B. Stimulating students’ motivation

Authentic listening materials, especially the current popular ones such as clips from media always dealing with topics that are familiar to students and relevant to their personal experience, hence, have been found appealing. Introducing and utilizing natural materials can be a very meaningful experience for students and can capture the interest and stimulate the imagination of students. So students will be more motivated to learn. (Ma, 2005)

C. Accumulating students’ knowledge

Authentic materials contain quite an amount of information covering almost every field of human life. Therefore, applying such materials in language teaching can provide students opportunities to accumulate their world knowledge.



Introducing real life aspects of listening

Activity 2. Article discussion. Handout 3.Group work

Group 3

Factors to consider when selecting authentic listening materials

A. Learner’s language proficiency level and the linguistic demands of the listening text

Teachers need to bear the following questions in mind:

1. Is the critical vocabulary in the recording (words central to an understanding of a topic) likely to be familiar to the listener?
2. To what extent does the task rely upon the ability to decode the linguistic content?
3. To what extent can the task be achieved without a full understanding of the linguistic content?

Learner level is an important factor in selecting authentic listening materials. According to Driven (1981), spontaneously spoken language is too complex to be introduced in the classroom in the first stage of foreign language learning, but in the second or intermediate stage of foreign language learning, all the factors of the spontaneously spoken language come into action. So for the lower level learners, we should provide easier materials such as the short headline type reports, audio and radio advertising, or short news broadcasts or children's songs.

For the intermediate levels, there is a wider range of choices. Four or five minutes TV or radio news reports, the slightly adopted movies, or even whole TV programs can be included. As for the advanced level students, they have learned the target language for years and have the ability of dealing with the possible difficulties with their linguistic competence and world knowledge. Teachers now can choose some political speeches, ceremonial formulae, gossip, family quarrels etc. as the teaching materials. These materials are either very formal (ceremonial formulae, political speeches) or fairly informal (gossip, family quarrels), which are considered very difficult for foreign language learners.

B. Learners' interest and the intrinsic interest of the topic

Teachers have to think how easy it is to create interest in the topic at a pre-listening stage and how familiar the topic is to the students. Learner's interest is another important factor that should be taken into consideration when selecting authentic listening materials. An applied linguist once said that it's no good trying to get your students fascinated by a text on the latest art movies if they are all fans of action films. You might as well save your time and energy and just use the textbook. So it's necessary for teachers to know students' likes and dislikes on listening materials and it's wise for them to make a survey among students before the selection. For example, the teacher gives each student a form like the following one, and asks them to fill it, and then makes a summary of the survey. In this way, the selected materials may be accepted by most of the students and successful listening teaching may achieve.

Likes	dislikes	reasons

C. Cultural appropriateness

If there is any cultural specific content in the recording,, the teachers should consider whether they can reduce its comprehensibility to the listeners from other cultural backgrounds or whether it can potentially cause cultural offence.

D. Cognitive demands

How complex are the ideas in the recording? How dense are they? How complex are the relationships between the ideas? How complex is the overall argument structure ?

E. Exploitability

Can you design any learning tasks based on the text to ensure the learners' comprehension?

There are other factors need to be considered: the information density, the accent, the speed of the speaker, the relevance of the listening material to the syllabus and the students etc.



Introducing real life aspects of listening

Home assignment. Handout 4

Task

- Read the last part of the article “The Use of Authentic Materials in Teaching EFL Listening” , the part of applying authentic materials by Ji Lingzhu and Zhang Yuanyuan, P. R. China
- Analyze the findings of the author about applying authentic materials and give your own points on their advantages and challenges.

Applying authentic materials

Authentic materials have many advantages compared with inauthentic materials. However, it does not mean that choosing and using appropriate authentic materials in listening teaching can really improving students listening ability. The most important thing is what kinds of methods are adapted to utilize these materials. As for the question of utilizing, different people have different opinions. According to many researchers and my own studies, I think the following ways of using authentic materials are effective.

A. Integrating target culture with language teaching

Language and culture are closely related with each other. Language is a part of culture and plays an important role in it. On one hand, without language, culture cannot be transmitted. On the other hand, language is influenced and shaped by culture. Language and culture interact with each other and the understanding of one influences the understanding of the other.

In the teaching of listening comprehension, we can find that listening materials, especially authentic materials, often have much cultural content that is closely related to the knowledge of American and British culture, society, and economy. If students lack this kind of knowledge, there will be difficulties in their listening comprehension. Maybe many of us have this experience: when we are listening to something familiar to us, whatever is concerned, we usually find it easy to understand. Even if there are some new words, we are able to guess their meanings from the context. However, if the materials are unfamiliar to us, or too culturally based, we may feel very difficult. Even if there are no new words in the materials, we can only get the literal meaning. We don't understand the meaning in depth, because of the lack of cultural information. For instance, here is a sentence from a report, "The path to November is uphill all the way." November literally means "the eleventh month of the year". But here it refers to the presidential election to be held in November. Another example is "red-letter-days"—which is a simple phrase and easy to hear, meaning holidays such as Christmas and other special days. Without teachers' explanation, students are usually unable to understand them. In order to solve the problems in this respect, teachers are suggested to pay attention to culture teaching in listening comprehension

1. Introducing background knowledge

Some listening materials are too culturally based, thus not easy for students to understand. A good suggestion for teachers is to introduce some background information before listening. For example, if what the students are going to listen to is a piece of BBC or VOA news, the teacher had better explain the names of countries, places, people's names and ages etc. appeared in the news, which are a little difficult for second language learners. If the materials are on western customs, the possible way for the teacher is to ask students to search the relevant information in advance and then share what they have found with the whole class. If teachers prepare original English films for students, it's wise for them to introduce the characters, the settings, and the

general plot and tell students how to watch these original films. In this way, students may feel easier to listen to the authentic listening materials.

2. Explaining idioms

Idioms are important in any language and culture. They are often hard to understand and hard to use appropriately. We know that it's usually impossible to understand them without the context. Some English idioms mean much more than the literal meanings.

Authentic materials are likely to contain many idioms, especially in films. The teacher should explain the idioms and ask students to accumulate them. Students can benefit from this in the long run.

3. Encouraging students' self-learning

Time in class is limited. Teachers' teaching is just one of the learning resources for the students. Teachers should raise students' cultural awareness, and encourage them to learn the target culture by themselves. Here is a long term plan of culture learning: the teacher asks the students to learn the target culture in their spare time in group. Students are supposed to have discussions on their interested topics with their group members and prepare a report for the whole class. In this way, they can accumulate their information and learn more. It's better for the teacher to give the students one hour to report each week. This plan emphasizes students' self-learning. The following is the suggested procedure:

1. Divide the whole class into four groups.
2. The teacher provides four topics for each group. (Students are allowed to find their own topics if they like). Then they are expected to search as much information as possible on the selected topic. After this, they should hold a discussion with their group members on the found information and decide how and who will give the report.
3. On the "report day", the four representatives give their reports one by one. Instead of reading the report, they are asked to retell what they have prepared. The rest of the students should regard this class as a listening practice and respond to it after the report.
4. When the reporter finishes, students can ask whatever questions related to the report. If the reporter can not give the answers, he/she can turn to his/her group members.

Students may benefit in two ways if they carry on this plan. First, in the report section, students in fact make a listening class by themselves. Every student is getting involved in this process, so

they are highly motivated and willing to listen to each other very carefully. Second, in the preparing process, students may read quite an amount of cultural information, and deal with various authentic materials. Their knowledge on culture will soon be enriched. Day by day, when they come back in the listening classroom, they may find that the authentic listening materials are no longer so difficult, and when they go outside the classroom, they may find it easier to communicate with native speakers.

B. Helping students to adapt to authentic listening situation

The goal of listening teaching is to help students to understand the “real speech” to communicate in real life. Rost (2002) said that second language listeners must try their best to cope with “genuine speech” and “authentic listening situation”. That is, listeners must be able to understand natural listening speech to meet their own needs as members of the English-speaking community. However, many learners complain that authentic listening situations are in most cases out of their control. To solve this problem, Mendolsohn (1994) put forward that teachers should provide listeners with strategies training. His way is to train listeners’ ability of starting listening from the middle. For example, if students listen to a conversation from the middle, they are expected to attune to the conversation while simultaneously trying to understand it.

As a strategy—training activity, listening from the middle is based on the idea of Mendolsohn (1994, 1995) and Andersen and Lynch (1988). Mendolsohn once described how he helped his students hypothesizes by listening to an audio recorder of the middle of a medical procedure – part of a larger discussing about inferences. Madden (2007) has done the same research. His goal is to give learners strategies for studying to listen in the middle of a conversation by quickly making inferences about the setting, mood, interpersonal relationships and the topic. Madden used the audio recordings from his course texts. Generally speaking, his class consists of three stages: presenting, while-listening, and post-listening.

There are three steps in the presenting stage. First, introduce the activity and explain that the class will be working on how to listen from the middle, and then tell students the importance of knowing about the listening time and place, the speakers, their feelings, what kind of speech they are engaged in, what the topic is, and why someone might want to listen. Second, tell the students that during listening they need to take notes and discuss what they hear. The following two tables will be given to the class.

What came before:	What I heard *(Start here):	What comes next:

(Table 1; see Richardson & Morgan, 1990, p. 97; Ogle, 1986)

What I can identify about:
Speakers: Emotions: Relationships among the speakers: Type of listening: Topic: Why someone might listen to this:

(Table2. Based on Mendelsohn, 1995; Anderson & Lynch, 1988)

Third, tell the students to be ready to take notes in the “What I heard” part of Table 1.

In the while-listening stage, four steps are needed. First, play a one-minute segment from the middle of the listening text. All of the speakers should be heard in this part. Students should take notes. When the recording is stopped, students should check their notes with a classmate. The discussion provides additional listening practice and opportunities to negotiate meaning (Lee & Van Patten, 2003; Pica, Young, & Doughty, 1987). Second, play the same one-minute segment again. Ask the students to check or add to their notes, and then confer a second time with classmates. Third, as a class, students discuss and fill out the displayed copy of the “What I heard” portion of Table 1, and then the second table. Fourth, play the segment a third time. Students make corrections to the “What I heard” and “What I can identify about” tables.

In the last stage, check answer and encourage students to use this method for listening practice in their free time.

In this research, Madden’s teaching material is audio recording because he thinks that the difficulty level of this material is suitable to his students. This is an important principle we have mentioned before. In fact, based on students’ interest and linguistic backgrounds we have a wide range of other choices, such as films, radio, TV-play etc. We can see that there are three characteristics in this activity: note-taking, classroom discussing and prediction, which are effective ways of involving students in the listening process.

Generally speaking, listening from the middle is a good way of using authentic material to help students adapt to authentic listening situation and improving their listening level.

C. Predicting

In listening practice, some students tend to believe that unless they understand everything, they will understand nothing. They always want to gain the “total and thorough comprehension”. In fact, even native speaker do not impose a standard of total comprehension on themselves, and they indeed tolerated a certain degree of vagueness. In using authentic listening materials, we should learn to tolerate vagueness.

It is necessary to encourage students to make most of their incomplete comprehension, and predict what they will hear next. Rubin (1975:45) says that the good language learner is a willing and accurate guesser. Anderson and Lynch (1988) think that successful listener should be actively engaged in the listening process. Understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process by activating various types of knowledge applying what he knows to what he hears and trying to understand what the speaker means.

D. Integrated skills on activating students’ authentic response

It is important to integrate listening with other skills because: “listening is not an isolated skill”. According to Oxford (1993) most of the time in real life, listening occurs together with speaking and it also occurs with writing. For example, note-taking while listening to a lecture. Therefore, activities require such techniques as note-taking, discussing, role-play, or summary writing etc. can be introduced in listening comprehension, and activate students authentic response to authentic materials.

It is said that the activities based on authentic materials are generally the same as the traditional listening class activities, except that these activities require more productive responses.

The most common listening activities proposed by Rixon (1981) are:

- Posing of problems (pre-questioning or discussing work sheet)
- Class listen and give individual answers on worksheet;
- Class discuss their results in pairs or small group. The teacher withholds “correct” answers at this stage;
- Class listen again as necessary to solve anomalies or settle disputes as far as possible;
- Whole-class discussion of results, elicited by teacher.

- Teachers play back tapes to whole class. Final discussing of language points that have lead to dispute or misunderstanding.

Rixon mainly focuses on the skill of discussing. In fact, in teaching practice teachers have many choices. After seeing a film, they can ask students to role play certain scenes, or make oral comments on some characters; after listening to a lecture, help students to organize an interview; they can also use discussing, retelling etc. All of these are effective ways of using authentic materials in listening comprehension.

Conclusion

It is the advantages that attract us to accept and use authentic materials in foreign language classroom, but when using them, it's inevitable that we'll face some problems. For most students, the challenges are that authentic materials may be "too culturally based" and often contain "difficult language, unneeded vocabulary items and complex language structures (Richard, 2001). So students are required to have sufficient cultural background knowledge and a large amount of vocabulary and a good command of grammar knowledge. Therefore, lower-level students are easily de-motivated when confronted with this kind of materials. Authentic materials often create problems to teachers too. Since the language of authentic listening materials is difficult, teachers need to do special preparation before class that is often time consuming. These disadvantages can be avoided in selecting and lesson planning. Actually if used appropriately, the disadvantages can be turned into advantages.

There is a conservative view that the proper place for authentic recording in foreign language listening class is with the advanced learners. The early- stage-learners had better start with simplified materials, since self-confidence and motivation are very important for them. This view sounds rational and reasonable, but it denies the early stage learners the opportunity of hearing what the target language really sounds like. If we limit the listeners' experience to what has been graded to fit their language level, then they will not be equipped to cope if and when they come face to face with the target language in the outside world.(Field: 2008)

There are some ways in which a teacher can ensure that an authentic recording falls within the listening competence of the learners.

1. Simplifying the task: teachers may counter-balance the increased linguistic difficulty of the text by simplifying the requirements of the task (Anderson and Lynch ; 1988). It is not necessarily the language that makes a piece of listening difficult. Difficulty may also arise from

the task that is set. It is possible to use a listening passage which is well beyond the learners' level, provided that what is demanded of the learner is correspondingly simple. If one notches up the text, one notches down the task. (Field: 2008)

2. Grading the text: As a teacher, if you prepare to use authentic recording with your students, you should have a large enough collection of recording samples, then you can grade authentic recording in accordance with the proficiency level of your learners. You should bear the following in your mind when doing the grading:

- More frequent vocabulary;
- Simple syntax;
- Simpler and less dense ideas and facts;
- A degree of redundancy, with ideas/facts expressed more than once;
- A degree of repetition, with the same form of words repeated;
- A very specific context or genre of communication which to some extent pre-determines how participants behave; (Field:2008)

3. Staging the listening: With a piece of authentic recording, teachers may design many tasks. In the classroom, they should begin with very simple tasks, and progress to the tasks that are more demanding.

In all, we can find every reason that foreign language teachers should introduce authentic listening materials to the learners at all levels to increase their exposure to the real target language in use. Quite a lot of evidence shows that learners feel more comfortable and motivated with authentic listening materials. There are a lot of ways to help us to achieve this without demanding too much of the learners.

Literature:

3. Liz Driscoll, Teaching listening Extra, Cambridge University Press 2004. P-54.

Glossary

AUTHENTIC – real not false

STAGING – the process of organizing a show in some place

MOTIVAE – to make someone behave in a particular way

VOLUME – degree of loudness

LESSON # 28

Teaching integrated and language skills

Theme #28.	Integrating phonology in language skills classes
Length: 80 minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. 3. Activity 2. 4. Activity 3. Case study	
The aim: to raise Ss' awareness of relationship and usage of different phonological features of English and their meanings on IS lessons.	
Objectives: • to raise participants' awareness of different approaches to teaching phonology. • to explore different types of activities focused on phonological features in a context. • to raise Ss' awareness of possible areas of confusion in pronunciation. • to raise Ss' awareness of different features of oral speech. . • to let students to justify their points of views	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead- in (10 min)

Objective: to raise participants' awareness of different approaches to teaching phonology.

Time: 10 min

Materials: board

► **Procedure:** Ask Ss the following questions and elicit a few random answers after each question:

~ *Are you being taught English phonetics in year 3 ?*

~ *Are the phonetic rules important? And why ?*

Establish that although not every teacher of English teaches phonetics as a subject, all teachers talk with their students and that means that indirectly they teach phonology through such features as pronunciation, intonation, accent and so on. Say that sometimes teachers regard phonetics and phonology as not important for their classes, but in real life situations accent, pronunciation and intonation become important factors influencing communication.

~ *What is the difference between phonetics and phonology?*

Possible answer

Differentiate between phonetics as the study of sounds in a language and how they are

made and phonology which is an umbrella term covering all the supra-segmentals including stress, intonation, rhythm etc as well as the pure pronunciation of words and phonemes.

Ask Ss the following questions and elicit a few random answers after each question:

~ *How did your teachers teach pronunciation?*

~ *How would you like to have been taught and to be taught ?*

~ *What standards of pronunciation do you follow?*

~ *Do you think that students of English should try to sound like native- speakers?*

Most Ss will probably admit that they follow British or American pronunciation standards. Most Ss will probably say 'yes'. Clarify what particular accent Ss want to adopt and why.

Establish that different accents, intonation patterns, pronunciation, etc are known as 'phonological features'. Suggest that there are different activities focused on different phonological features.

Activity 1 Comparing activities

Objective: to explore different types of activities focused on phonological features in a context.

Time: 25 min

Materials: board, CD and CD player

► **Procedure:** Say that you would like Ss to do a traditional pronunciation- focused activity as if they were first- year students and to discuss it in the light of the above criteria. Read out the following or play from the Audio CD :

Activity 1.

A) Sounds. You are going to practise a few sounds. Repeat after the teacher:

[b] (* = let the students repeat the sound) [b] (*) [b] (*)

be [bi] (*) [bi] (*) [bi] (*), ,

bar [ba] (*) [ba] (*) [ba] (*)

bore [bo] (*) [bo] (*) [bo] (*)

[bi-ba-bo] (*) [bi-ba-bo] (*) [bi-ba-bo] (*)

[bo-ba-bi] (*) [bo-ba-bi] (*) [bo-ba-bi] (*)'

Ask Ss the following questions and elicit a few random answers after each question:

~ *Do these combinations of sounds exist in an authentic context in this form?*

~ *How are links between sound and meaning explored in this activity?*

~ *How can this type of activity be improved?*

Possible answers:

Isolated phonemes and syllables have no meaning per se. Neither syllables nor words are used in isolation in authentic speech. This task does not explore any links between sounds and meaning.

This type of activity can be improved by making it more meaningful; in a longer piece of speech; in a text which contains pairs of words that are easy to confuse: **ship-sheep; thirty-thirteen; back-bag-beg.**

Activity 1.

B) Sentences. You're going to read five pairs of sentences. Ss should write down each pair using the appropriate punctuation in their note-books. Then 5 students one by one go to the board write them on it.

1. 'Who?' said John. (*= pause for participants to write it down) / Who said 'John?>(*)
2. 'A doctor!' called Mike. (*)/ A doctor called Mike. (*)
3. Why? Don't you like it? (*)/ Why don't you like it? (*)
4. Lemon, tea and sweets. (*)/ Lemon tea and sweets. (*)
5. See you. Later I'll call you. (*) / See you later. I'll call you. (*)'

Ask Ss the following questions and elicit a few random answers after each question:

~ *How is this activity different from the previous one?*

~ *What is the main focus of this activity?*

Possible answers:

This activity provides a longer context for students to connect intonation patterns with meaning.

This activity explores the relationship between intonation patterns (i.e. rising/falling tone and pauses) and certain meanings. It also raises students' awareness of the links between punctuation and oral speech.

Activity 2 Common causes of confusion

Objective: to raise Ss' awareness of possible areas of confusion in pronunciation.

Time: 15 min

Materials: handout 1, board

► **Procedure:** Say that one of the most important tasks in teaching pronunciation is to enable students to convey proper meaning with the help of intonation and the correct pronunciation of certain words and phrases.

Say that another important dimension of teaching pronunciation is the relationship between sounds, meaning and a broader context. Teacher should form pairs. Student A should read the

text A and Student B should listen. Then student B should read text B and student A should listen. After reading and listening they should find confusing words.

Activity 2 Text A

A TOUR GUIDE'S STORY

As a third-year student, I was taking a couple of English-speaking tourists for a walk around Samarkand. We were passing by «Институт каракулеводства (Korakulchilik Instituti)» and I said, 'This is the karakul sheep breeding institute'. The tourists looked at each other in surprise. Then one of them politely asked me: 'Sorry, but why would you need such an institution here where there's no sea?' Another said: 'I just wonder why is a dockyard called an institute?'

Activity 2 Text B

A TOUR GUIDE'S STORY – Continued

'At first I couldn't understand what they were talking about but then by asking a few questions I found out that they heard me saying 'ship building'. The fact that I didn't say 'sheep' and 'breeding' properly plus not enough context plus traffic noise caused the confusion.'

Ask the following question and elicit a few random answers:

~ *Can you think of any other similar examples that often cause confusion?*

Discuss the example. Say that such words like **walk-work; thing-think; back-beg-bag; bath-bus** are often confused by learners of English and thus need special attention. As an example, compare '**I need to take a bath / I need to take a bus**' and '**We must walk / We must work**'. Suggest that with advanced students such an activity might be followed by a task to write a similar short story exploring other confusing words.

Establish that in the classroom teachers often focus on getting their students to say words and phrases 'correctly'. However, they often ignore the ways in which students say these words or phrases: what intonation, pauses and stresses they use, what emotions they want to express, what meaning they want to convey. In authentic real life contexts, it is also important to notice how your speech is perceived by other people. Suggest that this is particularly important for emotional meaning.

Activity 3 Speech characteristics

Objective: to raise Ss' awareness of different features of oral speech.

Time: 25 min

Materials: CD and CD player; handout 2, board

► **Procedure:** Ask Ss the following question. Elicit several random responses. Give one example if necessary.

~ *What can you learn about people from the way they speak?*

Possible answers:

Age, gender, nationality, social background; emotional state (anger, happiness), physical state (tiredness, illness), social context (talking to friends; to boss; to shop assistant) etc.

Ask Ss to listen to a dialogue between Ms. Collie and Ali and to identify several characteristics of the speakers and their speech. Distribute handout 1 to each student.

TMPlay the recording. Elicit a few random responses from the group.

Suggested answers:

Ms. Collie: about 55; native speaker of English (British); educated; talking and listening to Ali; quiet.

Ali: about 45; non-native speaker of English; non-educated; listening and talking to Ms. Collie; more excited.

Ask Ss the following question. Elicit several random responses.

~ *What did Ali and Ms. Collie talk about?*

Summary: Elicit from Ss the main messages of the session. Reiterate the importance of phonological features for real life communication.

Remind Ss that these features can affect meaning on the level of sounds (e.g. work-walk), phrases (e.g. ship-building vs. sheep breeding), pauses and stresses (e.g. ‘A doctor!’ called Mike. / A doctor called Mike.).

Remind Ss that teachers should pay attention not only to ‘correct’ pronunciation but also to how students say certain things.

Establish that phonological features reflect the speaker’s individuality and identity and that they are closely related to emotional meaning in speech.

Conclude by saying that some of the above activities are used with students combine phonology with other skills .

Home assignment

Students in groups of 3 should create 2 minutes conversations paying attention to phonological rules and record them.

Integrating phonology in language skills classes.

Activity 2, Handout 1, Text A

A TOUR GUIDE’S STORY

As a third-year student, I was taking a couple of English-speaking tourists for a walk around Samarkand. We were passing by «Институт каракулеводства (Korakulchilik Instituti)» and I said, ‘This is the karakul sheep breeding institute’. The tourists looked at each other in surprise. Then one of them politely asked me: ‘Sorry, but why would you need such an institution here where there’s no sea?’ Another said: ‘I just wonder why is a dockyard called an institute?’

Activity 2, Handout 1, Text B

A TOUR GUIDE’S STORY – Continued

‘At first I couldn’t understand what they were talking about but then by asking a few questions I found out that they heard me saying ‘ship building’. The fact that I didn’t say ‘sheep’ and ‘breeding’ properly plus not enough context plus traffic noise caused the confusion.’

Activity 2 , Handout 1, Text A

A TOUR GUIDE’S STORY

As a third-year student, I was taking a couple of English-speaking tourists for a walk around Samarkand. We were passing by «Институт каракулеводства (Korakulchilik Instituti)» and I said, ‘This is the karakul sheep breeding institute’. The tourists looked at each other in surprise. Then one of them politely asked me: ‘Sorry, but why would you need such an institution here where there’s no sea?’ Another said: ‘I just wonder why is a dockyard called an institute?’

Activity 2, Handout 1, Text B

A TOUR GUIDE’S STORY – Continued

‘At first I couldn’t understand what they were talking about but then by asking a few questions I found out that they heard me saying ‘ship building’. The fact that I didn’t say ‘sheep’ and ‘breeding’ properly plus not enough context plus traffic noise caused the confusion.’

Integrating phonology in language skills classes.

Activity 3, Handout 2

Listen to the recording where Ms. Collie and Ali are talking and fill in the table below.

QUALITY OR FEATURE	Ms. Collie	Ali
Age		
Nationality		
Social background		
Way of talking		
Emotional state		

Literature:

1. Liz Driscoll, Reading Extra, Cambridge University Press 2004. P-67.
- Web sites
2. https://en.wikipedia.org/wiki/World_Book_Encyclopedia

Glossary

PHONOLOGY – the study of the pattern of speech sounds used in a particular language

IMPRINT – mark, stamp, impression

PROPERTY – possessions, belonging

PREFACE – introduction, foreword

LESSON #29

Teaching and integrated language skills

Theme #29	Creating pre-, while-, post- listening activities.

Length: 80minutes	Number of Students: 12

Lesson Outline

1. Warm-up
2. Activity 1.
3. Activity 2.
4. Activity 3.
5. Activity 4.Case study

The aim:

To help students explore ways of dealing with challenges of listening. To give Ss an opportunity to explore steps in designing listening materials and give them an opportunity to design listening tasks

Objectives:

- to lead-in to the topic and to raise students' interest to it
- to give Ss an opportunity to evaluate listening activities
- Process of designing listening activities
- Designing listening activities.
- to let students to justify their points of views

Activity Type:

Individual, small group, whole class (teacher-students)

War- up (10 min)

- Write the words pre-, while-, post- on the board
- Ask Ss the following questions:
 - ~ What activities can be used in pre-,
 - ~ while-,
 - ~ post- listening stages of the lesson?
- Elicit possible answers.

Pre-listening activities	while-listening activities	post-listening activities
Brainstorming, eliciting, clustering, predictions, working on vocabulary and grammar...	multiple-choice exercises, matching, or ticking options, gap fillings...	Speaking and writing activities(discussions, debates and various types of writing etc.)

Activity 1 Evaluation of listening activities

Objective: to give Ss an opportunity to evaluate listening activities

Time: 20 min

Materials: handouts 1 and 2

► Procedure:

Put Ss in pairs and distribute handout 1 and then 2. Ask groups to compare two sets of listening activities based on the recordings in handout 1 and complete the table in handout 2.

Ask groups to share the differences they can see between the first and the second set of listening tasks.

Possible answers:

Set 1	Set 2
1. Closed (yes/no) questions, short-answer questions, translation, learning a dialogue, retelling	1. Closed (yes/no) questions, open questions, multiple choice items, true/false, speaking
2. None as one does not need to listen to the recording in order to do the given exercises	2. Listening for gist /the main idea, listening for specific details
3. Pronunciation (ex.1), grammar (ex.1) vocabulary (ex.2), reading, speaking.	3. Speaking , reading
4. No	4. Yes
5. Answers may vary	5. Answers may vary

Collect the answers and establish that tasks in Set 1 seem to focus more on vocabulary and grammar while Set 2 tasks focus on developing listening skills.

Ask Ss to arrange the tasks in set 2 in the order they would use them when teaching their students.

Ask Ss to share their answers and ask the following question:

~ *Why would you teach the tasks in this order?*

Suggested answer:

- | |
|--|
| 1. Pre-listening – 2
2. While- listening – 1, 4 |
|--|

3. Post-listening – 3

Establish that **pre-listening** tasks help students to predict the content of the recording and thus make it easier to understand it. **While-listening** activities should focus on listening for the main idea/gist and listening for specific details. At this stage students should be asked to do such non-verbal tasks as multiple-choice exercises, matching, or ticking options as they require less time and no actual writing. **Post-listening** activities can be used to consolidate the material, to develop other skills such as speaking or writing.

Creating pre-, while-, post- listening activities.

Activity 2 Process of designing listening activities

Objective: to help Ss to explore the process of designing listening activities

Time: 25 min

Materials: post-it-notes, handout 3

► Procedure:

Put Ss in 3 groups and distribute 6-8 post-it slips to each group. Ask groups to write down the steps which they will take in order to design a listening activity. Ask groups to write each step on a separate slip.

Ask groups to organize the post-it slips on the board in chronological order: what they would do first, second, next, etc. Ask groups to present the steps they have designed.

Distribute handout 3 which summarizes the steps in designing listening materials. Ask Ss to look at the steps on the handout and discuss similarities and differences between the steps in the handout and those designed by the groups.

Activity 3 Designing listening activities

Objective: to give Ss an opportunity to design listening activities

Time: 20 min

Materials: CD player, CD recording, handout 4

► Procedure:

Put Ss in 4 groups and tell them that they will have to design a listening activity suitable for their students based on the recording. Distribute either handout 4 (suitable for pre-intermediate and intermediate levels) or handout 5 (suitable for intermediate or upper levels). Play the recording. Ask groups to design a listening activity based on the recording.

Summary: Students should always be prepared before listening (predicting the content, discussions). While designing a listening task it is important to consider your objectives: developing listening skills (listening for the gist, for specific information, etc). After listening students can be assigned other tasks develop other skills.

Home assignment.

Time: 5min

Teacher should form 3 groups. Each group should create one stage of the lesson : **pre- listening stage, while- listening stage, post- listening stage** .All the stages should be **unified by one topic** and each group should conduct a 20 minute lesson.

Creating pre-, while-, post- listening activities.

Activity 1, Handout 1, Sets of tasks

SET 1

1. Listen to Text 1, repeat the following patterns and learn them by heart:

Can I have two single rooms with a shower, please?

You can have a double room with a shower on the second floor.

Can I pay by credit card? - Yes, you can.

Can you wake me up at 6 a.m.? - Yes, I can.

2. Translate the words and word combinations into your native language and use them in sentences of your own. single room with a shower, double room, to be full up, surname, nationality, permanent address, place and date of birth, signature

3. Read the tapescript of the recording and learn the dialogue by heart. Rehearse the dialogue with your partner.

SET 2

1. Circle the two correct answers. What kind of books did Alex mention?

a. Love stories

b. Detective stories

c. Military literature d. Historical novels

2. Answer the following questions:

~ Do you like reading?

~ What kind of books do you read?

~ What is your favourite book?

~ Who is your favourite author?

3. Tell your partner about the book you've read recently.

4. Decide whether the following statements are true (T) or false (F) according to the recording.

Statements	True/False
Alex likes reading books about war. Alex says he can get many military books in English. Alex has got several books on the Japanese army. Alex likes books by Iris Murdoch because they were the first books in English which he understood. Rod likes to read only Russian literature. Rod doesn't like to read detective stories. Alex hasn't read the novels by Rankin. Ian Rankin is a Welsh writer.	

Creating pre-, while-, post- listening activities.

Activity 1, Handout 2, Evaluation of listening activities

Nº	QUESTIONS	SET 1	SET 2
1	What types of tasks do the sets offer (open/closed questions, true/false, multiple-choice, etc)?		
2	What kind of listening skills do the tasks focus on (e.g. listening for the gist/main idea, listening for specific		

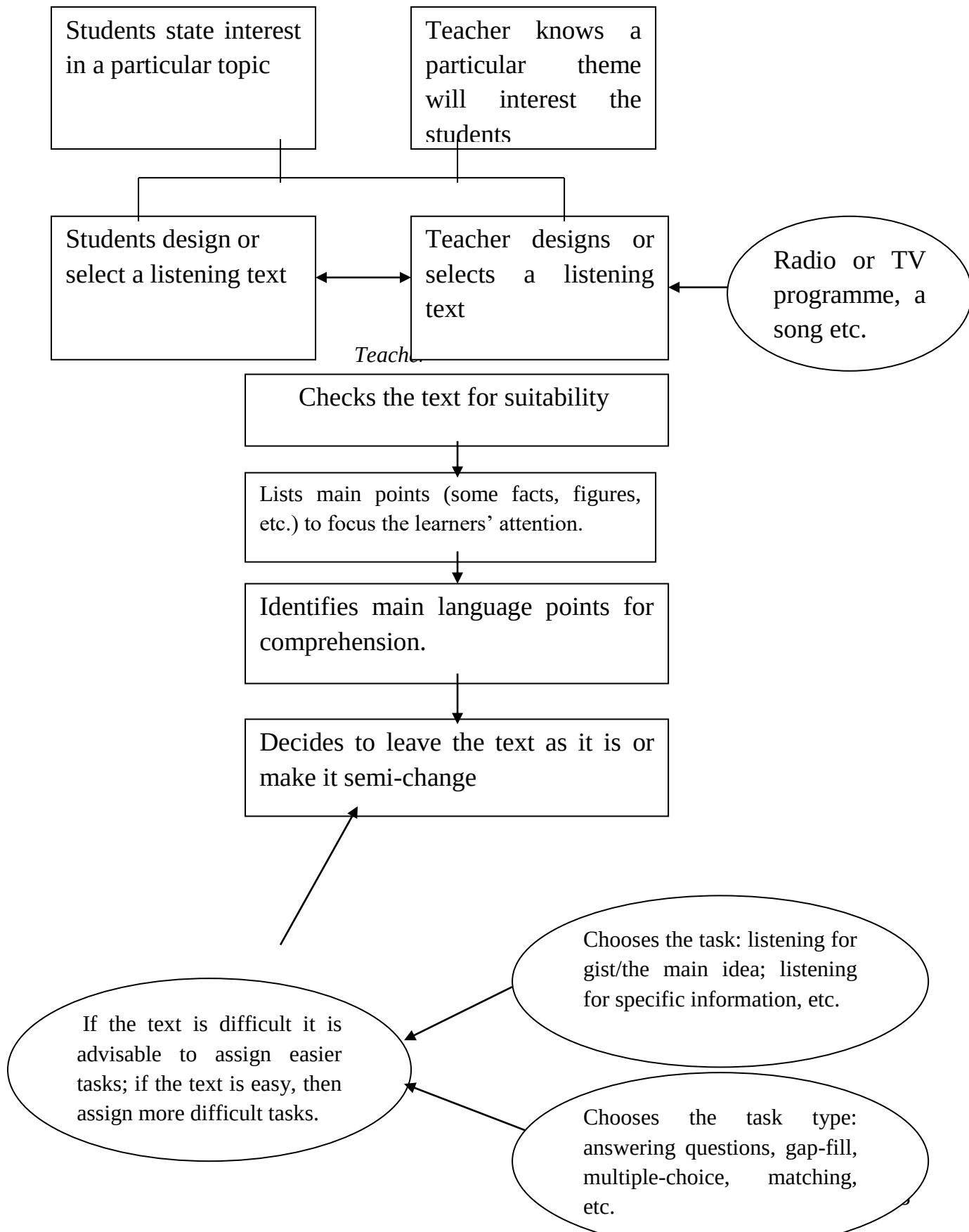
	information, etc)?		
3	What other skills are the tasks intended to develop (vocabulary, grammar, speaking etc)?		
4	Are there pre-, while-, post-listening tasks?		
5	Would you like to use these activities with your students? Why/Why not? What would you like to change?		

Activity 1, Handout 2, Evaluation of listening activities

№	QUESTIONS	SET 1	SET 2
1	What types of tasks do the sets offer (open/closed questions, true/false, multiple-choice, etc)?		
2	What kind of listening skills do the tasks focus on (e.g. listening for the gist/main idea, listening for specific information, etc)?		
3	What other skills are the tasks intended to develop (vocabulary, grammar, speaking etc)?		
4	Are there pre-, while-, post-listening tasks?		
5	Would you like to use these activities with your students? Why/Why not? What would you like to change?		

Creating pre-, while-, post- listening activities.

Activity 2, Handout 3, A possible sequence for designing listening tasks



Creating pre-, while-, post- listening activities.

Activity 3, Handout 4, Tape script (Rita and Nodira)

Duration: 2:00

N: So Rita what is home for you?

R: Well Nodira what is home for me? er I am from Yorkshire and when I am not travelling around the world doing my job I live in Yorkshire. Recently I moved into a new home - it is a farm or used to be a farm and I've even got ... buildings where cows used to live er it's in the middle of nowhere.... it is in a hamlet, it is smaller than a village and there are only 30 people who live there er so it is quite small. The hamlet really doesn't have anything but houses ... it's got a phone box and a letterbox and that is all. A bus comes twice a day but that's it. So as I said it's in the middle of nowhere but it's wonderful. It's quiet and I am surrounded by moors where there are lots of birds like pheasants and grouse and millions of bunny rabbits, so it is very peaceful... very few cars... only er each family has a car and I find it very nice. It is quite in contrast to my job because my job takes me all over the world. It takes me to places like Tashkent - I come here about 4 times a year - and it takes me to other places in Europe, in Asia, in Africa and even in South America. So for six months of the year my home is a hotel room and the hotels vary from country to country. In some they're quite luxurious and in others they're quite simple. It depends on the country.

Creating pre-, while-, post- listening activities.

Activity 3, Handout 5, Tape script (Jeremy and Nodira) Duration: 3:14min

N: So Jeremy could you please tell me what is home for you?

J: Home is a very simple word which is full of meaning, but I think it has similar meaning across lots of cultures. But at the moment home for me is where I live in Tashkent with my family including my cats but where I come from is also in a sense my home and where I come from is a very small part of Britain called Cornwall, which is a county in the southwest that sticks out to the sea, so it is almost like an island where you are you never far from the sea. My mother, my grandparents and my great grandparents were all born in Cornwall and I also come from there and I was brought up there in the same village that my mother was brought up in and now I have a small house - a little stone cottage which used to belong to a fisherman. Cornwall is a beautiful place - of course I am biased because I am Cornish - but it is very beautiful. As I said it is surrounded by the sea and the sea is the purest of blue-green colours, very clear, full of life, for instance you can find any kind of fish and shellfish and anemones and seaweed and when I was a child I remember going down to the beach and waiting for the tide to go out and looking in the rock pools and examining the shrimps and the clams, and the sea animals and the seaweed like I said. But Cornwall is also a place of beautiful gardens because it is in the southwest it is warmer

than the rest of Britain. The sea surrounding the Cornwall is warmer - it comes from Mexico - and there are some areas that are very sheltered, so you have beautiful gardens with plants and trees that are almost semi- tropical so it has very varied fauna and landscape. It is also a place of full of history and mystery. It is known as a Celtic part of Britain like Scotland, Wales and Ireland. And there are lots of old legends and myths about Cornwall. And somehow the people who've lived there embody in themselves these myths.... er the Cornish have travelled a lot... they are famous for mining and almost anywhere you go in the world where there are mines you will find Cornish people, but everybody who leaves Cornwall ... they always leave their heart behind.

Suggested web sites:

www.teachingenglish.org.uk
www.pearsonlongman.com/ae/

Glossary

UNIFIED-behaving or treated as one group

ASSIGN –put somebody in a group

MULTIPLE CHOICE- giving you several answers from which you have to choose

RESPONSE – reply, answer

LESSON #30

Teaching and integrating language skills

Theme #30.	Speaking as an interactive process. Providing successful oral fluency practice

Length: One hour and twenty minutes

Number of Students: 12

Lesson Outline

1. Warm-up

Activity 1. The dog and the meat

Activity 2. Chain story

Activity 3 .Keep talking

Activity 3. Case study

The aim: to develop Ss' oral fluency.

Objectives:

- to introduce some techniques for teaching speaking
- to let Ss experience an elementary speaking activity
- to introduce some techniques of teaching speaking
- to introduce a chain-story technique.

Activity Type:

Individual, small group, whole class (teacher-students)

Warm-up

Time: 5 min

Materials: board

Objectives:

- to introduce some techniques for teaching speaking

Elicit the following questions:

- a. At what level do teachers at your institution start teaching speaking as a skill?
(elementary/ pre-intermediate/ intermediate/ advanced)
- b. Is it possible to teach speaking to elementary learners?
- c. What are typical speaking activities in the text books that you are using?

Activity 1 The dog and the meat

Objectives:

- to let Ss experience an elementary speaking activity
- to introduce some techniques of teaching speaking

Time: 25 min

Materials: handout 1a, 1b, 1c

► Procedure:

- 😊(1 min) Write down the title 'The Dog and the Meat' on the board. Point to it. Ask Ss what the story is about.
- 😊(5 min) Put key vocabulary from the story on the board and check comprehension. bridge, piece of meat, river, reflection.
- 😊😊 (1 min) Put Ss in pairs and distribute the pictures (refer directly to handout number 2a).

Ask Ss to listen to you and put the pictures in order according to the story.

Script:

Once a dog found a piece of meat. He took the meat and went home to eat it in peace. When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat. So, he decided to have that meat too. He opened his mouth to try to get another piece of meat. But as he opened his mouth the piece of meat fell into the water. So, the dog went home hungry.

- 😊😊 (3 min) Give out the text of the story (handout 1b cut up into separate slips) and ask pairs to put it in order.

- 😊😊(5 min) Tell Ss to change the story in pairs and make up a different story.
- 😊😊 (5 min) Tell them to go to the board and tell their story to the class.
- 😊(3 min) Invite any comments from Ss.
- 😊(2 min) Distribute handout 1c after Ss have finished. Tell them that they should reflect on the activity as teachers and make notes after each activity they experience as learners. Say that the grid will help them in the follow up discussion.

NB: Give Ss 2 min to make notes in the grid at this stage because later they will have time to discuss the questions in the grid.

Activity 2 Chain story

Objective: to introduce a chain-story technique

Time: 15 min

Materials: none

► Procedure:

- 😊 (5 min) Tell Ss that this time they are going to create stories in pairs. Tell them that one person in each pair should continue the story by giving a sentence in the past. The second person in each pair adds another sentence to the story and so on. Begin the story by giving the first sentence.

e.g. T: Once I went for a holiday to the sea...

Student A: ...and when I was walking along the coast I saw a
strange bottle in the sand.

SB: ...so, I picked up the bottle and saw that it had something
inside... SA: ...

- 😊 (2 min) Stop the activity after about 5 min. Ask some Ss to say what their stories were about. You may experience this activity twice giving another beginning to continue.
- 😊(3 min) Give Ss 5 minutes to make notes in the grid and share them with the class.

Activity 3 Keep talking

Objective: to introduce an activity to develop fluency

Time: 15 min

Materials: handout 2

► Procedure:

- 😊(2 min) Tell Ss that they are going to experience a fluency-oriented activity called ‘Keep Talking’. Tell them that they are going to work in pairs and each of them will need to speak for 1 min on the topic given by the teacher. Explain to Ss that one person in each pair will be speaking and the other will be listening without interrupting the speaker. Model the activity with one of the Ss.

- 😊(10 min) Give out the cards with the topics (handout 2) to each S e.g.

Pets, favourite food, clothes, books, hobbies, etc. Tell them that one of them is a ‘speaker’ and the other is a ‘listener’. Give Ss about 30 sec to prepare.

Time the activity for 1 min. Stop it. Tell them to switch roles. Time the activity for 1 min again. Then stop the activity.

- 😊😊(3 min) Give Ss a couple of minutes to discuss their impressions in pairs.

Give them some time to make notes in the grid and share them with the class.

Possible answers to the questions in the grid:

	Activity 1 The Dog and the Meat	Activity 2 Chain Story	Activity 3 Keep Talking
a. What was the objective of the activity?	to practise past tenses, story telling	to practise past tenses, story telling	to develop fluency
b. What language level was the activity?	elementary	pre-intermediate/ intermediate	advanced
c. What language (grammar,vocabulary) did the activity practise?	past simple+ vocabulary	present or past simple+ vocabulary	any tense+ vocabulary
d. Can it be adapted to a different level? How?	Yes - by adding or removing pre-stages	Yes - by adding or removing pre-stages	Yes - by adding or removing pre-stages
e. What are the advantages of and	develops	develops imagination;	develops fluency; can practise any structures

possible problems in the activity?	speaking at elementary level; expanding vocabulary	fun; practising structures	or vocabulary depending on the topic cards in fluency developing activities Ss might need help with vocabulary/ difficult to manage big classes

Giving feedbacks and assessing (10 min)

Home assignment.(10 min)

- Ss should find information about different historical places of Uzbekistan. Being in guide's shoes they need to present 3 minutes speech without stopping. They should shoot a video recording of their performance.

Providing successful oral fluency practice

The Dog and the Meat, handout 1a



Providing successful oral fluency practice

The Dog and the Meat, handout 1b

Once a dog found a piece of meat	. So, he decided to have that meat too. He opened his mouth to try to get another piece of meat.
He took the meat and went home to eat it in peace.	But as he opened his mouth the piece of meat fell into the water.
When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat.	So, the dog went home hungry.

Providing successful oral fluency practice

The Dog and the Meat, handout 1b

Once a dog found a piece of meat	. So, he decided to have that meat too. He opened his mouth to try to get another piece of meat.
He took the meat and went home to eat it in peace.	But as he opened his mouth the piece of meat fell into the water.
When he came to the bridge he saw his reflection in the water. He thought it was another dog with another piece of meat.	So, the dog went home hungry.

Providing successful oral fluency practice

The Dog and the Meat, handout 1c

Think about the activity that you have experienced and fill in the grid.

	Activity 1. The Dog and the Meat	Activity 2. Chain story	Activity 3. Keep Talking
a. What was the objective of the activity?			
b. What language level was the activity?			
c. What language (grammar, vocabulary) did the activity practise?			
d. Can it be adapted to a different level? How?			
e. What are the advantages of and possible problems in the activity?			

Providing successful oral fluency practice

Keep talking, handout 2

SMOKING	PETS
CHEWING GUM	MUSIC
HOMESICKNESS	PARENTS
BOOKS	TRAVELLING
CLOTHES	HOBBIES
FOOD	HOLIDAYS

Resource

1. <http://www.cardinalmaidaacademy.org>
2. www.brighthubeducation.com
3. Speaking skills
4. Test your English

Glossary

HOMESICKNESS-feeling sad and alone because you are far from your home

SNACK- small amount of food or drink eaten between regular meals.

PETS- domestic animals

LESSON #31

Teaching and integrating language skills

Theme #31	Designing discussion activities. Distinguishing fluency and accuracy speaking activities and practice them

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Distribute the handout about debate, Allow some time for reading. Activity 2. Ask the students about participant and their role. Give students handout 2 Activity 3. Case study	
The aim: a) The student will be involved in a sample debate. b) The student will learn how to develop affirmative and negative positions	
Objectives: ➤ help students learn how to organize debate. ➤ to explain students the rule and instruction of making debate. ➤ help students to determine the main purpose of designing material for discussion.	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up:

Start the lesson by asking the following questions:

1. Do you like debating?

Time: 5 min

Materials: board

Activity 1

- Distribute the handout about debate
- Allow some time for reading.
- Ask students to form small groups and write 5 questions based on what they have read.
- Invite groups to exchange their questions and answer them.
- Make needed clarifications

A debate is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it. Such a debate is bound by rules previously agreed upon. Debates may be judged in order to declare a winning side. Debates, in one form or another, are commonly used in democratic societies to explore and resolve issues and problems. Decisions at a board meeting, public hearing, legislative assembly, or local organization are often reached through discussion and debate. Indeed, any discussion of

a resolution is a form of debate, which may or may not follow formal rules (such as Robert's Rules of Order). In the context of a classroom, the topic for debate will be guided by the knowledge, skill, and value outcomes in the curriculum.

Structure for Debate

A formal debate usually involves three groups: one supporting a resolution (affirmative team), one opposing the resolution (opposing team), and those who are judging the quality of the evidence and arguments and the performance in the debate. The affirmative and opposing teams usually consist of three members each, while the judging may be done by the teacher, a small group of students, or the class as a whole. In addition to the three specific groups, there may be an audience made up of class members not involved in the formal debate. A specific resolution is developed and rules for the debate are established.

Debate Preparation:

- • Develop the resolution to be debated.
- • Organize the teams.
- • Establish the rules of the debate, including timelines.
- • Research the topic and prepare logical arguments.
- • Gather supporting evidence and examples for position taken.
- • Anticipate counter arguments and prepare rebuttals.
- • Team members plan order and content of speaking in debate.
- • Prepare room for debate.
- • Establish expectations, if any, for assessment of debate.

Activity 2

- Ask the students about participant and their role.
- Give students handout 2

Conducting Debate:

Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly. The judges and members of the audience should be taking notes as the debate proceeds. A typical sequence for debate, with suggested timelines, is as follows:

- the first speaker on the affirmative team presents arguments in support of the resolution. (5 – 10 minutes)
- The first speaker on the opposing team presents arguments opposing the resolution.

(5 – 10 minutes)

- The second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 – 10 minutes)

- The second speaker on the opposing team presents further arguments against the resolution, identifies further areas of conflict, and answers questions that may have been raised by the previous affirmative speaker. (5 – 10 minutes)
 - The rules may include a short recess for teams to prepare their rebuttals. (5 minutes)
 - The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (3 – 5 minutes)
 - First rebuttal of the affirmative team (3 – 5 minutes)
 - Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (3 – 5 minutes each)
 - There cannot be any interruptions. Speakers must wait their turns. The teacher may need
- Post-debate Discussion and Assessment

When the formal debate is finished, allow time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher.

Glossary

STRATEGIES - a plan or method for achieving something

ARGUMENTS - discussion or debate between people with different views

AFFIRMATIVE - a sign that you are agree with something

Self study for students for homework

Distinguishing fluency and accuracy speaking activities and practice them

Answer the following questions:

1. What do you think are the characteristics of fluency?
2. Is accuracy important in teaching speaking?

Handout 1. How to strike a balance between fluency and accuracy

It's important to balance accuracy and fluency among the various stages and activities in a lesson. Both refer to the productive skills of the students. Where one focuses on getting the language right, the other focuses on getting the language out smoothly and quickly.

What is Accuracy?

Accuracy refers to the mechanics of the language. Students address and improve on the following ideas:

1. Clear and articulate speaking or writing.
2. Language free from grammar mistakes.
3. Words spelled and/or pronounced correctly.
4. Language appropriate to the situation and/or context.

When a teacher, classroom, or student fails to consider accuracy in the class, then students may sound less fluent and capable with the language. This can quickly cause problems when students need to use the language for more than casual conversation.

For example, let's say a businessperson uses English for email, as well as regularly attends teleconferences with the head office. Because English ability is so visible, it oftentimes easily gets confused with overall job ability or competence. The businessperson thus sounds less capable in the world of business, especially with peers and colleagues he doesn't regularly and directly work. It really isn't much different than a colleague who dresses in shorts and stained t-shirts. In most business industries, peers simply don't take him seriously or believe him to be fully competent.

There are unsympathetic listeners to consider too. Most native English speakers in the real world outside of the classroom don't have the background or the patience to work through the mistakes of a non-native English speaker. Whether the mistakes come from the native tongue of the students, are pronunciation problems, grammar problems, or even cultural differences, breakdowns in communication occur. What had been intelligible in the classroom for the teacher and other students is suddenly no longer intelligible outside the classroom.

It must be noted here: Too much attention to accuracy results in students unable to use the language. They breakdown the sentences, translate them, and look at the sentences from different angles to minimize mistakes. This results in very slow response times. The language becomes less able to carry out its purpose, namely to effectively communicate ideas and information.

What is Fluency?

Fluency focuses on the flow of language. Sentences must be spoken smoothly and with few pauses. In addition, students respond to questions and information quickly. Lastly, it's important that students participate in a conversation, not simply react to it.

There are a number of factors which affect fluency. To start, unfamiliar material results in less smooth, less quick language production. This is especially evident when the teacher first presents the target language (grammar, vocabulary, phrases, etc.). Students of all levels, when faced with new material, must process and practice it. A certain level of automaticity must be achieved before also gaining a level of fluency.

And what is automaticity? The term refers to the recall time on the target language. Students work towards producing the new structures naturally and with less thought. When students repeatedly practice a word, phrase, or sentence structure, then the new material becomes automatic. Students require less time to think about how to produce the language. Improved automaticity directly affects fluency.

It's important to note that too much information presented and practiced at once hinders fluency. For example, as students must become familiar with new material in the earlier stages of a

lesson, they struggle with longer and richer sentences. In short, there's simply too much to juggle all at once.

Of course the whole of the lesson shouldn't be restricted to short sentences that narrowly focus on the target grammar and/or vocabulary. However, restrictive practice at the start improves productive fluency later in the lesson. As the lesson progresses and students become comfortable and familiar with the target language, additional information for longer, richer sentences can be worked into the lesson plan.

Response time also measures fluency. If someone asks a question, and the student takes several seconds before giving any answer, this can be considered poor fluency.

Slow responses most often occur with lower-level students. However, even higher-level students may struggle with response times. In both cases, students may know the grammar or vocabulary, but must nevertheless process it when encountered. In short, it takes time to retrieve the needed information.

Lower-level students also tend to translate questions and answers from their native language to the target language, then back again. This further hinders fluency.

Lastly, students need to be able to participate in a conversation. When students simply ask and answer questions, without adding detail, supporting information, tangents, or additional questions, then this is merely reacting to the conversation. Fluency should also be considered in terms of enriched grammar and vocabulary, all of which add to meaning, nuance, and so on.

Let's look at the following exchange which serves as an example of reacting to a conversation:

Student A: What are you going to do this Saturday?

Student B: I'm going to see a movie.

Student A: What are you going to do on Sunday?

Student B: I'm going to study for the English test.

Student A: What are you...

Such conversations are common at the lower levels, but some detail can still be added if the teacher explicitly and repeatedly gives attention to this point. The teacher needs to set clear goals that the class works steadily towards, such as creating longer, richer conversations. Opportunities for discussion, as well as other open activities, help improve this point.

At higher levels, the same reaction to a conversation may occur with difficult subject matter. Students may lack knowledge on the topic in their native language too, which results in a far less rich discussion in the target language. The teacher can assign preparatory homework, perhaps with the students receiving several question cards for essays or presentations.

Fluency is thus a very important aspect of the language classroom. Students should be able to accomplish the following for fluent conversations:

1. Acquire and use the needed target language.
2. Respond with few pauses, or quick access and activation of information.
3. Participate in a conversation.

How to Balance Accuracy and Fluency

With a clearer definition of accuracy and fluency, let's now look at how to effectively balance the two. Although some ideas and information has been briefly mentioned above, it proves important to now discuss the balance as a separate entity.

When the teacher develops a lesson, the early portions of the lesson generally get devoted to acquisition of the target language. Students need to learn the new material and produce it accurately. As a result, activities tend to be narrowly defined. This allows students to explicitly focus on one aspect of the target language. And as students become comfortable with the one aspect, then additional points and/or information can be added. Students don't need to juggle too much information.

Of course, as the students practice, the teacher shouldn't expect zero mistakes. No matter how much practice occurs, mistakes continue to occur. In addition, the teacher shouldn't restrict the lesson to controlled and repetitive activities. For example, if students drilled and drilled and drilled the language for the majority of the class, then everyone would quickly become bored. There would be little challenge, little engagement, little interest. Both the students and the teacher wouldn't offer careful thought to the lesson contents.

It should be noted that drills and controlled activities improve fluency too. Improved familiarity with the target language means an improved level of automaticity. This then translates to quicker and smoother response times.

However, as was mentioned earlier, fluency consists of more than quick responses to questions. Students must also be able to access and activate the knowledge. Students must be able to add detail for richer responses. Students must be able to participate in a conversation. Hence the latter portion of the lesson gets devoted to these other aspects for better fluency.

With increasingly open-ended activities, students must provide longer and more detailed answers. Students further mix grammar and vocabulary from past lessons. They also mix pre-existing knowledge gained from personal studies, interest, and exposure to English with the new material. All of this allows students to create more realistic and richer conversations, which they may also immediately apply outside the classroom.

Productive and Receptive Levels

Let's conclude with a brief word on productive and receptive levels, as both connect to accuracy and fluency. Productive and receptive levels can be defined as the following:

Productive Level: This refers to language use, specifically speaking and writing.

Receptive Level: This refers to listening and reading, or input and comprehension.

For effective communication to occur, students must be able to produce and receive information. A poor productive level may mean that students have the information but can't speak quickly or correctly. On the other hand, students may try to dominate a conversation because of a poor receptive level. They speak and speak without actually participating in the conversation.

Attention to productive and receptive levels ties directly to accuracy, fluency, and the activities in this resource book. A teacher may correctly assume that students understand the target language, and thus ignore additional opportunities to improve language production. In other words, the teacher ignores activities for better accuracy and fluency simply because students understand the new material. An apt analogy would be assuming someone a capable driver after only a few sessions behind the wheel! Drills are needed to improve accuracy and response time.

Conversely, the teacher may spend too much time on drills and short activities that don't allow opportunities for rich and detailed use of the language. This results in a poorer receptive level because students don't have the chance to meaningfully interact with one another.

To conclude, the teacher must not only consider accuracy, fluency, and the balance of the two, but he must also consider both sides to language use. Focus too much on accuracy, and students are disengaged and unable to connect to the content. Focus too much on fluency, and students make so many mistakes that they cannot be clearly understood.

Activity 2 Practice fluency and accuracy with CEFR description

Home assignment.(5 min)

To prepare an activity appropriate for elementary level focusing on accuracy and fluency.

Resources

1. Nunan , D. (1989). "Designing tasks for the communicative classroom." Cambridge, UK: Cambridge University Press.
2. Oxford, R. (1990). "Language learning strategies. What every teacher should know." Boston, MA: Heinle&Heinle.
3. Oxford, R. (1996). "Language learning strategies around the world. Cross-cultural perspectives." Manoa: University of Hawaii Press.
4. www.Internationalrecipes.com

Glossary

ASSESSING– to carefully consider a situation, person or problem.

BALANCE – to create a good or correct balance between different features or aspects

APPROPRIATE-suitable or right for a particular situation

LESSON #32

Teaching and integrating language skills

Theme #32	Kinds of spoken interaction as a part of classroom process relating to all skills

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1 Get Ss discussing the information gap activities. 3. Activity 2. Distribute a handout¹ with different speaking activities and have Ss identify the information-gap activities among them. 4. Activity 3. Case study	
The aim: to introduce the concept of information gap and genuine communication to introduce some ways of getting students to communicate with each other .	
Objectives: ➤ To help learners to know the type of speaking activities ➤ To explain learners the purpose of spoken interaction in the classroom	
Activity Type:	Individual, small group, whole class (teacher-students)

Introduction: Introducing the information gap activities and teaching speaking techniques

Time: 5 min

Activity 1 Get Ss discussing the information gap activities. Ask them to discuss the following questions:

1. What do you think are the characteristics of an information-gap activity?
2. Why are information-gap activities important in teaching speaking?

Time: 5 min

Tell participants that as seen from the discussion, genuine (real) communication has the following characteristics (put them on the board):

Genuine communication

~ exchange of information, ideas, opinions

~ one person doesn't know something and wants to find out some information.

~ there is a reason for asking questions

- Tell participants that one of the ways to make the activity more communicative is to hide some information either from all students or some of them so that there is something they

need to find out. Tell participants that this is called 'an information gap' where one person has information and the other does not, so there is a need to communicate.

Activity 2 Distribute a handout1 with different speaking activities and have Ss identify the information-gap activities among them.

Time: 5 min

Handout1

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7 SPEAKING YOUR MIND

Speaking activity A: Completing a questionnaire

Learners have created the questionnaire below about their teacher. They ask the teacher the questions and complete their questionnaires.

Question	Answer
1 Are you married?	Yes
2 Do you have children?	
3 If so, how many?	
4 What are their names?	
5 Where do you live?	

Speaking activity B: Having a discussion

Learners work in groups of four. They have a discussion, answering the questions below. They then tell the rest of the class what they decided.

What would you do if...

1. ... someone fainted in class?
2. ... you left your English homework at home?
3. ... you forgot that your Mum wanted you to babysit and you had arranged to go to the cinema with a friend?
4. ... someone offered you a free year at an English school?

Adapted from *Fountain Elementary*

Speaking activity C: Reading a dialogue aloud

Read the dialogue from your book aloud in pairs, learner A playing Mandy and learner B playing Detective Sergeant Bright.



Taken from *Mode 1*

Speaking activity D: Creating and reading a weather forecast

By yourself, write a weather forecast for the UK tomorrow. Then read your weather forecast to your partner. Can he/she draw the weather map of the UK correctly?

Activity 2 Information gap

Objective: to introduce some ways of getting students to communicate with each other

Time: 30 min

Materials: handout 2a, 2b

► Procedure:

(15 min) Put participants in pairs. Ask them to sit back to back so that partners can't see each other's handouts. Say that they will read about the information gap but that each partner will get different pieces of information (handout 2a, 2b), which they should not show to each other. Each participant will receive a text on the handout with the two sets of questions. The first set of questions is based on the text. Answering these will help them to summarize the content of the article. The other set of questions is for them to ask their partner who will provide the information in response to the questions. Monitor the activity.

(10 min) After participants have finished, ask the questions on the handouts to check comprehension.

(3 min) Ask participants to recall the conversation in picture A in activity 1 and evaluate them from the point of view of genuine communication. Ask the following questions and accept all reasonable ideas:

~ In which of the activities is there genuine communication? Why?

~ How can we make the activity based on picture B an information gap activity?

Activity 2, Handout 2a, Information Gap

THE INFORMATION GAP

Student A

In the real world, information gaps are very common. One person – the speaker – wants to ask a question and the other person – the listener – tries to answer it. In the classroom, we can use information gaps to give the students a chance to communicate with each other, just like people do in real life.

You can use a wide variety of different materials in the classroom to design an information gap. Sometimes, you can use a picture, which one student tries to describe to another student. Sometimes, you can use a written text with information that students must pass to each other. An information gap can involve the different skills of reading, listening, writing and speaking.

An information gap needs careful organization. The teacher must think carefully about the instructions he or she will give to students so that they are very clear about what they have to do. Sometimes it's useful to practise the activity before starting.

At the end of the activity, the teacher can give students feedback on how well they did in the activity. The teacher can also point out any errors the students made, but it is important to remember that the teacher should do this after the activity and should not interrupt the pair work.

NOW ANSWER THE QUESTIONS ABOUT YOUR TEXT.

1. What kinds of materials can you use for an information gap?
2. What kinds of skills do students practise in an information gap?
3. How can the teacher make sure the activity goes well?
4. What can the teacher do after the activity?
5. When should the teacher correct the students?

NOW ASK YOUR PARTNER THESE QUESTIONS.

1. What kind of information gaps do you find in real life?
2. Why are they useful in the classroom?
3. What kind of language can students use in an information gap activity?
4. What kind of grammatical structures could your students practise?
5. What should the teacher do during the activity?

Activity 2, Handout 2b, Information Gap

THE INFORMATION GAP

Student B

In the real world, information gaps are very common. One person – the speaker – wants to ask a question and the other person – the listener – tries to answer it. In the real world, people ask questions because they do not know the answer, and because they want to find out some information. Think of a man at a bus stop (A) who asks a woman (B): Do you have the time? There is an information gap between the two people that the man is trying to bridge.

An information gap is useful in the classroom because it gives students a reason to communicate with each other. Sometimes, the teacher can decide the kind of language that the students will use. Sometimes, the language can be very free and the students decide what kind of language they will use. You can use an information gap to practise grammar, especially verb forms such as the past simple or present continuous. You can also practise vocabulary: in fact, anything you choose.

The teacher's job is to organize the activity, and, while the students are working together, to monitor. This means that the teacher listens carefully, and makes a careful note of any errors the students make. The teacher tries not to interfere while the students are working together.

For an information gap to work well, it needs to have a purpose. The students' purpose is to bridge the gap by asking and answering questions.

NOW ANSWER THE QUESTIONS ABOUT YOUR TEXT.

1. What kind of information gaps do you find in real life?
2. Why are they useful in the classroom?

3. What kind of language can students use in an information gap activity?
4. What kind of grammatical structures could your students practise?
5. What should the teacher do during the activity?

NOW ASK YOUR PARTNER THESE QUESTIONS.

1. What kinds of materials can you use for an information gap?
2. What kinds of skills do students practise in an information gap?
3. How can the teacher make sure the activity goes well?
4. What can the teacher do after the activity?
5. When should the teacher correct the students?

Summary

Establish the following:

- You can turn almost any activity into an information gap activity by ‘hiding’ some part of the information, thus creating for learners a need or a reason to communicate.
- Information gap activities can be used to practise vocabulary, grammatical structures or any other material.

Homework

Give Ss a copy of the table where three speaking activities (Talking the hind leg off a donkey) are described. Tell them to write a brief comment about each activity in the table.

TASK 3 Talking the hind leg off a donkey

In this task, you evaluate three speaking activities.

Step 1**P**

Work in pairs. Your trainer will give you a copy of the table **Talking the hind leg off a donkey**.

Look at the three speaking activities (A–C). Imagine you are going to teach them. Look at each one and complete the table by writing a brief comment about each activity in the appropriate square. Some examples are done for you.

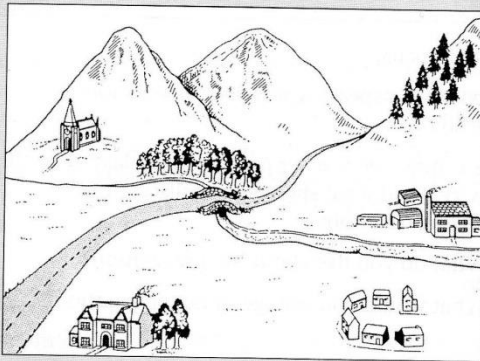
Step 2**P**

Work in pairs and do *one* of the following tasks:

- 1 Write a short lesson plan for teaching one of the three speaking activities. (For help with lesson planning, look at **Unit 13 Plan of attack**.)
- 2 Design a pre-speaking activity to prepare your class for one of the activities (A–C).

Speaking activity A

B Give instructions to your partner on how to draw this picture. Start like this: Draw a rectangle. Make the top and bottom 12 cm long and the sides 9 cm...



Taken from *Say the Word*

Speaking activity B**3 Roleplay**

In pairs.

Student A You are the mother or father.

Student B You are Student A's son or daughter. Look at page 127.

Read your roles and act out the situation.

Student A

You are Student B's mother or father. You are going away to Barry Island for the weekend. You are leaving on Friday evening at seven o'clock and coming back on Sunday night for dinner at eight o'clock. The telephone number of the Barry Island Excelsior Hotel is 572 9743. While you are away you want your son or daughter to do some things for you. These are the things: Friday evening: do the shopping and feed the cat. Saturday morning: cut the grass in the garden – afternoon: do the cleaning, – evening: visit your grandmother. Sunday morning: tidy your room – afternoon: wash the car – evening: prepare dinner.

Student B

You are Student A's son or daughter. Your parents are going away for the weekend. Ask them when they are leaving and when they are coming back. Also ask them for the phone number of the hotel they are staying at. You have got a busy weekend. You don't like doing housework. You have got a lot of homework this weekend. On Friday night you're going dancing. On Saturday afternoon you're playing volleyball with friends. On Saturday evening you're going to the cinema. On Sunday morning and evening you are going to do your homework and on Sunday afternoon you're going to invite some friends to your house to listen to music.

Taken from *Mode 1*

Speaking activity C**5 Parent power**

Answer the questions in the column **YOU**. Ask another student the questions and put his or her answers in the column **YOUR PARTNER**.

YOU

YOUR PARTNER

Do your parents let you

- stay out late?
- go to discos?
- invite friends home?
- drink alcohol?
- smoke?
- choose your own clothes?

Do they make you

- keep your room tidy?
- stay at home and study?
- go out with them at weekends?
- lay the table?
- go shopping with them?

Do they want you

- to get high marks at school?
- to go to university?
- to leave school and get a job?
- to get a job in the holidays?
- to do the same things as your brother/sister?
- to become independent?

Taken from *Mode 2*

Unit 7, Task 3 Talking the hind leg off a donkey

Talking the hind leg off a donkey

	Activity A Drawing a picture	Activity B Role-play	Activity C Parent power
a What language (e.g. grammar, vocabulary, functions) does the activity aim to produce?		<i>Questions mostly in present tense; everyday (home) vocab.</i>	
b How effectively will the activity generate the language that it aims to produce?			
c What preparation will the class need to do it?			
d How much will everyone participate in the activity?	<i>Describer will probably say more.</i>		
e Is there an information gap in the activity?			
f How much English will the learners speak?			<i>Equal amount — but not much (Yes, they do/ No, they don't)</i>
g How interesting and enjoyable is the activity for your own learners?	<i>Fun: nice for learners to draw picture.</i>		
h Do the learners have short or long speaking turns?			<i>Quite short.</i>
i What problems can you foresee with this activity?		<i>Learners only read the cards and don't play their roles.</i>	

Glossary

BRIEF- lasting only for a short time

COLLAR - part of a shirt that encircles the neck

ALTERATION – modification

HIND – the hind legs or feet of an animal are its back legs

Self study for students

Mode of interaction	Advantages Disadvantages	Individual work
Individual	• shy students get a chance to	• there is no sharing of ideas.

work	express themselves. • students have some thinking time before they share their ideas. • weak students get a chance to write their ideas down before the discussion.	• some students can find it difficult to do the task individually.
Pair work	• every person gets a chance to speak • less confident students get a chance to express their ideas	• it is noisy • different pairs/groups work at different speeds so it's difficult to bring a phase of p/w g/w to a tidy conclusion • p/w or g/w is difficult for teachers to control and learners tend to go off task or to use L1 • some teachers also worry that too many mistakes go uncorrected
Group work	• students can come up with many ideas • less confident students get a chance to express their ideas • students become less dependent on the teacher	• Some students can dominate in a group • Some students can take a passive role in group work
Whole class work	• students can hear other students' points of view • there is a bigger variety of ideas and opinions • teachers can control the language of the students	• not all students can get a chance to speak • it can become very boring

- The following extracts in suggest some more kinds of oral interaction; study and perhaps discuss them, and then read on to the following Comment.

Handout 1

BOX 1: TYPES OF SPOKEN DISCOURSE

Extract 1

Interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate goodwill. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose.

Examples of interactional uses of language are greeting, making small talk, telling jokes, giving compliments, making casual 'chat' of the kind used to pass time with friends or to make encounters with strangers comfortable.

Brown and Yule (1983) suggest that language used in the interactional mode is listener oriented...

Transactional uses of language are those in which language is being used primarily for communicating information. They are 'message' oriented rather than 'listener' oriented. Accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Explicitness and directness of meaning is essential, in comparison with the vagueness of interactional language ... Examples of language being used primarily for a transactional purpose include news broadcasts, lectures, descriptions and instructions.

(from Jack C. Richards, *The Language Teaching Matrix*, Cambridge University Press 1990, pp. 54-5, 56)

Extract 2

A short turn consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour's lecture ... What is demanded of a speaker in a long turn is considerably more demanding than what is required of a speaker in a short turn. As soon as a speaker 'takes the floor' for a long turn, tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a coherent mental representation of what he is trying to say. What the speaker says must be coherently structured ...

The general point which needs to be made ... is that it is important that the teacher should realise that simply training the student to produce short turns will not automatically yield students who can perform satisfactorily in long turns.

(from Gillian Brown and George Yule, *Teaching the Spoken Language*, Cambridge University Press, 1983, pp. 12, 14)

Extract 3

The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom: they can be shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated or amused, disapproving or affectionate; they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologizing, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role- played, according to the physical setting imagined, according to the communicative functions or purpose required.

(from Penny Ur, *Discussions that Work*, Cambridge University Press, 1981, p 9)

© Cambridge University Press 1996

Comment: Different kinds of interaction

Discussion tasks tend to be based on transactional talk, short turns and fairly detached argument or persuasion. The main types of interaction which are discussed in the extracts in Box 1 and which tend to be neglected are: interactional talk; long turns; talk which is based on (non-classroom) situations, emotions and personal relationships.

1. Interactional talk

This is to some extent a matter of learning conventional formulae of courtesy: how to greet, take leave, begin and end conversations, apologize, thank and so on. But even more than this it is culture-linked: how the interactional function of speech is realized in different languages depends as much on cultural convention as on knowledge of the words of the language.

2. Long turns

The ability to speak at length is one which adult, more advanced or academic students will perhaps need and therefore needs cultivating; for other types of classes it may be less important.

3. Varied situations, feelings, relationships

It is certainly arguable that learners will need to function in a wide variety of such contexts, and it makes sense to give them opportunities to try using the target language in simulations of at least a selection of them. Conventional task-based discussions do not provide such opportunities; but, as the extract quoted here claims, role-play activities do - which is a cogent argument for including them in a language course.

Follow-up questions for discussion:

Which of the above kinds of interaction are important for your students?

For questions those kinds you think important, can you suggest activities that give practice in them?

Activity 3. Teaching kinds of interaction in the classroom

Answer the following questions:

- ~ Why do teachers need to use different interaction patterns in a lesson?
- ~ What happens if a teacher uses only one mode of interaction?
- ~ In what way we can apply kinds of interaction into teaching?

Possible answers:

1. Interactional talk

The way interactional talk is carried out in different languages is very culture-linked, and it is difficult to explain the conventions that govern it in a foreign language; it is dubious therefore whether it is worth investing very much effort in teaching and

practising them. My own opinion is that given general language proficiency and a knowledge of the more obvious courtesy conventions, most learners will be able to cope adequately with interactional speech on the basis of their own cultural knowledge and common sense. Some kinds of role play can give opportunities for practising it.

2. Long turns

Some activities that help students to practise speaking in long turns are:

- telling stories (well-known tales or personal anecdotes)
- telling jokes
- describing a person or place in detail
- recounting the plot of a film, play or book
- giving a short lecture or talk
- arguing a case for or against a proposal.

3. Varied situations, feelings, relationships

The obvious classroom activities to use here are those based on role play.

LESSON #33

Teaching and integrating language skills

Theme #33.	Reading as an interactive process
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Warm-up 2. Activity 1. Defining the sub-skills 3. Activity 2. Defining reading strategies 4. Activity 3. Which task type for which skill? 5. Activity 4. Case study	
The aim: • to raise students' awareness of the importance of skills in reading as an interactive process	
Objectives: ➤ Assessment for specification ➤ help learners to differentiate variety of text ➤ help learners apply these strategies and sub skills in reading	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up:

Start the lesson by asking the following questions:

1. What are the main aims in reading?
2. What materials are appropriate for reading?
3. What are the roles of authenticity?

Powerpoint presentation

“Reading as an interactive process”

Activity 1

- Distribute course syllabus and assessment specifications. (Handouts 1& 2)
- Allow some time for reading.
- Ask students to form small groups and write 5 questions based on what they have read.
- Invite groups to exchange their questions and answer them.
- Make needed clarifications

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

Reading Purpose and Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function

Reading as a Process

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Reading as an interactive process

- Creating pre, while, post reading activities
- Choosing appropriate reading materials
- Role of authenticity
- Getting students to read purposefully
- Improving students' reading comprehension
- Teaching specific sub skills and strategies
- Critical reading as a basis for successful writing
- Case study

Learning outcomes

By the end of Year 3 students will have

- developed knowledge of the practical implications of integrating four language skills
- acquired the techniques and the ways of teaching each skill in the integration with each other

Assessment Profile

Semesters 5 and 6

Continuous Assessment

- Analysing an activity on developing language skills
- Participation

40%

15 % x 2=30%

10 %

Mid-course Assessment

- Activity design and presentation on receptive skills
- Activity design and presentation on productive skills

30%

15%

15%

Final Assessment

- Micro-teaching 30%

Indicative Bibliography

Harmer, J. (1998) How to Teach English. Longman Press.

Willis, J. (2005) Teaching English through English. Longman Press

Tanner, R. & Green, C. (1998) Tasks for Teacher Education. Longman Press

Supplementary reading

Strategies for Developing Reading Skills

Using Reading Strategies

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Reading to Learn

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to

newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies

Tips on selecting effective authentic reading materials

Many teachers like to use authentic materials in class, and they can obviously be a wonderful source of language. Over the next few weeks, I'd like to offer some thoughts and tips on how you might go about selecting and exploiting these materials, to maximise their benefit to students.

Nunan (1988) defines authentic materials as those 'which have been produced for purposes other than to teach language', so that might mean emails, blogs, statistics, timetables, advertisements, instructions, labels, menus etc as well as articles from newspapers and magazines.

Relevance and interest

Have you ever done any research into the [literacy practices](#) of your students? In other words, what they actually read (and write) in their daily lives, in their first language as well as in English. Ask students to keep a note of everything they read, including cereal packets etc, for a couple of days. You may be surprised, and it will probably give you some new ideas of where to look for material.

Similarly, the more you can find out about the kinds of topics your students are interested in, the more successful your texts are likely to be. Obviously, if the students are preparing for an exam, you will also need materials and topics which reflect the exam they are taking.

Cultural appropriateness

This is a HUGE area, but I think there are three main points:

1. Being careful about materials which may offend political, social or religious mores. If you know the context you are teaching in, this should be fairly easy to avoid. Or, if you are confident about your class, you may be able to touch on subjects which published material would have to avoid. I once taught a fabulous class about dangerous sports, which was fabulous not because of anything I did, but because one of the students

- suddenly started telling us all about the time he played Russian Roulette. Everyone was, unsurprisingly, fascinated and completely involved in communicating with one another.
2. Being careful about materials which your students simply can't relate to. This is a criticism aimed, not unfairly, at a lot of published ELT materials. ESOL learners in Birmingham are unlikely to want to read about skiing holidays, for example. However, just because something is outside the students' experience, does not necessarily mean that it is uninteresting. It's a judgement call.
 3. Consider [visual literacy](#) as well. The way the text is laid out may cause confusion. This is particularly an issue for students with low levels of literacy in their first language, but can also cause problems if the norms aren't transferable.

CONCLUSION

- Because reading is a meaning-making activity, it's important to engage learners with texts that are meaningful to them. This does not mean that they always need to be about familiar content, but that the texts are interesting and worth reading. Learners need to be able to connect to the text in some way, and have a purpose for reading it.
- Selecting texts to use for instructional and practice purposes is a particular challenge at this level. Unlike learners working at Step 2 and above on the learning progressions, learners at this level will not be able to use most everyday texts, such as newspapers, or specialist texts such as workbooks or manuals to learn and practise their skills.

Glossary

COGNITION-the process by which you recognizing and understanding things

EYESIGHT – sight, seeing

REFORM- to improve a situation by correcting things that are wrong or unfair

Self study lesson

Activity 1 A simulated lesson

Objective: to elicit the concept of intensive reading; to experience a reading lesson as learners

► Procedure:

Pre-reading (15 min)

(5 min) Draw your 'students' attention to the questions on the board/flipchart and invite responses from volunteers. If necessary, be the first to answer the first question.

~ *Have your parents ever told you a lie? If they have, what was it?*

~ *How did you feel when you found out you had been deceived?*

(4 min) Tell ‘students’ that they are going to read the story “The Prince and the Magician”. Ask them to predict what kind of story it is. Invite random answers. Then read the first sentence in the text and ask the question:

~ *What three things didn’t the prince believe in?*

Invite several random responses.

(6 min) Ask ‘students’ to look at the words on the board and tell them they are from the story.

Domain, authentic, reproachfully, bear (v), pensively, beckon, shudder.

Ask ‘students’ to copy the words and underline those which they don’t know. ‘Students’ work individually and then compare their notes with their partner’s and teach each other, i.e. explain those words which they know. Tell them not to worry if there are words which none of the partners knows as they will become clear in the context.

While-reading (25 min)

(5 min) Give out handout 1 with the text from ‘The Magus’ by John Fowles. Ask ‘students’ to read the story quickly and see how accurate their predictions were.

Activity 1, Handout 1, The story

THE PRINCE AND THE MAGICIAN

- Once upon a time there was a young prince, who believed in all things but three. He did not believe in princesses, he did not believe in islands, he did not believe in God. His father, the king, told him such things did not exist. As there were no princesses or islands in his father's domains, and no sign of God, the young prince believed his father.
- 5 But then, one day, the prince ran away from his palace. He came to the next land. There, to his astonishment, from every coast he saw islands, and on these islands strange and troubling creatures whom he dared not name. As he was searching for a boat, a man in full evening dress approached him along the shore.
- 10 "Are those real islands?" asked the young prince.
- "Of course they are real islands," said the man in evening dress.
- "And those strange and troubling creatures?"
- "They are all genuine and authentic princesses."
- "Then God also must exist!" cried the prince.
- "I am God", replied the man in full evening dress, with a bow.
- 15 The young prince returned home as quickly as he could.
- "So you are back", said his father, the king.
- "I have seen islands, I have seen princesses, I have seen God," said the prince reproachfully. The king was unmoved.
- "Neither real islands, nor real princesses, nor a real God, exist."
- 20 "I saw them!"
- "Tell me how God was dressed."
- "God was in full evening dress".
- "Were the sleeves of his coat rolled back?"
- The prince remembered that they had been. The king smiled.
- 25 "That is the uniform of a magician. You have been deceived."
- At this, the prince returned to the next land, and went to the same shore, where once again he came upon the man in full evening dress.
- "My father, the king, has told me who you are," said the young prince indignantly. "You deceived me last time, but not again. Now I know that those are not real islands and real princesses, because you are a magician."
- 30 The old man on the shore smiled.
- "It is you who are deceived, my boy. In your father's kingdom there are many islands and many princesses. But you are under your father's spell, so you cannot see them."
- The prince returned pensively home. When he saw his father, he looked him in the eyes.
- 35 "Father, is it true that you are not a real king, but only a magician?"
- The king smiled and rolled back his sleeves.
- "Yes, my son, I am only a magician."
- "Then the man on the shore was God."
- "The man on the shore was another magician."
- 40 "I must know the real truth, the truth beyond magic."
- "There is no truth beyond magic," said the king.
- The prince was full of sadness. He said, "I will kill myself."
- The king by magic caused death to appear. Death stood in the door and beckoned to the prince.
- The prince shuddered. He remembered the beautiful but unreal islands and unreal but beautiful
- 45 princesses.
- "Very well," he said. "I can bear it."
- "You see, my son," said the king, "you too now begin to be a magician."

JOHN FOWLES "The Magus"

(10 min) Make groups of four and ask 'students' to read the story again and answer the questions on handout 2. Then 'students' read the statements about the characters in the story and decide whether they agree or disagree with them. Walk around and listen in. After they have finished, ask each group to share their most interesting ideas with the rest.

Activity 1, Handout 2, Questions and statements for discussion

Answer the questions

1. Why didn't the prince believe in three things?
2. Why did the prince believe his father when he said that the man he had met was not God?
3. What did the prince learn about his father?

Agree or disagree

1. The prince is a timid person who has no will power.
2. The prince's father is a selfish and authoritarian man who doesn't really love his son.
3. The magician is a cruel man who does not show any consideration for other people's feelings.



TEACHING READING

Activity 1, Handout 2, Questions and statements for discussion

Answer the questions

1. Why didn't the prince believe in three things?
2. Why did the prince believe his father when he said that the man he had met was not God?
3. What did the prince learn about his father?

Agree or disagree

1. The prince is a timid person who has no will power.
2. The prince's father is a selfish and authoritarian man who doesn't really love his son.
3. The magician is a cruel man who does not show any consideration for other people's feelings.

(3 min) Discuss with the whole class what the words on the board/flipchart mean in the context of the story. Ask your 'students' which was more effective and easier for them: understanding the words in the context or dealing with them before they read the story. If necessary, explain the meaning of those words which nobody understood.

NB

domain – an area of land owned and controlled by one person;

authentic– Here: real;

reproachfully– done in a way which shows your disapproval;

bear – to bravely deal with an unpleasant situation;

pensively – thoughtfully;

beckon – to make a signal to someone with your hand or arm, to show that you want them to come towards you;

shudder– to shake for a short time

(7 min) Ask ‘students’ to think (individually!) of an open-ended question. Explain to them that this should be a question the answer to which does not appear ‘on the surface’ of the story. If necessary, give your own example, e.g. ‘Did the prince forgive his father?’ Give them some time. In groups they ask and answer their questions. Ask them to choose the most interesting question and let the whole group hear it. Invite ‘students’ to answer it. If time permits repeat the same with each group. Accept all the responses, as there is probably no right or wrong answer.

Post-reading (5 min)

Ask ‘students’ to think of a time when they (or somebody they know well) were deceived. Ask them to make notes. The following questions can help them:

What was the situation?

Who were the people involved?

What thoughts and feelings were you/another person experiencing?

Tell your ‘students’ that their homework is to write a story (300-400 words) using the notes they made in class.

Activity 2 Discussing the simulated lesson

Objective: to analyse the lesson focusing on the stages, objectives and interaction patterns

Time: 30 min

Materials: slips of paper with the steps of two stages; handout 3

► Procedure:

(5 min) Tell participants they are no longer learners but again teachers. Make four groups. Give two group slips of paper with the steps of the pre-reading stage of the lesson and the other two groups the steps of the while-reading stage (see table below, column 2 ‘Steps’, one bullet point for one slip) and ask them to put them in order.

When they have finished check the order.

(5 min) Elicit or give the names of each stage and the objective(s) of the stages. Give handout 3 to the participants and ask them to look at the interaction patterns. Tell them that they will need these handouts in another session.

Activity 2, Handout 3, Analysis of the reading lesson

Stage	Steps	Objectives	Interaction Pattern
Pre-reading	- Teacher wrote 3 Qs on the Bb (and answered the 1st one herself.) - Ss worked and answered the questions in groups. - They shared some of their stories with the whole class. - Ss made predictions about story they were going to read from its title. - Then they answered two questions related to the title and the third related to the first sentence of the story. - Ss copied the words from the Bb, underlined those words which they didn't know. - In pairs they compared their notes and taught each other.	- to establish rapport with the class; - to raise interest in each other. - to prepare Ss for reading the story by raising their interest in it. - to introduce vocabulary with the help of peer teaching	T-C; S-Ss; S-C T-Ss; S-Ss; S-C Ss worked individually S1-S2, S3-S4, ...
	- Ss read the story to check their predictions. - Ss read the story again, this time more carefully, answered the Qs and discussed the statements. - Then they shared their ideas with the whole class. - Ss discussed the meaning of the words from the Word Splash. - Ss thought of their own questions, asked and answered them in their groups first and then did the same with the whole class.	- to practise reading for gist. - to practise reading for detailed information; to practise talking about the story - to infer the meaning of words from the given context. - to further practise talking about the story; to practise asking questions	Ss worked individually. Ss-Ss
Post-reading	Teacher asked three questions and Ss started thinking about their answers and making notes in class. At home Ss will use their notes to write a story.	to prepare Ss for a personalized writing task	Students will work individually.

Activity 3. Case study

(5 min) After you and participants have analysed the lesson they have had as learners, ask them what else they can do to exploit the text.

Possible answers:

- divide the story into parts and give headings for each;
- think of a different ending;
- think of adjectives that can be used to describe each character

Elicit from participants what they were asked to do at the post-reading stage in their lesson.
Answer: They were asked to go beyond the text and produce a piece of writing which is only slightly related to the topic of the text.

(15 min) Ask participants to discuss in their groups the characteristics of a good reading lesson. In a plenary discussion that will follow, try to establish the following points and put them on the board:

A GOOD READING LESSON

- ~ *has Pre-, While- and Post- stages*
- ~ *has an interesting topic/content*
- ~ *starts from background knowledge/experience*
- ~ *has first reading for gist and then for detailed information*
- ~ *deals with vocabulary in context*
- ~ *involves other skills*

Summary

Say that in this session

- Participants have experienced a reading lesson as learners and analysed it as teachers
- they have also explored the characteristics of a good reading lesson.

LESSON 34

Teaching Integrated Skills

Theme #34.	Choosing appropriate reading materials
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
Lead-in	
Activity 1. Characteristics of efficient reading, and implications for teaching	
Activity 2. Case study for choosing appropriate reading materials	

The aim:

familiarizing students with characteristics of efficient reading, and implications for teaching, having students distinguish choosing appropriate reading materials, getting students analyze different reading texts,

Materials: whiteboard, marker, handouts, worksheets, paper

Objectives:

- to explore the characteristics of efficient reading
- to give learners an opportunity to apply their own criteria in selecting materials for the reading

Activity Type:

pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

Activity types: **Lead-in:**

Objective: to elicit pre, while, post-types of reading activities from students

Procedure:

- Tell Ss that getting our learners to understand a simple text is only the beginning. Reading skills need to be fostered so that learners can cope with more and more sophisticated texts and tasks, and deal with them efficiently: quickly, appropriately and skillfully, what do you think,
~*What types of texts or tasks we might select?*

Invite several random responses.

Activity 1. Characteristics of efficient reading, and implications for teaching

Objective: to explore the characteristics of efficient reading

Time: 30 min

Materials: handout 1

► Procedure:

Tell Ss they are going to read some characteristics of efficient reading, after completing the reading ask them to share their opinions on information.

Handout 1.**Comments on the items in Box 1.**

1. and 2. The texts should be accessible: if learners cannot understand vital information without looking up words or being given extra information from elsewhere then the activity may improve their vocabulary and general knowledge, but will be less

useful as an aid to improving their reading skills as such. Note that the appropriateness of language level depends to some extent on the task: quite a difficult text may provide useful reading for an intermediate class if the task demands understanding only of those parts that are readily comprehensible to them.

3. There is some controversy over whether you can in fact improve reading speed as such through training; and in any case different reading purposes demand different speeds. In my opinion, the most useful thing we can do as teachers is to provide our students with the opportunities to do as much (successful) reading as possible, including a varied diet of types of reading (fast, slow, skimming, scanning, studying). The aim is to encourage ‘automatization’ of recognition of common words or word-combinations, this being in general the crucial contributory factor to reading speed.
4. Scanning tasks (where the student is asked in advance to look out for a specific item of information while reading) are very useful for getting learners to read selectively. Careful selection of texts (see (1) above) is also important. Finally, this is a place where frank explanation of efficient reading strategy (for example, where the teacher ‘legitimizes’ skipping insignificant parts of a text for certain tasks) can help learners help themselves.
5. Again, tasks aimed at encouraging learners to guess or ‘do without’ words can help to habituate them to using these strategies. The dictionary is often over-used, resulting in slower, less fluent reading, as well as frequent misunderstanding through the selection of the wrong definition. Learners should, of course, know how to use the dictionary, but they should also learn when it is necessary and when an intelligent guess is preferable. On the whole, the dictionary is best used as a means to confirm or disprove a preliminary guess of their own, based on understanding of the context.
6. There are tasks which specifically encourage prediction, such as ‘What do you think will happen next?’ or ‘What do you think the next few words will be?’
7. Tasks should encourage learners to apply their own background knowledge and experience to the reading of texts.
8. and 9. On the whole, it is best to give the task in advance, so that learners know what their purpose is in reading. The exception is the case of extensive reading (novels or stories, for example) when the reading material is motivating in itself and a task may actually distract and spoil the reader’s enjoyment.
10. We should make sure that our learners are provided with a variety of different kinds of reading tasks, and encourage them explicitly to use different strategies (‘Just skim through this quickly and get the main idea’; ‘You’ll find you have to study this fairly carefully to grasp the author’s prejudices; look for ...’).

BOX 1: EFFICIENT AND INEFFICIENT READING

	<i>Efficient</i>	<i>Inefficient</i>
1. Language	The language of the text is comprehensible to the learners.	The language of the text is too difficult.
2. Content	The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.	The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.
3. Speed	The reading progresses fairly fast: mainly because the reader has ‘automatized’ recognition of common combinations, and does not waste time working out each word or group of words anew.	The reading is slow: the reader does not have a large ‘vocabulary’ of automatically recognized items.
4. Attention	The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.	The reader pays the same amount of attention to all parts of the text.
5. Incomprehensible vocabulary	The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.	The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.
6. Prediction	The reader thinks ahead, hypothesizes, predicts.	The reader does not think ahead, deals with the text as it
7. Background information	The reader has and uses background information to help understand the text.	The reader does not have or use background information.
8. Motivation	The reader is motivated to read: by interesting content or a challenging task.	The reader has no particular interest in reading.
9. Purpose	The reader is aware of a clear purpose in reading: for example, to find out something, to get pleasure.	The reader has no clear purpose other than to obey the teacher’s instruction.
10. Strategies	The reader uses different strategies for different kinds of reading.	The reader uses the same strategy for all texts.

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Activity 2. Case study for Choosing appropriate reading materials

Objective: to give learners an opportunity to apply their own criteria in selecting materials for the reading

Time: 35 min

Materials: handout 1, the same 6 copies of each 4 different materials (menu, tale, newspaper article, stories, extracts from novel, etc) .(find yourself)

► Procedure:

(10 min) Ask Ss to work in two groups . Distribute one strip (A, B,) from handout 1 per group and at least one copy from the materials. Ask them to choose materials according their problem.

Activity 2, Handout 1,

A

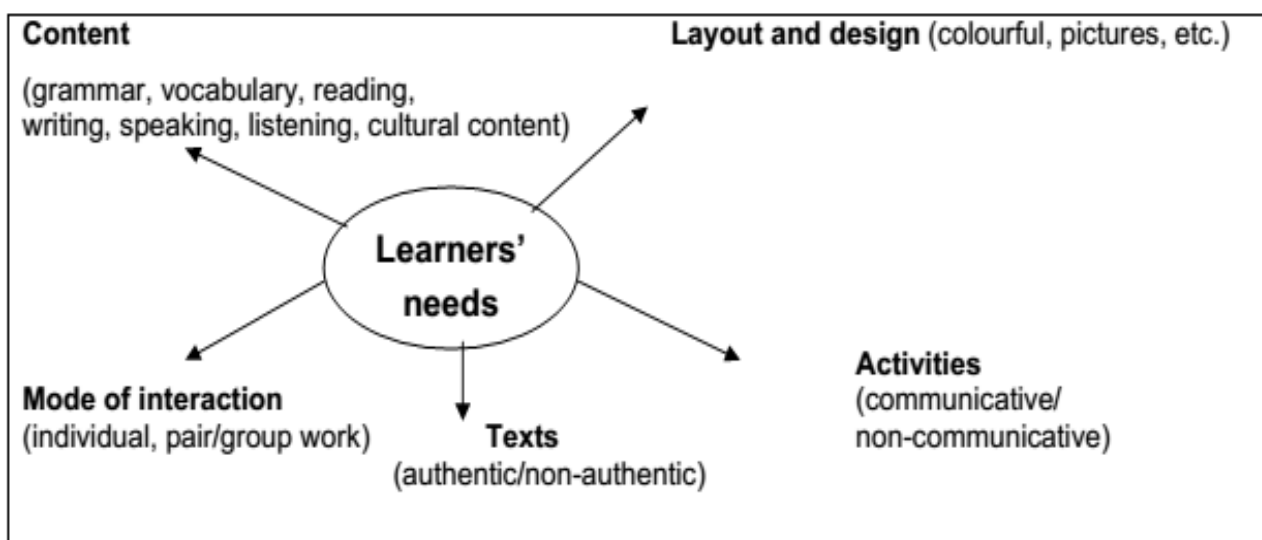
You teach a group of first year students of the Faculty of Economics at The National University of Uzbekistan. You have classes once a week for 2 hours – with 80 total contact hours over the year. You want to focus on a grammar point each lesson and to base your syllabus on a course book. Your students want to develop their grammar and vocabulary and their listening and reading skills. They are interested in reading extracts from English literature. You have done a survey and found out that most of your students are visual learners.

B

You are teaching at a private language school in the evenings. Most of your learners are adults who come to the class after their work. Most of them want to go abroad. They need to know how to survive there. They want to develop their speaking and writing skills in order to be able to communicate freely in a foreign country. In your group there are people of different learning styles. They do not like long instructions as they do not like reading very much.

Summary

Draw the diagram below on a flipchart and summarise the criteria for choosing materials. State that materials can mainly be evaluated according to the layout (colourful or black and white, with pictures or not, clear instructions, etc.) content (what it is focused to develop: grammar, vocabulary, speaking, etc.), recommended mode of interaction (individual work, pair work, group work, etc.), activities (communicative, noncommunicative), texts (authentic, semi-authentic, non-authentic), time (outdated, up-to-date). But the main criterion which should be taken into consideration is the learners' needs which are at the core of all other criteria.



Hometask

Made your own criteria of choosing appropriate reading materials for college students and present your materials with your criteria

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LESSON 34

Teaching Integrated Skills

Theme #34.	Applying appropriate reading materials in the classroom

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead-in Activity 1. Reading principles Activity 2. Applying different kinds of reading text and several different kinds of reading task Activity 3. Case study. Choose some material and learn what activity can help to improve reading	

comprehension

The aim: getting students to practice the ways of applying different kinds of reading text and reading activities and getting students conducting feedback on given information and practice

Materials: whiteboard, marker, handouts, worksheets, paper

Objectives:

- to elicit the principles of reading;
- to experience a reading lesson as learners
- to help students explore the features of a good chosen materials

Activity Type:

pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

Lead-in:

Objective: to elicit the features of good materials from students

Procedure:

1. Ask students for their awareness of the principles of choosing appropriate materials for reading and provide examples.
2. Conduct feedback while listening to their answers.

Materials: none

Time: 5 minutes

Activity 1 Reading principles.

Objective: to raise students' awareness of principles of reading

Materials: handout 1(Reading principles)

Time: 20 minutes

Procedure:

Activity 1

- Distribute lecture notes of reading principles. (Handouts 1)
- Allow some time for reading.
- Ask students to form small groups and write 3 questions based on what they have read.
- Invite groups to exchange their questions and answer them.
- Make needed clarifications

Handout 1

Reading principles

Principle 1: Encourage students to read as often and as much as possible.

The more students read, the better. Everything we do should encourage them to read extensively as well as - if not more than - intensively. It is a good idea to discuss this principle with students.

Principle 2: Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading - that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Of course, it is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic - thus provoking personal engagement with it and the language. With extensive reading this is even more important. Reading for pleasure is - and should be - different from reading for study.

Principle 4: Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues - the book cover, the headline, the web-page banner - our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hints' so that they also have a chance to predict what is coming. In the case of extensive reading - when students are choosing what to read for pleasure - we should encourage them to look at covers and back cover copy to help them select what to read and then to help them 'get into' a book.

Principle 5: Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks - the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc. The most useful and interesting text can be undermined by boring and inappropriate tasks; the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level of challenge (i.e. how easy it is for students to complete a task) is exactly right for the class.

Principle 6: Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read it and then drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

Activity 2. Applying different kinds of reading text and several different kinds of reading task

Objective: to help students explore the features of a good chosen materials

Materials: handout 2 (Reading sequences)

Time: 40 minutes

Procedure:

- Distribute three different kinds of reading text. (Handouts 2)
- Allow some time for reading.
- Ask students to form 3 groups and create the ways of applying them in the class with different activities based on the material what they have .
- Invite groups to share their findings
- Make needed clarifications as following:

Reading sequences

In the following three examples, we are going to look at three different kinds of reading text and several different kinds of reading task. As with all other skills work, it will be seen that reading often follows on from - or is followed by - work on other skills, such as speaking and writing.

Example 1: sunscreen (pre-intermediate)(HANDOUT 2 A)

In this example for pre-intermediate students, the students first look at a picture of people sunbathing and say whether it is a positive, safe and attractive image - or whether it is the opposite. They might discuss how people should protect themselves from the sun. The teacher then asks the students to read the text and identify where they think it comes from. They should do this fairly quickly.

When the class has agreed that the text is from a magazine for teenage girls (this is obvious, partly because of the format - photos combined with short texts - and also because of the language: 'and let's face it', 'gorgeous guys', 'babes', 'not only really cool'), the teacher asks them to read it again and put skin, hair and eye colour in order of least vulnerable to the sun to most vulnerable. They can do this individually or in pairs.

The class can now study some of the language in the text - including 'SPF', physical descriptions ('freckles', 'fair hair', 'dark-skinned', etc) - and the teenage language mentioned above.

SAMPLE TEXT

There are any number of activation possibilities with this text: students can write descriptions of themselves for the same page in the magazine. They can decide which of the four people they would most like to meet and why. They can role-play an interview with the characters in the article, or they can prepare a short talk on how people should protect themselves against the sun, depending on skin type.

Many magazines have articles like this which we can bring into class. However, we will need to make sure that the language is not too complex for our students' levels, and we will need to think carefully about the kinds of tasks we ask students to do with them.

Handout 2 A Example 1: sunscreen (pre-intermediate)

**POLLY GRIFFITHS
GOES DOWN TO
THE SEA FOR
ADVICE ON HOW
TO LOOK GOOD
AND STAY SAFE.**

**So you think you're too pale
and want to get a good
suntan this summer? Why
not? Except that unless
you're careful the sun can
make your skin old and
leathery and can even give
you skin cancer.**

If you must sunbathe (and
let's face it, lots of us think
it's a good idea), then have a
look at these gorgeous guys
and babes I found on the
beach and see which of them
is like you.



ROGER

I'm the type who
always burns. It's
because I'm fair-
skinned – and
I've got red hair
and freckles.

That's why I'm so good-looking!
But I still burn unless I use a
really high SPF (sun protection
factor) – about 20 in strong sun.



MIKE

Yeah I tan easily.
People like me
who are dark-
skinned (with
dark hair and
brown eyes)

are not only really cool but we
go even browner in the sun.
I still use sunscreen though,
something light with an SPF of
about 6 ...



MELINDA

I have to be
careful 'cause
I'm the type who
burns easily. But
I do tan in the
end. If you've got
fair hair and blue eyes like me
you'd better use quite a strong
sunscreen (an SPF of 15 to start
with) ...



ALICE

Me, I've got built-
in protection! I
don't burn, but
I don't sunbathe
anyway. I mean
what for? I like
messing around on the beach
though.

**SO THE MESSAGE IS: CHECK OUT WHAT KIND OF SKIN YOU'VE GOT AND THEN BE SAFE
AND SENSIBLE – AND HAVE A GOOD TIME! SEE YOU AT THE POOLSIDE BAR!**

Example 2: campaigns (intermediate) (HANDOUT 2 B)

The following reading sequence is designed for teenage students. After doing comprehension work on the reading text, students are involved in a role-play which follows on from the reading they have done.

The sequence starts when students are asked to look quickly at the reading text and say where they think it comes from and what - at a first glance - they think it is likely to be about. They may do this in pairs, or in response to the teacher's prompting. This 'first glance' should both engage students and also allow them to start predicting what they are going to read. The teacher listens to their predictions but does not confirm or deny them at this stage.

Handout 2 B Example 2: campaigns (intermediate)

[Back](#) [Forward](#) [Stop](#) [Refresh](#) [Home](#) [AutoFill](#) [Print](#) [Mail](#)

Address www.cardifftimesonline.com

cardifftimesonline.com

[ABOUT THIS SITE](#) [HOME](#) [LATEST NEWS](#) [CLUBS](#) [TOP STORIES](#) [SPORTS NEWS](#)

[Local people](#)
[Latest news](#)
[Cardiff city news](#)
[Top stories](#)
[Message board](#)
[Sports news](#)
[Clubs](#)

Home

BESTLOANS
6.7%
APR
01987 66543

Youth Centre wins campaign



Johnny Chester being interviewed

The popular Grove Youth Centre, which is used by hundreds of young people, will be staying open. At the last minute, the Council changed its mind. They agreed to share the funding with local businesses and charities.

Last December, the Council made the decision to close the centre because there wasn't enough money to keep it open. But Whitfield School A-level student Johnny Chester didn't agree. 'I was really angry when I heard about the decision to close the centre,' he told Cardiff Times Online yesterday. 'Loads of people use the centre. It's safe and it doesn't cost anything to come here.'

Johnny started the **Save The Grove** campaign in January with a petition which now has over 5,000 signatures. He did interviews on local radio stations and wrote to politicians and businesses.

Mr Godfrey, a teacher at Whitfield School who has been helping with the campaign, said, 'Johnny decided to do something. He fought tooth and nail, and he has persuaded the Council to think twice. It will make a real difference to the lives of young people in this area. It's a great achievement.'

We asked Johnny for his reaction. 'Great news! Unbelievable! Lots of people have been involved in this campaign,' he explained. 'I'm just happy that we have won and the centre is going to survive. Young people like me will be using The Grove for many more years.'

TRAVEL Shop
We know what you want from a holiday

GETTHATJOB.COM
GET HEAD HUNTED!

Students are now asked to read the text fairly quickly in order to answer the following questions:

1 What's the important news?

2 Why did the council change its mind?

Once again, they can discuss their answers to these questions in pairs before the teacher solicits answers from the whole class.

The teacher can now ask students for their reactions to the story before getting them to do some study work. First of all, they are asked to match words (from the text) and meanings:

1. at the last moment	a. fight as hard as you can
2. funding	b. at the end of a period of time
3. fight tooth and nail	c. continue to exist
4. to persuade	d. your thoughts about an event
5. achievement	e. work out your opinion again
6. reaction	f. money for an event or place
7. survive	g. to help someone decide to do something
8. think twice	h. a difficult thing that you do successfully

When they have worked through this exercise successfully (and as a result cleared up doubts about the meaning of certain words), students are asked to read the text in detail again in order to correct sentences such as 'Most young people aren't interested in the youth centre', 'The council is going to pay all the money for The Grove', and 'Johnny ran the campaign alone'.

Finally, students are involved in an activation role-play (see page 125). They are told to work in groups of five in order to have a radio discussion. They are told that the council wants to close their school and open a new shopping centre. One student in each group is the radio presenter, two represent the council and two represent the school. Each student is given a role-card. For example, the presenter is told: 'Prepare your ideas with presenters from other groups. Plan what to say and how to control the discussion'. The presenter is also given some appropriate language such as 'Good evening and welcome to ...', 'I'd like to introduce ...', etc. The council representatives are told: 'Plan your ideas. Practise expressing your ideas and opinions politely', and they are given some language to help them do this.

The school representatives are told to think about why they want to keep the school open (and are given some useful language such as 'Our school is special because ...'). The groups now have

their 'radio discussion'. While they are doing this, the teacher can go round helping out with any difficulties. The groups can then report back on what they discussed.

This sequence will appeal to teenage students because of the topic and the fact that it is presented as a web page. The sequence demonstrates very clearly how work on one skill can lead naturally to work on another.

Example 3: webquest (intermediate to advanced) (Handout 2 C)

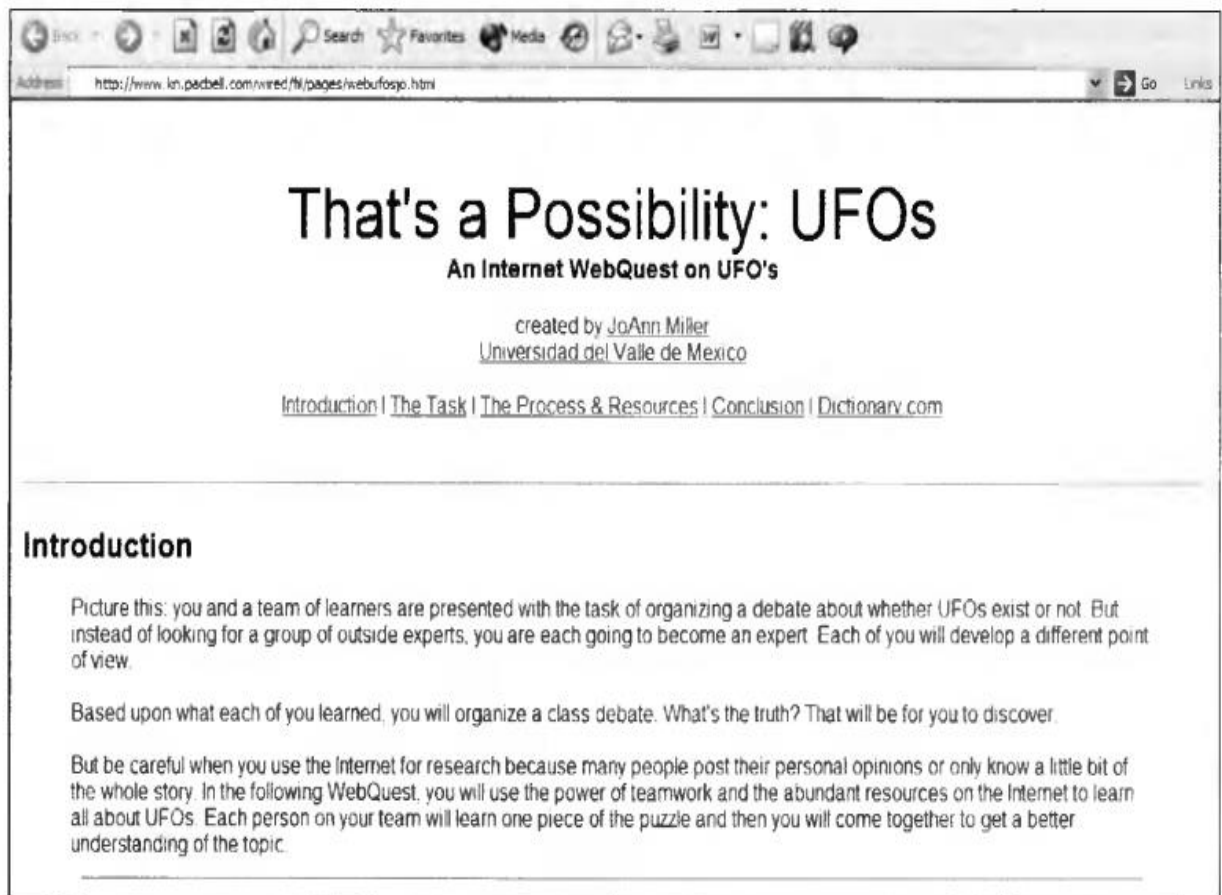
The previous activity asked students to read a text (from a book) that pretended to be a snapshot of a web page. However, a lot of reading activities can use the Internet itself (where both teacher and students have easy access to it). One type of activity using the Internet is a webquest.

In a webquest, students visit various websites (pre-determined by the teacher) in order to find information to use in a class project. And because we have determined (in advance) the websites the students are going to visit, we can be confident that they will not spend endless hours in fruitless searching of the entire Internet. The quest is, as its name suggests, a search for information.

According to Gavin Dudeney and Nicky Hockly, webquests normally have four basic stages: the introduction stage (where the overall theme of the webquest is presented with appropriate background information. Sometimes key vocabulary is offered at this stage), the task section (in which the task is explained, and the students are engaged with it), the process stage (in which students are given web links to click on to get the information they need) and the evaluation stage (where students and teachers evaluate what they have learnt- and perhaps do some study work on language they have encountered and used during the quest). It can be seen, therefore, that much of the webquest procedure is concerned with activation. However, both at the introduction stage and the evaluation stage there may be many opportunities for language study. In this webquest sequence about UFOs (unidentified flying objects), designed by JoAnn Miller, the process stage includes not only the quest itself, but also a role-play discussion based on what students have found.

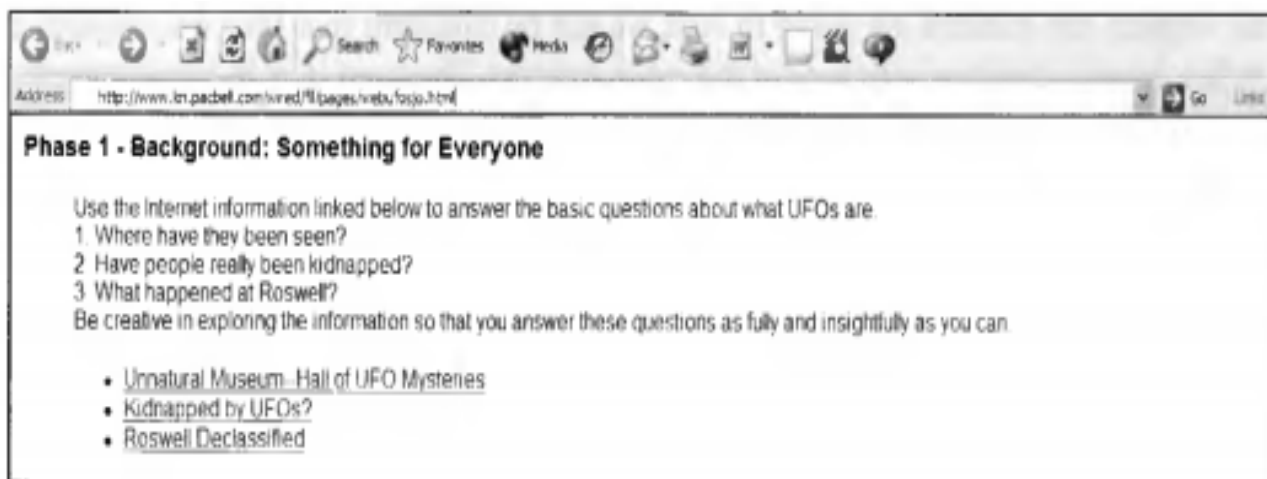
The students are first given the introduction to the quest.

Handout 2 C Example 3: webquest (intermediate to advanced)

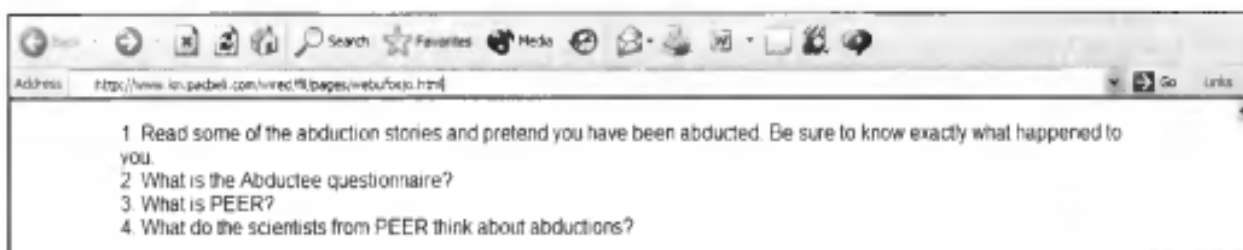


When they are clear about the information given here, they are told that the quest is to find out (a) if UFOs really exist, (b) whether people have really been abducted by extraterrestrials and (c) whether there is life on other planets. For the task, students will be divided into groups, and each group will prepare a different aspect of the debate. The students are told that because the web pages they will be visiting are real, and not designed just for schools, they may find the reading level challenging. They are reassured that they are free to use an online dictionary or any paper dictionary that is available in the classroom.

Students now begin their quest with background web links for everyone: All the students have to do is click on the links, and they will be taken to the relevant website



Now, students divide into groups of (i) believers in UFOs, (ii) scientists who don't believe in UFOs, (iii) members of the SETI (search for extraterrestrial intelligence) project and (iv) people who've been abducted by aliens. Each group is provided with web links like the ones above, and has to answer certain questions. For example, the alien abductees have the following tasks:



When the students have visited their websites, collected their opinions (and downloaded any images they might need), the groups then debate the original questions (a-c above), using the arguments they found in their own quests.

Finally, in the evaluation phase, the whole class tries to come up with a statement about UFOs that they can agree with, and JoAnn Miller suggests that they post their opinions on a website which discusses the topic (this provides real-world interaction which should be highly motivating).

The UFO webquest obviously depends on the class having easy and instant access to computers. It also requires a certain level of English from the students. Furthermore, it takes a long time to complete (quite apart from whatever preparation time the webquest designer has to put into it). But if time is available, this kind of reading - with the teacher on hand to help if things are especially difficult for the students - is highly motivating and yields great results.

Hometask

Activity 3. Case study. Choose some material and learn what activity can help to improve reading comprehension

Supplementary reading

More reading suggestions

Jigsaw reading: students read a short text which sets up a problem and then, in three groups, they read three different texts, all of which are about the same thing (different aspects of behaviour such as anger, or different reports on a problem, or different parts of a story or strange event). When they have read their texts, they come together in groups where each student has read a different text, and they try to work out the whole story, or describe the whole situation. JoAnn Miller's UFO webquest employs jigsaw reading on a large scale, but it is still a highly motivating technique, despite - or perhaps because of - the time it takes. Above all, this kind of jigsaw technique gives students a reason for reading - and then sharing what they have found out.

Reading puzzles: apart from jigsaw reading, there are many other kinds of puzzle which involve students in motivating reading tasks. For example, we can give them texts which have been chopped up so that each paragraph is on a different piece of paper. Students have to reassemble the text (see poetry below). We can give students a series of emails between two people which are out of sequence. The students have to work out the order of the emails. We can mix up two stories and students have to prise them apart.

Using newspapers: there is almost no limit to the kinds of activity which can be done with newspapers (or their online equivalents). We can do all kinds of matching exercises, such as ones where students have to match articles with their headlines or with relevant pictures. At higher levels, we can have students read three accounts of the same incident and ask them to find the differences between them. We can use newspaper articles as a stimulus for speaking or writing (students can write letters in reply to what they read). We can ask students to read small ads (advertisements) for holidays, partners, things for sale, etc, in order to make a choice about which holiday, person or thing they would choose. Later, they can use their choices to role-play descriptions, contact the service providers or say what happened when they made their choice. We can get students to read the letters page from a newspaper and try to imagine what the writers look like, and what kinds of lives they have. They can reply to the letters.

Following instructions: students read instructions for a simple operation (using a public phonebox, etc) and have to put the instructions in the correct order. They might also match instructions about, for example, unpacking a printer or inserting a new ink cartridge with

the little pictures that normally accompany such instructions in manuals. We can also get students to read instructions in order to follow them. Recipes are a particular kind of instruction genre, but can be used in much the same way as the examples above - e.g. students read a recipe and match the instructions with pictures. We can then get them to cook the food!

Poetry: in groups, students are each given a line from a poem. They can't show the line to the other members of the group, though they can read it out loud. They have to reassemble the poem by putting the lines in order. A poem I have used like this with some success - at upper-intermediate levels - is 'Fire and Ice' by Robert Frost:

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire

I hold with those who favour fire.

But if it had to perish twice

I think I know enough of hate

To know that for destruction ice

Is also great

And would suffice.

We can get students to read different poems and then, without actually showing their poem to anyone else, they have to go round the class finding similarities and differences between their poem and other people's. Another way of using poems with the whole class is to show the students a

poem line by line (on an overhead projector or a computer screen) with words blanked out. The first time they see these blanks, they have to make a wild guess at what the words could be. When they see the lines for the second time, the first letter is included. When they see the poem for the third time, the first two letters are included, and so on. This is a great activity for getting students to really search in their minds for contextualised lexis.

Play extracts: students read an extract from a play or film and, after ensuring that they understand it and analysing its construction, they have to work on acting it out. This means thinking about how lines are said, concentrating on stress, intonation, speed, etc.

We can use many different text genres for this kind of activity since reading aloud - a speaking skill - is only successful when students have really studied a text, worked out what it means, and thought about how to make sense of it when it is spoken.

Predicting from words and pictures: students are given a number of words from a text. Working in groups, they have to predict what kind of a text they are going to read - or what story the text tells. They then read the text to see if their original predictions were correct. We don't have to give them individual words, of course. We can give them whole phrases and get them to try to make a story using them.

For example, the phrases 'knock on the door', 'Go away!', 'They find a man the next morning', 'He is dead', 'James is in the lighthouse' will help students to predict (perhaps wrongly, of course!) some kind of story about a lighthouse keeper, some sort of threat and a dead person. (They then read a ghost story with these phrases in it.) We can also give students pictures to predict from, or slightly bigger fragments from the text.

Different responses: there are many things students can do with a reading text apart from answering comprehension questions with sentences, saying whether something is true or false or finding particular words in the text. For example, when a text is full of facts and figures, we can get students to put the information into graphs, tables or diagrams. We can also ask them to describe the people in the text (where no physical description is given). This will encourage them to visualise what they are reading. We can let students read stories, but leave off the ending for them to guess.

Alternatively, they can read stories in stages, stopping every now and then to predict what will happen next. At higher levels, we can get students to infer the writer's attitude from a text. We can also get the students involved in genre analysis - where they look at the construction of a number of different examples of, say, magazine advertisements in order to work out how they are typically constructed.

Glossary

reading sequence – the reading order in which they follow each other

integrate the reading – involving all four skills

Encourage - to make someone more likely to do something,

extensive reading - having a great range in reading

References

Jeremy Harmer. How to Teach English. Pearson Education Limited 2007. pp.99-112

LESSON 35

Teaching Integrated Skills

Theme #35.	Role of authenticity

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead-in Activity 1. What is an authentic text and why use it in ELT? Activity 2. Why should I use authentic materials in language teaching? Activity 3. Case study	
The aim: to raise students' awareness of text and task authenticity in language teaching Materials: whiteboard, marker, handouts, worksheets, paper	
Objectives: • to raise students' awareness of authentic texts and the advantages of using them in English language teaching • to introduce the role of authentic texts in teaching	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

Activity 1 What is an authentic text and why use it in ELT?

Objective: to raise students' awareness of authentic texts and the advantages of using them in English language teaching

Time: 30 min

Materials: 20 samples of authentic texts (newspapers, novels, postcards, flyers, letters written in English), boardmarkers

► Procedure:

(10 min) Ask participants the following question:

~ What do people usually read in real life?

Collect answers on the board.

Possible answers: newspapers/magazines; novels/stories; articles; letters; advertisements; timetables; students' essays; reports; instructions.

Ask participants the following questions:

~ *What do we call texts which are taken from real sources and which have not been specially created for teaching purposes?*(Answer: Authentic texts)

~ *Do you usually use authentic texts in your classroom?*

- (2 min) Establish that any materials in English which are not specifically designed for the classroom can be called authentic materials. Emphasize that texts can be written by both native speakers and non-native speakers of English. Explain that authentic material can be both written texts (such as newspapers, postcards, menus, flyers) and oral texts (such as radio or TV programmes or films). Tell them that this session is focused on written texts.

What are authentic materials?

Authentic materials are language materials that were originally designed to be used by first language speakers and were not intended for use by language learners (Nunan & Miller, 1995). Authentic materials are everyday materials 'that have been produced to fulfill some social purpose in the language community.' (Peacock, 1997) but can be used in language teaching or learning. The following materials can be classified as authentic materials:

1. Maps	25. Literature
2. Transport schedules	26. Internet websites
3. Telephone directories	27. Guides (city/theatre)
4. Menus	28. Bills
5. Comics and cartoons	
6. Advertisements	
7. Brochures	
8. Recipes	
9. Pamphlets	
10. Product labels and packaging	
11. Receipts	
12. Shopping lists	
13. Signs	
14. Blogs	
15. Wikis	
16. Messages	
17. Newspapers	
18. Magazines	
19. Communication (cards, letters, etc.)	
20. Music	
21. Music videos	
22. Film	
23. Radio broadcasts	
24. Television programmes	

- (1 min) Put participants in 4 groups and ask them to answer the following question:

~ *Why is it useful to use authentic texts in English language teaching?*

(15 min) Invite a spokesperson from each group to report to the whole group. Summarise the mentioned points on the board.

Possible answers:

Benefits of using authentic texts in the classroom:

Real life language

Real life situations

Students can assess themselves against real language

Authentic texts can increase students' motivation

(2 min) Establish that authentic texts are extremely useful in language teaching because they are samples of real language and help to bring the 'real' world into the classroom. If carefully selected, they motivate learners and involve them in thinking about real problems and situations. Students can be deceived about the true nature of the language if they are always offered textbook texts. From time to time learners need to assess themselves against real language.

- Make a transition by saying that as it is important to use authentic materials in the classroom the next activity will focus on criteria why a teacher should use authentic texts in language teaching.

Activity 2 *Why should I use authentic materials in language teaching?*

Objective: to introduce the role of authentic texts in teaching and the advantages of using them in English language teaching

Time: 30 min

Materials: handout 1, posters, markers

► **Procedure:**

- Ask students to read a lecture notes and make a list of reasons of using authentic materials in language teaching
- Tell them to prepare a presentation about their findings

Handout 1

Why should I use authentic materials in language teaching?

There are a number of advantages for using authentic materials in the language classroom. Learners are exposed to 'real' language in context, which helps learners to develop a broader

language base. According to Widdowson (1990:67), 'it has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic.' Exposure to authentic materials helps language learners to keep informed about what is happening in the world. These materials also help learners to understand that there is a community of language users who use the language outside of the classroom; which promotes language learning and helps to introduce the learners to the target culture.

Authentic materials are different to the usual formal learning materials in that they may be more relevant, visually stimulating and target different learning styles. As a result these materials can make lessons more interesting, motivating and memorable for learners.

Authentic materials can be used to develop a range of language skills and strategies, including vocabulary and grammar, speaking, reading, writing, listening and critical thinking skills.

One of the greatest advantages of authentic materials is that they are relatively inexpensive and readily available.

Important factors to consider when selecting authentic materials

Berado (2006: 63) identifies some factors that should be considered when sourcing and selecting authentic materials for use in the language classroom:

1. Suitability of content
 - Will the material be of interest to the learners?*
 - Is it relevant to the learners' needs?*
 - Does it represent material the learners will come across outside of the classroom?*
2. Exploitability
 - Can the material be exploited for teaching purposes?*
 - For what purpose should the material be exploited?*
 - What skills or strategies can be developed by exploiting the material?*
3. Suitability of Language
 - Is the material too easy/difficult for the learners?*
 - Is it structurally too demanding/complex?*
 - How much new vocabulary/grammar does it contain? Is it relevant?*
4. Presentation
 - Does it look authentic?*
 - Is it visually appealing?*
 - Will it grab the learners' attention?*

Activity 3 Case study

Objective: to practice the choosing authentic materials

Time: 20 min

Materials: 20 samples of authentic texts (newspapers, novels, postcards, flyers, letters written in English), boardmarkers

► **Procedure:**

Ask students to choose any text from the sources and made a survey according to the handout 1 and answer the questions with the help of presentation choosing a speaker from their group

Hometask

Ask students to select an authentic text and made a lesson plan for it using following web sites

- <http://www.lmp.ucla.edu/lessons.aspx?menu=003>
- <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>
- <http://www.onestopenglish.com/support/methodology/teaching-materials/teaching-materials-using-literature-in-the-efl/-esl-classroom/146508.article>
- <http://www3.telus.net/linguisticsissues/authenticmaterials.html>
- http://oelp.uoregon.edu/teach_authentic.html

Glossary

Exploitability - can longer be used for profit

Appealing - attractive or interesting

REFERENCES

<http://www3.telus.net/linguisticsissues/authenticmaterials.html>

http://oelp.uoregon.edu/teach_authentic.html

CONTINUATION

Teaching Integrated Skills

Theme #35.	The significance of the materials taken from authentic sources in teaching reading

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline	
Activity 1. How to select authentic texts?	
Activity 2. How do we read authentic texts in real life?	
Activity 3. Case study	
The aim: to raise awareness of the different stages of a reading lesson, their objectives and interaction patterns	

Materials: whiteboard, marker, handouts, worksheets, paper

Objectives:

- to elicit the concept of intensive reading; to experience a reading lesson as learners
- to raise awareness of the different stages of a reading lesson, their objectives and interaction patterns
- to help participants explore the features of a good reading lesson

Activity Type:

pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

Activity 1 How to select authentic texts?

Objective: to introduce criteria for selecting authentic texts

Time: 30 min

Materials: handout 1 (1 copy), 20 samples of authentic texts used in last lesson, board, markers

► **Procedure:**

- (10 min) Distribute at least 5 samples of authentic materials (for example, postcards, travel brochures, newspapers etc) and one of the strips (A, B, C, D) from handout 1. Distribute to each group. Ask groups to choose a piece of reading material suitable for the specific group of students profiled in their handouts. Ask groups to be ready to present the chosen text and explain why they think this text is suitable for the group profiled in the handout.
- (5 min) Invite groups to present their text and explain their choice to the whole group.
- (5 min) Ask groups to make a list of criteria a teacher should employ in selecting authentic texts. Cue the discussion by suggesting one or two criteria, for example, relevance to the syllabus.
- (10 min) Invite groups to share their criteria. Summarise all the criteria mentioned by groups on the board. Suggest additional criteria from the following list if necessary:

Possible criteria for the selection of authentic texts

1. Relevance (to syllabus, to learners' needs).
2. Interesting topics which will encourage learners to respond.
3. Cultural appropriateness (e.g. absence of any phrases or pictures that can be offensive, also whether the text is culturally accessible)
4. The level of difficulty of the language in relation to the ability of the target group.

5. Cognitive demands (familiarity with the subject matter, key concepts).
6. Length

- Make a transition to the next activity by saying that now that the texts have been selected participants will consider types of tasks which they can design to prepare the text for classroom use.

Activity 2 How do we read authentic texts in real life?

Objective: to introduce the idea of authentic tasks and basic reading skills (scanning, skimming and reading intensively)

Time: 30 min

Materials: handout 2

► **Procedure:**

- (2 min) Refer participants to the types of authentic texts listed on the board (last lesson). Ask the following questions:

~ *How do we read authentic texts in real life?*

~ *What do we read them for?*

Possible answers:

1. quickly, carefully, with interest
2. to access information, for pleasure, etc.

- (3 min) Distribute handout 2 to participants and ask them to read the situations given in the handouts individually and decide which of the options (a or b) they would choose if faced with them in real life.
- (5 min) Ask participants to share their ideas and their reasons for choosing each option. Elicit answers from the participants.

Possible answers:

1-a, 2-a, 3-b

- Tell participants that each of the given options describes one of the reading sub-skills. Ask participants the following question:

~ *What kind of reading sub-skills do you know?*

Suggested answers:

Scanning, skimming and reading intensively.

- (2 min) Ask participants to write down the appropriate skill for each of the answers (1-a, 2-a, 3-b) Check the answers.

Answer key:

1a – skimming; 2a – reading intensively; 3b – scanning

- (3 min) Elicit definitions for each skill and provide more examples from real life.

Possible answers:

Skimming involves looking through a text to understand the gist (the general idea). We usually skim newspaper articles, announcements, etc. People usually read legal contracts intensively, i.e. paying attention to the exact words which are used.

Scanning is looking through the text quickly in order to find some specific information, e.g. dates, names, etc. We usually scan the TV guide to find out when our favourite film starts. We can scan air tickets to find out the time of the departure or our seat number.

- (5 min) Ask participants what kind of reading sub-skills other common text-based classroom activities (translation, memorization, reading aloud) try to develop.
- Establish that translation, memorization and reading aloud are not normally targeted at developing reading skills.* Teachers should try to develop such reading skills as scanning, skimming and reading intensively through different tasks like reading articles quickly to get the main idea or looking for specific information in the TV guide.

***NB** Make sure participants understand that translation and memorization must not be totally ignored because translation is a real-life skill which learners are likely to need at some point. Certain texts are meant to be read aloud while others are not - so tasks including them may be seen as authentic, depending on a reader's or a writer's purpose.

Activity 3. Case study(20 min)

- Ask students which of the following seem to be useful reading activities and which not? Why?
- Ask them briefly work out an alternative procedure for the less satisfactory ones.

- 1 The class reads a whole page of classified advertisements in the newspaper, using their dictionaries to check up all unknown words.
- 2 Students each have a copy of the *Guardian Weekly* newspaper. Ask them to find the word over somewhere on the front page.
- 3 Place a pile of local tourist leaflets on the table and explain that students, in groups of four, can plan a day out tomorrow.
- 4 Students read a short extract from a novel and answer five multiple-choice comprehension questions about fine points of detail.

Summary

Make the following points:

- Authentic texts have an important place in the teaching of English as supplements to the language often found in course books
- They confront learners with real language used for real purposes
- Tasks should as far as possible be authentic too – they should replicate real processes used by readers/ listeners when they deal with texts

Commentary ■■■

One test for useful reading (or listening work) might be to check how far tasks reflect real-life uses of the same text. If a text is used in class in ways that are reasonably similar to real life, it is likely that the task will be effective.

Procedure 1 seems unsatisfactory because it is an unrealistic use of the advertisements; in real life, no one would read them in such a way. A more realistic task would require them to scan the ads for specific items (as we do when we want, say, to buy a second-hand TV). So ‘What is the best TV I could buy?’ would be a far more realistic task.

Procedure 2 is similarly strange. This is a scanning exercise, but an entirely unrealistic one. We might well scan the front page of a newspaper looking for names of people or countries that we wanted to read about or headings that directed us to information we needed (such as weather), but it seems unlikely that we would search for a single word like *over* (though as a game, it could be fun). For a more useful scanning task, students could be asked to find where specific articles are or find certain factual information. Skimming tasks would also be useful, to get the gist of an article for example.

Procedure 3, although it perhaps appears a little strange initially, is in fact a very interesting reading activity. The students will be using the leaflets for precisely the purpose for which they were written, and will be reading them in order to obtain a whole range of appropriate ideas and information: seeing what’s available, checking opening times, prices, etc. As a bonus, there will be a lot of speaking as well as reading.

Procedure 4 describes an exercise commonly found in exams. It is clearly useful as a demanding way of testing comprehension, and is useful for studying the fine shades of meaning a writer conveys. It is, however, important to ensure that this kind of activity is not the only reading work done, partly because it seems to be confirming to students that this is the normal (or only) way to read a novel. Students also need to be shown approaches to a novel that allow them to read fluently, at speed, without worrying about catching every nuance. ■

Real-life purposes are not the only way of measuring the usefulness of classroom reading work. Often we might want to train students in specific reading techniques or strategies, things that will help their future reading, even if the immediate classroom work doesn’t itself reflect a real-life purpose.

LESSON36

Teaching Integrated Skills

Theme #36.	Critical reading as a basis for successful writing
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead-in Activity 1. What is a critical reading text and why use it in ELT? Activity 2. Case study	
The aim: to raise students' awareness of text and task authenticity in language teaching	
Materials: whiteboard, marker, handouts, worksheets, paper	
Objectives: • to raise students' awareness of critical reading and the advantages of using them in English language teaching • to introduce the role of critical reading in teaching writing	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

ACTIVITY 1

What is critical reading

Critical reading is an important precursor to critical writing. This Study Guide explains why critical reading is important, and gives some ideas about how you might become a more critical reader. Other Study Guides you may find useful are **What is critical writing?** **Using paragraphs** and **The art of editing**.

What is critical reading?

The most characteristic features of critical reading are that you will:

- examine the evidence or arguments presented;

- check out any influences on the evidence or arguments;
- check out the limitations of study design or focus;
- examine the interpretations made; and
- decide to what extent you are prepared to accept the authors' arguments, opinions, or conclusions.

Why do we need to take a critical approach to reading?

Regardless of how objective, technical, or scientific the subject matter, the author(s) will have made many decisions during the research and writing process, and each of these decisions is a potential topic for examination and debate, rather than for blind acceptance.

You need to be prepared to step into the academic debate and to make your own evaluation of how much you are willing to accept what you read.

A practical starting point therefore, is to consider anything you read not as fact, but as the argument of the writer. Taking this starting point you will be ready to engage in critical reading.

Critical reading does not have to be all negative

The aim of critical reading is not to find fault, but to assess the strength of the evidence and the argument. It is just as useful to conclude that a study, or an article, presents very strong evidence and a well-reasoned argument, as it is to identify the studies or articles that are weak.

Evidence

Depending on the kind of writing it is, and the discipline in which it sits, different kinds of evidence will be presented for you to examine.

At the technical and scientific end of the spectrum, relevant evidence may include information on: measurements, timing, equipment, control of extraneous factors, and careful following of standard procedures. Specific guidance will be available within specialties on what to look for.

At the other end of the spectrum is writing where there is clearer scope for personal interpretation, for example:

- analysis of individuals' experiences of healthcare;
- the translation of a text from a foreign language; or
- the identification and analysis of a range of themes in a novel.

In these cases the evidence may include items such as quotes from interviews, extracts of text, and diagrams showing how themes might connect.

The nature of the evidence presented at these two extremes is different, but in both cases you need to look for the rationale for the selection and interpretation of the evidence presented, and the rationale for the construction of the argument.

Broadening the definition of evidence

This Study Guide takes a broad view of evidence: it maintains that all that you read can be considered as evidence, not purely the actual data collected/presented. This encompasses:

- the report of the context within which the data were collected or created;
- the choice of the method for data collection or selection;
- the audit trail for the analysis of the data i.e.: the decisions made and the steps in the analysis process;
- the rationale for the interpretations made and the conclusions drawn;
- the relevance of, and the use made of the theoretical perspective, ideology, or philosophy that is underpinning the argument.

Linking evidence to argument

On its own, evidence cannot contribute to academic debate. The interpretation and presentation of that evidence within an argument allows the evidence to make a contribution.

The term ‘argument’ in this context means the carefully constructed rationale for the enquiry, and for the place of its results within the academic arena. It will explain for example:

- why the authors considered that what they did was worth doing;
- why it was worth doing in that particular way;
- why the data collected, or the material selected, were the most appropriate;
- how the conclusions drawn link to the wider context of their enquiry.

Even in the most technical and scientific disciplines, the presentation of argument will always involve elements that can be examined and questioned. For example, you could ask:

- Why did the writer select that particular topic of enquiry in the first place?

- Why did the writer decide to use that particular methodology, choose that specific method, and conduct the work in that way?
- Why did the writer select that particular process of analysis?

Note taking

As you read, it can be helpful to use a table to record the information that you know you will need later. In addition to the usual bibliographical details, you can devise your own list of extra information you want to collect at the initial reading stage. Some suggestions are given below.

Two important points about using such tables are:

- it is essential that you devise your own list of information to collect from each source, based on what you know you will need to comment upon; and
- realistically, it is probably best not to try to collect this information from every single source you use, only from those you decide to refer to in your report or assignment. Otherwise it could really slow down your background reading, and result in the collection of a mass of material that you never use.

Descriptive details you may want to record about sources

Setting	Type of data
Sample size	Use of theory
Sample profile	Equipment
Follow up	Style of writing
Statistics used	Measurements
Methods	Sources of bias
Questions raised	Limitations

Main arguments	Intended audience

Some interpretative questions you may need to ask about sources

These are questions that need more input from you as the critical reader. You will need to make judgements about your answers, and will need to record the reasons for your answers. This list is a mix of arts and science-based questions, as there are several areas of common interest.

- How well-developed are the themes or arguments?
- Did the theoretical perspective used introduce any potential bias?
- Are you convinced by the interpretations presented?
- Are the conclusions supported firmly by the preceding argument?
- How appropriate are the comparisons that are used?
- Did the response options, or measurement categories or techniques used affect the data that were collected?
- Have any ethical considerations been adequately addressed?

If you take a critical approach right from the start of your reading and note taking, it can save a lot of time later on. When you come to write your assignment or thesis, you will need to comment on the validity of the writing that you refer to. So, if you have kept a systematic record of the results of your critical reading, you will be able to refer to it easily. If you have not, you will find yourself wasting a lot of time re-reading material, and re-reviewing the evidence presented.

REFERENCES

<http://academicguides.waldenu.edu/ASCsuccess/ASCcriticalreading>

TERM 6

LESSON # 1

Teaching Integrated Skills

Theme # 1.	Writing as an interactive process: factors affecting EFL writing development; introducing strategies of competent writers

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Lead in 2. Activity 1. Teaching 5 stage of interactive writing process 3. Activity 2. Teaching writing strategies 4. Activity 3. Reading techniques and their purposes 5. Activity 4. Case study	
The aim: Guiding and explaining the writing process and offering practical methods for applying it in a classroom to help students become proficient writers.	
Objectives: • to make students be able to use writing process and break writing into manageable chunks and focus on producing quality material. • to raise awareness of the different stages of a reading lesson, their objectives and interaction patterns • to help participants explore the features of a good reading lesson	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations
Materials:	whiteboard, marker, handouts, worksheets, paper

Lead-in:

Time: 5 min

Objective: to elicit different writing stages from students used by teachers in writing classes.

Procedure:

1. Ask students to discuss how learners write in a foreign language and what stages does writing contain?.

2. Conduct feedback while listening to students' answers.

Materials: none

Activity 1 **Teaching 5 stages of interactive writing process**

Objective: to explain the interactive writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions.

Procedure:

1. Explain how the interactive writing process moves along a continuum, from fluency to control and to precision and how pre- writing to publishing moves along the continuum.
2. Let students identify the terminology of the writing process.
3. Divide students into four groups; give each group an envelope containing the 6 steps of the interactive writing process and the definition or examples of each.
4. The groups will complete the sorting activity by matching the component of the writing process to the definition or example. An answer key will be given to each group after the activity.
5. Give each participant the interactive writing process chart and the students will choose a tool and model each component of the interactive writing process.

The following ways are to implement each step of the writing process:

Pre writing—This step involves brainstorming, considering purpose and goals for writing, using graphic organizers to connect ideas, and designing a coherent structure for a writing piece. Have EFL students engage in whole-class brainstorming to decide topics on which to write. For students, have them brainstorm individually or in small groups with a specific prompt, such as, “Make a list of important people in your life,” for example. Online graphic organizers might help students to organize their ideas for specific writing genres during the prewriting stage. Examples are the [Essay Map](#), [Notetaker](#), or [Persuasion Map](#).

Drafting—Have students work independently at this stage. Confer with students individually as they write, offering praise and suggestions while observing areas with which students might be struggling and which might warrant separate conference time or mini lessons.

Revising and Editing—Show students how to revise specific aspects of their writing to make it more coherent and clear during mini lessons. You can model reading your own writing and do a think aloud about how you could add more details and make it clearer. Teach students to reread their own work more than once as they think about whether it really conveys what they want to their reader. Reading their work aloud to classmates and other adults helps them to understand what revisions are needed. Your ELLs will develop greater language proficiency as they collaborate with their peers when revising.

Rewriting—Have students incorporate changes as they carefully write or type their final drafts.

Publishing— Encourage students to publish their works in a variety of ways, such as a class book, bulletin board, letters to the editor, school newsletter, or website. Having an authentic audience beyond the classroom gives student writing more importance and helps students to see a direct connection between their lives and their literacy development.

Rubrics help to make expectations and grading procedures clear, and provide a formative assessment to guide and improve your instruction. The [Sample Writing Rubric](#), for example, can be used for upper elementary students.

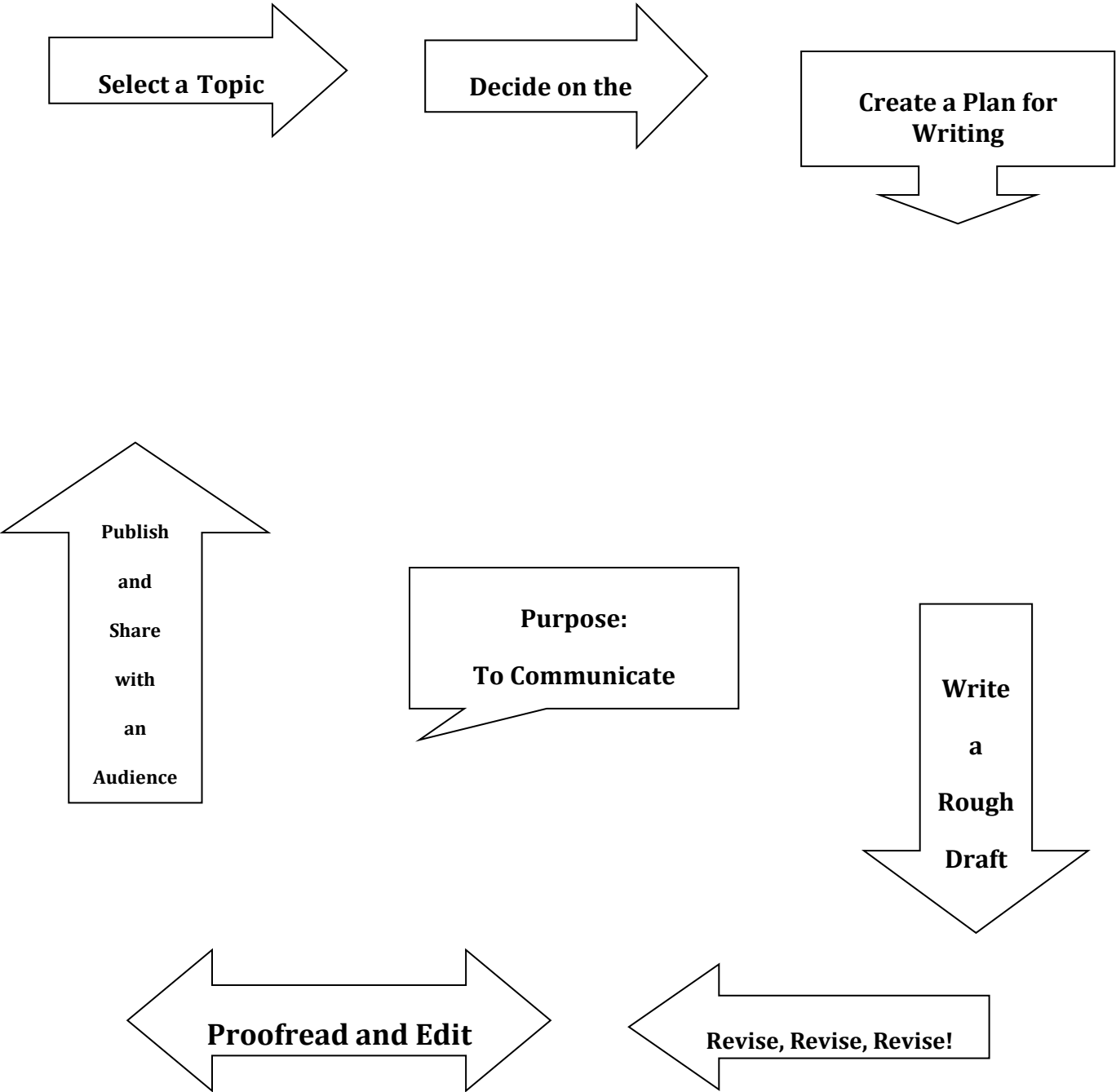
As you work with your students to implement the writing process, they will begin to master writing and take it into all aspects of life.

Peer review, with clear guidelines for students to give feedback on each other's work, motivates students, allows them to discuss their writing with their peers, and makes the work load a little lighter for you. The [Peer Edit with Perfection! PowerPoint Tutorial](#) is a useful tool to teach students how to peer review and edit.

You can also have students can edit their own work using a checklist, such as the [Editing Checklist](#). Editing is when students have already revised content but need to correct mistakes in terms of spelling, grammar, sentence structure, punctuation, and word choice.

Use mini lessons, small-group lessons, or individual conferencing if necessary to make sure that students have made thoughtful changes to their writing content before moving on to the final draft.

A Sample Writing Process



Materials: handout (see “Which reading strategies are effective?” table handout)

Time: 25 min

Activity 2 *Teaching writing strategies techniques*

Objective: Teacher gives the list of academic writing strategies. They will look through the list; discuss all the strategies which their teachers used to teach them different writing tasks. Then teacher gives asks to practice one of the reading strategies. The teacher demonstrates the act of writing by thinking aloud as text is composed in front of students. This allows students to hear the thinking that accompanies the writing process, such as choice of topic, how to begin the piece, and how to look for interesting vocabulary. Modeled writing also includes revising and editing what has been written.

Procedure:

1. Choose a text to compose. The text should serve a well-defined purpose and should be aimed at a particular audience, e.g., instructions for a student assignment or an invitation to a school open house for parents. Modeled writing may be used to introduce students to new writing skills and genres.
2. On an overhead projector, a board, or chart paper, compose a meaningful, coherent message for the chosen audience and purpose, showing students how to think aloud about actions and choices in writing. As you write, demonstrate
 - the correct use of grammar, capitalization, punctuation, and print directionality
 - spelling strategies
 - the connection between spelling and phonics
 - rereading as a process to help students remember what they are writing about.
3. Choose another audience and purpose, and ask students to compose another text, using the strategies you have modeled.

Source

- D. H. Graves, *A Fresh Look at Writing* (Portsmouth, N.H.: Heinemann, 1994).

HOMEWORK (Teacher should give a little explanation to the article)

Activity 3. Reading an article

Objective: to introduce with the *Factors Affecting EFL/ESL Writing Development*

3.3 Factors Affecting EFL/ESL Writing Development

Reviewing the literature, three main factors affecting the development of ESL/EFL students' writing were identified. The first group of factors addresses some learning-related factors such as some psychological factors, students' English proficiency level, and students' prior knowledge. The second set of factors deals with instructional-related factors which tackle teaching large classes, different strategies to teaching writing, feedback practices and assessment challenges. The last category of factors addresses the socio-cultural factors affecting students' writing development with special emphasis on Arabic interference in English writing.

3.3.1 Learning-Related Factors 3.3.1.1 Psychological Factors

Due to the significance of the psychological factors in learning any foreign or second language, I am focusing here on what research says about these factors in relation to ESL/EFL writing development. There are a number of psychological factors reviewed here including students' motivation, self-confidence, writing anxiety as well as a number of factors responsible for students' negative writing apprehension. All these factors seem to play an influential role in student's ESL/EFL writing development as discussed below. In relation to motivation, Bacha (2002) highlights that low motivation levels can be very difficult and unrewarding for both learners and teachers. She further claims that EFL writers are known to face problems in developing their writing skills at the university level. These problems are even more stressed with L1 Arabic nonnative speakers of English in required English composition courses. In this context, developing students' writing skills was not a motivating experience, but it was necessary to acquire the basic academic research skills. Another psychological factor that seems influential to students' writing development is self-confidence. For example, Tyson (1997) underscored that writing multiple drafts, emphasis placed on the "publication" of students' work, and teacher's comments that focused more on content and organization than on grammatical error helped them produce better pieces of composition and develop 59 more self-confidence in writing. Similarly, Albertson (2006) claims that if students had confidence in their abilities to learn or try new methods, they seemed to adapt or adjust more quickly than those who had little confidence in their literacy practices. Sasaki (2004) revealed that overseas experiences helped students improve their English proficiency, English composition quality/fluency, and confidence in English writing as well as motivation to write better pieces of composition. Writing anxiety is said to negatively influence both the learners' motivation and academic achievement on one hand and teachers' attitudes towards writing on the other hand. Research has shown that high

apprehensive writers, in comparison with other low apprehensive writers, tend to stop more while composing (Hayes, 1981) and are less concerned with planning the overall structure of their essays (Selfe, 1984) than the low apprehensive ones. In the Egyptian context, For example, Hassan (2001) highlighted that writing apprehension is a crucial factor in the writing development of Egyptian EFL university students. Students with low apprehension wrote better quality pieces of composition than those with high apprehension. This shows that writing apprehension negatively influenced the quality of students' composition writing. Moreover, it was revealed that low apprehension students had higher self-esteem than high apprehension ones, and low self-esteem students were more apprehensive in their writing than their high self-esteem counterparts. Moreover, test anxiety was reported to be one of the reasons given by thirty-two Saudi female college students when asked to comment on their errors (Salebi, 2004). Similarly, Kurt & Atay (2007) showed that the peer feedback group experienced significantly less writing anxiety than the teacher feedback group. It was also revealed that the participating prospective teachers benefited from the peer feedback process as they received opinions from their classmates to elaborate on, and this collaboration helped them look at their essays differently and lessen their writing anxiety. In the same vein, Abdel-Latif (2007) reported that lack of linguistic knowledge, low foreign language competence, self-esteem, poor history of writing achievement and perceived writing performance improvement, low English writing self-efficacy, instructional practices of English writing, and fear of 60 criticism are the factors accounting for the Egyptian English majors' negative writing apprehension and low English writing self-efficacy.

3.3.1.2 EFL Proficiency Level

It is argued that proficient learners of English are said to produce good quality pieces of writing (Edelsky, 1982; Larios et al., 2001; Ito, 2004; Cumming, 2006). For example, Edelsky (1982) stated a number of factors including L2 student writers' proficiency might influence students' level of knowledge and writing in English. In a similar vein, (Larios et al., 2001) revealed that L2 higher proficiency participants devoted less time to concentrated formulation in the central stages of composing in English. In addition, Cumming (2006) proved that L2 proficiency is a significant factor in developing the overall quality of students' written products. However, he added that proficiency did not obviously influence the processes of composing. Other researchers have addressed the extent to which students' mother tongue proficiency affects the English writing of students. They claim that students who are proficient in L1 writing perform better in L2 writing. For example, Dweik & Abu-Al-Hommos (2007) who investigated the influence of

Arabic proficiency on the English writing of bilingual-Jordanian students showed that there was a significant relationship between the two languages highlighting that proficient students in Arabic writing performed well in English writing. In a similar EFL context, Lopez (2005) found out that there is a positive correlation between L1 and L2 reading, and between L1 and L2 writing performance. This implies that finding difficulty in writing in a foreign language may be linked to the difficulty in writing in students' first language. Moreover, Ito (2004) indicated that those students who write good quality pieces of writing in their L1 are better performers in their L2 writing. Not all studies are in this direction. In fact, some studies have concluded that students' writing ability is not related to their proficiency of the language or content. For example, Bart & Evans (2003) reveal that students' possession of content knowledge did not significantly correlate with their writing proficiency. Similarly, Raimes (2006) found out that there was little correspondence demonstrated among proficiency, writing ability, and the students' composing strategies.

3.3.1.3 Students' Prior Knowledge of Writing Topics

Prior knowledge in general appears to form the best possible base for comprehension and composition (Heller, 1999). Gaining background knowledge help learners write essays about interesting topics. In addition, when writers' prior knowledge is well-developed, it affects their leaning and confidence as far as producing written texts is concerned (Myhill, 2005). Ferris & Hedgcock (2004) highlight that prior knowledge and experiences that students bring to the composition classroom are major distinctive characteristics between native and non-native speakers of English. They add that background knowledge and strategic proficiency can be clearly seen in ESL/EFL students' responses to texts and topics, in their reactions to the activities of ESL writing classrooms, and in their familiarity with the rhetorical patterns of academic and professional discourse communities. Prior knowledge plays an essential role in activating students' minds in both reading and writing. Students' schema is much affected by what they read, why they read it, and what genre they are mainly interested in. Schemata is a doubleedged weapon in students' learning of reading and writing. Adequate schemata can be facilitating to learning. Prior knowledge of text structures facilitates comprehension and composition (Heller, 1999). On the other hand, L2 readers and writers lacking schematic knowledge might be hampering their learning (Ferris & Hedgcock, 2004). This justifies the significance of pre-reading or prewriting activities as helpful stimuli to students' prior knowledge in comprehension and composition (Anderson, 1984). Research findings show that comprehension and composition are hindered if a reader or writer lacks adequate background knowledge about text

structure, topics, and ideas (Anderson, 1977; Rumelhart, 1980; Stein & Trabasso, 1982; Reid, 1993a; El-Mortaji, 2001; Scordaras, 2003). For example, Reid (1993a) has highlighted that “when content and form are familiar, reading and writing are relatively easy. But when one or the other (or both) are unfamiliar, efficiency, effectiveness, and success are problematic” (p. 63).

62 Shedding light on the importance of reading to enhance Egyptian students’ prior knowledge, EL-Koumy (1997) pinpointed that integrated instruction of reading and writing, simultaneous teaching of reading and writing, better preparation of English teachers to read like writers and write like readers are highly needed. Moreover, Scordaras (2003) revealed that prior knowledge and writing experiences seem to affect ESL writers’ revision processes. In the same vein, ElMortaji (2001) found out that prior knowledge about written English is one among other influential factors leading to students’ success. In this respect, (Ediger, 2001 & Moran, 2001) emphasise that teachers should acquaint their students with the texts and topics that they think are influential cognitively, culturally, and educationally. In relation to the Egyptian context, I think that some psychological issues need to be addressed. First, there is a need for increasing students’ motivation to write in English as they suffer from low motivation levels. Second, the use of multiple drafts, teachers’ written comments, peer-review and publications of students’ written work could be useful strategies that may help them gain self-confidence, high motivation levels and less writing anxiety. In addition, more attention needs to be paid to the instructional practices of English writing to help them overcome these psychological challenges. In reference to Egyptian students’ low proficiency level, it could be useful to engage students in some learning opportunities in the essay writing class where they could read in L1 and L2 as well as write in L2. In addition, Egyptian students lack adequate background knowledge about text structure, topics, and ideas as reported in the findings of the current study. Therefore, acquainting students with the texts and topics that they think are influential cognitively, culturally, and educationally is highly recommended. Moreover, providing some pre-reading or prewriting activities might be helpful to enhance and activate students' prior knowledge in essay writing. Making use of integrated instruction simultaneous teaching of reading and writing are also thought to increase students’ prior knowledge.

63 3.3.2 Instructional-Related Factors 3.3.2.1 Teaching Large Classes

Teaching a large class is a big problem for both teachers and students due to a number of shortcomings, three of which are pinpointed by Blatchford et al. (2007) as follows. First, classroom management is rather difficult in large classes. Second, teacher-student relationship is affected negatively, especially with shy students who suffer a lot because they cannot participate

and question what they do not understand. Teachers' use of time for marking, planning, and assessment is a problematic issue in large classes. Moreover, teachers find it hard to encourage and involve students' interests in large classes (Ballantyne et al., 2000). Additionally, Bourke (1986) reported that large classes cause some problems such as noise tolerated, non-academic management, and teacher lecturing or explaining. Finally, feeling anonymous and interpersonally distant from the teacher can be harmful to students struggling with course material (Isbell & Cote, 2009). To avoid most of these problems, it is recommended that class size should be manageable to help students learn and graduate successfully (Roettger et al., 2007) or effective teachers' training workshops should be held to train teachers on classroom management techniques that suit large classes. Teaching in large classes affects teachers' use of teaching methods. Lecturing is the main teaching method and the most common form of communication used in universities (Edwards et al., 2001; McGarr, 2009). There are many reasons for this. First, a lecture is relatively inexpensive and does not need much preparation time in comparison to other teaching methods (Kozma et al., 1978). Second, it can be useful if the lecturer finds links between what is being taught and students' prior knowledge and relate this to real life experiences to help make knowledge significant (Dolnicar, 2005). Moreover, it can be a venue for students to explore their journey into complex knowledge (Laing, 1968). Finally, lecturing could be seen as a more convenient way of transferring knowledge to large classes (McGarr, 2009). It was explicitly stated that Egyptian university lecturers use lecturing as the main teaching method to overcome the problem of large classes (Holliday, 1996). In addition, Al-Ashkar (2010) has referred to large classes as one of the challenges facing future teachers and their students in Egypt. Despite considering lectures as one of the strongest methodologies used in higher education 64 institutions (Moore et al., 2008), it is not an excuse for Egyptian university teachers to use it all the time. It is not the best available option in all educational contexts at the different educational stages as it does not suit all purposes of teaching or all students' learning styles. This denotes that university teachers are recommended to use varied teaching methods to differentiate their instruction to suit large classes. In the current study, the problem of large classes is one of the problems facing the Egyptian educational systems at both the pre-university and university levels. Due to the over-population problem in Egypt, classes at the pre-university stages range from 60-80 in different areas. This is also reflected in the large classes that are crowded with students at the university level in general and at the essay writing classes at the concerned faculty of education in particular. Therefore, there is a need to address this problem at the pre-university stages by allocating funds to build more schools and expand the existing one so that classes do not exceed 35 students. To cope with the current status,

teachers' training providers need to equip teachers with a number of class management and teaching strategies that they could use to overcome the problem of large classes. At the university level, I think it is important to employ a sufficient number of teaching assistants to help university lecturers with their classroom management, teaching and assessment practices. This will help improve students' learning experiences.

[The EFL Essay Writing Difficulties of Egyptian Student Teachers of English: Implications for Essay Writing Curriculum and Instruction. Submitted by Mr. ABDEL HAMID MOHAMED ABDEL HAMID AHMED]

Activity 2. Case study

Objective: to deal with the factors affecting on writing

Procedure:

Tell Ss to read the sample and find the factors they have learned and find the ways of dealing them.

Student Model

Michelle (grade 11) develops this eyewitness account by answering the “5 W’s and H” about her parents becoming American citizens. The writer also shares her sensory impressions.

Anticipating the Dream

“And we are scatterlings of Africa

On a journey to the stars

Far below we leave forever

Dreams of what we were.”

—Johnny Clegg

I am sitting with my grandparents in the spectators' section of the echoing auditorium, my baby brother on my lap. I'm not sure what I expected this morning, but thus far it has been an incredibly boring experience. The judge is half an hour late, and to add to that, Graeme, my brother, is tired and fussing, and would evidently much prefer his mother's lap to mine. Unfortunately for him, my parents and older brother are sitting on the other side of the room with almost 200 others. Thirty-one countries are represented here today.

This is a citizenship ceremony. My parents, my older brother, and I were all born in South Africa. After living in the United States for 13 years, they are finally becoming citizens. I am not yet 18; consequently, I have to wait for my parents to obtain citizenship before I am eligible. All my younger siblings were born here, and are therefore Americans by birth.

Graeme was only momentarily distracted by the book we brought along to amuse him. He is now struggling noisily to climb off my lap. It's time to bring out the secret weapon: candy. I just hope my supply doesn't dwindle too quickly.

In our particular situation, it seems rather odd that the citizenship process works this way. Having lived here since I was two, I have always been more American than anything else. I don't speak Afrikaans, but my parents do (as well as English). I am the one who briefed my mother on American history and government before she took the citizenship test. Not only that, but I am always having to remind my parents that the word is flashlight, not torch, and that here in America we have a tooth fairy, not a mouse, who comes to fetch our teeth. After today, my parents will be Americans, and I will be the unique one, the alien, the only South African remaining in our house. How bureaucratic of the American government to work that way.

The judge has arrived, and now that everyone has stopped talking, Graeme has started to cry. I make a hasty retreat up the slanted aisle to the back of the room. Maybe I can rock him to sleep.

I have often asked my parents why we moved here from our homeland, and from what I've gathered, there are several reasons. Foremost is apartheid, the total segregation of South Africa, whereby whites held all power and blacks were not even allowed to vote. The government established separate buses, bathrooms, even public lawns. My parents, who are by no means radical, were very strongly against apartheid and were arrested for protesting. They were released in the next moment because they were white, while their black friends were hauled off to jail. The atmosphere was growing more volatile every day, and when the building across the street from where my mother worked was bombed, my parents decided that it was no longer safe to stay, especially with two small children. Consequently, my father took advantage of the first

opportunity to get a job here in America. It must be incredibly difficult to live in a country that is so immoral, where people are looked down upon simply because their skin happens to be a different shade. How can you pledge allegiance to a government responsible for the obvious evil around you every day? America was segregated at one point also, but at least the government called it “separate but equal.” In South Africa, the government did not even attempt to bring about equality. Can anyone take pride in a government like that?

Graeme is finally asleep, drooling on my shoulder, and I can return, victorious, to my seat. The judge has been giving a speech about the privileges and responsibilities that come with being an American citizen. I’m beginning to understand why my parents are so excited about this day. At first I expected nothing of great importance to occur in this ceremony. I imagined we would arrive here, say the Pledge of Allegiance, and my parents would receive a piece of paper declaring them “American citizens.” As it turns out, a lot more is involved than the mere title. Today my parents will not only become eligible to vote and serve on jury duty, but they will automatically become part of American history, culture, and society. The United States becomes their country, a land that kindles pride. All of a sudden, they have a duty to serve this country and to be loyal to it above all others. It is a colossal decision for them to make.

South Africa is a beautiful nation. My parents grew up there and have many fond recollections. They remember visiting game preserves and finding lions in the middle of the road. They remember going to school with their friends and tormenting substitute teachers. The different snacks they ate—biltong, Chappie gum, and Bovril—could never be found in the United States. My parents remember getting married in the city of Florida on February 2, 1980. I’m certain it must have been difficult to leave everything, including family, and move to America. Now, at this ceremony, everything is becoming finalized. They will no longer be a part of South Africa, but South Africa will always be a part of them. They have given up the past in anticipation of the future, one filled with hope for greater peace, prosperity, and happiness: the American Dream.

I scan the room, the many different faces of my fellow spectators: grandparents, parents, and children of various races. Anyone can read the pride in their eyes as they watch their loved ones from across the room. I snap to attention. People are rising. This is the moment; they are about to take the oath. Now I have grown just as excited as my parents seemed to be this morning. My mother’s smile tells me she is enjoying herself. Right hands raised, the would-be citizens repeat after the judge the words that will change their lives forever. Piles of paperwork and months of waiting are now fulfilled in a few simple words. As the final echoes of the judge’s words die out, I hardly hear his congratulations. One fact only is the focus of my thoughts: my

parents and another brother are Americans. All my older brothers and my sister are Americans. Soon it will be my turn, and I can hardly wait.

LESSON # 2

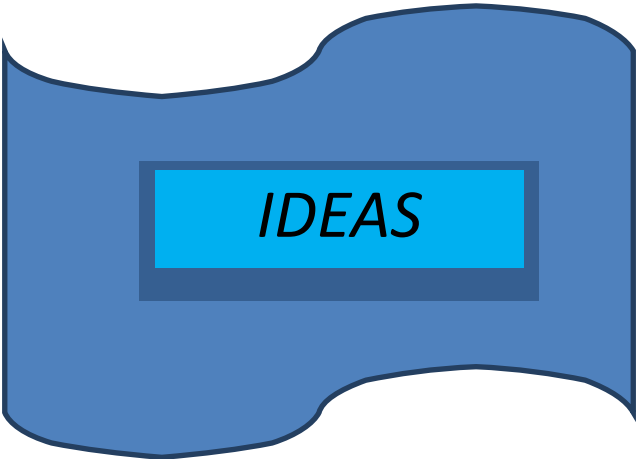
Teaching Integrated Skills

Theme # 2.	Introducing strategies of competent writers
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead in Activity 1. Teaching strategies of competent writer Activity 2. Matching Activity 3. True or false	
The aim: Guiding and explaining the strategies of competent writer	
Objectives: ✓ to guide students what use writing strategies correctly ✓ to raise awareness of the students about importance writing strategies for the teacher ✓ to let them think critically and imagine like a real teacher •	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations
Materials:	whiteboard, marker, handouts, worksheets, paper

Task/ Activity	Procedure	Objectives	Mode of interaction	Time	Materials
Pre-teaching activity	After greeting and checking the attendance, T asks one student to draw circle on the blackboard and write “writer’s tools/instruments/helpers” each student will come up and write one word. It helps to warm-up the Ss Then T chooses the word “writing strategies” and discussion begins. Teacher gives questions students will answer	To raise Ss awareness of what is writing strategy in teaching process.	Whole-group	10 min	Blackboard/whiteboard and chalk/marker
Activity 1	Ss watch a video about writing strategies. Before playing it T asks to make notes about what are they doing in the video. After watching they discuss it	To make Ss find out writing strategies briefly and generally	Whole group	5 min	Video
Activity 2	T very briefly explains strategy of writers and distributes flashcards written writing strategies on each of them different types. Then they in pairs discuss and write their opinions as a description. Then each group exchange their writings and discuss again with their partners and correct the mistakes and tell to the class. If the T finds any mistake corrects while their speech.	To increase Ss creativity and prepare them to their future career and make them think critically and evaluate their friends	In pairs	20min	Flashcards
Activity 3	T distributes handouts with matching task about writing strategies. Afterwards they will not check the answers instead, move to the next handout.	To remember and use their background knowledge	Individual	10min	Handout 1
Activity 4	Ss will read the text about writing strategies and with mini groups of four discuss and check their answers on the previous task using their knowledge taken from the text.	To let them get information and check their background knowledge	Individual then mini groups	15 min	Handout 2
Activity 5	T gives task which is true or false. According to the text	To widen their	Individual	10 min	Handout

	above.	knowledge about teaching	y		
Summarizing	Teacher asks Ss to think critically and say at least one sentence about today's lesson. What was good and bad. What do they want to apply to their own lesson.	To teach students think critically and feel responsibilities towards their profession	Whole group	5 min	
Assessment	Ss suggest T what point should be for whom	To prepare to look critically	Whole group	3min	
Homework	T gives home task to write a letter to a foreign friend about their today's lesson. It should contain about 150-200 words.	Make the taken knowledge long lasting	Individual	2min	

Flashcards:

A blue, irregularly shaped flashcard with a light blue rectangular label in the center containing the word IDEAS in a black, italicized serif font.

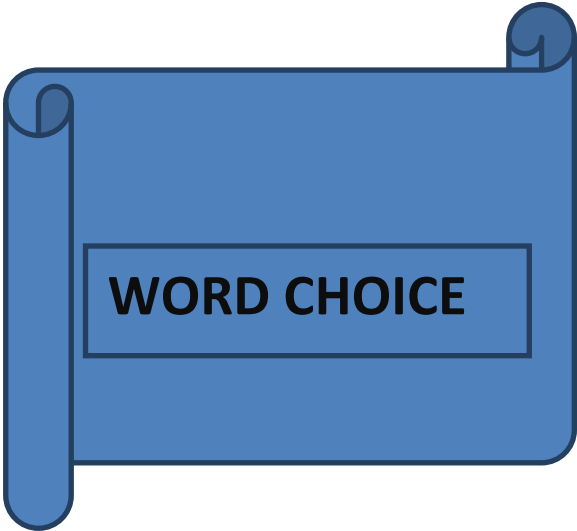
IDEAS

A blue, rounded rectangular flashcard with a light blue rectangular label in the center containing the word ORGANIZATION in a black, bold, sans-serif font.

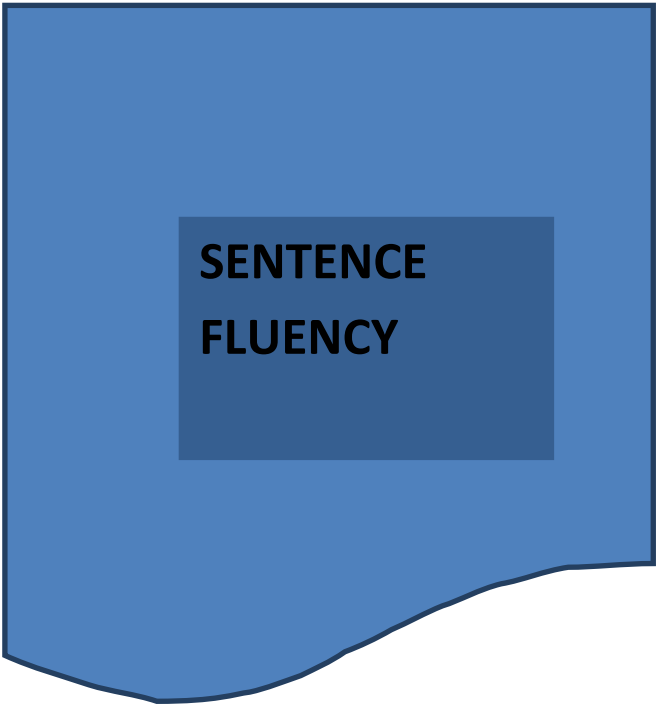
ORGANIZATION

A blue, cloud-shaped flashcard with a light blue rectangular label in the center containing the word VOICE in a black, bold, italicized serif font.

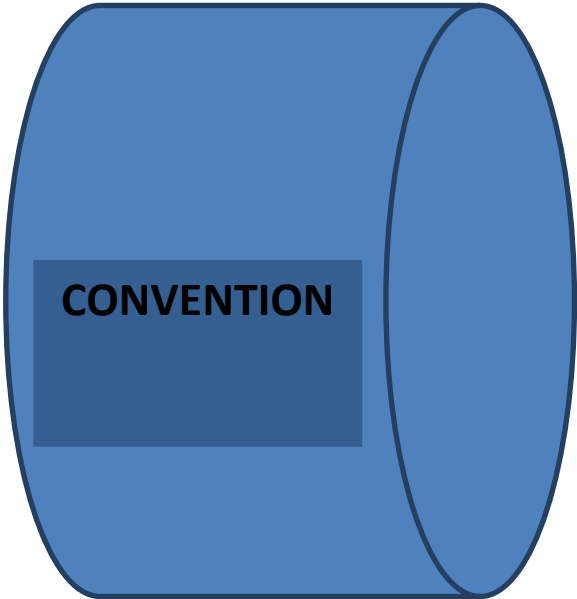
VOICE

A blue, scroll-shaped flashcard with a light blue rectangular label in the center containing the words WORD CHOICE in a black, bold, sans-serif font.

WORD CHOICE

A blue, rectangular flashcard with a light blue rectangular label in the center containing the words SENTENCE FLUENCY in a black, bold, sans-serif font.

**SENTENCE
FLUENCY**

A blue, cylindrical flashcard with a light blue rectangular label in the center containing the word CONVENTION in a black, bold, sans-serif font.

CONVENTION

Handout 1

Match the words with their explanations

1. Ideas
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions
 - a) Showing instead of telling to clarify a report of an event
 - b) Inserting a personal story to engage reader empathy
 - c) Using a sentence fragment for effect
 - d) Using short sentences when action in a story speeds up
 - e) Using a phrase to connect paragraphs (“But that’s not the only reason ...”)
 - f) Changing a cliché to an original expression

Handout 2

Read the text

Ideas are the heart of the message. They reflect the purpose, the theme, the primary content, the main point, or the main story line of the piece, together with the documented support, elaboration, anecdotes, images, or carefully selected details that build understanding or hold a reader’s attention.

Organization is the internal structure of the piece. Think of it as being like an animal’s skeleton, or the framework of a building under construction. Organization holds the whole thing together. That’s why it’s such an important trait. Many students say it is also one of the hardest traits to master. Maybe so. Isn’t it hard sometimes to organize your room? Attic? Garage? A trip? Absolutely! Organizing your writing is much the same. You have to ask: Where do I begin? What comes next? After that? Which things go together? Which can be left out? How do I tie ideas together?

Voice is reader-writer connection –that something that makes a reader feel, respond, and want more. It gives writing life, energy, individuality, and zest. Writing that’s alive with voice is hard to put down; voiceless writing is a chore to read. Voice is the personal imprint of the writer on the page, and is so different with each writer. Each voice is unique. Voice is part concern for the reader, part enthusiasm for the topic, and part personal style. Voice also differs with purpose and audience.

Word Choice is the skillful use of language to create meaning. Careful writers seldom settle for the first word that comes to mind. They constantly search for the “just right” word or phrase. Consider the word ‘big.’ Just think of the many different meanings you could create if you wrote....massive, enormous, considerable, numerous, momentous, prominent, conspicuous, or

self-important. Notice that these words do NOT all have the same meaning. Yet each of them could mean big.

Sentence Fluency is the rhythm and beat of the language you hear in your head. Writing that's fluent is graceful, varied, rhythmic –almost musical. It's easy to read aloud. Sentences are well built. They move. They vary in structure and length. Each seems to flow right out of the one before.

Almost anything a copy editor would deal with comes under the heading of **conventions**. This includes punctuation, spelling, grammar, and usage, capitalization, and paragraph indentation. When a paper is strong in conventions, it looks polished and edited. In a strong paper, the conventions are handled so skillfully, the reader doesn't really need to think of them. (You might find some if you look carefully, but they're rare). Correct conventions made reading easier, and so enhance meaning.

Handout 3

Mark as True or False

1. Organization is as skelton of the writing
2. Voice is not reader-writer connection
3. When a paper is weak in conventions, it looks polished and edited.
4. Ideas reflect the purpose, the theme, the primary content, the main point
5. Careful writers seldom settle for the first word that comes to mind.
6. Many students say organisation is also one of the hardest traits to master.

LESSON4

Teaching Integrated Skills

Theme #4.	Introducing purposes in writing

Length: One hour and twenty minutes	Number of Students: 12

Lesson Outline

Lead-in

Activity 1. Written and spoken texts

Activity 2. Comparing ideas

Activity 3. Sample writing lesson review

Activity 4 Article discussion

The aim: to arise students awareness in teaching writing

Materials: whiteboard, marker, handouts, worksheets, paper

Objectives:

- to raise students' awareness of the purpose of writing
- to introduce the role of writing skill in teaching

Activity Type:

pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

Lead-in. Defining the difference between spoken and written discourse 15min

Ask students to brainstorm on differences between spoken and written discourse . Elicit all ideas and make clustering on the board.

Afterwards, show the handout on ppt about the samples of written and spoken texts given by P. Ur, Cambridge University Press. Ask students to differentiate two types of texts.

Activity 1. Written and spoken texts

Handout1.

The written text (refers to a diagram of a cassette recorder with different components numbered)

- For recording from the built-in microphone ensure that no equipment is connected to socket (1)
- For other recordings connect the separate microphone or the equipment from which you wish to record to socket (11)
- Insert a cassette
- Press record (2) and start key (4) at the same time
- To stop, press stop key (6)

The spoken text

Marion: Could you explain to me how to make a recording with this cassette recorder?

Ron: (er) Yes certainly. (um) First of all you (er) open the (er) place where the cassette goes, press down the button marked eject, then you put the cassette in and close the lid. (um) Then (um) to record you have to press down two buttons simultaneously (er) the one marked rec for record and the one marked start. So you press those two down like that –

Marion: Uhuh

Ron: and it starts recording (er) automatically ...

Marion: Ummm. And what if I want to record with a different microphone, not the built-in one here?

Ron: There's a, a place, a socket here –

Marion: Oh yes

Ron: on the bottom left, and you can put an outside microphone into that and record from another source.

(from Ronald V. White, Teaching Written English, Heinemann Educational Books, 1980, pp. 11-12)

Activity 2. Comparing ideas 25 min

Write the following ideas by Penny Ur and ask students to compare their findings with hers.

Difference between spoken and written discourse

- 1. Permanence**
- 2. Explicitness**
- 3. Density**
- 4. Detachment**
- 5. Organization**
- 6. Slowness of production, speed of reception**
- 7. Standard language**
- 8. A learnt skill**
- 9. Sheer amount and importance**

Activity 3. Sample writing lesson review 30 min

Distribute handout 2 A & B to students sitting next to, each student needs to read sample lesson plans on writing class and note the distinguishing features in it. Then ask A students gather and make one group, as well as Bs. Two groups share ideas on the given 2 sample lesson plans and present to the opposite group.

Handout 2 Student A

Writing From Experience (Grades 7-12)

Teach students to brainstorm in preparation for writing an expressive essay.

OBJECTIVE

Students will brainstorm about autobiographical experiences in preparation for writing an expressive essay.

MATERIALS

- Pen or pencil
- Dry erase board (optional)
- Dry erase markers (optional)

REPRODUCIBLES

1. [Writing from Experience \(Grades 7-12\) Student Reproducible](#) (PDF)

DIRECTIONS

1. Review the qualities of essay writing (a formal expression of your ideas) with students. Point out that an essay can persuade, inform, or express feelings to an audience.
2. Lead a discussion about the key elements in essay writing. Explain that an essay needs to have an introduction, body, and conclusion. An effective introduction provides a thesis statement that clearly expresses the main point of the essay. It also orients readers to content, perspective, and tone. The body of the essay should include all of the specific details and examples that will support the thesis statement. The conclusion should concisely summarize the main theme of the essay and reinforce your ideas.
3. Explain to students that they will be using autobiographical experiences to write an expressive essay to submit in the [Classroom Makeover Essay Contest](#). Provide examples of the many ways in which fiction writers draw on their personal experiences for inspiration.
4. Distribute copies of [Writing from Experience](#) (Grades 7-12) Student Reproducible (PDF) and read the introduction together. Give students ten minutes to complete the worksheet.
5. Have students review their responses to [Writing from Experience](#) (Grades 7-12) Student Reproducible (PDF). Then have them write notes and brainstorm other ideas or details for their essays. Instruct them to keep their notes, as they will be used for **Lesson 4: Drafting and Revising Essays**.

LESSON EXTENSION

Bonus Challenge: Ask students to think of their favorite book author and share their thoughts with the class about how this author draws on personal experience to be a creative writer.

Marker Tips: Have students take turns illustrating their life experiences on the board using dry erase markers. Have other students in the class guess what the drawings depict.

Student B.

Autobiographical Writing About Memories (Grades 6-8)

Lead a class discussion that helps students explore Fall memories that inspire autobiographical writing.

OBJECTIVE

Students will reflect on a favorite Fall memory in preparation for writing about an autobiographical event.

MATERIALS

Writing About Memories [Worksheet 1](#), pen, book students have recently read in class or on personal time that mentions the Fall

DIRECTIONS

1. Begin by asking students to choose a passage from a book they've read as a class or on their own personal time that mentions the Fall season.
2. Have students prepare to discuss this passage with classmates by noting where it appears in the text and marking it with specific notes about what they liked.
3. In class, write the following discussion questions on the board:
 - *Why did you connect with this passage in particular?*
 - *What was your favorite part of this passage? (For example, a character's actions, a funny or scary plot twist, or the author's word choices.)*
 - *Were the sentences long, descriptive, and polished, or were they short and to the point?*
4. After students have discussed these questions, ask them to find and explain which season is mentioned the most during their chosen passages.
5. After students have shared this, explain that there is one season that writers often use as a setting to describe a character's life changes—the fall. As a time when leaves change color and the earth prepares for the slumber of winter and later, the rebirth of spring, the fall signals the beginning of many other changes. It's a rich setting for many stories, and what students may not realize is that it has shaped their own life stories, or autobiographies.

6. Hand out Writing About Memories Worksheet 1 to students and explain that they will be answering questions about a particularly strong memory they have of a fall day. Explain the importance of using adjectives and adverbs as well as the active, present tense to record events.
7. Answer one or two questions on the board to model the activity, then have students complete all questions on the sheet.
8. Once they've completed Part I, have students complete Part II of the worksheet either during a second class period or for homework.
9. During the second class period, have students volunteer to read their autobiographical paragraphs aloud in front of the class, and finish writing this chapter of their autobiographies.

Activity 4 Article discussion

Divide students into 4 groups and give handout on jigsaw reading. They need to read and present their findings to the other groupmates.

Handout 3 [Just write: short, inspiring activities to get students writing](#)

Group 1.

In recent blog posts I have looked at some different aspects of writing in class. Common to all of them has been the point that good preparation is key to producing a successful piece of writing.

However, there is also a lot to be said for writing completely unprepared; short, fun activities where, instead of thinking and planning carefully, students just get on with it and write. These sorts of activities can be used as a warmer, or slotted into your lesson to change the focus and pace. They encourage students to see writing as fun and help to develop creativity and confidence.

In many cases the activities can also be used as a starting point for longer writing activities, but that's up to you.

Soundtracks

Play students a series of short extracts of classical music, with very different moods. If you don't have your own collection, a good way of doing this is to use the free samples you can play when deciding whether to purchase a download. Tell students each one is part of the soundtrack to a film, and ask them to write down what they imagine as they listen. Where is the film set, what characters are in the scene, what are they doing..

Similarly, play students a short part of a film (perhaps from YouTube), but only let them listen to it (not see it). Again, ask them to write down what they think is taking place and what the scene looks like. They can then see the original and make comparisons.

With both these activities, students could then go on to use their snippets of writing as the basis for a story or film-script.

Group 2

Visuals

Give students a selection of pictures of people. Ask them to choose one each and write a brief description of the person (perhaps as much information as they can put down in 5 minutes). Then put them in pairs and ask them to imagine their two characters meet on a train (or anywhere else you like). They have a further 5-10 minutes to write a conversation between the two. Then take in the pairs of pictures and the dialogues and put them up on the wall, so that the pairs of people are together but the dialogues are separate. Number the dialogues and then ask the students to read them and guess which pair of pictures each dialogue refers to.

Similarly, you could use pictures of places and ask students to write a description, or what happened before and will happen next. There are some great pictures taken from Google Earth at <http://www.guardian.co.uk/artanddesign/gallery/2012/feb/20/google-street-view-nine-eyes-in-pictures> but BE SELECTIVE before the lesson as you might not want some of the pictures flashing up in class!

Or show students a photo of a friend of yours or a member of your family and ask them to write about who they think the person is, what they think their personality is like, how you met them etc. Then tell them the truth.

Group 3

Realia

Bring in a bag with a selection of unconnected objects. Ask students to pick one out each and either describe it in as much detail as possible (this is a great mindfulness activity), or put the students into 2s or 3s and ask them to each write a short story which involves all the objects in their group, before comparing their stories for similarities and differences.

Ask students to look around the classroom and choose any object they can see (clock, handbag, board pen). Students then write what from the viewpoint of the object. What can it see? What does it think is happening in the classroom? What else does it see during the day, or at night? What does it do all day? You could also ask students not to mention the name of the object, which then allows them to read each other's and guess which object is being described.

Group 4

Other

Give out small 5 slips of paper to each student and ask them to write down words which they have recently learnt and want to recycle on each slip. Then put the slips into a bag and ask each student to pull out 3-5 slips (if any words are the same, one should be put back.) They then have

a time-limit, say ten minutes to write a (very) short story, which uses all the words. These stories can then be read aloud (perhaps in small groups) and the others can guess what the 3-5 words were.

Tell students to write a short note to anyone in the class. Once the note is received, students read it and reply. It's fine if some students are replying to more than one person. You have to be a bit careful about the kind of class you do this with, as you can't possibly see what's being written, but it can be a great warm-up for a class.

Reading and writing: Give students 5 minutes to open up the coursebook and read the first text or dialogue they see (it doesn't matter if they only read part of it). They then have 5 minutes to write about what they read.

Show a picture of a Genie (or dress up if it takes your fancy !) and elicit what a genie does- gives three wishes. Ask students to write down their three wishes, saying why they would choose those things and how their lives would change as a result.

In all these activities, the focus is very much on fluency, rather than accuracy. Just as in a speaking activity, you could, of course, incorporate feedback in a number of ways. You could have a feedback slot at the end, where together you correct some errors you have noticed while monitoring. Or you could use the free writing as a first draft, and take a process approach. Getting students to repeat the writing task later, or on another day, would also be likely to improve accuracy.

However, the main point of these activities is really to have some fun with writing and to get students into feeling happy to just write freely

Reflection. Make a short list of activities that motivate learners to write. Students work in their groups and create a list.

LESSON # 7

Teaching Integrated Skills

Theme # 7.	The ways of giving feedback in writing

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Lead in 2. Activity 1. Assessing students' writing 3. Activity 2. Giving feedback 4. Activity 3. More practice in giving feedback on writing	

5. Activity 4. Case study	
The aim: Guiding and explaining the writing process and offering practical methods for applying it in a classroom to help students become proficient writers.	
Objectives: • to raise awareness of the importance of assessment and assessment criteria • to discuss current practices of assessing students' writing • to give feedback on samples of students' writing	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations
Materials:	whiteboard, marker, handouts, worksheets, paper

Activity type: Lead-in

Time: 15 min

☺ (10 min) Ask participants the following questions and elicit random answers:

~ *How often did you have to do writing assignments when you were a student?*

~ *How were they marked? (e.g. 1-5, 0-100%, all mistakes corrected in red ink, comments, like Well done or Poor etc)*

~ *How did you feel when you got your marked writing back?*

~ *How useful was the marked writing to you as a student?*

~ *How often do you have to mark your students' writing now?*

~ *How useful do you think the assessment or the marking is to your students?*

~ *Who taught you how to mark students' writing?*

~ *Do you think that teachers at your workplace assess students' work in the same way as you?*

☺ (5 min) Tell participants that in the previous sessions on teaching writing you dealt with both teachers' and students' perspectives on writing. This session will continue the same double emphasis though it is going to be about assessment and giving feedback on students' writing.

Activity 1 Assessing students' writing

Objectives: to uncover current practices of assessing students' writing; to raise awareness of assessment criteria; to develop unified criteria for assessing writing

Time: 30 min

Materials: handout 3 from the previous session (Teaching Writing 2)

► Procedure:

☺☺☺ (10 min) In groups, tell participants that they will have to read and mark student B's writing from the previous session (handout 3 of the previous session) the way they would normally do this at their workplace (e.g. 0-5).

☺ (5 min) Collect the marks that the groups put on the board. Ask a representative from each group to explain how they assessed the sample and why they deducted certain marks.

☺ (5 min) Summarise the discussion and say that when participants were explaining their marks they were commenting on grammar (accuracy), organisation, vocabulary range, task fulfillment and some other criteria. Write these on the board. Tell participants that these are called Assessment Criteria and that not only teachers should be guided by them but students should also know them well before they start writing. Establish that having assessment criteria makes it easier for a teacher to mark students' writing and makes assessment clear and transparent to students. Make a transition to the next activity by saying that now you will talk about how helpful these criteria can be for students.

Activity 2 Giving feedback

Objective: to raise participants' awareness of the importance of giving feedback

Time: 20 min

Materials: handouts

► **Procedure:**

😊 (10 min) Ask participants

~ *Have you heard of the word 'feedback'?*

~ *What do you associate with feedback?*

Establish that feedback is constructive comments that one person receives from another (in our context it is mainly a student getting feedback from a teacher) and which usually serve as an action plan for improvement, that is why very often the word *feedback* comes with the word *constructive* and *positive*.

Ask participants:

~ *Do you simply mark or provide feedback on your students' writing?*

~ *What do you think would be more helpful for students?*

~ *How often do you give positive (e.g. *That's an excellent idea!*) and constructive (*That's a good argument but it needs a better support here. Why don't you build on it?*) comments?*

😊😊😊 (10 min) Now ask participants in their groups to look at their assessment and turn their comments into action points and add some positive comments. Invite a representative from each group to join a neighbouring group with the feedback that they produced. Allow some time for sharing. Invite comments from groups. Establish that feedback, if given correctly, motivates students and directs them in their writing.

Activity 3 More practice in giving feedback on writing

Objective: to practise giving feedback

Time: 20 min

Materials: handout 1

► Procedure:

😊😊(10 min) Put participants in pairs. Tell participants that they will have more practice in giving feedback. Give handouts 1 to each pair. Tell participants to give feedback making sure their feedback is positive and constructive.

When they have finished, invite participants to exchange their feedback with a pair sitting next to them.

Invite comments if necessary.

Summary

Emphasise the following:

- Teachers should be guided by clear assessment criteria when marking students' work and students should know what these criteria are;
- It is more useful for students to get feedback from a teacher rather than a marked piece of writing;
- Feedback teachers provide should be constructive and specific, i.e. without general comments which can be applied to any text, and serve as action points for improving students' writing skills.

GIVING FEEDBACK ON STUDENTS' WRITING

Activity 1, Handout 1

Task

Present a written argument or a case to an educated reader with no specialist knowledge of the following topic:

Some people believe that computers are more a hindrance than a help in today's world. Others feel that they are such indispensable tools that they would not be able to live or work without them.

- **In what ways are computers a hindrance?**
- **What is your opinion?**

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

You should write at least 250 words.

(Taken from S. McCarter & J. Ash (2003) IELTS Testbuilder, Macmillan)

Nowadays computer technology is developing very fast. The demand for computers is growing day by day. Computers have advantages and disadvantages for people.

Advantages of computers, we can see in many spheres of life.

Firstly, with the computer programs many complex problems can be solved very easily. (For example, calculating). It helps people to accomplish their duties faster.

Secondly, in many manufactures and plants the product or commodity is produced by robots which are ruled by computers.

Thirdly, people without any difficulties can exchange their informations with the help of computer, I mean by Internet. It means globalisation.

Computers become part of human life.

However, it has bad side also.

Firstly, as I said above many factories and companies are using robots to produce goods. The workplace begin to decreas. Consequently, the unemployment emerges. For example, in many developing countries unemployment starts to increase, because many companies are using robots.

Secondly, people addict to computers. They limited from society. They do not pay attention what happening around them.

Thirdly, computers make people very lazy. If the developing of computer (programms) continues like that many works will be ruled or accomplished by computer programs. That makes people very lazy and they will not even try to learn anything.

Fourthly, computers are harmful for human health. For example, it is harmful to eyes. If a person addict to computer, he will pay attention to sport activities very little.

In conclusion part, I advise countries must produce limits for using from computers. It means people must use computers normally, not always.

Computers must accomplish one part of duties not the whole.

(268 words)

LESSON 8

Teaching Integrated Skills

Theme #8	Modes of applying of all four skills.
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead- in Activity 1. Reading and discussion. Activity 2. A sample lesson Activity3. Case study.	
The aim: <i>to help learners to distinguish the modes of integrating all four skills in the teaching process and ways how to apply them in the lessons.</i> Materials: whiteboard, marker, handouts, worksheets, paper	
Objectives: • to expand Ss' knowledge about integrating language skills and their implementation in a lesson. • to allow the Ss to use the information, got in the previous activity and analyse the presented lesson plan, paying attention to the modes of integrating of all four skills.	
ActivityType:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

Lead- in (5 min)

Objectives:

- To elicit the four language skills and their characteristics, which were given in the previous sessions.

Activity 1. Reading and discussion.

Objective: to expand Ss' knowledge about integrated language skills and their implementation in a lesson.

Time: 25 min

Procedure: Ask students to read the article and discuss it.

When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning. In her reflection, Anna refers to activities that make use of 'the four skills' but she is not quite sure how to plan activities that incorporate all four. In this section we will discuss the 'four skills' as well some activities that can be used in the classroom to promote all four.

What are the four skills?

- Reading (comprehension skill)
- Listening (comprehension skill)
- Speaking (production skill)
- Writing (production skill)

How are the four skills used in the language classroom?

Through daily activities, teachers provide learners with opportunities to develop each skill: students *listen* (to the teacher use the target language, to a song, to one another in a pair activity), *speak* (pronunciation practice, greetings, dialogue creation or recitation, songs, substitution drills, oral speed reading, role play), *read* (instructions, written grammar drills, cards for playing games, flashcards) and *write* (fill-in-the-blank sheets, sentences that describe a feeling, sight or experience, a dialogue script, a journal entry).

How can the four skills be used together effectively?

The four skills work in tandem when the activities that require their use are designed to support learners in the *process* of learning, creating and producing a specific product. Four approaches in particular are structured so that the four skills can be used simultaneously. These approaches are: the focal skill approach, content-based instruction, task-based instruction and the project-based approach.

The Focal Skill Approach

The goal of the focal skill approach is studying in the SL in order to acquire it. This second language curriculum stresses the balanced development of listening, speaking, reading and writing by measuring competency in each skill and then focusing on the development of the

weakest skill. Resources like those developed by the International Center for Focal Skills (ICFS) use placement tests to identify weak skill areas.

Content-based Instruction(CBI)

Oxford (2001) describes approaches to CBI, which include theme-based & adjunct learning. Theme-based CBI focuses on a theme of high interest to students and develops a wide range of language skills around that theme. The learning of the content requires considerable exposure to a variety of forms of information, which, in turn, requires the use of all four modalities.

In the adjunct form of CBI, language and content courses are taught separately but are carefully coordinated so that literacy, oral language development and thinking skills are positively enhanced. In this approach, the content teacher presents content to students while the language teacher brings vocabulary, grammar and subskill development to students' attention through typical exercises, all of which focus on the lexicon of the content.

Task-based Instruction(TBI)

According to Nunan (1999), task-based instruction (TBI) uses tasks or stand-alone activities which require comprehending, producing, manipulating or interacting in the target language. The amount of listening, speaking, reading and writing involved to complete the problem posed by the task is dictated by the task itself; however, most complex (multi step) real-life tasks that take learners into the world outside the classroom will utilize all four skills. TBI helps learners explore the multitude of communication opportunities provided in their surroundings. The tasks themselves are scaffolded according to the cognitive demand required to complete them and can be carried out individually, in pairs or in small cooperative groups.

Project-based approach

This approach concretizes the integration of not only the four skills but also language, culture, experience and learning strategies (Turnbull, 1999). With the careful selection of a final project that requires learners to demonstrate what they have learned through both oral and written production, the teacher plans backwards to identify what aspects of language, culture, experience and learning strategies are required to complete the end project.

What are some examples of activities that integrate the four skills?

Two activities that make use of all four skills in tandem are Self-introduction and Reading and Retell.

Self-introduction takes the answers to a series of personal questions (name, age, grade level, where you live, members of your family, favourite sports, animals, colours, subjects, etc.) and sequences them into a self introduction. Students are given large visuals to trigger each component of the self introduction. The teacher can point to each picture while modeling a self-introduction (students are *listening*) and then invite learners to introduce themselves (*speaking*) to one or two of their peers. Some of the visuals can then be changed and the students can be invited to introduce themselves to others in the class to whom they have never spoken. This activity can be adapted to become a regular (daily, weekly) warm-up activity to get learners talking in the target language. Having covered *listening* and *speaking* in the oral self-introduction, a scenario can then be created wherein learners must *write* a self-introduction to a potential homestay host. The same picture cues can be used, reconfigured to show a salutation, closing and signature. The picture cues provide learners with support without giving them a text to memorize.

In multilevel SL classes, graded readers can be excellent springboards for another activity that integrates the four skills- a **reading and retell**. First, learners select a book or story at their own level and *read* it. Learners are then given a template to follow to summarize their thoughts about the story (*writing*). The summary is designed to help learners gauge the amount of detail required in a retell. After additional practice *reading* the summary silently and aloud several times, learners are asked to select two or three illustrations from the book to help them tell the story. They then practice telling the story by using the pictures and remembering what they wrote in the template. Students find a partner who has not read the same story and retell (*speaking*) their story to one another using the selected illustrations. Partners not only listen to the retell but also complete a feedback checklist (*writing*) about the retell. After *reading* the feedback, partners switch roles.

Why are four skills activities useful?

Four skills activities in the language classroom serve many valuable purposes: they give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important, confidence

Activity 2.A sample lesson.

Objective: to allow the Ss to use the information, got in the previous activity and analyse the presented lesson plan, paying attention to integration of all four skills.

Time: 40 min

Materials: handout 2.

Procedure: Tell Ss that they are going to analyse the lesson plan, paying attention to integration of all four skills. They should think about advantages and disadvantages of the lesson plan and come up with their comments on them.

Plan of the lesson.

Pre- activity:

1) At the beginning of the lesson each student should think of the active vocabulary of the subject. For this purpose they will have **brainstorming**.

The teacher writes the word “meals” on the blackboard. Each letter should be written separately.

The students are asked to give an example for every letter of the word. She also warns that examples should be only one part of speech- noun. So the students have restricted opportunities even about examples.

M – meat, mutton;

E - egg, eater;

A – apple, apricot;

L – lettuce, lagman;

S – salad, salt.

While – activity: **Cluster.**

1) Then the teacher asks the students to do one more task: to enumerate all the processes connected with cooking any dish. Examples should be again one part of speech. Now they are asked to give examples using gerund.

Making a mess Stirring Cooking

Frying MEALS Serving

Boiling Stewing Mixing Tasting

2) Students are to give a word and comment on each process. Then the teacher asks different questions about the ingredients of the particular dish. Next task is to guess what dish it is.

- 1) Meat soup with vegetables.
- 2) Broth with meat balls coated with dough.
- 3) Rice soup.
- 4) Rice boiled with fried meat and carrot.
- 5) Meat or liver pieces grilled over charcoals.
- 6) Young noodles with fried meat and vegetables.
- 7) Steamed big meat-balls coated with dough.
- 8) Small pastry with meat and pumpkin.
- 9) Stewed fruit.
- 10) Fruit jelly made of potato starch.

Post – activity: **Debate.**

The teacher asks the students to dwell on the peculiarities of “pilav” made not every day, but “osh” as traditionally the Uzbek people call “tuy oshi”, which is made at the wedding parties. For this purpose the group is divided into 2 teams: foreign guests from England and the hosts who are having wedding osh.

Foreign guests ask the hosts to give some comments on some unusual points of the process of wedding osh. So the hosts give them the following comment on the peculiarities of wedding osh.

- 1) It is made not in the day time as usual but at late night, they explain it is because of climate because in the day time it is very hot and it takes much time and great care.
- 2) It is made in clay “ochoq” not on the gas stove.
- 3) A host cut a sheep to make wedding osh tasty and pour some fat in addition to vegetable oil which makes osh very tasty.
- 4) It is made and served by only men.
- 5) It is served early in the morning. Only men guests are invited (but it does not mean that women are prohibited to taste wedding osh. Only in day time after men guests have gone. It is because men should go to their everyday duties, women did not work before and they could taste it in the daytime with their children).
- 6) It is accompanied with music. Special singers are invited to the wedding osh and they sing special classical national songs, so that the guests could not only enjoy the dish but enjoy song, music.
- 7) Each guest is served in separate plate “ lagan” and is followed with some pies or some pastries.
- 8) One more peculiarity of wedding osh is we throw not 5-10 kg of rice but 50 even 70 kg of rice and not only 20 -30 guests are invited but 100 and more guests are invited.
- 9) It is made of mutton which is very fat and they put some so called “ kazi” (national dish like sausage stuffed with horse meat) which makes “ osh” very calorie and nourishing, it may be very rich for stomach of women and children.
- 10) Wedding osh is a traditional ceremony which is held when a child is born, when marry their daughters and sons, anniversaries, when parents reach silver and golden age anniversary.

Teacher: “So in conclusion we may say that Uzbek family holds wedding osh and they spend much money, much time, a lot of ingredients and invite a lot of guests, but at the same time it is compulsory and Uzbek people keep their tradition and follow all its rules.

Uzbek people decide to restrict, to limit the quantity of ingredients and cut the number of guests. Uzbek people do not want to waste good food, because after wedding parties a lot of food is remained and wasted. Nowadays people strictly follow the normal rules of holding wedding parties and wedding osh. They are held in very economical way not to waste people’s money and time.

So, our debate was held in very friendly atmosphere. Our guests and hosts exchanged with their opinions and thoughts. They knew much about wedding osh and its peculiarities.”

Homework: To write about differences between afternoon tea and high tea.

The aim of the activities 1,2 is to improve students’ speaking and thinking skills.

The aim of the debate is to develop students’ comprehension and speaking skills; to involve them into discussion.

Home assignment. 1 Ss should create a case study of any problem connected with integration of four skills(individually).

Home assignment : 2. Case study. (10 min) Handout5.

Imagine that you have a student who wants to improve his speaking and writing skills . He always works hard on his language and does different tasks, whereas he could not gain good scores in speaking and writing, despite his three years of study at the non-language university. Once he asks help from you to improve these two skills. Give your advice to improve his two productive skills within 450-500 words.

[illegible]

Assessment Specification:

Task response (word limit, accuracy, coherence and cohesion)	1 point	
Ability to critical analyzing	1 point	
Adequate suggestion	1 point	

Glossary:

mode - a particular way or style of behaving, living or doing something.

tradition- belief, custom or way of doing something that has existed for a long time.

plankton- the very small forms of plant and animal life that live in water, especially the sea, and are eaten by fish

accumulate - to gradually get more and more money, possessions, knowledge etc over a period of time.

bandleader- someone who conducts a band, especially a dance or jazz band.

spirits - the way someone feels a particular time, for example if they are happy or sad.

LESSON 9

Teaching Integrated Skills

Theme # 9.	Task based learning
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Lead in ✓ Activity 1. A sample lesson ✓ Activity 2. Discussing the sample lesson	
The aim: To raise students' awareness of the Task-Based approach as a way of teaching language skills in integration	
Objectives: - to help Ss explore the characteristics of a Task based learning - to raise awareness of the advantages of and possible problems in using Task based learning	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations
Materials:	whiteboard, marker, handouts, worksheets, paper

Lead-in (10 min)

- Write these terms on the board – **exercise, activity, task.**
- Ask students the following questions:
 - ~ Do you think these terms are similar? Or is there any difference?
 - ~ What do they mean?
 - ~ Can you give any examples?
- Elicit random answers.

- Establish that different people define these terms differently. But usually educationalists refer to an **exercise** as a teaching procedure that involves controlled, guided or open ended practice of some aspect of language. A drill, a cloze activity, a reading comprehension passage can all be regarded as exercises.

The term **activity** is more general and refers to any kind of purposeful classroom procedure that involves learners doing something that relates to the goals of the course. For example singing a song, playing a game, taking part in a debate, having a group discussion, are all different kinds of teaching activities.

Task is normally defined as when learners are engaged in a meaningful activity oriented towards specific goal, outcome.

- Tell students that in this lesson you will explore the task based learning approach which helps to integrate all language skills.

Activity 1 A Task

Objective: to expose participants to a typical task

Time: 45 min

Materials: Handout 1, Handout 2

Procedure:

- Tell students that they will now experience a task-based lesson.
- Show the picture on handout 1. Ask students if they know what building it is. Elicit as much information as possible.

Answer:

The building is The **Empire State Building**, a 103-story skyscraper located in New York City. It has a roof height of 1,250 feet (380 m), and with its antenna spire included, it stands a total of 1,454 feet (443 m) high. The Empire State Building is currently the fourth-tallest completed skyscraper in the United States (after the One World Trade Center, the Willis Tower and Trump International Hotel and Tower, both in Chicago), and the 23rd-tallest in the world (the tallest now is Burj Khalifa, located in Dubai). It is also the fifth-tallest freestanding structure in the Americas.

- Tell students this lesson is based on a true story which was reported in *The Guardian* newspaper a few years ago.
- Write down the headline on the board:

I'VE JUST JUMPED OFF THE EMPIRE STATE BUILDING.

- Ask students how it is possible that someone who has jumped off the Empire State Building will still be alive to talk about it. Elicit random answers.

!Note for the teacher: The use of the modal *might have* is difficult. Don't worry if learners have trouble with it. Just repeat their contribution rephrasing it correctly. Tell them they can use *perhaps* or *maybe*: *Perhaps/Maybe he had a parachute.*

Possible answers:

He might have abseiled on a rope/ He might have landed on something soft/ He might have had a parachute/ He might have been bungee jumping/ There might have been something to catch him near the top.

- Write down these phrases on the board: *decide not to commit suicide; knocked on the window; depressed; took a lift; a ledge on the 85th floor; 300 metres below; hard at work in his office; I poured myself a stiff drink; opened by Bill Stackman; safety fence; a television station.*

- Explain that all these phrases are in the story, but not in this order. Ask students to think individually what they think happened in the story.
- Then ask students to get in groups of 3 and discuss their guesses. As a group they should write their stories.
- Give them some time to prepare their stories. Go round and listen as they work.
- Ask one of the groups to tell their stories.
- Ask the others if their stories are the same or different. Ask them to say how their story is different.
- Read out the story on Handout 2 and ask them to compare their stories with the original.
- Then distribute Handout 2 to read the story themselves.

Activity 2 Principles of Task-based learning (TBL)

Objective: to give participants an opportunity to reflect on the task

Time: 25 min

Materials: handout 3

Procedure:

- Ask students to work in the same groups of 4 and distribute handout 3. Ask students to reflect on the task and answer the questions on Handout 3.

Possible answers:

1. Will the activity engage learners' interest?

Yes, the text and the task is interesting.

2. Is there a primary focus on meaning?

Yes, the primary focus on meaning, the teacher is not correcting language mistakes.

3. Is there a goal or an outcome?

Yes, the goal is to reconstruct the story.

4. Is success judged in terms of outcome?

Yes, students work towards producing the outcome – a story, the teacher does not interfere during discussion in small groups.

5. Does the activity relate to real world activities?

Yes, the text is authentic, taken from real life, Guardian newspaper. The task is also close to real life, in real life while reading newspapers, we scan headlines and try to predict its content.

- Elicit random answers. Summarise the points mentioned by the students and draw features of a task on the board based on the answers:

Main features of a task

- ~ A task involves a primary focus on meaning.
- ~ The participants choose the linguistic resources needed to complete the task.
- ~ A task has a clearly defined outcome.
- ~ A task is close to real life situations.

- Now ask students what Task-based Learning (TBL) is. Elicit random answers.
- Tell students that TBL is based on task cycle: pre-task, the task itself, and post-task. Show

students Handout 4 or draw the task cycle on the board. Explain each stage.

- Ask students to think of the task they have experienced and identify these stages.

Answer:

Pre-task

Teacher showed the picture, introduced the topic and the task, asked students to make predictions based on the headline.

Task

To work in small groups and recreate a story by putting the phrases into chronological order.

Then presenting to the whole group.

Post-task

In this lesson there were not post-task.

- Say that post-task usually focusses on language. Ask students what post-task they would assign to their learners. Elicit random answers.
- Distribute handout 4 and ask students to compare with their own suggestions.
- Now ask the following question:
 - ~ *What language skills and language areas will learners have to use by going through the given task cycle (pre-task, the task, post-task)?*
 - ~ *What were the activities for developing listening/reading/writing/speaking/grammar/vocabulary? At what stage of the cycle?*

Answers:

- All language skills (speaking, reading, writing, listening) and some language areas (grammar, vocabulary) were used.
- For speaking – at all stages – guessing, discussions, presentation etc.
- Listening – listening to each other, to the teacher
- Writing – writing a story
- Reading – reading the story and comparing with own version.
- Grammar, vocabulary at post-cycle stage.

- Establish that Task-based learning gives an opportunity to teach language skills and language areas in integration through meaningful, goal-oriented, close to real life tasks.

Home assignment

- Ask students to read the following articles:

Willis J. (2008) Six types of task for TBL. <http://www.teachingenglish.org.uk/article/six-types-task-tbl>

Willis J. (2008) Criteria for identifying tasks for TBL

<https://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl>

- Ask students to work in groups of 3-4 and turn the given activity on Handout 5 into task (including pre and post task stages). Ask students to brainstorm as a team and allocate who does what (e.g. one person is responsible for writing up pre-task stage, another for the task, third is for post-stage – focus on grammar or vocabulary etc.).

Teaching and integrating language skills

Handout 1



Teaching and integrating language skills

Handout 2

I'VE JUST JUMPED OFF THE EMPIRE STATE BUILDING

John Helms, a young artist found himself all alone in New York city at Christmas time. He had no money and was so depressed that he decided to kill himself.

Helms, aged 26, took a lift to the top of the Empire State Building. For a few moments he looked over the safety fence, then he said a short prayer before throwing himself off.

A short time later he awoke to find himself on a ledge on the 85th floor, blown there by strong winds. He took a look at the cars crawling along Fifth avenue about 300 metres below and decided not to commit suicide after all.

He knocked on the window, which was opened by Bill Stackman who had been hard at work in his office. 'I couldn't believe my eyes, said Bill. 'You don't see a lot of guys coming in through the window of the 85th floor. I poured myself a stiff drink and one for him too ...'

So the story had a happy ending. When the story was reported on the radio hundreds of families called Helms to offer him a home for the holidays, so he was able to enjoy Christmas after all.



Teaching and integrating language skills

Handout 3

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?'

Teaching and integrating language skills

Handout 4

Language work: reflexive pronouns

Identification

Ask learners to go through and pick out expressions with *-self*.

found himself all alone; decided to kill himself; before throwing himself off; he awoke to find himself on a ledge; I poured myself a stiff drink.

Analysis

In all the examples above the reflexive pronoun is *himself*. But *himself* and its plural are unusual in the way they are formed. Look at the other reflexives:

myself – herself – itself – yourself – ourselves – yourselves

How are they formed? What about *himself* and *themselves*?

Most transitive verbs, including verbs with prepositions, can be used with a reflexive pronoun.

He said a short prayer before throwing himself off.

Look! You can see yourself in the water.

She locked herself in the bathroom.

He was looking at himself in the mirror.

They don't look after themselves properly.

These are the verbs most commonly found with a reflexive:

Blame – cut – dry – hurt – introduce – kill – teach

Sometimes the reflexive gives the verb an idiomatic meaning:

He awoke and found himself on a ledge. (He realised that he was on a ledge).

Practice

Can you use the verbs in the right hand box to complete these sentences?

<i>It's dangerous. You have to ... yourself.</i> <i>There's plenty of food. You can ... yourself.</i> <i>I don't ... myself today. I've got a bit of a headache.</i> <i>He was looking forward to the party. He was going to ... himself.</i> <i>They are always naughty. They don't know how to ... themselves.</i> <i>It was such a silly mistake. I could ... myself.</i>	<i>enjoy</i> <i>watch</i> <i>behave</i> <i>kick</i> <i>help</i> <i>feel</i>



Teaching and integrating skills

Handout 5, Home assignment

- First read the following articles.
 Willis J. (2008) Six types of task for TBL. <http://www.teachingenglish.org.uk/article/six-types-task-tbl>
 Willis J. (2008) Criteria for identifying tasks for TBL
<https://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl>
- Upgrade the activity (in grey box below) into a task. Make sure you address all language skills (speaking, reading, writing, listening) and language areas (grammar, vocabulary and/or phonology).
 Work in pairs. Tell your partner about how you spent your weekend.

ADDITIONAL MATERIAL

Activity1. Reading and discussing the article in small groups.

Objective: To raise Ss awareness of content-based learning and task-based learning strategies.

Materials: Handout 1

Procedure:

- Tell Ss that they will read extracts taken from different articles by [Teresa P. Pica](#) and [Michael Long](#), [N. Prabhu](#) and [Rod Ellis](#),..... in two groups. **.(Handout 1a, Handout 1b)**

Task-based language learning

'Task-based Language Teaching (TBLT), also known as 'task-based instruction (TBI) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and student confidence. As such TBLT can be considered a branch of [Communicative Language Teaching \(CLT\)](#).

TBLT was popularized by [N. Prabhu](#) while working in [Bangalore, India](#). Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. Major scholars who have done research in this area include [Teresa P. Pica](#) and [Michael Long](#).

Background

Task-based language learning has its origins in [communicative language teaching](#), and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some moved to task-based syllabus in an attempt to make language in the classroom truly communicative, rather than the pseudo-communication that results from classroom activities with no direct connection to real-life situations. Others, like Prabhu in the [Bangalore Project](#), thought that tasks were a way of tapping into learners' natural mechanisms for second-language acquisition, and weren't concerned with real-life communication *per se*.

Definition of a Task

According to [Rod Ellis](#), a task has four main characteristics:

1. A task involves a primary focus on (pragmatic) meaning.
2. A task has some kind of 'gap' (Prabhu identified the three main types as information gap, reasoning gap, and opinion gap).
3. The participants choose the linguistic resources needed to complete the task.
4. A task has a clearly defined, non-linguistic outcome.

In practice

The core of the lesson or project is, as the name suggests, the task. Teachers and curriculum developers should bear in mind that any attention to form, i.e. grammar or vocabulary, increases

the likelihood that learners may be distracted from the task itself and become preoccupied with detecting and correcting errors and/or looking up language in dictionaries and grammar references. Although there may be several effective frameworks for creating a task-based learning lesson, here is a basic outline:

Pre-task

In the pre-task, the teacher will present what will be expected of the students in the task phase. Additionally, in the "weak" form of TBLL, the teacher may prime the students with key vocabulary or grammatical constructs, although this can mean that the activity is, in effect, more similar to the more traditional present-practice-produce (PPP) paradigm. In "strong" task-based learning lessons, learners are responsible for selecting the appropriate language for any given context themselves. The instructors may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

Task

During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. And unless the teacher plays a particular role in the task, then the teacher's role is typically limited to one of an observer or counsellor—thus the reason for it being a more student-centered methodology.

Review

If learners have created tangible linguistic products, e.g. text, montage, presentation, audio or video recording, learners can [review](#) each other's work and offer constructive feedback. If a task is set to extend over longer periods of time, e.g. weeks, and includes iterative cycles of constructive activity followed by review, TBLL can be seen as analogous to [Project-based learning](#).

Types of task

According to N. S. Prabhu, there are three main categories of task; information-gap, reasoning-gap, and opinion-gap.

Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

Reasoning gap Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

Opinion gap Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual

information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Reception

According to Jon Larsson, in considering problem based learning for language learning, i.e. task based language learning:

...one of the main virtues of PBL is that it displays a significant advantage over traditional methods in how the communicative skills of the students are improved. The general ability of social interaction is also positively affected. These are, most will agree, two central factors in language learning. By building a language course around assignments that require students to act, interact and communicate it is hopefully possible to mimic some of the aspects of learning a language "on site", i.e. in a country where it is actually spoken. Seeing how learning a language in such an environment is generally much more effective than teaching the language exclusively as a foreign language, this is something that would hopefully be beneficial.

Larsson goes on to say:

Another large advantage of PBL is that it encourages students to gain a deeper sense of understanding. Superficial learning is often a problem in language education, for example when students, instead of acquiring a sense of when and how to use which vocabulary, learn all the words they will need for the exam next week and then promptly forget them.

In a PBL classroom this is combatted by always introducing the vocabulary in a real-world situation, rather than as words on a list, and by activating the student; students are not passive receivers of knowledge, but are instead required to actively acquire the knowledge. The feeling of being an integral part of their group also motivates students to learn in a way that the prospect of a final examination rarely manages to do.

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. As the tasks are likely to be familiar to the students (e.g.: visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

According to Jeremy Harmer, tasks promote [language acquisition](#) through the types of language and interaction they require. Harmer says that although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them, he says, to use all the language they know and are learning, rather than just the 'target language' of the lesson. On the other hand, according to Loschky and Bley-Vroman, tasks can also be designed to make certain target forms 'task-essential,' thus making it communicatively necessary for students to practice using them. In terms of interaction, information gap tasks in particular have been shown to promote negotiation of meaning and output modification.

According to Plews and Zhao, task-based language learning can suffer in practice from poorly informed implementation and adaptations that alter its fundamental nature. They say that lessons are frequently changed to be more like traditional teacher-led [presentation-practice-production](#) lessons than task-based lessons.

Content based learning

Content based learning Routines are used by teachers to teach curriculum content to academically diverse classes in ways that all students can understand and remember key information. Content Enhancement is an instructional method that relies on using powerful teaching devices to organize and present curriculum content in an understandable and easy-to-learn manner. Teachers identify content that they deem to be most critical and teach it using a powerfully designed teaching routine that actively engages students with the content.

Content Enhancement is a way of teaching an academically diverse group of students in which four conditions prevail:

1. Both group and individual needs are valued and met.
2. The integrity of the content is maintained.
3. Critical features of the content are selected and transformed in a way that promotes learning for all students.
4. Instruction is carried out in a partnership with students.

Some Content Enhancement Routines help teachers think about and organize content, then present it in such a way that students can see the organization. Others help teachers explain text, topics, and details. A third group helps teach complex concepts so students gain a deep understanding and develop a shared vocabulary for talking about important information. A final group of routines help students complete work in the classroom.

All of the routines promote direct, explicit instruction. This type of instruction helps students who are struggling, but it also facilitates problem-solving and critical thinking skills for students who are doing well in class.

Song as a Tool for Content based Learning
S. Ruth Harris, O.D., M.A.T.
www.SongsForTeaching.com

I could never recall the names of the United States in alphabetical order until my children taught me the **Song for Learning the Names of the United States** song. Then it was easy. Why?

Integrating song with content area learning has a long history. In the 1800's, lessons in mathematics, history, science, geography, and language arts were regularly reinforced with song.

We all intuitively understand how the "ABC Song" demonstrates the effectiveness of music.

How Songs Augment the Learning Process

Music can create and activate "prior knowledge." We learn most effectively when we already know something about a subject. Even a little knowledge about a subject makes it easier to acquire and digest new information on that subject. Prior knowledge provides "hooks" on which students can attach new material. When students are able to link new information to the old, they show increased interest in a subject. They can learn with a sense of purpose.

Music is an enjoyable way to provide the base of prior knowledge that is so critical to learning. After singing songs in Spanish, an English-speaking child will recognize words as he studies Spanish language and culture, increasing his ability and his interest.

Music can be used to provide an introduction to, and stimulate interest in, subjects across the curriculum. As one's base of prior knowledge grows, interest and learning become easier, and a positive cycle is established.

The use of music in the classroom is consistent with theories of multisensory learning. Cognitive psychologists have confirmed what educators have long known -- that we have a variety of different, but mutually enhancing, avenues to learning. Music is one such avenue.

Research suggests that the more senses we use, the deeper and broader the degree of learning. Teachers are encouraged to use auditory, visual, kinesthetic and tactile modes to supplement the learning experience. While music is obviously an auditory activity, the kinesthetic, visual, and tactile modalities can be activated via clapping, dancing, and instrument playing.

Music can help focus a learner's attention. Again, research is confirming what intuitive teachers have always known.

Music can function as a mnemonic device to aid recall of information. Just as we might use the expression, "In fourteen hundred and ninety-two, Columbus sailed the ocean blue." to jog our memories, we can use song to augment our recollection of facts.

It's easier, and a lot more fun to rehearse song than text! Music and song stimulate creativity and foster a positive attitude towards school.

GLOSSARY

constructive- useful and helpful, or likely to produce good results

distract - to take someone's attention from something by making them look at or listen to something else.

counselor- someone whose job is to help and support people with problems.

LESSON 10

Teaching Integrated Skills

Theme #10.	Project based learning

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Activity 1. <i>Reading an article</i> Activity 2. Case Study Activity 3. Categorization	
The aim: <i>to help learners to distinguish the ways of integrated skills, modes of integrating all four skills focusing mostly on project based learning.</i>	
Materials: whiteboard, marker, handouts, worksheets, paper	
Objectives: • to raise students' awareness of project based learning • to introduce the role of project based learning in teaching	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations

Activity 1 Reading an article.

Ask students to read the article and discuss the key points of the topic.

Why Project Based Learning (PBL)?

Project Based Learning's time has come. The experience of thousands of teachers across all grade levels and subject areas, backed by research, confirms that PBL is an effective and enjoyable way to learn - and develop deeper learning competencies required for success in college, career, and civic life. Why are so many educators across the United States and around the world interested in this teaching method? The answer is a combination of timeless reasons and recent developments.

- **PBL makes school more engaging for students.** Today's students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.
- **PBL improves learning.** After completing a project, students understand content more deeply, remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
- **PBL builds success skills for college, career, and life.** In the 21st century workplace and in college, success requires more than basic knowledge and skills. In a project, students learn how to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas, and manage themselves more effectively.
- **PBL helps address standards.** The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of success skills such as critical thinking/problem solving, collaboration, communication in a variety of media, and speaking and presentation skills. PBL is an effective way to meet these goals.
- **PBL provides opportunities for students to use technology.** Students are familiar with and enjoy using a variety of tech tools that are a perfect fit with PBL. With technology, teachers and students can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners, and audiences around the world.
- **PBL makes teaching more enjoyable and rewarding.** Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students.
- **PBL connects students and schools with communities and the real world.** Projects provide students with empowering opportunities to make a difference, by solving real problems and addressing real issues. Students learn how to interact with adults and organizations, are exposed to workplaces and adult jobs, and can develop career interests. Parents and community members can be involved in projects.

Activity 2 CASE STUDY

Read the case study and design possible solutions

Learning by Doing: A Teacher Transitions Into PBL

SEPTEMBER 21, 2015

[Shawn Canney](#)

English Teacher- PBL American Discourse and Drama

I have been a high school English teacher for 15 years. Every year, I try to do something a little different because I like learning from the process. After teaching AP Literature for a while, I became an AP Reader. Then, I presented at a national conference. I feel that I need to grow and develop every year. By the time I read *Julius Caesar* aloud in class for the 55th time, it was time for a change. That's why my new school was a project-based learning school.

The First Try

To be honest, I had not heard the term PBL until the job interview. I went through a week of in-depth training and met with some veteran PBL teachers. The idea sounded great in theory -- creating projects that helped students learn educational concepts. The first unit that I created taught the basic elements of writing through analyzing advertising campaigns. Students selected a product, determined the target audience, and then had to rebrand the product and create an advertisement directed at a new target audience. I spent a lot of time putting the unit together, and I thought it was pretty good.

I wish I could say that it went well, but it did not. I tried to embrace the idea of exploration and let the project grow organically. I wanted the students to discover things for themselves. I floated around the room to answer specific questions about the assignment, and I worked to make sure that students were on task. Some finished the assignment pretty quickly, but others were still in the early stages when the project was nearly due. For their presentations, I got a friend who works in marketing to come in and provide feedback for their finished commercials (the authentic audience component of PBL). Out of 12 groups, only two were able to present by the end of the period, and they were scrambling to get their presentation together at the last minute. I felt like a failure.

The next day, the students and I had a pretty good dialogue about the process. Many said that they felt embarrassed because they were not ready to present. It turned into a real teachable moment for both my students and myself. Many of them said that they felt overwhelmed by the assignment because it was so broad. I realized that I had made some judgmental errors as well. This productive discussion made me realize that I had learned a lot from that first project.

6 Lessons Learned

My school is on the 4x4 block, so I made the following changes in January, and I am happy to say that the projects became a lot better. Here are the lessons that I learned.

1. Set clear goals.

In order to be successful, the students have to know what is expected of them. If you can, save projects from previous units to model your expectations.

2. Over plan.

One of the great things about PBL is that it has differentiated instruction built into it. Students move at their own pace and ask questions when they don't understand something. The second time I assigned this project, I also had my students read an outside novel for homework. Those who finished tasks early could then read or work on something else instead of hanging out and distracting others.

3. Make students accountable for their time.

I had students share their work with me through Google Docs so that I could see their progress on a daily basis. One group didn't want to use the school-issued laptops, so I took pictures of their handwritten documents with my phone. One way or another, I was able to see progress every day.

4. Give concrete deadlines for products.

This helps make a project seem like a goal that can be accomplished. I added steps to be completed by the end of each day. When every step was completed, the project was done. My students knew what deliverables were due each and every day.

5. Share rubrics in advance.

Rubrics help give your students insight into the design of the project. This helps them understand what they should be taking away from the experience. For example, when my students had to write essays about their projects, they were kind of lost. They were summarizing instead of analyzing, so my second rubric listed terms and devices that I wanted to see in their essays.

6. Reflect on what you are doing.

One reason why the project went smoothly the second time was because I took notes about the positives and the negatives the first time that we did the project. Reflection and bouncing ideas off your peers can help solve problems before they arise.

As I stated earlier, I grow and develop each year. I am interested to hear of any additional practices or tips that other PBL teachers maybe utilizing as well. Let me know what works in your classroom!

Activity 3 Categorization

Write on the board two columns and ask students to categorize the differences between project and PBL.

Projects	PBL
Teacher-directed	Inquiry-based
Highly-structured	Open-ended
Summative	On-going
Thematic	Driving question/challenge
Fun	Engaging
Answer giving	Problem solving
De-contextualized – School world	Contextualized – Real world

Home assignment

Time: 10 min. Make a plan and bring the materials for your own project based learning.

LESSON # 11

Teaching Integrated Skills

Theme # 7	Designing an activity on integrated skills
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead in Activity 1. Read an article Activity 2. The analysis of the sample lesson plan Activity 3. Case study	
The aim: to explain the integration of the four macro skills in the classroom enhances learners' communicative competence.	
Objectives: • To raise awareness of the advantages of integrated skills in teaching and learning authentic language. • To provide the opportunity for the learners to use combined skills in their day to day communication situations.	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations
Materials:	whiteboard, marker, handouts, worksheets, paper

Activity 1 Reading. Divide students into two groups and distribute to the first group **Handout 1(a)** and to the second one give **Handout 2(b)**. Ask students to read the article and discuss the key points of the topic. After finishing reading article each group should represent their presentation and explain own out look to the given information.

Objectives: to raise awareness of Integrating the four language skills.

Time: 40 min

Materials: **handout 1. (a, b)**

Handout 1 (A)

Advantages of Integrated Skills Teaching

Skills integration helps learners to see how the four skills are interconnected and interrelated to each other. For example, learning of listening leads to the use of speaking or writing. And the effectiveness of a particular skill depends on another skill. So if language teachers make use of the approach in the classroom properly, learners will be initiated to practice and they will have the readiness to do what they are supposed to do. As a result, learners will understand that language skills are rarely used in isolation outside the classroom McDonough and Shaw.

Also, the integration of the four macro skills in the classroom enhances learners' communicative competence. This is because effective communication involves the integration of different language skills. Integrating skills in association with one another as it happens in real life is an important aspect to develop learners' overall communicative abilities like (asking for information, responding to information etc.).

The other advantage of integrated skills teaching is that it exposes language learners to authentic language. This means the purpose of reading should be the same in the classroom as they are in real life. This provides the opportunity for the learners to use combined skills in their day to day communication situations. In this case, role play is the best technique that encourages learners to use 'real' life language. In order to integrate listening and speaking for example, a teacher may let learners play a role between a waiter and restaurant customer. This gives learners more practice in language use since integrating skills a matter of language use. Integrating the four language skills motivates learners. As Oxford² says "the integrated skill approach can be highly motivating to students of all ages and backgrounds." Learners' motivation to use language in the classroom can be maximized if a lesson which integrates a number of skills has more variety. In segregated skills teaching, for example, much time is spent treating the skills in isolation. The purpose is of course to practice the different skills in reading or listening. But such practice may not have variety. Learners have differences in their ability learn through hearing, seeing and muscular movement Gower, Phillips and Walters. In relation to this, Kumaravadivelu explains;

Various learners bring various learning styles and strategies to class.

Integration of language skills has the potential to offer "different opportunities for

² Oxford, Rebecca. Integrated Skills in the ESL/EFL Classroom. ERIC DigestED456670. Washington, DC: ERIC Clearinghouse for ESL Literacy Education. 2001. Retrieved from <http://www.ericdigests.org/2002-2/esl.htm> January 4at5:54pm.

different types of learners, for example, the extroverts who like to speak a lot, the introverts who prefer to listen or read, and the analytically or visually oriented learners who like to see how words are written and sentences constructed.”

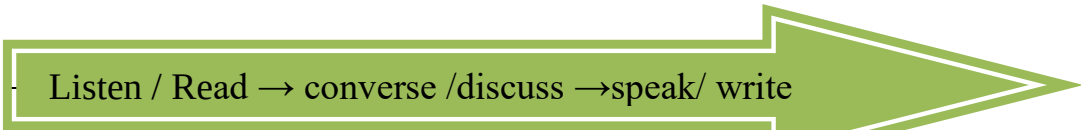
Moreover, teaching by integrating skills allows language learners to engage in purposeful, meaningful and relevant learning. When these skills are practiced in integration it is more likely to be learned well. Integrated skills teaching practice as a form of communicative language teaching focuses on meaning. In terms of purpose, learners are aware that they read a text because they will be required to react to the text and to do something with it; and this makes the language lesson relevant.

Handout 1 (b)

Techniques of Integrating Language Skills

As Harmer says whatever techniques are used in the classroom the aim of language teaching is to improve students' communicative ability. So in order to help learners with communication difficulties and help them use the target language teachers should use specific techniques and familiar activities to present language skills in combination. With respect to this, McDonough and Shaw point out, that teachers can use a variety of ways of integrating the language skills and unify them around a common topic or tasks in the classroom. Thus as Atkins, Hailom and Nuru and Byrne cited in Johnson and Morrow indicate the easiest form of integration is from receptive to productive skills. In doing so, according to Krashen's³ input hypothesis, by integrating skills in such a way we are providing a certain input that becomes a basis for further output. Similarly, we can integrate the four skills in terms of oral medium (listening to speaking) and written medium (reading to writing). We call such types of integration simple integration.

Skills integration can be achieved through the practice of receptive skills (listening and reading) followed by the practice of productive skills (speaking and writing). The body of information obtained from listening and reading could be a prerequisite to the learner to produce language in speaking and/or writing. Edge⁴ puts 'the most common ways ELT involve some kind of information input, followed by an exchange of information or a discussion, followed by some kind of language output. This pattern could be:



Listen / Read → converse /discuss →speak/ write

³ Krashen, S. Principles and Practice in Second Language Acquisition - Oxford: Pergamon. 1982

⁴ Edge, J. Essentials of English Language Teaching. - London: Longman Group UK Limited. 1993

The implication of this for teaching is that the information from listening could be a model for speaking and/or writing and the information learners get from reading may function as the basis for speaking and/ or writing practice.

The other technique of integrating the skills is a complex one. This demands the integration of all the four skills at a time. Although many textbooks have some integration of the four skills, we may still need to make some changes to the contents. This means language teachers are supposed to make modifications such as adjusting timetable and changing the activities in the textbooks in order to create conducive atmosphere for skills integration. This could be done using various resources and channels of communication such as newspapers, TV, radio and the internet. This implies that integrated skills practice requires the use of instructional materials and equipment .

In addition to the above techniques, McDonough and Shaw recommend different techniques of integrating the four language skills in the classroom.

1. Preparing learners to give short oral presentations in class to the rest of the group is another useful way of achieving skills integration in the classroom.
2. Projects with integrated 'themes' that entail integrated skills can provide a pertinent way of giving learners an effective forum in which to develop these skills.
3. Role play and simulation activities are often thought to be one of the most effective ways of integrating language skills in the language classroom.

Moreover, Lubelska and Matthews in McDonough and Shaw suggest several ideas relating to integrated skills for language teachers.

1. Integrating skills involves using some or all of Listening, Speaking, Reading and Writing to practice new material (vocabulary, pronunciation, grammar, text/ discourse).
2. All four skills must be practiced in every lesson.
3. As listening and speaking naturally go together, it is always desirable to integrate these two skills.
4. The sequence hear-speak-read-write is the most appropriate for integrated skills work.
5. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lessons.
6. If we want to develop specific sub skills (reading for the gist, guessing unknown words etc.), it is necessary to focus on individual skills in some lessons.

7. Integrated skills may be fine with a small group of adults. It is difficult to do with large classes and in lessons lasting only 35 minutes.

Although the integration of the four skills is essential for the development of students' communicative competence, it should be noted, however, that the teaching of integrated language skills can also have a number of disadvantages

Integrated skills teaching lack depth and substance. In trying to integrate the four skills at a time language teachers must not overlook the useful role that a separate lesson provides skills that are unique to each skill such as reading for gist, inferring, etc. It is therefore, necessary for teachers to maintain an appropriate balance between integration and separation.

Integrating the four language skills demands teachers a lot of things. For example, teachers need to have a good understanding of discourse, keep the needs and capabilities of learners. Besides they should use textbooks flexibly. In this case teachers are expected to be versatile and well trained in order to implement the approach effectively.⁵

Integrated skills teaching can also be time-consuming. This is because the integrating process requires a lot of preparation. Sometimes teachers are so busy that they cannot spare much time for extra preparatory work.

Another limitation is the problem of designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. This means that teachers have to be skillful in designing integrated activities for their students

Activity 2 Sample lesson plan

Objective: to raise participants' awareness of the importance of designing integrated activities for the students in teaching language.

Time: 30 min

Materials: handout 2

► Procedure:

☺ (15 min) Ask participants read and analyze the sample lesson plan.

⁵ Jing, W.U. Integrating skills for teaching EFL—Activity design for the communicative classroom. - Sino-US English Teaching, 3(12). 2006

Handout 2

Sample lesson plan

Theme: Giving directions

Group: Level: Beginners / Lower Intermediate

Age: Pre-adolescents / Adolescents / Adults

Objectives: Students will learn how to give directions and how to ask for directions. They will also learn the Imperative and practice the prepositions of place.

Materials: A map of the city where the students live.

Steps to follow:

1. Teacher starts the class by asking how far students live from there. Then she sticks a map of the city on the blackboard and asks the students to indicate the place where they live on it.
2. While they are indicating the way to their places, the teacher writes on the blackboard the directions in English.

3. Vocabulary and expressions:

- *Asking for directions:*

“How do I get to?”

“Can you tell me the best way of getting to?”

- *Giving directions:*

“Walk to the corner and turn left”

turn right

make a left turn

make a right turn

“Walk two blocks to the traffic lights”

“Walk straight ahead to the second set of lights”

“Walk along San Martin Street for three blocks and then turn right”

“The hospital will be on your right”

“You will see the hospital on your left, next to the supermarket”

“The hospital will be on your left, between the library and the Post Office”

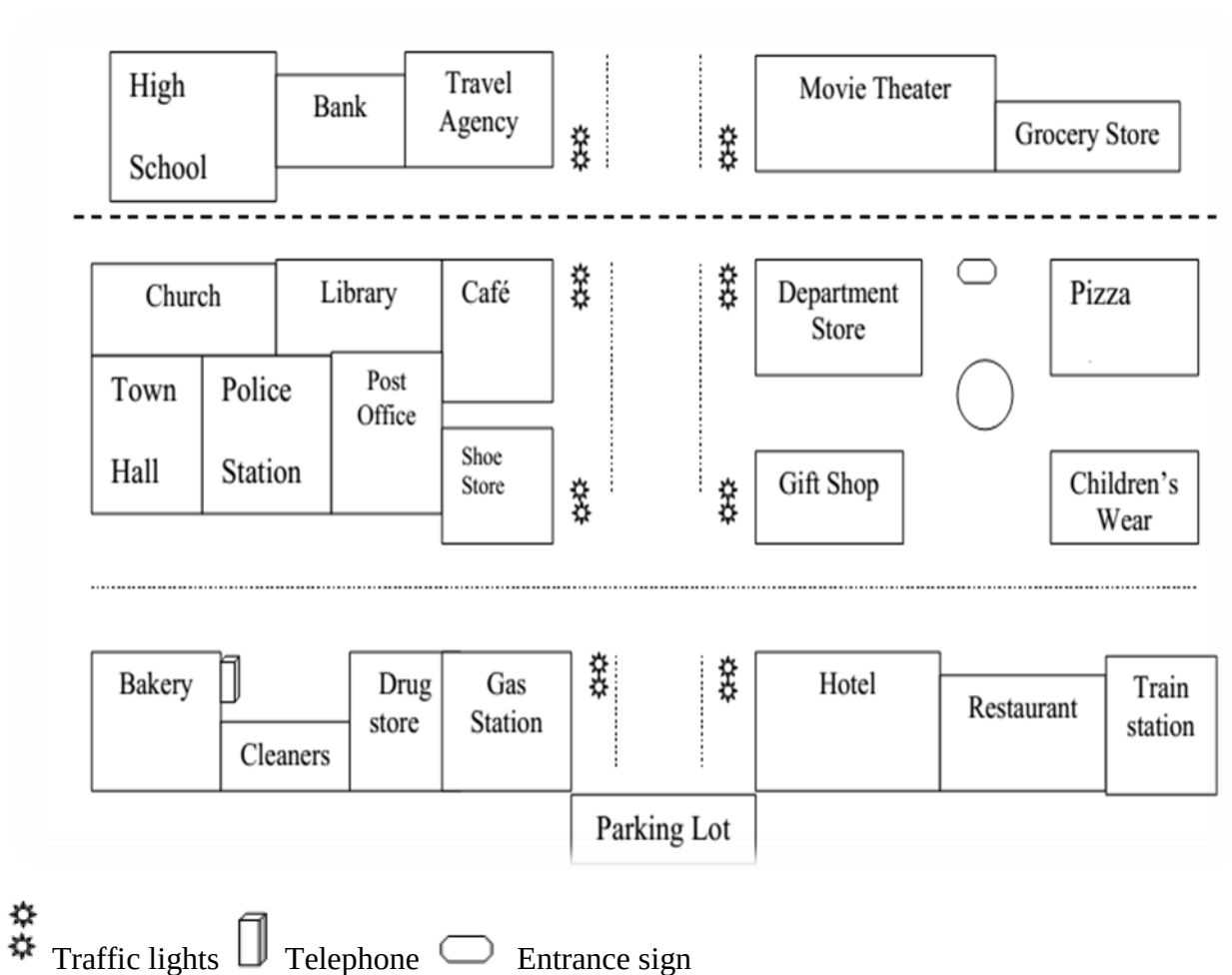
“Go straight on Main Street until you get the first set of lights.”

4. As most of the sentences are imperatives, they do not follow the structure of a simple sentence. This will call the students' attention, as they know that in English the subject has to be present in every sentence. After eliciting ideas from the students to justify this change in structure, the teacher explains the Imperative and its function.

5. After giving all the expressions and vocabulary and having explained the Imperative, the teacher asks the students to work with their partners. Each student is supposed to direct his/her partner to get to different places in their city.

6. After giving them some time to work on the new vocabulary, the teacher gives each student a copy of a map for a listening activity.

Note: All the expressions given at the beginning of the class will serve as a scaffold for the following activities. This will enable students not only to identify and understand the instructions, but to follow them with more confidence.



Script:

Downtown Map (taken from *LISTEN UP!* by Heinemann International, 1991.)

Look at the map. You are at the parking lot. Follow the instructions given on the tape to find eight places on the map. Write the correct number on the place where you are told to go. Remember you are at the parking lot.

1. *This is number one. Go down Main Street until you come to the first set of lights. Turn right at the light, and it's the first building on your right. Write number one on this building.*
2. *This is number two. Start again at the parking lot. Go down Main Street, past the first set of lights, until you come to the second set of lights. Turn left at this light, and it's the second building on your right. Write number two on this building.*
3. *This is number three. Start at the parking lot. Go straight on Main Street until you come to the top sign. Turn right at the stop sign, and it's the second building on your right. Write number three on this building.*
4. *This is number four. Start at the parking lot. Go down Main Street until you come to the first set of lights. Turn left at the light, and go straight until you come to a telephone booth. It's just after the phonebooth on the left-hand side of the road. Write number four on this building.*
5. *This is number five. Start at the parking lot. Go straight on Main Street, until you come to the second set of lights. Turn right here, and keep going until you come to the entrance sign of the shopping mall. Enter the shopping mall here. It's the first building on your right. Write number five in this building.*
6. *This is number six. Start at the parking lot. Go down Main Street until you come to a set of lights. Go straight at these lights, and keep going until you come to another set of lights. Turn left here, and it's the third building on the left. Write number six on this building.*
7. *This is number seven. Start at the parking lot. Go down Main Street, past the first set of lights, until you come to the second set of lights. Turn right here. Enter the shopping mall at the entrance on your right. Go straight and you'll come to a fountain. Turn left at the fountain and keep going. It's the building on your left. Write number seven on this building.*
8. *This is number eight. Start at the parking lot. Now go down Main Street until you come to the first set of lights. Turn left at these lights and keep going until you come to a telephone booth. It's the building straight across the street from the phone boot. The people here want to meet you very much. Write number eight on this building. What did you do wrong?*

7. After checking, the teacher asks the students to retell the directions they heard on the tape.

8. Video Activity:

The teacher plays the first act of Episode 2 of Family Album, U.S.A. with sound off. After watching it, she asks them to retell what they think takes place in the story. Then she gives them

a copy of the script without the words and expressions learned. She plays it again, but this time with the sound on to let the students complete the script.

Complete Script:

Harry: Excuse me. Can you help me?

Vendor: Sure, what do you want?

Harry: Where is 83 Wooster Street?

Vendor: That's easy. Walk to the corner. Then make a left turn. Then walk two blocks to the traffic light. Make another left to Woodster.

Harry: Thank you. To the corner and then a left?

Vendor: Yeah. A left. Hot dog? Only seventy-five cents.

Harry: No, thank you. I have a dinner date.

A little later, Harry is still lost. He goes to a pay phone and dials Susan's telephone number.

Harry: 555-9470 ... and it's busy Try again.

555-9470... and it's still busy. (He walks to a grocery store to ask for directions)

Excuse me, ma'am. I'm looking for 83 Wooster Street.

Woman: Yes. Wooster Street is two blocks, and 83 is to the right, about two blocks.

Harry: Thank you, thank you!

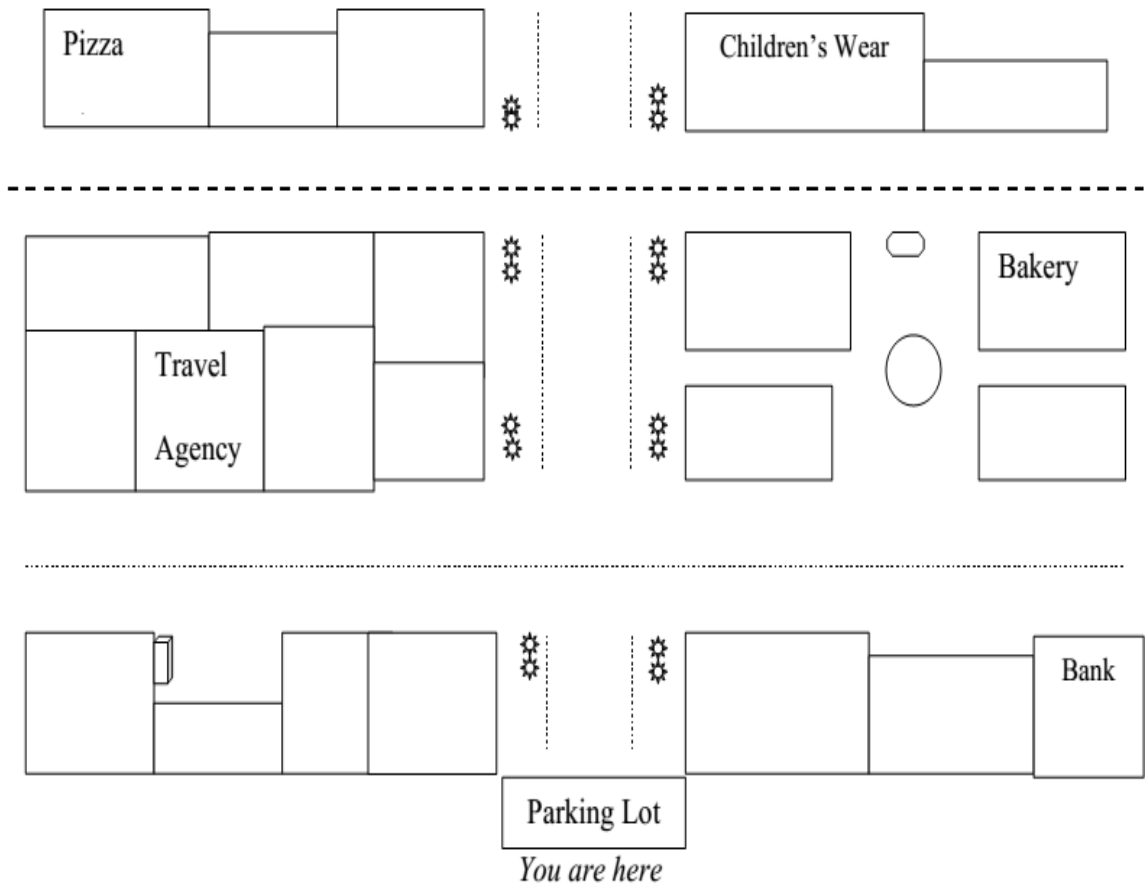
Woman: You're welcome!

9. After completing the script, students read one line each to check their work.

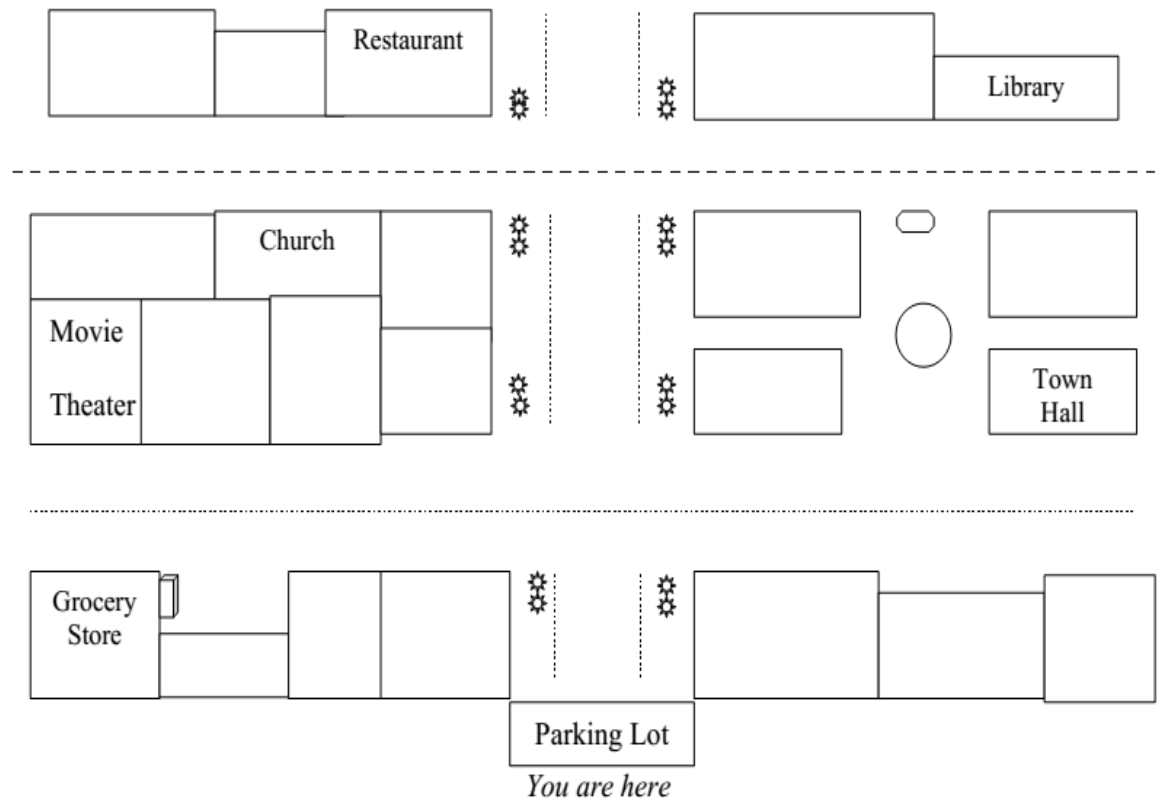
10. Follow Up activity.

Pair work. The teacher gives the students one map each. Although the maps are the same, the places indicated on them are different.

Map 1



Map 2



The students with Map1 will have to ask where the church, the restaurant, the library, the Grocery Store, the movie-theater and the Town Hall are. The students with Map 2 will have to ask where Pizza Place, the bakery, Children's Wear, the travel agency and the bank are. Once they are finished, they look at their maps to check if they placed the different stores correctly.

☺ (15 min) Put participants in pairs. Tell learners that they will have more practice to share their own opinion and understanding.

Summary to the lesson

Objective: to practice making design integrated language skills activities.

Time: 10 min

Learning how to get to any place is a topic that interests students, especially adults. The possibility of their traveling abroad and getting lost is something that scares them a lot. This is the reason why I always give the vocabulary and expressions from the very beginning. The topic itself scares them. However, when they are given the necessary tools to face and handle the situation, students immediately get the confidence they lack. This lesson places emphasis on listening and speaking because those are the basic skills students need to handle in these situations. Nevertheless, some activities on writing and reading are included for practice.

It is essential not to forget that students have different learning and cognitive styles. For instance, some students are better visual learners than aural learners.

Therefore, when dealing with different kinds of material in class, teachers are giving their students the possibility of not only working on all of the skills, but on working on the one they have more strength, helping them feel more confident.

Home assignment

Explain to the students to choose one topic and create some activities for the teaching Integrated language skills.

LESSONS 12-13

Module:	Teaching and integrating language skills
	Lesson 37-38
Topic:	Micro-teaching
Time:	80 minutes
Aim:	To allow the students to demonstrate the knowledge, accumulated in TIS lessons, students are expected to design a lesson plan on receptive and productive language skills and conduct 20 minutes lesson.

Criteria for assessment

• Interactive mode of work • Use of authentic materials • Practice of skills (productive/receptive) and strategies) • Integration of skills • Balance between fluency and accuracy • Use of English	5 % 5% 5 % 5 % 5 % 5 %
Total	30 %

MODUL 4: CLASSROOM INVESTIGATION 1

LESSON #14

Classroom investigation

Theme #14.	Stages of classroom investigation
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 3. Warm-up 4. Activity 1. Introduction 5. Activity 2. Describe the purpose of action research 6. Activity 3. The process of action research and its nine steps 7. Case study	
The aim: To provide students with guidance and tools in investigating the classroom	
Objectives: • To make aware of the purpose of the course and to introduce with the stages of classroom investigation	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm-up. (15 min.)

Objectives: to lead-in to the topic and to raise students' interest to it.

Materials: video track

Time: 5 min

Procedure:

- Play the video and ask to predict the session's issue
- **Ask participants the following questions:**

1. *Do your teachers often change something (e.g. activities, room layout, etc) in your teaching?*
2. *How do you know that that teachers need to change something?*

- ✓ Say that when teachers reflect on their practice and wish to change and improve certain things, they are actually taking the first steps towards classroom research.

Activity 1. Introduction

Objectives: to introduce the course description

Materials: Handout 1

Time: 15 min

Procedure:

- Distribute handout 1 and ask Ss to get acquainted with the course description
- Ask Ss do they have any ideas and are the terms familiar for them

Handout 1

Introduction

CLASSROOM INVESTIGATION 1

Introduction

Compulsory, Year 3, 20 hours, Semester 6 (to be continued in Semester 7)

Aim

By the end of Year 3 students should develop an understanding of the ways of researching classroom for professional development.

Objectives

By the end of Semester 6 students will

- be aware of the importance and phases of classroom investigation;
- be aware of the role of observation for developmental purposes;
- be able to design and use tools for data collecting (e.g. observations, questionnaires, interviews).

Indicative content

Classroom Investigation is a systematic form of research which involves collecting evidence on which to base structured and meaningful reflection.

- Stages of classroom investigation (teacher problem identification and formulating a realistic research question, action planning (choosing appropriate data collection method), data collection, data analysis, action planning.
- Designing data-collecting tools and understanding their advantages and disadvantages
 - observation (by peer or using video recording)
 - interview (structured, semi-structured, unstructured)
 - questionnaire to students and teachers
 - diary
 - case study
 - field notes
 - evidence of student performance
- The need for triangulation of data sources
- Observation procedure
 - Stages of observation (pre-observation, observation, post-observation)
 - Giving (in oral and written form) and receiving feedback

Approaches to teaching and learning

- Task-based sessions
- Discussions
- Self study
- Case study (based on good practice in classroom observation)
- Classroom Observation tasks
- Guided reading
- Shared analysis of samples of classroom investigation data
- Designing research tools

Learning outcomes

Students should have developed:

- The ability to design data collecting tools appropriate for the research question
- The ability to carry out focused classroom observation for developmental purposes
- The ability to plan and carry out classroom investigation for a research paper

Indicative bibliography:

*Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge and New York: Cambridge University Press.

Assessment profile
Semester 6

Continuous and Mid-course Assessment • Participation • Design of Questionnaire • Design of Interview form	70% 10% 30% 30%
Final assessment • Design of Lesson observation form	30%

Activity 2. Describe the purpose of action research

Objective: to give brief outlines to the term of action research

Time: 20 min

Materials: Handout 2. **What is action research?**

► **Procedure:**

- Give brief explanation that the

Action research, also called teacher research and teacher-as-researcher, is an approach designed to develop and improve teaching and learning. The essence of action research is teachers' solving everyday problems in schools to improve both student learning and teacher effectiveness.

The linking of the terms *action* and *research* highlight the essential features of the method: (1) seeking out aspects in teaching as a means for increasing knowledge and (2) improving practice. Undertaken by teacher-practitioners, action research involves one or more teachers (or counselors or administrators) looking at their own practice or a situation involving students' development or behavior. Action research is a structured process in which teachers identify, examine, and improve aspects of their practice.

Interest in teacher action research is growing, partly because it provides teachers the opportunity to study and improve their own practice and because it provides them an opportunity to work together on common issues or everyday concerns in their classrooms. Good action research integrates theory, practice, and meaningful applications of research results. Action research encourages change in schools, empowers individuals through collaboration with one another, encourages teacher reflection, and examines new methods and ideas. Action research is typically focused on a particular issue or concern that is examined in a single school. The results tend to be localized to a given school, department, or classroom.

Varied views of action research have over the years shown a common perspective. Kurt Lewin describes action research as a three-step spiral process of (1) planning that involves reconnaissance; (2) taking action; and (3) fact-finding about the results of the action. Stephen Corey states that action research is the process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. Carl Glickman says that action research in education is study conducted by colleagues in a school setting of the results of their activities to improve instruction. Emily Calhoun describes action research as a fancy way of saying "let's study what's happening in our school and decide how to make it a better place." For practical purposes, we will summarize these findings with our own simple definition: action research involves teachers identifying a school-based topic or problem to study, collecting and analyzing information to solve or understand a teaching problem, or

helping teachers understand aspects of their practice. Action research is educative, focuses on teachers and schools, focuses on problems of practice, and aims at improving practice.

Handout 2. What is action research?

The general process of conducting action research was briefly introduced as a four-stage procedure. To reiterate, these four stages are:

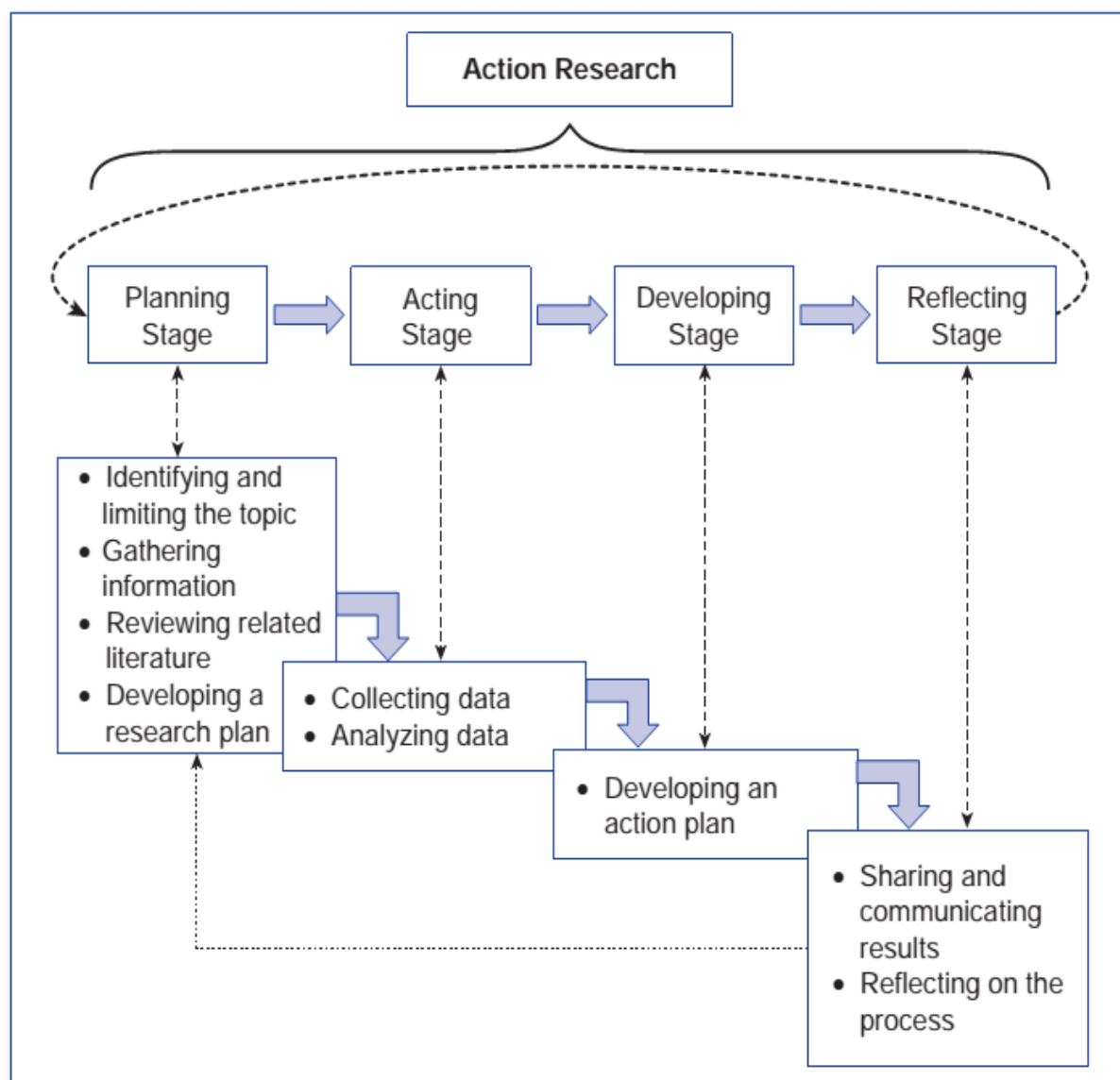
1. The planning stage 2. The acting stage 3. The developing stage 4. The reflecting stage

However, it is critical at this time that we begin to examine the specific steps of conducting an action research study. The focus of this session is to introduce the nine specific steps that comprise the process of action research. The nine steps in the process are as follows:

1. Identifying and limiting the topic
2. Gathering information
3. Reviewing the related literature
4. Developing a research plan
5. Implementing the plan and collecting data
6. Analyzing the data
7. Developing an action plan
8. Sharing and communicating the results
9. Reflecting on the process

Upon comparing the general four-stage procedure with the nine specific steps, you probably will not find it too difficult to see how the two fit together (see Figure 2.1). Stage 1 (the Planning stage) is composed of Steps 1, 2, 3, and 4 since these are planning activities done prior to the implementation of the project. Stage 2 (the acting stage) is composed of Steps 5 and 6, where the action researcher implements the plan and then collects and analyzes the data. Step 7 is, in essence, its own stage, namely Stage 3 (the developing stage). This is the step where the revisions, changes, or improvements arise and future actions (known as an “action plan”) are developed. Finally, Stage 4 (the reflecting stage) is composed of Steps 8 and 9; the action researcher summarizes the results of the study, creates a strategy for sharing the results, and reflects on the entire process. It is important to mention that you will see variations of Figure 1 with the specific step or steps being addressed in that particular chapter highlighted in the figure.

Figure 1. Integration of Two Organizational Schemes for the Step-by-Step Process of Action Research



Activity 3. The process of action research and its nine steps

Objective: to identify the ways of conducting action research

Time: 30 min

Materials: Handout 3. Conducting Action Research

Procedure:

Say that the basic steps in action research are (1) identify a topic or issue to study, (2) collect data related to the chosen topic or issue, (3) analyze and interpret the collected data, and (4) carry out action planning, which represents the application of the action research results. But if we want to study deeply we will learn them with the help of nine steps.

- Cut the text into six parts
- Divide Ss into pairs and ask them to read the given handout and present the idea of the topic separately with their partner to the whole group.

Handout 3. Conducting Action Research

Step 1: Identifying and Limiting the Topic

The first step in any research study is deciding exactly what to study. Since personal and professional experiences are so central to teacher-initiated action research, possible topics for investigation might be anything about which you are curious, that piques your interest, or that intrigues you in any way. Essentially, you are looking to identify some topic that you would genuinely like to examine in depth (Johnson, 2008). It is important to remember that the goal of any action research project is a desire to make things better, improve some specific practice, or correct something that is not working as well as it should (Fraenkel & Wallen, 2003). These goals must be kept in mind when initially identifying, and later narrowing the focus of, the topic.

"What makes a good action research topic or issue? First, the topic or issue should be important to the teacher, the team of teachers, or the school or district team that is undertaking the study. It must be relevant to their professional lives. Typically, action research involves issues that are a pressing problem or a new teaching strategy or assessment instrument that researchers think or hypothesize will improve the problem. To identify topics, researchers can reflect on their daily professional lives and ask themselves, "What classroom problem or issue do I need to solve (or improve)?" Counselors and administrators can ask this same question to identify topics to study, to address issues they deal with on a day-to-day basis. If a problem does not readily come to mind (usually one does for many of us!), try brainstorming to arrive at a real-life issue to study. You should make sure the topic is truly substantive and if a solution is found, that it might improve your practice.

Researchers also must consider whether the type of information needed to solve the problem is available. For example, it would be very difficult to study a group of students who no longer attend the school because they've graduated or moved. Early in the process, researchers must be sure they can obtain the data needed to carry out the action research. Topics can also be evaluated and refined by discussing them with a colleague, mentor, or school principal.

Following are some examples of the type of topics studied in action research:

- *How can we find ways to encourage slow readers to engage in more reading?*
 - *Are we helping or hurting students by letting them invent their own spelling?*
 - *What are the best strategies to settle students down quickly at the start of class?*
-

Step 2: Gathering Information

After identifying and limiting the topic, the next step is preliminary information gathering, a process that Mills (2011) refers to as reconnaissance. Information gathering can be as simple as talking with other teachers, counselors, or administrators in your school or district in order to gauge their perceptions of your proposed research problem and perhaps to query them for ideas. You may skim teacher's manuals or other types of curricular guides, again looking for ideas, suggestions, and the like that may inform your topic. More formally, doing reconnaissance involves taking time to reflect on your own beliefs and to gain a better understanding of the nature and context of your research problem (Mills, 2011). Doing reconnaissance takes three forms: self-reflection, description, and explanation.

Step 3: Reviewing the Related Literature

"Related literature" can be loosely defined as any existing source of information that can shed light on the topic selected for investigation. These sources of information might include professional books, research journals, complete websites or individual web pages, teacher resource manuals, school or district documents, and even discussions with colleagues (Creswell, 2005; Johnson, 2008). There really is no limit to what can be used as related literature because

the purpose of reviewing this information is to help the teacher researcher make informed decisions about the research focus and plan. This related information can provide guidance for defining or limiting the problem, for developing an appropriate research design, or for selecting legitimate instruments or techniques for collecting data (Parsons & Brown, 2002). Again, this activity provides an opportunity for the action research to connect existing theory and research to actual classroom practice (Johnson, 2008).

Step 4: Developing a Research Plan

In a traditional educational research study, the development of a research design and plan for collecting data is known as the research methodology. Inherent in designing an action research study are several specific decisions that must be made during this step in the action research process. Once the research problem or topic has been identified and focused, it is then appropriate to state one or more research questions and possibly to develop from those questions specific hypotheses (Parsons & Brown, 2002). A research question is the fundamental question inherent in the research problem; it is the question the action researcher seeks to answer through conducting the study. The research question provides the guiding structure to the study itself. Every part of the action research study should be done so as to facilitate finding an answer to the research question. This is largely the reason behind why it is important to specify the research question prior to making any other decisions about the methodology.

When you write your questions, keep them narrow in scope. What, exactly, do you want to “fix,” evaluate, compare, improve, or better understand? Researchable, answerable questions usually begin with “Why,” “How,” and “What.” Rule out questions that can be answered by “yes” or “no.” Include an intervention in your question. What action will you take—or what implementation will you make—to try to improve the situation? Following are some examples of narrowed, researchable research questions:

- What is the impact of math manipulative on second-grade students’ achievement of subtraction skills?
- How effective has the peer tutoring program in honors English been on improving student essays?
- What is the effect of self-selection of books on increasing students’ interest in reading?

Note that these questions are all ones that would be of interest to teachers, counselors, and administrators. The topics are narrow and defined so as to be solved in a relatively short time span. Also, these questions all include a common characteristic—some sort of intervention, some variable being evaluated in the study. “What is the impact of X on Y?” “How effective has X been on Y?” and “What is the effect of X on Y?” are typical scripts you can follow to frame your research question. For practice, write three of your own action research questions.

Closely related to decisions about which specific characteristics will be measured or observed are the procedures to be used to collect the data on those characteristics; these are the particular decisions related to the design of the research study. The action researcher needs to decide who can provide the data that are needed, how many participants are needed for the study, and how to gain access to those individuals (Creswell, 2005). Any of the methodologies briefly described in Chapter 1—whether they be quantitative, qualitative, or mixed methods in nature—can be used (although usually in somewhat simplified and less sophisticated form; Fraenkel & Wallen, 2003). Surveys, comparative studies, correlational studies, experiments, observations, interviews, analysis of existing records, and ethnographies are just some of the methodological designs that

can be considered and effectively utilized. Also, remember that action research is systematic; therefore, data collection must be focused, and decisions about the various elements of research design and data collection must be determined before implementing the actual study (Johnson, 2008).

Remember also that the data to be collected relate directly to the research questions that are guiding the action research study. Also important during the planning stage of action research studies is paying close attention to the issue of research ethics. Research ethics deals with the moral aspects of conducting research, especially research involving human beings. Consideration must be paid to how participants who are involved in a study are treated, the level of honesty and openness that participants are afforded, and the manner in which results are reported. As Mills (2011) states, it basically involves “doing the right thing” from a research perspective (p. 29). At a minimum level, research ethics addresses such values as honesty, caring, and fairness, among others.

Step 5: Implementing the Plan and Collecting Data

The next step in the process of conducting action research is the determination of the specific data to be collected and how to *actually* collect them. In other words, decisions must be made about the instruments or other data collection techniques that will be used in the study. Fraenkel and Wallen (2003) suggest three main categories of data collection techniques. First, teachers can *observe* participants involved in the educational process. These participants might include students, other teachers, parents, and administrators. Whenever observations are made by teachers, it is a good idea to record as much as possible of what is observed. **Field notes** or journals are typically used to describe in detail what is seen and heard.

Second, **interviews** may also be used to collect data from students or other individuals. When we think of interviews, we typically think of an oral question-and-answer exchange between two or more individuals. However, interviews can also be conducted in written form through the use of a pencil-and-paper medium. This type of written question-and-answer data collection is known as a **questionnaire or survey**. Often, data collected from observations can lead quite nicely to additional follow-up data collected through the use of interviews or surveys (Fraenkel & Wallen, 2003).

Finally, a third category of data collection techniques involves the examination and analysis of **existing documents or records**. Analysis of existing records is often the least time consuming, since the data have already been collected; it is the job of the action researcher to make some sense of what is already there. A few examples of this type of data include attendance records, minutes of faculty meetings, school newspapers, lesson plans, policy manuals, seating charts, and student portfolios—the list is potentially endless. I would like to add a fourth category to the list provided by Fraenkel and Wallen (2003) above. This fourth category is composed of quantitative measures, such as **checklists, rating scales, tests**, and other formal assessments that are routinely used in schools.

Checklists and rating scales are often used in classrooms by teachers, usually in the form of scoring rubrics. In that sense, they may be considered existing records. However, they may also be specifically designed to collect data as part of an action research study. Tests, whether standardized or teacher developed, as well as other types of formal assessment techniques, are also existing forms of data that can be used quite efficiently for action research purposes.

Action research allows for the use of all types of data collected through the use of a wide variety of techniques. As both Frankel and Wallen (2003) and Johnson (2008) point out, it is important to collect multiple measures on the variables of interest in a given study. This allows—and, in

fact, encourages—the teacher-researcher to polyangulate the collected data. The **Polyangulation** is the process of relating or integrating two or more sources of data in order to establish their quality and accuracy. For example, by comparing one form of data to the other, student comments about group dynamics made during interviews could be used to substantiate behaviors observed when those same students were videotaped during a small-group exercise.

Step 6: Analyzing the Data

Analysis of data occurs primarily at two points during the process of a research study. In traditional quantitative research studies, data analysis typically occurs following the completion of all data collection. In traditional qualitative research studies, data analysis typically begins during data collection, continues throughout the remainder of the process of collecting data, and is completed following data collection. Action research combines these two approaches. Johnson (2008) suggests that “as you collect your data, analyze them by looking for themes, categories, or patterns that emerge. This analysis will influence further data collection [and analysis] by helping you to know what to look for” (p. 63). He continues by stating that there should also be a final stage of data analysis once everything has been collected. Decisions about which type of data analysis to use are based initially on whether the data are qualitative or quantitative. Moreover, it is imperative to remember that the analysis of data must “match” the research question(s) being addressed, and hopefully answered, by the study. Most qualitative data are appropriately analyzed by means of an inductive process, where the action researcher examines all data for patterns and similarities.

Quantitative data may be analyzed through the use of either descriptive statistics or inferential statistics. In most cases, descriptive statistics will suffice for the analysis of action research data; however, inferential statistics may be required if it is necessary to compare groups or measure relationships between variables (Creswell, 2005). At this point, you might want to consider this advice: Try not to become overwhelmed at the anticipation of analyzing your data, especially if you have experienced stress, frustration, and confusion whenever you read \ published articles resulting from traditional research studies. The analysis of action research data is typically much less complex and detailed than in other, more formal research studies (Fraenkel & Wallen, 2003). In addition, do not feel that it is a requirement for you to analyze the data; you are certainly free to enlist the help of other teachers, administrators, or data analysts (Creswell, 2005).

Step 7: Developing an Action Plan

Once the data have been analyzed and the results of the analysis interpreted, the next step in the action research process is the development of an action plan. This is really the ultimate goal of any action research study—it is the “action” part of action research. The important outcome from the development of an action plan is the existence of a specific and tangible approach to trying out some new ideas as a means to solve the original problem (Creswell, 2005). The action plan is essentially a proposed strategy for implementing the results of your action research project. As the action plan is implemented, its effectiveness must continually be monitored, evaluated, and revised, thus perpetuating the cyclical nature of action research.

The action plan may be proposed for an individual teacher or classroom, collaboratively among a group of teachers, or on a schoolwide or even a district wide basis. In some situations, it may be necessary to prepare a formal document outlining the action plan; often, clearly delineated guidelines for implementing possible solutions may suffice. There must be enough documented information about the plan for implementation; action researchers should never rely on their collective memories for future implementation of solutions.

Step 8: Sharing and Communicating the Results

An important part of any research study is the reporting or sharing of results with others in the educational community at large. Action research should be no different. Simply because you have undertaken this project in order to help you solve a problem that is more local and perhaps more personal in nature does not mean that no one else will be interested in the results that you have obtained. The vast majority of educators are constantly looking for ways to improve their practice—as we have discussed previously, it is the nature of their profession.

The presentation of results can take a variety of forms. For example, Johnson (2008) explains that the most appreciative audience for presentations of action research results is often your own colleagues. Results can be shared with this type of audience in an informal manner, perhaps taking the form of a brief presentation at a regularly scheduled faculty meeting or teacher in-service session (Johnson, 2008). Even an individual dialogue with a colleague may be an appropriate setting to share results. Presentations—which can sometimes include written summaries of results—can also be made to school boards, principals, other administrators, students, and parents. On a more professional level, results of action research studies can also be disseminated to larger educational audiences, typically in more formal settings. Results can be formally presented at professional conferences or other types of teachers' conventions, usually conducted at the regional, state, or national levels (Johnson, 2008). Academic or professional journals are wonderful mechanisms for disseminating your results to a geographically broader audience. Journals that focus on a specific level of education—that is, elementary, middle, or high school—or on particular subject areas—for example, mathematics, science, social studies, language arts—are often quite appropriate for articles that report the results of action research. This, however, would require you to prepare a much more formal written paper of your study and its results.

Step 9: Reflecting on the Process

Action research is primarily about critical examination of one's own practice. In order for someone to critically examine her or his practice, that person must engage in systematic reflection of that practice. Reflection, as it pertains to action research, is something that must be done at the end of a particular action cycle. It is a crucial step in the process, since this is where the teacher-researcher reviews what has been done, determines its effectiveness, and makes decisions about possible revisions for future implementations of the project (which, in all likelihood, will comprise future action research cycles).

However, it is not only important to reflect at the end of a given cycle; effective teachers reflect on and critically examine their practice continuously during the process of teaching. When a teacher plans an innovative lesson, he might reflect on his planning of that lesson immediately after developing, but prior to delivering, the lesson; again after teaching the lesson; and perhaps once again after assessing his students on the content of the lesson. This allows him to be able to make revisions during instruction. Similarly, the teacher-researcher should engage in reflective practice throughout the entire action research project. Reflection following each step in the process permits the teacher researcher to continuously monitor the progress of the action research project. This

allows the teacher to make decisions and, more appropriately, revisions to the process throughout its implementation. By doing this, teacher-researchers are not confined to decisions made at the outset of a project; they can adapt their procedures if the situation warrants. In this manner, reflection is not really a final step but is integrated throughout the action research cycle.

- ✓ **SAY** that we will learn the process broadly during the course and ask to make summary for the session.

Homework (10 min)

Case study.

Develop a design for an action research study to answer a school-based question. Use the following headings in your written plan:

Topic

Research Questions

Intervention

Participants

Data Collection

To get started selecting your topic, use the beginning words or phrases in the list of questions in the chapter (“How can I . . .” “What is the best way . . .” or “Why . . .”). Brainstorming is a good way to choose a topic: “What classroom problem or issue do you need to improve or resolve?” Eventually narrow your topic to “The purpose of this study is . . .” (see Task 7 Example).

Research questions should be narrow enough to be answerable. Your question or questions should contain language that indicates what action or change you are implementing in the study to improve teaching or learning. For example, “What is the impact of X on Y?” is more action-oriented and specific than “How can I improve Y?”

The intervention should describe what you or your group of researchers will implement in the classroom to study. For example, if you are implementing a new teaching strategy, explain what it is and why you want to implement and evaluate it.

The participants section should describe the participants and the context of the study.

The description of data collection should include multiple data sources, collection methods, the timeframe of the study, and duration of data collection.

SAMPLE ONE

Action Research Plan:

Do Graphic Displays Aid Understanding in Expository Text?

Dick Kendrick

Topic

The purpose of this study is to learn whether students gain a better understanding of expository text when they are given strategies to understand accompanying graphic displays (maps, charts, tables, diagrams, illustrations, etc.).

Research Questions

Do students make sense out of graphic displays in textbooks or other reading material? Will teaching students strategies to decipher meaning from graphic displays lead to a better understanding of the text that the displays illustrate?

Participants

Twenty-seven students in a fifth-grade classroom will participate in this study. Twelve of these students are reading below grade level, eight are reading at grade level» and seven are reading above grade level. Included in this group are two ESL students, two TAG

students, four students with an IEP, and one student with a 504.

Intervention

I will teach strategies to enhance students' abilities to gain understanding from graphic displays during expository reading over a three-week period.

Data Collection

At the beginning of the study, I will give students a one-page article with graphic displays and text from *Scholastic News* to read, followed by a simple quiz over the contents and a survey about how they approached the graphic displays and text. After the three-week period of teaching strategies to the students, I will give them an additional *Scholastic News* one-page article with graphic displays and text to read, followed by another quiz over the contents and a post survey. The surveys will focus on questions such as whether they look at or use the visuals, whether they think it is important to understand the visuals, whether they feel confident in their ability to derive information from the visuals, and so forth. Quiz scores will be recorded and survey data tallied for analysis.

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LESSON #15

Classroom investigation

Themes #15	Designing data-collecting tools and understanding their advantages and disadvantages
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Warm-up Activity 1. Data sources Activity 2. Designing data- collecting tools Case study	
The aim: To raise students' awareness of the importance of data -collecting tools in action research.	
Objectives: • Identify common data collection sources and strategies used to carry out action	

research

- to give students an opportunity to design data- collecting tools

Activity Type:

Individual, small group, whole class (teacher-students)

Lead-in (10 min)

Put on the blackboard the following terms and ask Ss for what purpose we use them.

- observation (by peer or using video recording)
- interview (structured, semi-structured, unstructured)
- questionnaire to students and teachers
- diary
- case study
- field notes
- evidence of student performance

Elicit random answers and say for today we will discuss the objectives of data collecting tools and their pros and cons

Activity 1. Data sources

Objective: to introduce the content and purpose of data sources

Material: handout 1

Time : 25 min

Activity 1. Data sources. Read the information and present the idea of the material using the posters

Data Sources

The number of potential data sources in an action research study is very broad. We can group them into four general types of data: observations, interviews, questionnaires/surveys, and readily available data. In the qualitative chapters, we had fairly strict definitions for data sources that constituted observations and interviews. For our purposes in describing action research data sources, these categories expand to include other, similar data sources.

Observation. Observing participants in action and recording your observations is a common way to collect data in action research. For example, you may observe students or teachers as they work with a new curriculum. Your observation record may then help you determine the curriculum's effectiveness.

Consequently, you will need to either keep a daily journal or take field notes. Your handwritten field notes (narrative, qualitative data) or tallies or checkmarks on an observation record (numerical, quantitative data) become your data sources. Observation also includes videotaped samples of teacher performance, student interactions, student-teacher interactions, and so forth. The videotaped recordings and, if a transcript is produced from the recording, the transcript are

both data sources. *External* or *peer observation* involves having a peer or colleague observe (and later assess and provide suggestions about) an aspect of the teacher's practice such as questioning behavior, lesson organization, or feedback to students. Some student performance data—watching students do something, such as play a musical instrument, play basketball, or give a speech—that is observable can be used to help teachers assess their own instructional effectiveness.

Interviews or Recorded Conversations. Interviews or conversations can be either planned (formal) or spontaneous (informal); you may develop questions beforehand or simply invite an open-ended exchange. In any event, you must either transcribe or record the conversation. If you take written notes, make them as complete as possible. Reread them while your memory is fresh so that you can fill in any missing information and add your own insights. You can also tape record (audio or video) interviews or conversations and then transcribe them (see Chapter 7). One helpful source of action research data that falls under the informal interview umbrella is that of *collegial dialogue*, experience sharing, and joint problem solving. In other words, conversations among teachers to discuss common problems or issues, share procedures and promising practices, and compare perceptions encourage collaboration and the confidence to improve practice. These conversations may be recorded by hand or tape recorded and serve as data in your study.

Questionnaires and Attitude Scales. Another common data source is teacher-administered questionnaires and attitude scales completed by students or, sometimes, parents of students. Questionnaires can be used when there is not time to individually question students or small groups of students. Also, they are advantageous when a large number of responses are needed, such as a questionnaire mailed home for completion by a parent of every student in the school. Questionnaires may include closed-end items, in which respondents are given a limited number of responses, and open-ended items, in which a question is asked and respondents must create their own response. Both can supply information about a program's perceived effectiveness, for example, including specific responses that may be counted, and narrative comments from the open-ended questions. Writing questionnaires is a skill, and is something that should be done with thought and care. (See a full discussion of questionnaires in Chapter 10.) Attitude scales, as discussed in Chapter 5, determine "what an individual believes, perceives, or feels about self, others, and a variety of activities, institutions, and situations." Scales that are typically used in action research include Likert scales, semantic differential scales, and rating scales. Data from attitude scales are numeric, and are accompanied by narrative comments.

Readily Available Data. To be efficient, and to add validity to your analysis, seek readily available information, or *naturally occurring data*, that can serve as data. For example, although you could study changes in students' math skills using a series of standardized tests, a more focused, efficient alternative might be to analyze homework samples or quiz results from students in your program. No extra time or cost is involved, and the samples are likely to match your interests exactly. Other examples of data that could be collected include tallies (e.g., lists of books read or projects completed), demographic information, test results, student grades, report cards, attendance records, contents of journals (teacher's self-reflections or students¹), writing samples, contents of teacher or student portfolios, illness records, medical records, lists of out-of-class activities, and parent information. Note from this list that although action research fo-

cuses on use of qualitative data, researchers also use quantitative data.

QUESTIONNAIRE AND INTERVIEW AS DATA-GATHERING TOOLS

Questionnaire

A **questionnaire** is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured.

The questionnaire is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. The research information is attained from respondents normally from a related interest area. The dictionary definition gives a clearer definition: A questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons.

Advantages

- ✚ Economy - Expense and time involved in training interviewers and sending them to interview are reduced by using questionnaires.
- ✚ Uniformity of questions - Each respondent receives the same set of questions phrased in exactly the same way. Questionnaires may, therefore, yield data more comparable than information obtained through an interview.
- ✚ Standardization - If the questions are highly structured and the conditions under which they are answered are controlled, then the questionnaire could become standardized.

Disadvantages

- ✚ Respondent's motivation is difficult to assess, affecting the validity of response.
- ✚ Unless a random sampling of returns is obtained, those returned completed may represent biased samples.

Factors affecting the percentage of returned questionnaires

- ✚ Length of the questionnaire.
- ✚ Reputation of the sponsoring agency.
- ✚ Complexity of the questions asked.
- ✚ Relative importance of the study as determined by the potential respondent.
- ✚ Extent to which the respondent believes that his responses are important.
- ✚ Quality and design of the questionnaire.
- ✚ Time of year the questionnaires are sent out.

The questionnaire is said to be the most "used and abused" method of gathering information by the lazy man. because often it is poorly organized, vaguely worded, and excessively lengthy.

Two types of questionnaires

- + *Closed or restricted form* - calls for a "yes" or "no" answer, short response, or item checking; is fairly easy to interpret, tabulate, and summarize.
- + *Open or unrestricted form* - calls for free response from the respondent; allows for greater depth of response; is difficult to interpret, tabulate, and summarize.

Characteristics of a good questionnaire

- + Deals with a significant topic, a topic the respondent will recognize as important enough to justify spending his time in completing. The significance should be clearly stated on the questionnaire or in the accompanying letter.
- + Seeks only that information which cannot be obtained from other sources such as census data.
- + As short as possible, only long enough to get the essential data. Long questionnaires frequently find their way into wastebaskets.
- + Attractive in appearance, neatly arranged, and clearly duplicated or printed.
- + Directions are clear and complete, important terms are defined, each question deals with a single idea, all questions are worded as simply and clearly as possible, and the categories provide an opportunity for easy, accurate, and unambiguous responses.
- + Questions are objective, with no leading suggestions to the desired response.
- + Questions are presented in good psychological order, proceeding from general to more specific responses. This order helps the respondent to organize his own thinking, so that his answers are logical and objective. It may be wise to present questions that create a favorable attitude before proceeding to those that may be a bit delicate or intimate. If possible, annoying or embarrassing questions should be avoided.
- + Easy to tabulate and interpret. It is advisable to preconstruct a tabulation sheet, anticipating how the data will be tabulated and interpreted, before the final form of the question is decided upon. Working backward from a visualization of the final analysis of data is an important step in avoiding ambiguity in questionnaire form. If mechanical tabulating equipment is to be used, it is important to allow code numbers for all possible responses to permit easy transfer to machine-tabulation cards.

Guides for preparing and administering the questionnaire

- + Get all of the help you can in planning and constructing your questionnaire. Study other questionnaires and submit your own questionnaire to faculty members and class members for criticism.
- + Try your questionnaire out on a few friends or associates. This helps to locate unclear and vague terms.
- + Choose respondents carefully. It is important that questionnaires be sent only to those who possess the desired information - those who are likely to be sufficiently interested to respond conscientiously and objectively.
- + A preliminary card asking whether or not the individual would be willing to participate in the proposed study is recommended by some research authorities. This is not only a courteous approach but a practical way of discovering those who will cooperate in furnishing the desired information.

- It has also been found that in many instances better response is obtained when the original request was sent to the administrative head of an organization rather than directly to the person who had the desired information. It is possible that when a superior officer turns over a questionnaire to a staff member to fill out there is some implied feeling of obligation.
- If questionnaires are planned for use in public schools, it is imperative that approval of the project be secured from the principal or superintendent of the school.
- If the desired information is delicate or intimate in nature, one must consider the possibility of providing anonymous responses. This will result in the most objective responses. If identity for classification purposes is necessary, the respondent must be convinced that the information will be held in strictest confidence.
- Try to get the aid of sponsorship. Recipients are more likely to answer if a person, organization, or institution of prestige has endorsed the project.
- Be sure to include a courteous, carefully constructed cover letter to explain the purpose of the study.
- Some recipients are slow to return questionnaires. A courteous post card reminding an individual that the questionnaire has not been received will often bring in some additional responses.
- An important point to remember is that questionnaires should be used only after all other sources on the topic to be researched have been thoroughly examined. The American Association of School Administration and the Research Division publish an annual bibliography, Questionnaire Studies Completed. This has been published since 1930.

Rules for proper construction of a questionnaire

- Define or qualify terms that could easily be misunderstood or misinterpreted.
- What is the value of the tools in your Vo-Ag shop? (Replacement, present, market, teaching value, etc.)
- What are you doing now? (Filling out your stupid questionnaire.)
- Be careful with descriptive adjectives and adverbs that have no agreed upon meaning, such as frequently, occasionally, and rarely (one person's rarely may be another person's frequently).
- Beware of double negatives.
- Are you opposed to not requiring students to take showers after gym classes?
- Are you in favor of not offering Vo. Ag. IV in your Agriculture Program?

(One must study these questions carefully or answer improperly.)

- Be careful of inadequate alternatives.

Married Yes ____ No ____

Employed Yes ____ No ____

(There are other answers that these types of questions do not answer, such as divorced, separated, union strikes, etc.)

- Avoid double barreled questions.
- Do you believe that students should be placed in separate groups for instructional purposes and assigned to special schools?
- Should all Vo. Ag. I students take both wood and metal in shop? (One might be for one part of the question and opposed to the other.)

✚ Underline a word to emphasize its importance.

The following illustration will serve to emphasize how a line under the word one wishes to emphasize can change a sentence from the standpoint of the respondent's train of thought.

Were you there last night?

Were you there last night?

Were you there last night?

Were you there last night?

Were you there last night?

✚ When asking for a rating, a point of reference is needed.

■ How would you rate campus dress today?

■ How would you rate student attitudes? (Compared to what?)

✚ Avoid unfounded assumptions.

■ Are you satisfied with the salary you received last year? (A no answer might mean that I didn't receive a raise last year or that I did get a raise, but I'm not satisfied.)

✚ Phrase questions so that they are appropriate for all respondents.

What is your monthly salary?

What is your yearly salary?

(Both questions may not have a definite answer. Salaries could be ten months, eleven months, etc. Yearly salaries are subject to commission, seasonal changes, etc.)

✚ Design questions that give complete possibilities for comprehension of responses.

■ Do you read the New York Times?

■ Do you watch the news on television?

(Neither question indicates much about the reading or viewing habits of an individual.)

✚ Provide for a systematic quantification of responses.

■ What is your favorite TV program?

■ What is your favorite radio program?

(It is hard to summarize where the respondents pick a number of items from a list. A better way is to rank in order of preference. *Example*: Rank one through five the following radio programs. The items can then be tabulated by inverse weightings or points.)

✚ Consider the possibility of classifying the responses yourself rather than having the respondent choose categories.

■ A student might miss his father's occupation.

Unskilled labor ____

Skilled labor ____

Clearance work ____

■ Ask a child one or two short questions.

At what place does your father work?

What kind of work does he do?

(A younger child might not be able to choose the proper category in number one above. He could, however, answer the questions in the second example.)

The **opinionnaire**, or attitude scale, is an information form that attempts to measure the attitude or belief of an individual. How one feels or what he believes is his attitude, which can't be measured or described. The researcher, therefore, must depend upon what the individual says are his beliefs and feelings. From the statement of his opinion his attitude is inferred.

Limitations of inferring attitude from expressed opinion

- An individual may hide his real attitude and express socially acceptable opinions.
- He may not really know how he feels about a social issue.
- He may never have considered the idea seriously.
- He may not know his attitude about a situation in the abstract and so may be unable to predict his reaction or behavior until confronted with a real situation.

Interview

An **interview** is a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. It is a conversation in which the roles of the interviewer and the respondent change continually.

Advantages

- Allows the interviewer to clarify questions.
- Can be used with young children and illiterates.
- Allows the informants to respond in any manner they see fit.
- Allows the interviewers to observe verbal and non-verbal behavior of the respondents.
- Means of obtaining personal information, attitudes, perceptions, and beliefs.
- Reduces anxiety so that potentially threatening topics can be studied.

Disadvantages

- Unstructured interviews often yield data too difficult to summarize or evaluate.
- Training interviewers, sending them to meet and interview their informants, and evaluating

their effectiveness all add to the cost of the study.

Structured interviews are rigidly standardized and formal.

- ✚ The same questions are presented in the same manner and order to each subject.
- ✚ The choice of alternative answers is restricted to a predetermined list.
- ✚ The same introductory and concluding remarks are used.
- ✚ They are more scientific in nature than unstructured interviews.
- ✚ They introduce controls that permit the formulation of scientific generalizations.

Limitation of the structured interviews - Collecting quantified, comparable data from all subjects in a uniform manner introduces a rigidity into the investigative procedures that may prevent the investigator from probing in sufficient depth.

Unstructured interviews are flexible.

- ✚ They have few restrictions.
- ✚ If preplanned questions are asked, they are altered to suit the situation and subjects.
- ✚ Subjects are encouraged to express their thoughts freely.
- ✚ Only a few questions are asked to direct their answers.
- ✚ In some instances, the information is obtained in such a casual manner that the respondents are not aware they are being interviewed.
- ✚ **Advantages** of the unstructured interview:
 - ✚ One can penetrate behind initial answers.
 - ✚ One can follow up unexpected clues.
 - ✚ One can redirect the inquiry into more fruitful channels.
 - ✚ It is very helpful in the exploratory stage of research.
- ✚ **Disadvantages** of the unstructured interview:
 - ✚ Difficult to quantify the accumulated qualitative data.
 - ✚ One usually cannot compare data from various interviews and derive generalizations that are universally applicable because of the nonuniform tactics employed.
 - ✚ Unstructured interviews are not ordinarily employed when testing and verifying hypotheses.

Factors to be considered before interviewing

- ✚ Determine when to interview.
- ✚ Determine if the respondent is telling the truth.
- ✚ Consideration for sources of bias.

Four specific sources of error

- ✚ Errors in asking questions occur whenever an inappropriate question is asked where the response to the question will not satisfy the objectives of the investigation.
- ✚ Errors in probing occur when the interviewer does not allow the respondent sufficient time to respond or when he anticipates what the response will be.
- ✚ Errors in motivating respondents can be a source of invalidity. Unless respondents are motivated by interviewers to answer questions to the best of their ability, they are likely to be uncooperative.
- ✚ Errors in recording responses occur when the interviewer records the respondent's answers

inaccurately by omitting information.

Evaluation of a Questionnaire or Interview Script

- Is the question necessary? How will it be used? What answers will it provide? How will it be tabulated, analyzed, and interpreted?
- Are several questions needed instead of one?
- Do the respondents have the information or experience necessary to answer the questions?
- Is the question clear?
- Is the question loaded in one direction? Biased? Emotionally toned?
- Will the respondents answer the question honestly?
- Will the respondents answer the question?
- Is the question misleading because of unstated assumptions?
- Is the best type of answer solicited?
- Is the wording of the question likely to be objectionable to the respondents?
- Is a direct or indirect question best?
- If a checklist is used, are the possible answers mutually exclusive, or should they be?
- If a checklist is used, are the possible answers "exhaustive"?
- Is the answer to a question likely to be influenced by preceding questions?
- Are the questions in psychological order?
- Is the respondent required to make interpretations of quantities or does the respondent give data which investigator must interpret?

4. Observation

- most commonly used in qualitative research.
- **Types of Observation**
 - 1. Unstructured observation**
 - a method of collecting research data that has both opponents and proponents.
 - 2. Structured observation**
 - preparation of record-keeping forms such as category systems, checklists and rating scales.
 - researcher typically has some prior knowledge about the behavior or event of interest

■ Advantages of Observation

3. Produces large quantities of data w/ relative ease.
5. All data obtained from observation are usable.
7. Relatively inexpensive.
9. All subjects are potential respondents.
11. Subjects are usually available.
13. The observation technique can be stopped or begun at any time.
7. Observation may be recorded at the time they occur eliminating bias because of recall.

■ Disadvantages of Observation

1. Accurate prediction of a situation or event to be observed is unlikely.
2. Interviewing selected subjects may provide more information, economically, than waiting for the spontaneous occurrence of the situation.
3. The presence of an observer gives the subjects a quality normally absent.
4. Observed events are subject to biases.
5. Extensive training is needed.

Activity 2. Designing data- collecting tools

Objective: to practice to create and design data- collecting tools

Material: Handout 2

Time: 35 min

Procedure:

Divide Ss into three groups ask from the 1st group to design and create a lesson observation form, from the 2nd group interview questions for students and from the 3rd group to create a questionnaire for students about the classes. Give them 20 minutes for creating and design and 15 minutes for presenting their materials. Give them some samples of materials as for the help.

Handout 2.

Micro-teaching Observation Form, sept-dec, 2015y.

Observer: Umida

Group: 3

Observee: Nigina

Group: 3

Date: _____

Topic of the Lesson: Food you like

Key: G=Good, S=Satisfactory, I=Improvement Required				
	Beginning and End	Yes		No
1.	Lesson began punctually	✓		
2.	Clear explanation of lesson aims and objectives	✓		
3.	Appropriate lesson plenary	✓		
4.	Equal distribution of roles between teachers	✓		
	Quality of Teaching	G	S	I
4.	Teacher has appropriate specialist knowledge in the subject taught	✓	✓	
5.	Effective integration of skills		✓	
6.	Appropriate teacher presence (body language, gestures, voice, interaction)	✓		
7.	Effective management of time		✓	
8.	Effective individual, group and whole class monitoring	✓		
9.	Used a range of appropriate strategies, resources and differentiation to motivate pupils	✓		
10.	Lesson pace is appropriate to participants' ability	✓		
11.	Effective use of voice	✓		
12.	Demonstrated enthusiasm for the subject		✓	
13.	Good teacher/pupil relationships.		✓	
	Quality of Learning	G	S	I
14.	Participants are attentive and on task	✓		
15.	Participants demonstrate appropriate levels of contribution and enthusiasm	✓		
16.	Participants demonstrate confidence and independence		✓	
	Classroom Environment	Y	N	
17.	Classroom is neat and organised	✓		
18.	Appropriate use of multimedia tools		✓	

Other Notes/Suggestion for further professional development

I think the teacher did her best in preparing her handouts: everybody was interested and active during the lesson. While explaining the tasks he came up to each desk in order to make sure that everybody understood her and encouraged them. And the topic was chosen according to the students' interests, tasks were variable and what I appreciated more was that the teacher could manage the time well. But one thing I'd like to mention: all tasks were oriented to individual work. I think sometimes students need to do the tasks in group.

I enjoyed her lesson and wish him good luck

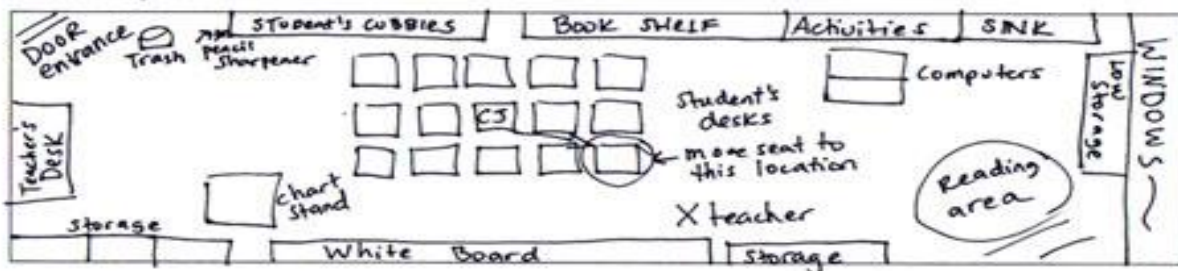
Signed: _____

Dated: December 2

Classroom Observation: _____ Date of Observation: 2/3/06 Observer: Ms. C
 Student: C.J. Chronological Age: 6 yrs. 1mo.
 Grade Level: 1st Class: Math Teacher/Instructor: Ms. T
 Beginning Time: 9:40am Ending Time: 10:00am

What are the questions or concerns about the student's behavior? Does C.J. have difficulties in a large group setting that effects his learning in math?

Classroom Layout



Concerns	Recommendations
- missing out during instruction because he is socializing with the students seated near him	Relocate seat to an outer corner front row of the seating array to limit social distractions
- no concerns about addition skills Math skills need to be monitored	Monitor math progress closely after seat relocation to determine if additional changes are necessary

Conclusion: C.J. is seated in a middle row, close to friends. During class time, C.J. is interacting with the friends and is distracted from class instruction. C.J.'s desk will be moved toward the front to limit social distractions. Additional evaluation of math skills may be warranted.

What activity or class is being observed? whole class instruction on addition, Review
 What is the pace of the lesson? Rapid. Students appear to maintain pace.
 What is the student's affect during the lesson? C.J. continues to try to attract his neighbors attention and seems unaware of the instruction.
 What is the teacher's attitude toward the student? Friendly, redirects attention when called
 How does the student interact in the classroom? student moves easily to retrieve books & materials
 Is the student engaged with the lesson or activity – asking questions, attentive, and/or focused? Student seems disengaged more interested in what his classmates are doing.
 Does the student understand the objectives of the task/lesson? C.J. responds when asked to complete an addition problem orally.
 Does the student understand the directions? C.J. orally responded to the wrong problem written on the white board. The answer was correct.
 Has the student approached the task/lesson systematically? Not observed.
 What type of assistance does the student require? Frequent reminders and redirection
 Did the student use self-compensatory strategies? Not observed.
 Are there accommodations to help the student in class? Not observed.

Library Instruction Peer Observation Form – Lansing Community College

Date: _____ Course: _____ Librarian Instructor: _____ Observer: _____

Area	Observations	Comments (on what is observed)
Organization Preparedness, use of time, focus on objectives		
Instructional Strategies Clear direction, variety of learning styles, appropriate level of challenge, students engaged		
Activities or Exercises Length, appropriate level of skill and difficulty, develop relevant skills and confidence, student-centered, variety, assessments		
Presentation Skills Eye contact, clear language, speech rate, use of space, enthusiasm, interest, "wait time"		
Rapport w/ Students Student participation, open-ended questions, connecting w/ students, flexibility, use of humor, acceptance of various views		
Clarity Directions, questions, explanations		
Impact on Learning Development of problem-solving, critical thinking skills		

Additional comments:

Sample of interview

Context: Teacher in the classroom and students in the background busy working on posters.

Interviewer: *What are your students doing now?*

Teacher: As you see, they are all busy at the moment (about the students) ... working on the final version of their posters.

Interviewer: *Can you tell me something about the group?*

Teacher: I am teaching them for the second year. They're very interesting and I even started a journal last academic year in which I have put all interesting things that happened during our classes. They're all future irrigation engineers. English is not very important for them. May be only for those who intend to study abroad.

Interviewer: *So what kinds of problem do you have with the group?*

Teacher: My biggest problem with them was that they 'visited' my classes only to get marks in order not to fail the subject. They had no genuine interest in English. I believed something should be done about it. After all, I have always been so enthusiastic about learning a foreign language myself that I thought I could spark anyone with my enthusiasm. To spark this group was a real challenge.

Interviewer: *I can understand that. So how did you go about it?*

Teacher: Well, traditional exercises seemed to annoy them although they did them obediently for the sake of getting a mark. I decided to try out some new activities and see if it would make any difference. So, one day they came for the next assignment and were completely surprised when I said there wasn't one. Instead, I asked them to help me to do a crossword. I made enough copies for everyone and we managed to finish the puzzle successfully with a certain degree of interest. I observed the students' behaviour during the activity and saw that some of them were more involved than others. Then I decided to start a discussion about the educational usefulness of crosswords. During this discussion I noticed that those not very interested before got involved this time. They commented about 'wasting time on childish activities, instead of doing grammar exercises from the textbook'. I wrote in my journal that day: how to balance 'interesting' and 'serious' so that everyone feels the need to be in my lesson not only 'physically' but 'mentally' as well?

Interviewer: *I see. And how did you take this further?*

Teacher: Well, I offered more activities – I got a lot of the ideas for them from books - and every time I watched for reactions and made some written comments. After a while, I had a rough idea what worked best for the whole group. But to double check my conclusions I designed a very simple questionnaire. What I got from it - by the way I think questionnaires are very useful - was guidance on how I can run my classes to address everyone's needs, to satisfy all learners.

Interviewer: *Sounds very promising. Did you try anything else?*

Teacher: Yes, during one of the classes I encouraged my students to ask me as many questions as possible about the way we study English. I was amazed by the quality of their questions. It was a kind of non-traditional interview with questioning and answering roles reversed, and it ended up with an open discussion during which we planned our future classes together.

Interviewer: *This really seems like a big breakthrough. Have you gone any further with these ideas?*

Teacher: Well, this year a new colleague joined our team. During one of our discussions she complained about very similar things. I told her my story and showed her my journal notes. She found them very useful and suggested that I could describe my experience for our colleagues or even present it as a case study at a conference.

Interviewer: *Great! Go for it! And thanks for sharing all this with us. It was fascinating.*

Hometask. *Create an observation form and observe your teachers' lessons and prepare your report about the lesson.*

LESSON #16

Classroom investigation

Theme #16.	Questionnaire to students and teachers: diary notes To interview

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Lead in 2. Activity 1. Exploring a questionnaire 3. Activity 2. Principles of a questionnaire design 4. Activity 3. Questionnaire - Advantages and disadvantages	
The aim: to raise learners' awareness of principles of designing a questionnaire for research	
Objectives: to let students explore advantages and disadvantages of using a questionnaire as a data-collection tool	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Time: 10 min

- Ask the following questions and hold a discussion in plenary:
 - ~ *Have you ever completed a questionnaire? If yes, what was it for? Did you like completing it? Why/Why not?*
 - ~ *Have you ever designed a questionnaire? If yes, what was it for? Did you like designing it? Why/Why not?*
- Introduce the topic of the lesson. Say that you will explore a questionnaire as a research tool.

Activity 1 Exploring a questionnaire

Time: 25 minutes

Objective: to let students' explore a sample questionnaire

Materials: Handout 1 and Handout 2

Procedure:

- Put students in groups of 4/5 and distribute Handout 1.
- Ask students to study the sample questionnaire and answer the questions on Handout 2.
- Elicit answers in plenary.

Suggested answers:

- **What do you think is the aim of the questionnaire?**

The focus of the questionnaire is on intercultural learning.

- **Who is intended for?**

The questionnaire is designed for undergraduate students majoring in English.

- *The possible research question might be: What are the students' needs in terms of intercultural learning?*

- **How long do you think it will take to complete the questionnaire?**

As it is stated in the introduction it will take approximately 10 minutes to complete the questionnaire.

- *What types of questions are there (open, closed)?*

There are closed (e.g. question 1 – respondents should choose from the given options), open (e.g. question 4 – options are not given, respondents should give their own answers), and mixed (e.g. question 2 – it requires ticking Yes or No and then requires clarification).

- *Do you like the questionnaire? Why/Why not?*

- Make a transition to the next activity by saying that now you will draw conclusions based on the analysis.

Activity 2 Principles of a questionnaire design

Time: 20 minutes

Objective: to raise students' awareness of principles of a questionnaire design

Materials: Handout 3

Procedure:

- Make a small presentation (if possible, on PowerPoint) on principles of a questionnaire design using the notes on Handout 3.
- Invite questions and discussion.

Activity 3 Questionnaire - Advantages and disadvantages

Time: 20 minutes

Objective: to let students explore advantages and disadvantages of using questionnaires as a research tool

Materials:

Procedure:

- Put students in groups of 4/5. Ask students to brainstorm advantages and disadvantages of using a questionnaire as a research tool. Allow 10 minutes for students for working in groups.

- Ask volunteers to share their answers with the whole class.

Suggested answers: Questionnaires as a research tool	
Advantages	Disadvantages
• Cheap and easy to administer • Allows covering large numbers of respondents • Allows respondents to complete a questionnaire at their own pace	• Unpredictable response rate (especially when given out to complete at home, or administered through Internet) • Item non-response rate (i.e. respondents may leave certain questions unanswered)

- Summarise the activity by saying that questionnaires are practical in collecting and analyzing data. There are certain disadvantages of using them, therefore a researcher should use other research tools (for example, interviews, observations, test etc.) along with questionnaires to get valid data.

Home assignment (5 minutes)

- Remind students that the questionnaire you have analysed during this lesson is intended for students. Ask students the following question:
 - ~ *How do you think the questionnaire for teachers is different from the one for students?*
 - ~ *What research questions the questionnaire for teachers' will help to get answers to?*
- Ask students to work in groups of 3 and reformulate the questionnaire from this lesson into a questionnaire for teachers.

Classroom Investigation I

Questionnaire as a research tool

Handout 1

Questionnaire for students

Dear students,

We are conducting research on the feasibility of integrating suitable content in the English language curriculum for undergraduates. Your answers will be treated in confidence. There are no right or wrong answers. Please answer all the questions. It should take you approximately 10 minutes.

Name (optional): _____ Institution/Department: _____ Gender ☐ Male ☐ Female Nationality: _____ What is your native language? <i>Tick the relevant answer:</i> ☐ Uzbek ☐ Russian ☐ Karakalpak ☐ Tadjik ☐ Other (please specify) _____

1. How long have you been learning English? *Tick the relevant answer.*
☐ Less than 3 years ☐ 3 - 6 years ☐ More than 6 years

2. Have you ever travelled to any English speaking country? ☐ Yes ☐ No
If yes, please specify which country, when and reason(s) for your visit?

3. Where do you find information about English speaking countries? You may tick the THREE most important options to you.

☐ Newspapers and magazines

☐ Internet

☐ Films

☐ Songs

☐ TV

☐ Resource centres (e.g. British Council)

☐ Course books

☐ Other sources (*please specify*) _____

4. What type of information do you usually search for or are interested in about English speaking countries?

5. Would you like to know more about how to behave when you meet people from English speaking countries? ☐ Yes ☐ No ☐ I'm not sure

Why/Why not? (*please specify*)

6. Have you ever encountered any **intercultural** misunderstandings while communicating in English with foreigners? ☐ Yes ☐ No
If "yes", please describe your experience.

7. Continue the statement by ticking the three options that you consider to be most relevant to you.

Studying the target culture may help me:

☐ to behave appropriately while dealing with foreigners

☐ to understand my own culture better

☐ to communicate appropriately with foreigners

☐ to combat stereotypes

☐ to be ready for future international contacts

☐ as a teacher to prepare my students for intercultural communication

☐ Other (*please specify*) _____

Explain why you need to develop the above chosen options.

8. As a future teacher of English, do you think it is important to be trained how to develop your learners' intercultural awareness? ☐ Yes ☐ No

Why/Why not?

9. How do you think developing your intercultural awareness will help you in your future career?

Thank you for taking the time to complete this questionnaire.

LESSON # 19

Classroom investigation

Theme # 19	Evidence of student performance

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 6. Lead in 7. Activity 1. Read an article 8. Activity 2. Making analysis of the article 9. Activity 3. Case study	
The aim: It will address how teachers of all content areas and grade levels can learn to be better classroom behavioral managers.	
Objectives: • To raise awareness of students with classroom rules which are express the behavioral expectations of the teacher and the students. • To get acquaints the main features about the rules which are also important in helping teachers to reinforce students for behaving appropriately.	
Activity Type:	pair-work discussions, teacher-oriented discussions, students' analysis and feedback, group work, pair work, response-oriented by eliciting, students' in-class presentations
Materials:	whiteboard, marker, handouts, worksheets, paper

Activity 1 Reading. Ask students to read the article and discuss the key points of the topic. After finishing reading article learners should represent their presentation and share their opinion in front of the class.

Objectives: to raise awareness of Evidence of student performance

Time: 40 min

Materials: **handout 1. (a, b)**

Handout 1 (A)

Physical organization of the classroom

Classroom space organization and arrangement is a very idiosyncratic and personal matter among educators, and when teachers are asked why they organize their instructional space as they do, many find it difficult to justify. Keep in mind, however, that while physical space arrangement in a classroom may not have a direct impact on how students achieve, it may affect their overt behavior. Teacher “blind spots” in a classroom should obviously be avoided and, if possible, educators should schedule consistent daily activities (e.g., large-group instruction, small-group teaching, student independent activities) in separate areas of the classroom that a teacher and perhaps a paraprofessional can monitor easily. It is also important for teachers to realize that poor space organization in the classroom, particularly during transition times from one activity to the next, can have an unwanted side effect in student misbehavior. The more the transition activity is disorganized — whether because of poor space management or lack of teacher attention — the more likely inappropriate student behavior will occur.

[Slideshow: Classroom arrangement](#) Classroom arrangement

Traditional desk arrangement

The physical arrangement of desks in a classroom can have a significant effect on student behavior. This slideshow depicts four classroom arrangements and explains the merits of each. In the traditional arrangement, desks are in straight rows facing the front of the classroom where the teacher typically stands or sits, making the best use of classroom space. Here, students cannot all see the faces of their classmates nor can the teacher see all of their faces.



suited for cooperative or collaborative work, where a small group of students works independently of the rest of the class but the students within the group interact frequently with one another.



Small semi-circle arrangement

This arrangement works well for direct instruction because it orients students toward a central focal point, but allows the teacher and students to easily see all faces at a glance.



Horseshoe arrangement

The horseshoe arrangement requires either a larger space or fewer numbers of students. Sometimes, a double-horseshoe can be used if there is space to nest one inside of the other. In this arrangement, the teacher, positioned at the opening of the horseshoe, can see all students well, although some students may not be able to see all of their classmates as well. Return to the article “[Managing and Improving Behavior in Inclusive Educational Environments](#).”



Photographs depict four different classroom arrangements and discuss the merits of each.

For large-group, teacher-directed instruction and related activities, traditional rows facing the front of the room with the teacher's desk in the center-front are suitable. One side effect to avoid in this type of space arrangement in the classroom, however, is the “action zone” where the students in the front center of the room participate the most.³ All classroom space arrangements must allow for every student in any position of the room to be equally able to interact frequently with the teacher.

For discussions where the instructor wants the students to feel comfortable in participating in the dialogue, a semi-circular student desk arrangement with the teacher in the center is appropriate. With this type of seating format the teacher has direct or peripheral view of each member of the class, can make easy eye contact with everyone, and can encourage all students to participate. Teachers should also try to keep adequate space around each student desk to reduce density.

Space density in instructional settings has been shown to be associated with student dissatisfaction, increased aggressiveness, and off-task behavior.

Another seating arrangement that can be used in the classroom that is ideal for cooperative group activities is sometimes called the “two-square” module. Four student desks are arranged where all four members of the cluster face each other, and a class of twenty-four students, for example, would be arranged into six four-member small groups. This arrangement is ideal for learning tasks where students are working in a cooperative set, and where each student contributes to the end product of the group. The cooperative grouping physical arrangement of desks in a classroom has been shown to positively affect students’ social learning and concern for others. When students are forced to work together in a cooperative group, however, the noise level is likely to increase from students chatting with each other while working, and small group leadership power struggles may result in which students jockey for position. Moreover, in order to enhance harmony in the classroom, the teacher may have to rearrange the groups from time to time so that the right mixture of students in each group is guaranteed.

The wise and effective instructor uses the available classroom space to his or her instructional advantage. If available, teachers should also not hesitate to use solutions including:

- movable partitions to separate areas of the classroom if they assist in quality of instruction
- different teaching stations around the room to provide variety in lesson activities
- separate materials and activity stations that assist in keeping the room organized
- bulletin boards to publicize student work, daily schedules, and classroom rules (see below) that all should follow

Handout 1 (b)

Classroom rules

One critical facet of the overall behavior management method in a classroom is the presence of rules. Every teacher, no matter at what level she or he teaches, should establish rules so that the learning environment is consistent, orderly, and predictable — what I like to call the COP principle of classroom behavioral management. Without classroom rules, chaos is likely to occur, academic instruction is difficult to deliver in a reliable fashion, and a supportive, positive classroom climate is likely to suffer.

One purpose of classroom rules is to express the behavioral expectations of the teacher (and the students, if they contribute to the formation of the rules). Rules are also important in helping teachers to reinforce students for behaving appropriately. (Read about reinforcement techniques below.) Teachers need to remember that rules are simply not posted on a bulletin board and ignored; they are to be reviewed frequently, especially in the beginning of the school year, and updated as necessary to guide behavior throughout an entire term.

When establishing classroom rules, it is particularly important to discuss the need for them with the students. Teachers should emphasize to students that societies and communities have rules (e.g., traffic rules, speed limits, no-trespassing rules, tax laws, etc.), and as a classroom community it is important for its “citizens” to develop and live by certain rules, too. Students need to understand how rules establish order and safety in an environment, and that they help students to work and cooperate in a safe, respectful manner. Some have suggested that students

should participate in establishing classroom rules. Many believe that doing so helps students claim additional ownership of their own classroom and what they expect of their own behavior as well as that of their classmates.

Establishing and implementing classroom rules

Jones and Jones stated that effective, general rules in a classroom should pertain to (a) health and safety (e.g., “Walk in the classroom, hallways, cafeteria.”), (b) property loss and damage (e.g., “Respect others’ personal property and touch it only with the person’s permission.”), (c) legitimate educational purpose (e.g., “Be on time for class and with all assignments.”), and (d) disruption of the learning process (e.g., “Ask for permission to speak before saying anything in the classroom.”).⁴ The following are characteristics of good classroom rules regardless of teaching level:

The fewer, the better.

It is wise to keep the number of rules to a minimum. For primary-level students, three or four rules should suffice; for older adolescents, as many as five or six may be necessary. There are ways to cover many activities in a rule by composing it in a broad fashion. Instead of limiting the rule to only the classroom (e.g., “Walk at all times in the classroom.”), a broader rule could state, “Always walk in the classroom, hallways, and cafeteria.”).

Use simple language.

There is no need to write elaborate rules with complex language. Just be direct and simple (e.g., “Raise your hand and wait for the teacher to call on you before speaking.”). If anything, direct, simple language allows for students to remember the rules more easily.

Use a positive voice.

If at all possible, write the rules in a positive format and tone. Try to avoid, “You shall not talk in the classroom without teacher permission,” by stating the same rule as, “Ask for permission to speak before saying anything in the classroom.”

Special context, special rules.

Different rules can be used for special situations and learning stations in the same classroom environment. Rules for using computers in a classroom (e.g., “Always use headphones when listening to music on the computer.”) can be made very specific to that activity and station only.

Create an effective display.

Rules need to be prominently displayed in the classroom or in a special activity area. When students are first learning the rules in the beginning of the school term they need to be bombarded and reminded of them as much as possible. Put them on a bulletin board, duplicate them on the classroom whiteboard, write them on a handout to distribute to class members, and place them in special activity areas (e.g., computer stations). I once witnessed a teacher hanging each classroom rule from the ceiling on both sides of long poster board for all to see in any section of the room. (Now that’s displaying them prominently!)

To firmly establish the rules in the classroom, the teacher needs to model what she or he means in terms of the desired behavior. Show students several times what is meant by raising one’s hand to ask for permission, sitting quietly at one’s desk, walking around the classroom, and anything else covered by the rules. There will be a need to review and re-teach the rules daily at the beginning of any school term, and perhaps once a week for the first months of school. It is

also imperative that the teacher lives by the same student rules in the classroom. If chewing gum and eating snacks are not allowed, the teacher should abide by the rule in the same manner as any student to show that she or he is an equal partner.

It appears that classroom rules alone are usually insufficient for promoting appropriate student behavior. However, when combined with the development of a positive classroom climate, teacher reinforcement of desired pupil behavior, and the teaching of appropriate replacement behaviors that substitute for inappropriate ones, classroom rules provide a solid foundation for the consistent display of proper student behavior in the classroom. (For ideas on formatting rules for display, a [Google image search for “classroom rules”](#) yields a plethora of examples for most grade levels.)

Activity 2 Scan and skim the article

Objective: to raise participants’ awareness of the importance of creating a positive classroom climate

Time: 30 min

Materials: handout 2

► Procedure:

☺ (15 min) Ask participants read and analyze the information which is given in

Handout 2.

Creating a positive classroom climate

The general mood, tone, aura, ambiance, and “vibe” in a classroom can be referred to as its climate. What a teacher does in full view of his or her learners and how an instructor interacts with his or her students affects classroom climate. An overly negative, critical, and punitive person who assumes the role of a teacher is likely to display similar behaviors in the classroom to the detriment of attaining a positive classroom climate. Likewise, an aggressive student who bullies, intimidates, physically threatens, calls others names, and is verbally abusive toward others in a classroom can also affect the climate in a not-so-positive way. You can almost feel the nervous apprehension and discomfort that exists if you have ever been in a classroom where a teacher and perhaps a student (or students) consistently interact in an aggressive and negative manner with others. That is not a healthy situation in any classroom, at any level, and effective teachers do whatever is necessary to assure that such turbulence never enters the room.

Students need to be reminded (through the instructor’s observable and measurable behavior) that a teacher is in school to assist, and not to function as an adversary. What is necessary in establishing a positive classroom climate is for the teacher to create a learning environment that

is warm and supportive, where student achievement and proper behavior are reinforced, where comfort is provided to those who need it, and where students experience safety and interpersonal warmth in a place that they look forward to being within. A 1960s-style hippie commune need not be established, but any classroom that accepts and celebrates the individuality of each student while maintaining organized and effective instruction should be the goal of every teacher.

Scheuermann and Hall suggest several strategies that are important in the establishment of a positive classroom climate that cover the social environment, the physical environment, the instructional environment, and the behavior management environment.⁵ Discussion of each environment follows.

Social environment

In an attempt to show that students are indeed welcome and that their work and presence are valued, Scheuermann and Hall recommend the following for teachers attempting to ensure a positive social atmosphere in a classroom.⁶

- The teacher should stand at the classroom door to welcome students into the room.
- Greet all students by name. Dale Carnegie, in his classic text *How to Win Friends and Influence People*, concluded: “Remember that a man’s name is to him the sweetest and most important sound in any language.”⁷ Teachers should remember this sage advice from long ago in attempting to establish a respectful and sincere relationship with his or her students.
- Display students’ work for all to see in the classroom.
- Allow students to have a class pet (such as a hamster for younger students) and plants that they will look forward to caring for and that can be used in instruction.

Physical environment

The physical arrangement in the classroom says a great deal about how welcoming it is to those who use it. Scheuermann and Hall recommend the following to show that the physical atmosphere is supporting of students’ learning and social needs.⁸

- Attempt to maintain neatness and organization in all areas of the room. A sloppy, disorganized room does little in the way of making students feel welcome.
- Ensure that all materials are ready to be used quickly and all mechanical and electronic devices are in good working order. Commercial curricula become tattered over time with use, but they should be kept clean and remain usable for as long as needed.
- Congestion in the classroom should be avoided. Use all available working space so that physical density does not lead to distracted and disruptive behavior.

Instructional environment

- Everyday instructional materials should be ready for all to use at all times of the school day.
- Tasks assigned to all students should be meaningful and at each student’s present level of performance. In other words, be respectful of what the student already knows, and what she or he needs to learn next in the sequence. An effective, respectful teacher should never hear a student say, “I’m not doing this because it’s baby work.”

Behavior management environment

- Be consistent in responding to student misbehavior, do not take it personally, and return to the academic task at hand as soon as possible. In other words, try not to allow students to “get under your skin.”
- Do not ever argue with students, especially in the presence of his or her peers.
- When students behave appropriately, even if they have misbehaved a short time before, they should be reinforced and praised just as if the previous misbehavior never occurred. Many times a young student will go out of his or her way to do something appropriate immediately after displaying inappropriate behavior, so deliver the reinforcement for the appropriate behavior and do not hold a grudge against the student.
- Listen to students’ worries, concerns, and fears, and act as a caring counselor when pupils desire adult guidance. For some learners, the teacher may be the only adult with whom they can share such concerns, so be open to such conversations with troubled students when necessary.

The very last teacher behavior that should be on frequent display in the classroom to assure a positive climate is perhaps the easiest one for instructors to employ: Instead of keeping close watch on students for misbehavior, “catch” students behaving appropriately and reinforce them for following the classroom rules, performing academically as expected, helping their peers, and displaying behaviors that deserve praise and reinforcement. Think about it: Most people would rather discuss the good in others rather than pointing out shortcomings, so delivering positive reinforcement when a student engages in desirable classroom behavior is a simple task that any teacher should enjoy. Delivering contingent positive reinforcement properly is a powerful instrument in a teacher’s toolkit, as the next section highlights.

☺ (15 min) Put participants in pairs. Tell learners that they will have more practice to share their own opinion and understanding.

Home assignment: Make a summary to the lesson and give clear instruction to the home task.

Time: (10 min)

Explain to the students to read articles about «**Using positive reinforcement in the classroom**», «**Mild punishment techniques** » and write a summary to the following information. (Below you there is an article)

Using positive reinforcement in the classroom

One informal definition of positive reinforcement (sometimes the shorthand R⁺ is used) is the contingent presentation of a desired stimulus, following the performance of a behavior, which increases the future probability of occurrence of the behavior. In other words, if you give a student something that she or he likes immediately after performing a task, and you specifically tell him or her that the incentive (i.e., the R⁺ that the student likes) is because he or she performed a specific behavior, chances are excellent that the student will perform the same behavior again and again knowing that he or she will receive the R⁺ once more.

The psychological study of the phenomenon involved in the use of positive reinforcement has existed for several decades and continues unabated well into the twenty-first century. You have seen them all — from Pavlov’s salivating dogs, to pigeons pecking at a target for food, to mice navigating a maze to receive cheese at the end of the trip. The wise and effective teacher knows how to use this powerful technique in the classroom in order to maintain a positive classroom climate and to shape students’ behavior in a positive direction.

Types of positive reinforcement

A common misconception among uninformed educators is that positive reinforcement is a form of bribery whereby the teacher noncontingently dispenses M&Ms to students for any behavior and at any time. Nothing could be further from the truth. First, to use it properly to increase a particular classroom behavior the reinforcement must be delivered in *contingent* fashion and only after the desired behavior has been exhibited. Distributing reinforcement in noncontingent fashion whenever the teacher desires will be of little use.

Second, the use of positive reinforcement is not bribery, for the student must engage in a desired behavior to receive the preferred reinforcement. The student is not coerced to engage in the behavior, but he or she does so because of the desirability of the reinforcer. Third, a stimulus is considered a reinforcer only if it increases the frequency of the behavior it follows. *What may be a successful reinforcer for one student may not be successful at all with another.* Lastly, the use of M&Ms (the historical favorite of all behaviorists ever since the use of positive reinforcement was introduced to the masses), a primary, edible reinforcer, is only one of many, many different types of positive reinforcement that can be used. The next section provides examples of the many different types of reinforcement that can be used by the informed educator attempting to shape the behavior of students in a positive direction.

- **Edible reinforcers:** Things such as candy, pretzels, ice cream, dry cereal, popcorn, and anything that a student can consume and that is liked, and that will have the student continue to display the target behavior. Some students may prefer ice cream, and others candy, so the informed teacher using R+ of any type should ask the student what he or she would like to earn for contingent appropriate behavior. Don’t assume that what you are fond of the student will similarly like.
- **Tangible reinforcers:** Things such as books, toys, pens, pencils, erasers, dolls, balloons, stickers, and anything that the student can hold, feel, manipulate in some way, and that the student likes.
- **Exchangeable reinforcers:** Things such as tokens (in a token economy system in a classroom), smiley face charms, poker chips, achievement stars, gift certificates, and points earned and saved that can be “cashed in” for something else more desirable and valuable.
- **Activity reinforcers:** Things such as extra recess time, serving as the hall monitor or cafeteria monitor, being the first in line, playing a game of checkers with the teacher or principal (again, only if the individual student finds this activity prestigious and desirable), and erasing the whiteboards in the classroom.
- **Social reinforcers:** Things such as smiles and a “thumbs-up” gesture by the teacher, verbal praise such as “good job,” “can’t fool you,” “that’s right,” and “good for you,” a soft pat on the back, a wink of the eye, and positive comments written on a student’s paper or work.

- **Sensory reinforcers:** Things such as watching television or a DVD, listening to music on an MP3 player, watching birds in a school courtyard, manipulating a toy that makes noise (e.g., rubber duck).

Schedules of reinforcement

When a teacher attempts to shape a new behavior in a student — one that the student has yet to demonstrate at an independent level — *continuous reinforcement* should be used. This schedule of reinforcement is simple in that each time the student displays the desired target behavior, the teacher or paraprofessional delivers the desired R+ to the student. Continuous positive reinforcement is especially useful in teaching new behaviors that were previously absent from the student's behavioral repertoire.

Intermittent reinforcement is the delivery of R+ on a prearranged schedule of after every third or fifth display of a behavior (or some other pre-determined level of behavior display). Once the behavior has been “fed” on continuous reinforcement to start the learning process, moving to an intermittent schedule greatly assists in maintaining the behavior at desired frequency levels. Intermittent reinforcement can include *fixed* and *variable ratios* (involving counting the number of times a behavior occurs and subsequently delivering the reinforcement), and fixed and variable *intervals* (involving the display of the target behavior at least once in addition to some passage of time).

In *thinning of reinforcement*, the desired R+ is offered less and less often and, hence, requires more of the desired behavior to occur over a period of time.⁹ Schedules of reinforcement can sometimes become cumbersome to use in the classroom, and the teacher needs to be very vigilant in using them. Teachers who desire more in-depth information concerning schedules of reinforcement should consult Alberto and Troutman.¹⁰

Using positive reinforcement in the classroom effectively

In order to use positive reinforcement properly in the classroom, teachers need to be aware of several important issues and implementation techniques. The first to remember is that the latency between the target behavior that you want to strengthen and the delivery of the R+ should be as short as possible. Without a very brief period of time between the behavior and the delivery of the reinforcer, the robustness of the R+ is diminished. It also helps with multi-step behaviors (e.g., counting by fives to one hundred in math) to reinforce a behavior that is a step in the proper direction to solving the entire problem. If the student can count to fifty by fives correctly, that is step in the right direction and should be reinforced. This technique is also called *reinforcing successive approximations*.

For any reinforcer to be effective, there must be a state of deprivation present in the person. For example, if a teacher uses M&Ms as an edible reinforcer for elementary-level students who follow the classroom rules, and one student, Elizabeth, consumes M&Ms for dessert at breakfast, lunch, and dinner at home, those M&Ms are not likely to be effective R+ in the classroom for her because she really has not been deprived of them. It is also wise to reward frequently with small amounts rather than having the student wait for one large reinforcer at some later point in time. Teachers should also remember the fairness issue when delivering R+. Giving Ralph only one kernel of popcorn as reinforcement for staying in his seat all day, when previously he was out of his seat, on average, about twenty-five times per day without teacher permission, is not a very

fair situation for him. If at all possible, try to match the intensity of the behavior with the intensity of the reinforcer.

In addition to being fair with reinforcement, teachers should also deliver reinforcement consistently. If a student is on a continuous schedule of reinforcement, then he or she must be reinforced after every demonstration of the target behavior that you are trying to increase. Similarly, if a student who misbehaves frequently suddenly demonstrates appropriate behavior worthy of reinforcement, then by all means reinforce the student even though the appropriate behavior may be infrequent. Teachers should not play favorites with reinforcement and anyone displaying the desired behavior should receive it — even a student who misbehaves frequently. Another teacher behavior that is required to deliver R+ appropriately is specificity. Use the student's name, and state what she or he did that allowed for the reinforcement to be delivered; for example: "Ralph, I really like the way that you stayed in your seat for the entire reading period. Good job, and here are your three tokens that you can exchange for something in the surprise box right before we go to lunch. Again, nice work."

Another aspect in the use of positive reinforcement that needs to be considered is *satiation*, or when a reinforcer loses power after it was once very desirable to a student. An analogous situation would be if a teacher always praised with "Good job," but never varied from those two words. Satiation occurs when too much of the same R+ is delivered to a student. It is easy to spot because the rate or duration of the appropriate behavior begins to taper off or completely disappears. It is very common with edible reinforcement, but not so with activity reinforcers. Wise teachers vary the R+ that they deliver to students for appropriate behavior so that satiation has little chance of occurring.

Lastly, consider the use of *vicarious reinforcement* in the classroom. This is when a teacher observes one student behaving appropriately, but sitting right next to the student behaving well is another student who is off-task and not doing what the teacher requested. Instead of making an issue by scolding the off-task student, an effective teacher will strongly and specifically praise and reinforce the student behaving appropriately, but purposely ignore the nearby misbehaving student. The misbehaving student will see that the well-behaved student is receiving something that he or she also wants in terms of R+ and will stop the off-task behavior in order to receive the R+ from the teacher soon thereafter. In essence, the use of vicarious reinforcement is a clear example of how it is almost always better to accentuate the positive rather than the negative in order to have students behave in the manner that the teacher wishes.

[Animation: Vicarious Reinforcement](#)

This animated video demonstrates the use of vicarious reinforcement as a classroom behavior management technique. To view more instructional animations, see the links in the right sidebar.

Decreasing inappropriate behavior in the classroom

It is unfortunate but true: Many teachers — perhaps most — misuse punishment to eliminate inappropriate behavior in the classroom when being punitive is not even necessary.¹¹ A common classroom scenario is when a teacher sees some students behaving appropriately and, at the same time, observes others engaged in inappropriate, rule-breaking behavior. Instead of "catching" the students behaving appropriately and reinforcing them for following the class rules and doing

assigned work, the teacher scolds the misbehaving students and warns that they will be punished with serious measures if they continue. Informed, effective teachers know that punishment is not the first intervention needed to decrease inappropriate behavior in the classroom, and this section describes some of the most effective, research-proven inappropriate-behavior-reduction techniques available to all educators.

Differential reinforcement techniques

Instead of immediately using punishment, the first interventions to try when a teacher observes inappropriate student behavior consistently occurring in a classroom are the differential reinforcement techniques. These include *differential reinforcement of low rates of behavior* (DRL), *differential reinforcement of other behavior* (DRO), and *differential reinforcement of incompatible behavior* (DRI).

DRL

This procedure involves reduction of an inappropriate student behavior that occurs far too frequently, and the goal is to reduce it to a level that is typical of most others in the classroom who behave appropriately most of the time. Talking without teacher permission, for example, is often used along with DRL. A student can talk without teacher permission once or twice a period, but to do so twenty-five times a period is unacceptable. The intent of using DRL in this specific situation, therefore, would be to lower the average number of times a student talks without teacher permission to an average of once or twice a period.

The teacher discusses with the student that she or he is talking too much without raising his or her hand for permission, and shows the student the measurement chart that the teacher used to keep track of the naturally occurring state of the student talk-outs (i.e., an average of twenty-five times in an hour). The teacher says to the student, "If you talk out without raising your hand less than twenty times in the next one hour, you can have something out of the surprise box at the end of the period." If the student stays within the limit for talk-outs, he or she is reinforced with the surprise box item. If this level is successful, the next week it is lowered to fifteen times per hour (with the same reinforcement, of course), then ten for the subsequent week, then five, and finally no more than two per period in a week-by-week fashion. This simple, positive intervention is so much better than using punishment for the mildly inappropriate behavior of talking out without teacher permission and similar classroom behaviors.

DRO

Differential reinforcement of other behavior is very similar to DRL except that the teacher reinforces only the student's complete absence of the target inappropriate behavior (or zero demonstrations). The teacher would explain the DRO system to the student in the same way as DRL, but make clear that in order to receive the reinforcement at the end of the period she or he would have to completely refrain from talking out (or, again, zero demonstrations of the target behavior that the teacher is attempting to decrease). Only if the student did not talk out at all during a period would he or she receive the reinforcement. To start the process, the teacher would tell the student that he could not talk out for five minutes in order to receive the reinforcement. After success at the five-minute level, the teacher would then increase the time period to ten minutes, then fifteen minutes, and so on over time, so that eventually the student would need to stay silent for an entire period without talking out.

DRI

With differential reinforcement of incompatible behavior, the teacher reinforces the student for engaging in behavior that is physically incompatible with the target behavior to be decreased or completely eliminated. If the teacher wants the student to decrease time spent out of seat, he or she would reinforce the student for longer and longer periods of time spent seated; in-seat behavior is obviously physically incompatible with out-of-seat behavior. To eliminate talking out without permission, the teacher would reinforce longer and longer periods of time when the student is silent because silence is incompatible with talking out. An important aspect in the implementation of this treatment is to make sure that the incompatible behavior that the teacher is reinforcing is indeed an appropriate replacement behavior. Staying in one's seat would have to be performed silently, without annoying anyone in the vicinity, with the student sitting properly at his or her desk and not leaning back in the chair or tapping on the desktop with a pencil. Appropriate compliance in every way, in other words, is what should be reinforced as an appropriate incompatible behavior.

Extinction

If a teacher tries the above differential reinforcement techniques and the outcomes are unsuccessful in reducing or eliminating an inappropriate behavior, the next step to attempt in the process (before any type of punishment) is *extinction*, which is the contingent removal of reinforcement when a student engages in mildly inappropriate behavior. Most young students enjoy teacher attention, and it is a powerful reinforcer for many in the classroom. When a student who likes teacher attention engages in inappropriate behavior just to obtain teacher interest, the student is reinforced when the teacher directs awareness toward the student, and the inappropriate behavior is likely to continue. Extinction in this case would involve the teacher having patience and the strength to not pay any attention to the misbehaving student because any noticeable consideration would serve as positive reinforcement which is what the student wants.

Extinction is difficult to employ because while a teacher may be able to withhold attention to a misbehaving student, other student peers may not be able to do the same. Peer attention can hold equal or even greater reinforcing value than teacher attention for a misbehaving student, so the teacher needs cooperation from all in the classroom in order for extinction to be successful. To obtain peer collaboration it will be necessary to deliver positive reinforcement to a misbehaving student's peers when they do not pay attention or reinforce misbehavior in the classroom. In other words, the effective teacher will influence the awareness of all in the classroom by distributing strong R+ to those who stay on task and ignore anyone engaged in inappropriate behavior. If the reinforcement is strong enough and delivered consistently, it will work in the teacher's favor.

In the beginning stage of using extinction the teacher should also be prepared for the misbehaving student to increase the frequency of the inappropriate behavior. The student is likely to test the teacher's "system" and repeatedly try to gain the teacher's attention once again. To repeat: The teacher needs to have persistence and enough vigor to allow the extinction process to run its course to the point where the student simply gives up attempting to gain the attention of the teacher and others through misbehavior in the classroom. Of course, extinction should not be used with physically dangerous inappropriate behavior such as punching, kicking, biting, and tripping. You cannot ignore when someone may be hurt.

Mild punishment techniques

After unsuccessful attempts to decrease inappropriate behavior via serious attempts with differential reinforcement techniques and extinction in the classroom, the teacher is now left with implementing mildly aversive techniques in the classroom, or mild punishment. Punishment is the contingent presentation of an aversive stimulus immediately following a behavior that decreases the future probability of the behavior. Punishment should always be used *last* in the sequence of techniques to decrease or eliminate inappropriate behavior, it should be used judiciously, and it is wise to obtain parental permission for any type of punishment that is above and beyond what is traditionally used as in any classroom. Many mild punishment techniques are not very aversive, yet are very effective, and these are discussed below.

Response cost

This simple procedure involves the teacher's taking back already-earned reinforcement when a student engages in classroom rule-breaking behavior. A student engages in inappropriate behavior and the teacher warns him or her that if it occurs again the student will lose fifteen minutes of earned computer game time. The student displays the inappropriate behavior once again, and the teacher follows through with the warning and removes the fifteen minutes of earned computer time. Response cost works particularly well in classrooms that have a point system or a token economy in place where students earn points or tokens for appropriate behavior, and exchange them for things that they can "buy" in the classroom "store" or surprise box. When students display the inappropriate behavior after being warned of negative consequences, it "costs" them already earned positive reinforcement. Teachers need to be careful with this type of behavior reduction system so that they do not attempt to kill a fly with a sledgehammer. In other words, pair the mild punishment (i.e., removal of R+ or privileges) with the seriousness of the crime. It also helps in the administration of the response cost system if the teacher posts the values of reinforcement reduction for common misbehavior in the classroom (e.g., talking without teacher permission, getting out of seat, throwing objects, not completing classroom assignments, etc.).

Time-out

Perhaps one of the most controversial punishment contingencies used in and out of school is time-out.¹² The term "time-out" is actually shorthand for the complete title of the procedure, *time-out from positive reinforcement*. The teacher simply removes a student from receiving additional reinforcement for some period of time. A fair period of time for a student to spend in time-out would be one minute for each year of age of the student (i.e., an eight-year old student would spend a maximum of eight minutes in time-out).

There are levels of removal involved in the use of time-out. An example of *non-exclusion time-out* would be when a teacher does not remove the student from the classroom, but the student is prohibited from receiving any type of R+. A student can remain at his or her desk, or the teacher can slightly move the student and desk away from the main action place in the classroom. In *exclusion time-out* the student is removed from an instructional environment by having him or her stand out in the hallway or placed in a specific time-out room (the latter is also known as *seclusionary time-out*). Unsupervised time-out rooms should be avoided at all times, and litigation has especially shown the danger of such arrangements. The Council for Exceptional Children has specific position statements concerning the use of seclusionary time-out, and interested readers may consult [the CEC website](#) for additional information.

A special hazard in the use of time-out in the classroom is its negative reinforcement value for the teacher. Here is an example: A student misbehaves constantly and the teacher sends him or her to stand out in the hallway outside the classroom. Without the

misbehaving student (or aversive stimulus to the teacher) in the classroom it is like a breath of fresh air for the teacher, and she or he elects to have the pupil spend an inordinate and unfair amount of time outside the classroom in time-out without instruction. When used by the uninformed teacher time-out is a perilous procedure. Conversely, in the hands of an informed instructor, and with parental permission to use *after* other, less intrusive methods of behavior change have been attempted (e.g., the differential reinforcement techniques), it can and does work.

Overcorrection

There are two types of overcorrection that are used (a) as behavior-reduction techniques, and (b) to teach students to engage in appropriate replacement behaviors rather than the inappropriate conduct needing modification. The first is *restitutional overcorrection* in which a student restores the environment to a better state than it was when the inappropriate behavior first occurred. A good example of this is when a student throws paper at the classroom trashcan from across the room. The teacher warns her not to do it again, but yet the student persists. So, the next time the teacher sees her throwing paper from great distances again, the teacher says (in a very calm voice), “Elizabeth, I warned you to stop throwing paper across the room at the trashcan, but yet you persist. So, now you not only have to pick up your trash near the trashcan, but you also have to pick up all the paper that lies on the floor in the entire classroom. Please get started cleaning up now, and please do not do it again.” The teacher then continues with the academic instruction as if nothing happened.

In *positive practice overcorrection*, a student who engages in the inappropriate behavior is told by the teacher to employ a correct replacement behavior to the inappropriate one, and to do so multiple times. When a student comes into a classroom and consistently slams the door behind him very loudly, most would consider it inappropriate behavior. The teacher warns the student saying that if he does it again the teacher will have to deliver unwanted consequences. So, Ralph does it again and the teacher then says to him: “Ralph, I warned you not to slam the door when you enter the room, but yet you did it again. Now, here is what I want you to do. I want you to stand by the door and open and shut it ten times properly, without slamming it the way you just did. When you are finished with the ten correct openings and closings you can then sit at your desk. Understand?” Ralph then opens and closes the door properly ten times and returns to his desk, and the teacher continues instruction as if nothing unusual had happened.

[Video: Classroom Behavior Analysis](#)

In this video, Dr. Sabornie discusses some of the appropriate and inappropriate behaviors displayed in the opening video.

How to avoid using punishment

The following statement may sound redundant, but it nevertheless must be emphasized here once again: Any type of punishment should be used as a last resort in the classroom. The intent here is not to advocate for the total elimination of punishment in the classroom because research shows that it does work with many types of inappropriate behavior. The message here is simply that, if possible, it should not be used first in the sequence of preferred methods of inappropriate behavior reduction. There are a few additional recommended ways to avoid using punishment, and these are discussed below.

One way to not allow bothersome behavior problems to occur in the classroom is for the teacher to have great attention to predictability and consistency. When rules are established, they are followed without exception unless there is an emergency in the school or classroom. If classroom rules need to be reviewed and re-taught, that process is carried out comprehensively and just as a teacher would deliver an academic lesson in phonemic awareness, mathematics, writing, science, or social studies. Whenever students deserve to be reinforced for appropriate behavior (i.e., catching them being good), the capable teacher delivers it. Also, great organization of space, time, and instruction does wonders for preventing what teachers do not want to experience in terms of obstreperous behavior from students.

Effective teachers can also avoid using punishment with great vigilance (a.k.a. “with-it-ness”) toward what is occurring in the classroom. Give clear directions at all times that match the students’ level of understanding, reinforce high levels of academic engagement, and teach content in a manner that allows for elevated levels of student success and satisfaction. If a teacher sees the beginning stages of inappropriate behavior, she or he should intervene and warn of the consequences in advance. Likewise, an effective teacher should not warn unless she or he plans to deliver a consequence.

One last bit of advice to avoid using punishment in the classroom is to be as positive as you can be — toward all students, activities, and the content being taught. It has been recommended that teachers should have *at least a four-to-one ratio* of positive statements to negative ones directed at students during the school day. This means that effective classroom managers of behavior need to be extremely observant of positive behaviors demonstrated by students so that he or she can affirm the correct attitude and effort. It is also wise to deliver praise and reinforcement in the classroom in an authentic, caring manner so that students see that you genuinely mean it. In addition, teachers should model appropriate communication, social interactions, and attitude toward others so that students have the correct model to follow at all times. If students see that the teacher communicates impolitely and is condescending toward them, the student will do the same in coterie — obviously, not what an effective teacher wants. Good classroom behavioral management may indeed be the hardest skill to master, but it is not impossible for a teacher who applies the proven techniques discussed herein, and who clearly understands what function his or her behavior has on that of students.

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LESSON #20

Classroom investigation

Theme #20.	Stages of classroom investigation (teacher problem identification and formulating a realistic research question, action planning (choosing appropriate data collection method), data collection, data analysis.

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Activity 1. Discussion an article Activity 2. Analyzing homework	
The aim: To study and learn the procedure of setting homework	
Objectives: • Discussing the idea of the article • To know choosing data collection	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm – up

Ask Ss the following questions;

- ✚ What is data collection?
- ✚ In what way data collection help the learners to do well in the field?
- ✚ What kind of Interviews and Questionnaire do we need for data collection?

Elicit random answers and say that we will deal with the problems in collecting data.

Activity 1. Discussion an article

Objective: to discuss General: *Data collection*

Material: handout 1

Time : 35 min

- Tell Ss to read handout 1 and present in groups their opinions on it.
- After completion the discussion ask Ss to give their own ideas about data.

Activity 2 Analyzing data collection

Objective: To learn solving the problem of data collection

Material: handout 2

Time: 40 min

Bring various kinds of materials for the lesson plans to the class.

- Students have to read the article and discuss it with the whole group
- Tell Ss to refer to the materials and analyze the data
- Ask them to share their finding to the whole group

Home task. Explain students to collect data to the learners with A2 level for teaching vocabulary.

Handout 1

Read handout 1 and present in groups their opinions on it.

DATA COLLECTION

Other **steps** in classroom research are to decide what we want to investigate, in which way and how to approach it. On the other hands, the sort of data we can use to analyse classroom language can be obtained from two different sources:

- Using reports of earlier classroom research
- Watching language learners

With the first approach we can read different types of research and replicate those studies that seem more interesting for our purposes. In this case, it is acceptable to use research plans, questionnaires or observation instruments from published documents to conduct our own research, provided we give credit to the original authors. From the point of view of research, the replication of existing studies is an important way to go a step further as it is part of the refinement process.

In any case it is important to bear in mind, if we want to adopt this view, that some studies are not probably as well designed as we might believe. Accordingly it is usually more appropriate to talk of follow-up studies rather than of exact replications. This way of approaching and analysing language data can be advisable if we are not yet working with a group of learners.

Watching language learners in a classroom context can definitely be a good source of ideas for investigations or be based on previous research and/or theory. Regarding this latter point, All right and Bailey (1991) have underlined what there is a dynamic tension between these two opposing points of view on how to determine the topic of an investigation. The first position, which is associated with experimental science, holds that a researcher should decide in advance what to investigate, on the basis of predictions generated by theory. In the second view, that more commonly associated, the research questions and hypotheses arise from the data that are collected.

Some theorists would argue that any hypothesis or research question ought to come directly from a theory which makes predictions that can be empirically tested by some sort of classroom investigation.

However, as it has been suggested, there are two problems with this way of approaching research. On the one hand, the theories of language learning do not always lend themselves to making directly testable predictions. In addition, some researchers (van Lier, 1988) consider that

classroom lessons are such complex affairs that it is virtually impossible ever to control the number of different variables that could bias the results of any attempt to test a particular theory-driven prediction.

On the other hand, the second problem with putting theory first is that it misses the point that theories themselves have to come from somewhere.

But, as Allwright and Bailey have put it, classroom research does not always have to concern itself so directly with theories at all, whether to test them or to illuminate them. Instead, classroom research can be directed at trying to understand and deal with the immediate practical problems facing teachers and learners. The term for this sort of work, aimed as it is at investigating and dealing with immediate practical problems, is "action research".

In any case, whether we begin from the data-first or the theory first position, it is important to have a specific issue in mind, a particular problem to think about, because there is a strong risk of wasting a lot of our own and everyone else's time if we begin a research project with no clear idea of what we are going to do.

Given these opposing viewpoints on the research sequence (data-first versus theory-first), it would probably be best to start off with at least a general issue we want to investigate, and to use your thought about that issue to help you to decide what sorts of data you will need.

Another aspect of the decision about what to investigate is the understandable temptation to look at the most visible things only, the things that are easiest to observe, to record, and to count.

Two problems arise in this area of deciding what to investigate. First, the overall picture we have of classroom language learning from research so far is already distorted by this bias towards the visible.

Second, the bias towards the easy things to investigate is a luxury that action researchers at least cannot usually afford.

Interviews

The objective of interviews is to obtain information by actually talking to the subjects under study. Sometimes, it is also necessary to ask the students questions about the classrooms events either in an individual face to face situation or to the whole group of students. Perhaps the two main disadvantages are that individual interviews are a) time consuming and b) they often introduce subjective and biased information, given that interviewees often say what they think that will please the interviewer (see Appendix 2.9).

Besides that, certain covert variables (e.g. attitudes, prejudices, interests, needs analysis, learning strategies, motivation, etc.) cannot be fully studied unless we interview the subjects involved in the research work and collect information about their beliefs, feelings and opinions. According to the degree of explicitness and structure, interviews can be "open" and "semi-open or "semi-structured".

- a) *Open interviews* provide the interviewee with very open questions which allow a great freedom of expression to give the answers. Very often, they are carried out through informal talks about the topics under study.
- b) *Semi-open interviews* provide some core questions predetermined in advance but the subjects interviewed still feel quite free to answer them.

- c) *Semi-structured* interviews consists of specific and defined questions determined beforehand but they allow some elaboration in the questions and answers.
- d) *Structured* interviews include very specific close questions that require very specific answers.

In general, semi-structured and structured interviews need some kind of interview schedule, checklist or questionnaire which presents the questions to be asked and the topics to be discussed with some space for the interviewer to write down the answers.

Questionnaires

Questionnaires are printed and used for data collection. They include questions or statements that are responded in an anonymous way (see Appendix 2.10). They are similar to interviews in the type of data that are provided but in questionnaires the questions/statements are in a written form whereas in interviews they are oral. The use of questionnaires has also some advantages:

- a) They can be administered to large groups of subjects
- b) The data provided tend to be quite uniform and standard
- c) If they are applied to groups of subjects at the same time, the data collected can be very accurate.

But there are also some disadvantages:

- a) If they are sent home to be answered the response rate is usually very low and that may affect validity and reliability.
- b) Sometimes, the data provided can be very subjective and need to be contrasted and checked in other situations

Questionnaires, the same as interviews, can also be open, semi-open, semi-structured and structured. Quite frequently, structured questionnaires use the *Likert scale* to grade the statements from 1 to 5 (e.g.: 1 = never, 2 = seldom 3 = sometimes, 4 = often, 5 = always). The *semantic differential* is another technique which grades the items with a bipolar scale (e.g. bad/good; high/low, ...)

Case study

This type of research focuses on one or a few individuals. In most cases, these studies are longitudinal, that is, they follow the individuals for a long period of time. Many case studies have centred, for example, on the development of one subject's (or a few) interlanguage for a few years in order to describe the process. For example, Ellis work on the grammatical and semantic development of three subjects (1984) and his recommendations about the importance of the learner's initiative in interaction for second language acquisition. This type of research is very important to draw up hypothesis that need to be tested later on with more representative samples.

Diaries

Even though diaries can be anecdotal and subjective, they can provide very important clues about what the learners feel and how they process information. There are many mental operations and strategies that play a crucial role in language learning and that cannot be observed and studied unless the student reports about them. This technique is very useful to explore the learning strategies that the students use in different situations, especially when they receive metacognitive instruction and we want to know what

kind of effect has it got on the student learning.

Handout 2 Read the information share with the partner. (This part of task includes two information **ANALYSING THE DATA** and **PROBLEMS IN COLLECTING DATA**)

ANALYSING THE DATA

Data analysis is the final stage of research. It implies organising the data collected in order to study to what extent the objectives that we predetermined have been achieved, to check if the hypothesis formulated can be confirmed or simply to draw conclusions from an ethnographic study. This analysis leads to the final conclusions of the research.

In this stage, as with the previous phases, there is a variety of techniques that we can use and the results will depend on the type of analysis. But it is important to notice that there must be a relation between the nature of the research problem, the research method, the variables we want to control, the tools used to control the variables and the procedures chosen to analyse the data collected. Some data analysis techniques will be more appropriate for quantitative research, while others will be more appropriate for qualitative research. Some of the well known handbooks which offer a good deal of practical information for data analysis are Seliger and Shohami, (1989); Brown, (1988); Tuckman, (1978), just to give a few examples.

Qualitative research data

In qualitative research, where the data have been collected through observations, interviews, diaries, or any other qualitative procedure, the information is gathered in recordings or written reports. Then the researcher has to identify the most relevant segments of the text according to an organised scheme. Quite often, some categories emerge from the data, without having to apply a fix taxonomy. Sometimes, the researcher does the opposite: (s)he applies a predetermined classification.

In short, the two main types of techniques that can be identified in analysing qualitative data are the following:

- a) deriving a set of categories for dealing with text segments from the text itself (inductive procedure)
- b) applying a system of categories or predetermined classification to the data .

According to Tesch (1987), there are some features that are common to all qualitative research analysis:

- The analysis of qualitative data is systematic, but not rigid.
- The main procedures used are comparison, a search for likeness and differences.
- In order to be compared and contrasted, the raw data need to be summarised and condensed.
- As a result of summarising and organising the information, some preliminary and tentative classifications of categories emerge.
- The analysis is not the final phase of the research project. The results of each analytical session point to other questions that need new data.

- Qualitative analysis is a process that demands deep involvement on the part of the researcher.
- Finally, there is not an exclusive and right way of analysing qualitative data. It is possible to analyse the information in different ways.

Analysing descriptive research data

Descriptive research is generally analysed by means of descriptive statistics. Some of the most common descriptive statistical procedures are: *frequencies*, *central tendencies* and *variabilities*.

- a) *Frequencies* are used to indicate how often a phenomenon occurs
- b) *Central tendency* measures provide information about the average and the typical behaviour of subjects.
 - The *mean* is the sum of all scores of all subjects in the group divided by the number of subjects.
 - The *mode* is the score which has been obtained by the largest number of subjects, i.e. the most frequent score in the group.
 - The *median* is the score which divides the group into two parts, so that half of the score are above it and half are below it.
- c) *Variability* provides information on the differences or spread of the behaviours. It indicates how homogeneous (or heterogeneous) the groups are. The most common variability measure is the *standard deviation*: the higher the standard deviation, the more heterogeneous a group is. Another measure of variability used in statistical analyses is the *variance*, which is the standard deviation squared.

Correlation research data

Correlation techniques are used to explore existing relations between variables. For example, if we have data about the students' achievement in the EFL class and in the L1 class, we can correlate data and study the relationship between achievement in L1 and in the FL class. If a *positive correlation* is obtained

it means that there is a close relationship between both variables. A *negative correlation* would indicate the opposite view.

Correlations are indicated by means of the *correlation coefficient*, which ranges from -1.00 , indicating perfect negative correlation to 1.00 , which indicates perfect positive correlation. The significant level obtained is very important since it relates directly to whether the null hypothesis is rejected or not. The conventional level of rejecting the null hypothesis is $p < .05$ or $p < .01$. When reporting correlations the researcher needs to specify all these data: the sample size (n) the correlations were based on, as well as the level of significance (p).

Multivariate research data

There are three well known multivariate procedures (see Seliger and Shohami, 1989:222-231)

- 1) *Multiple regression*, which is used to examine the relationship and predictive power of independent variables. In the case of the relationship between L1 and L2, regression would indicate the prediction of L2 achievement under the influence of L1.
- 2) *Discriminant analysis* indicates which combination of independent variables distinguish between two or more categories of the dependent variable. For example, a researcher may want to study which combination of variables, L1, motivation, aptitude, etc. can best

distinguish between two types of second language learners (males/females; learning in formal/informal contexts).

- 3) *Factor analysis*. In this case the interrelationships between and among the variables of the data are examined in an attempt to find out how many independent dimensions can be identified in the data. Factor analysis is a procedure frequently used to validate language tests, for example, to check if the items of the Cultural tests really measure the cultural competence.

Experimental research data

When a control and experimental group are used in experimental research, other procedures are commonly used to compare results: The t-test, ANOVA and Chi-square.

At present, most of the data analysis techniques described in the previous sections can be performed with the computer. Some common statistical packages are: Statgraphics and SPSS (Statistical Package for Social Science).

PROBLEMS IN COLLECTING DATA

In the early days of classroom research observation instruments were used which focused primarily on the teacher's behaviour. But as language classroom research has become more deeply involved with issues in language learning, a clearer focus on the learners, and on the interaction among learners and teachers, has superseded the earlier emphasis on teacher behaviour. One result of this shift in focus has been a decrease in the use of observation schedules and an increase in the use of discourse analysis of transcribed data.

Discourse analysis and transcription

Discourse analysis" refers to a variety of procedures for examining chunks of language, whether spoken or written (Allwright and Bailey, 1991).

In the case of classroom research, discourse analysis usually involves the analysis of spoken language as it is used in classrooms among teachers and learners. Van Lier (1988:122) describes it as "an analysis of the processes of interaction by means of a close examination of audiovisual records of interaction".

The focus on lengths of oral discourse in classroom interaction leads us naturally to units of analysis which are different from the concepts of sentence, clause, or phrase, as these terms are used in syntactic analysis. Instead, discourse analysts, who are interested in the way talk is structured, have investigated concepts such as utterances, repair strategies, topic nomination and turns.

Discourse analysts typically use transcripts and audiotaped or videotaped interactions as their data base. Some use transcripts and accompanying videotapes in order to document the nonverbal channel of communications (see Appendix 2.6).

Transcripts vary widely in their level of technical complexity. They may use standard orthography or detailed phonetic transcription of speech, depending on the research goal.

Triangulation: the value of multiple perspectives

Anthropologists have borrowed this term from land surveying to suggest that at least two perspectives are necessary if an accurate picture of a particular phenomenon is to be obtained. *Triangulation* can take several different forms (Denzin, 1970:472).

- a) One of them is *data triangulation*, which means using a variety of sampling strategies, for example, data related to the time and social situations collected in different occasions to ensure that the objectives proposed are studied in more than one way.
- b) Another is *investigator triangulation*, in which more than one observer contributes to the findings to gain more reliability.
- c) *Methodological triangulation* refers to using different methods (for example, observation, analysis of transcripts and self-report surveys) to collect the data.
- d) Finally, *theoretical triangulation* demands that the researchers approach the data analysis with more than one perspective on possible interpretations.

The combination of multiple methods, data types, observers and theories in the same research study is called *multiple triangulation* (Denzin 1970:472).

Reliability

This term refers to the fact that the research procedures must be consistent, both over time and across a variety of people who might use them. It applies to both the data collection and data analysis of classroom research.

One area of obvious concern about reliability is in situations where more than one observer is involved in trying to count or code the same things.

The degree of reliability between observers can in fact be calculated, and of course steps can be taken to train observers to improve their "inter-observer agreement" figures. In general, before going ahead with the coding of a large corpus of data, classroom researchers strive for at least 85% agreement among observers and raters. This figure is called "inter-observer agreement" or "inter-rater reliability". Another matter for concern is the percentage of "intra-observer agreement"- that is, the extent to which a single observer or coder, working with the same data, codes or categorises the data consistently after a lapse of time. The figures range from 0 to 1.00, with decimals nearer to 1.00 representing greater consistency in the observers' use of the categories.

Validity

As a technical construct in experimental studies, validity takes two important forms. First, there is the notion of "internal validity". A study is said to have internal validity if the outcomes of the experiment can be directly and unambiguously attributed to the treatment applied to the experimental group, rather than to uncontrolled factors.

Internal validity relates to the extent to which the results of an experimental study can be reliably and unambiguously related to the treatment which was implemented.

Chaudron (1988b) has discussed 3 types of validation which relate to classroom research:

- *Construct validation*: the construct is verifiable and can be "captured" through various measurement procedures.

- *Criterion-related validity*: some form of measurement is used to measure a trait along with another form.
- *Treatment validation*: the treatment was in fact implemented and that is identifiably different from whatever it was being compared with.

According to Seliger and Shohamy (1989:190) the information needed for determining the quality of data collection procedures is the following:

Technique	The information it provides
Reliability	whether the scores are accurate
Test-retest	whether the scores are stable overtime
Inter-rater	whether there is agreement among judges about the score assigned
Intra-rater	whether a rater will assign the same score after some time has elapsed
Parallel form	whether two similar instruments supposed to measure the same thing actually do
Internal consistency	whether the test items are related to one another and measure the same thing
Validity	whether it measures what it is supposed to measure
Content	whether the procedure represents accurately the content it is supposed to measure
Concurrent	whether it correlates well with a different type of instrument which is suppose to measure the same thing
Predictive	whether the measure can predict accurately a certain future behavior
Construct	whether it represents accurately the theory of the variable which it measures
Item analysis	whether the items and questions which appear on the instrument are difficult or easy, and whether they discriminate among the subjects of the research.

Further reading

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North, S. and Pillay, H. *Homework: re-examining the routine*. ELT Journal 56/2, April 2002

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Written by Steve Darn, Freelance Trainer, Izmir, Turkey

MODUL 5: MATERIAL DESIGN AND EVALUATION

LESSON #22

Materials development

Theme #22.	Teaching Materials as tools for representing aims, values, and methods in teaching a foreign language

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 6. Activity 1. Discussing the principles for good language teaching materials. 7. Activity 2. Developing and adopting teaching materials.	
The aim: To discuss the definition and classification of teaching materials	
Objectives: • Discussing the main plot of the article • To be able to develop and adopt teaching materials in language course	
Activity Type:	Individual, small group, whole class (teacher-students)

Warm up activity: Brainstorming. Read and answer the following questions.

Time: 10 min

What type of materials do we use in teaching language course?

Should we adopt the authentic materials?

What is the purpose of designing materials?

Activity1 Discussion an article

Objective: to discuss the main plot of the article

Material: handout 1

Time: 25 min

- Tell Ss to give some ideas for the definition and classification of teaching materials and then ask them to read **handout 1** and compare their ideas.
- After finishing discussion ask Ss to give their own ideas about analysis of teaching materials

Activity 2 Developing and adopting materials

Objective: To be able to develop and adopt teaching materials in language course

Material: handout 2

Time: 40 min

- Tell Ss get acquaintance with information which is given in **handout 2** and present their ideas on the posters to whole group
- Give students some sample of authentic materials and tell them to adopt the materials for the teaching language course.

Home task: (5 min) to choose the materials for language course and classified them. Use the information from **handout 1** and **handout 2**. They make easy to work on your task.

Handout 1 Read and discuss the article with the whole group

Materials should help learners to feel at ease

Research has shown ... the effects of various forms of anxiety on acquisition: the less anxious the learner, the better language acquisition proceeds. Similarly, relaxed and comfortable students apparently can learn more in shorter periods of time.

Although it is known that pressure can stimulate some types of language learners, I think that most researchers would agree that most language learners benefit from feeling at ease and that they lose opportunities for language learning when they feel anxious, uncomfortable or tense (see, for example, Oxford 1999). Some materials developers argue that it is the responsibility of the teacher to help the learners to feel at ease and that the materials themselves can do very little to help. I disagree. Materials can help learners to feel at ease in a number of ways. For example, I think that most learners:

- feel more comfortable with written materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page;
- are more at ease with texts and illustrations that they can relate to their own culture than they are with those which appear to them to be culturally alien;
- are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

Feeling at ease can also be achieved through a ‘voice’ which is relaxed and supportive, through content and activities which encourage the personal participation of the learners, through materials which relate the world of the book to the world of the learner and through the absence of activities which could threaten self-esteem and cause humiliation. To me the most important (and possibly least researched) factor is that of the ‘voice’ of the materials. Conventionally, language-learning materials are de-voiced and anonymous. They are usually written in a semiformal style and reveal very little about the personality, interests and experiences of the writer. What I would like to see materials writers do is to chat to the learners casually in the same way that good teachers do and to try to achieve personal contact with them by revealing their own preferences, interests and opinions. I would also like to see them try to achieve a personal voice by ensuring that what they say to the learners contains such features of orality as:

- informal discourse features (e.g. contracted forms, informal lexis);
- the active rather than the passive voice;
- concreteness (e.g. examples, anecdotes);
- inclusiveness (e.g. not signalling intellectual, linguistic or cultural superiority over the learners).

Materials should help learners to develop confidence

Relaxed and self-confident learners learn faster.

Most materials developers recognise the need to help learners to develop confidence, but many of them attempt to do so through a process of simplification. They try to help the learners to feel successful by asking them to use simple language to accomplish easy tasks such as completing substitution tables, writing simple sentences and filling in the blanks in dialogues. This approach is welcomed by many teachers and learners. But in my experience it often only succeeds in diminishing the learners. They become aware that the process is being simplified for them and that what they are doing bears little resemblance to actual language use. They also become aware that they are not really using their brains and that their apparent success is an illusion. And this awareness can even lead to a reduction in confidence. I prefer to attempt to build confidence through activities which try to ‘push’ learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic, but which are achievable too. It can also help if the activities encourage learners to use and to develop their existing extra-linguistic skills, such as those which involve being imaginative, being creative or being analytical. Elementary-level learners can often gain greater confidence from making up a story, writing a short poem or making a grammatical discovery than they can from getting right a simple drill. The value of engaging the learners’ minds and utilising their existing skills seems to be becoming increasingly realised in countries that have decided to produce their own materials through textbook projects rather than to rely on global coursebooks, which seem to underestimate the abilities of their learners.

What is being taught should be perceived by learners as relevant and useful?

Most teachers recognise the need to make the learners aware of the potential relevance and utility of the language and skills they are teaching. And researchers have confirmed the importance of this need. For example, Stevick (1976) cites experiments which have shown the positive effect on learning and recall of items that are of personal significance to the learner. And Krashen (1982) and Wenden (1987) report research showing the importance of apparent relevance and utility in language acquisition.

In ESP (English for specific purposes) materials it is relatively easy to convince the learners that the teaching points are relevant and useful by relating them to known learner interests and to ‘real-life’ tasks, which the learners need or might need to perform in the target language. In general English materials this is obviously more difficult; but it can be achieved by narrowing the target readership and/or by researching what the target learners are interested in and what they really want to learn the language for. An interesting example of such research was a questionnaire in Namibia which revealed that two of the most important reasons for secondary school students wanting to learn English were so they would be able to write love letters in English and so that they would be able to write letters of complaint for villagers to the village headman and from the village headman to local authorities.

Perception of relevance and utility can also be achieved by relating teaching points to interesting and challenging classroom tasks and by presenting them in ways which could facilitate the achievement of the task outcomes desired by the learners. The ‘new’ learning points are not relevant and useful because they will help the learners to achieve long-term academic or career objectives, but because they could help the learners to achieve short-term task objectives now. Of course, this only works if the tasks are begun first and the teaching is then provided in response to discovered needs. This is much more difficult for the materials writer than the conventional approach of teaching a predetermined point first and then getting the learners to practise and then produce it. But it can be much more valuable in creating relevance and utility for the teaching point; and it can be achieved by, for example, referring learners to ‘help pages’

before and/or after doing sub-tasks or by getting learners to make decisions about strategies they will use in a task and then referring them to 'help pages'. So, for example, learners could be asked to choose from (or add to) a list of project tasks and then to decide on strategies for achieving their project targets. Those learners who decide to research local documents could be referred to a section in the book which provides advice on scanning, whereas those learners who decide to use questionnaires could be referred to a section which deals with writing questions.

Obviously providing the learners with a choice of topic and task is important if you are trying to achieve perception of relevance and utility in a general English textbook.

Materials should expose the learners to language in authentic use

Krashen (1985) makes the strong claim that comprehensible input in the target language is both necessary and sufficient for the acquisition of that language provided that learners are 'affectively disposed to "let in" the input they comprehend' (Ellis 1994: 273). Few researchers would agree with such a strong claim, but most would agree with a weaker claim that exposure to authentic use of the target language is necessary but not sufficient for the acquisition of that language. It is necessary in that learners need experience of how the language is typically used, but it is not sufficient because they also need to notice how it is used and to use it for communicative purposes themselves.

Materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken and written texts they include. They can also stimulate exposure to authentic input through the activities they suggest (e.g. interviewing the teacher, doing a project in the local community, listening to the radio, etc.). In order to facilitate acquisition, the input must be comprehensible (i.e. understandable enough to achieve the purpose for responding to it). This means that there is no point in using long extracts from newspapers with beginners, but it does not mean that beginners cannot be exposed to authentic input. They can follow instructions intended to elicit physical responses, they can listen to dramatic renditions of stories, they can listen to songs, and they can fill in forms.

Materials at all levels should provide frequent exposure to authentic input which is rich and varied. In other words the input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language. And, if the learners want to be able to use the language for general communication, it is important that they are exposed to planned, semi-planned and unplanned discourse (e.g. a formal lecture, an informal radio interview and a spontaneous conversation). The materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input; but it does mean that they should at least always do something mentally or physically in response to it.

Handout 2

Materials should provide the learners with opportunities to use the target language to achieve communicative purposes

Most researchers seem to agree that learners should be given opportunities to use language for communication rather than just to practise it in situations controlled by the teacher and the materials. Using language or communication involves attempts to achieve a purpose in a Situation in which the content, strategies and expression of the interaction are determined by the

learners. Such attempts can enable the learners to ‘check’ the effectiveness of their internal hypotheses, especially if the activities stimulate them into ‘pushed output’ which is slightly above their current proficiency. They also help the learners to automatise their existing procedural knowledge (i.e. their knowledge of how the language is used) and to develop strategic competence. This is especially so if the opportunities for use are interactive and encourage negotiation of meaning. In addition, communicative interaction can provide opportunities for picking up language from the new input generated, as well as opportunities for learner output to become an informative source of input. Ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned.

Interaction can be achieved through, for example:

- information or opinion gap activities which require learners to communicate with each other and/or the teacher in order to close the gap (e.g. finding out what food and drink people would like at the class party);
- post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose (e.g. deciding what television programmes to watch, discussing who to vote for, writing a review of a book or film);
- creative writing and creative speaking activities such as writing a story or improvising a drama;
- formal instruction given in the target language either on the language itself or on another subject: We need to recognise that teaching intended as formal instruction also serves as interaction. Formal instruction does more than teach a specific item: it also exposes learners to features which are not the focus of the lesson.

Materials should take into account that the positive effects of instruction are usually delayed

Research into the acquisition of language shows that it is a gradual rather than an instantaneous process and that this is equally true for instructed as well as informal acquisition. Acquisition results from the gradual and dynamic process of internal generalisation rather than from instant adjustments to the learner’s internal grammar. It follows that learners cannot be expected to learn a new feature and be able to use it effectively in the same lesson. They might be able to rehearse the feature, to retrieve it from short-term memory or to produce it when prompted by the teacher or the materials. But this does not mean that learning has already taken place. I am sure most of you are familiar with the situation in which learners get a new feature correct in the lesson in which it is taught but then get it wrong the following week. This is partly because they have not yet had enough time, instruction and exposure for learning to have taken place.

The inevitable delayed effect of instruction suggests that no textbook can really succeed if it teaches features of the language one at a time and expects the learners to be able to use them straightaway. But this incremental approach is popular with many publishers, writers, teachers and learners as it can provide a reassuring illusion of system, simplicity and progress. Therefore, adaptation of existing approaches rather than replacement with radical new ones is the strategy most likely to succeed. So, for example, the conventional textbook approach of PPP (Presentation—Practice—Production) could be used to promote durable learning if the objective of the Production phase was seen as reinforcement rather than correct production and if this was followed in subsequent units by more exposure and more presentation relating to the same feature. Or the Production phase could be postponed to another unit which is placed after further exposure, instruction and practice have been provided. Or the initial Production phase could be used to provide output which would enable the learners to notice the mismatch between what they are doing and what proficient speakers typically do.

In my view, in order to facilitate the gradual process of acquisition, it is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. This is particularly true of vocabulary acquisition, which requires frequent, spaced and varied recycling in order to be successful. It is equally important that the learners are not forced into premature production of the instructed features (they will get them wrong) and that tests of proficiency are not conducted immediately after instruction (they will indicate failure or an illusion of success). Ellis (1990) reports on research revealing the delayed effect of instruction and in Chapter 9 of this book he argues the need for post-use evaluation of materials to find out what learners have eventually learned as a result of using them.

Materials should take into account that learners differ in learning styles

Different learners have different preferred learning styles. So, for example, those learners with a preference for studial learning are much more likely to gain from explicit grammar teaching than those who prefer experiential learning. And those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature (e.g. reported speech) than they are from being taught that feature explicitly. This means that activities should be variable and should ideally cater for all learning styles. An analysis of most current course books will reveal a tendency to favor learners with a preference for studial learning and an apparent assumption that all learners are equally capable of benefiting from this style of learning. Likewise an analysis of the teaching and testing of foreign languages in formal education systems throughout the world will reveal that studial learners (who are actually in the minority) are at an advantage.

Styles of learning which need to be catered for in language-learning materials include:

- visual (e.g. learners prefer to see the language written down);
- auditory (e.g. learners prefer to hear the language);
- kinesthetic (e.g. learners prefer to do something physical, such as following instructions for a game);
- studial (e.g. learners like to pay conscious attention to the linguistic features of the language and want to be correct);
- experiential (e.g. learners like to use the language and are more concerned with communication than with correctness);
- analytic (e.g. learners prefer to focus on discrete bits of the language and to learn them one by one);
- global (e.g. learners are happy to respond to whole chunks of language at a time and to pick up from them whatever language they can);
- dependent (e.g. learners prefer to learn from a teacher and from a book);
- Independent (e.g. learners are happy to learn from their own experience of the language and to use autonomous learning strategies).

I think a learner's preference for a particular learning style is variable and depends, for example, on what is being learned, where it is being learned, whom it is being learned with and what it is being learned for. For example, I am happy to be experiential, global and kinesthetic when learning Japanese out of interest with a group of relaxed adult learners and with a teacher who does not keep correcting me. But I am more likely to be analytic and visual when learning French for examination purposes in a class of competitive students and with a teacher who keeps on correcting me. And, of course, learners can be helped to gain from learning styles other than their preferred style. The important point for materials developers is that they are aware of and cater for differences of preferred learning styles in their materials and that they do not assume that all learners can benefit from the same approaches as the 'good language learner'.

Materials should not rely too much on controlled practice

It is interesting that there seems to be very little research which indicates that controlled practice activities are valuable. Sherwood-Smith (1981) does say that 'it is clear and uncontroversial to say that most spontaneous performance is attained by dint of practice', but he provides no evidence to support this very strong claim. Also Bialystok (1988) says that automaticity is achieved through practice but provides no evidence to support her claim. In the absence of any compelling evidence most researchers seem to agree with Ellis, who says that 'controlled practice appears to have little long term effect on the accuracy with which new structures are performed' and 'has little effect on fluency'.

Yet controlled grammar practice activities still feature significantly in popular course books and are considered to be useful by many teachers and by many learners. This is especially true of dialogue practice, which has been popular in many methodologies for the last 30 years without there being any substantial research evidence to support it. In a recent analysis of new low-level course books I found that nine out of ten of them contained many more opportunities for controlled practice than they did for language use. It is possible that right now all over the world learners are wasting their time doing drills and listening to and repeating dialogues.

Materials should provide opportunities for outcome feedback

Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. Or in other words, if the language that the learner produces is evaluated in relation to the purpose for which it is used, that language can become a powerful and informative source of information about language use. Thus a learner who fails to achieve a particular communicative purpose (e.g. borrowing something, instructing someone how to play a game, persuading someone to do something) is more likely to gain from feedback on the effectiveness of their use of language than a learner whose language is corrected without reference to any non-linguistic outcome. It is very important, therefore, for materials developers to make sure that language production activities have intended outcomes other than just practicing language.

1.4.12 Materials should take into account that learners differ in affective attitudes

the learner's motives, emotions, and attitudes screen what is presented in the language classroom ... This affective screening is highly individual and results in different learning rates and results.

Ideally language learners should have strong and consistent motivation I they should also have positive feelings towards the target language, their teachers, their fellow learners and the materials they are using. But, of course, ideal learners do not exist and even if they did exist one they would no longer be ideal learners the next day. Each class of framers using the same materials will differ from each other in terms of long- and short-term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials and of attitudes towards the language, the teacher and the materials. Obviously no materials developer can cater for all these affective variables, but it is important for anybody who is writing learning materials to be aware of the inevitable attitudinal differences of the users of the materials.

One obvious implication for the materials developer is ‘to diversify language instruction as much as possible based upon the variety of cognitive styles’ and the variety of affective attitudes likely to be found amongst a typical class of learners. Ways of doing this include:

- providing choices of different types of text;
- providing choices of different types of activities;
- providing optional extras for the more positive and motivated learners;
- providing variety;
- including units in which the value of learning English is a topic for discussion;
- including activities which involve the learners in discussing their attitudes and feelings about the course and the materials;
- researching and catering for the diverse interests of the identified target learners;
- being aware of the cultural sensitivities of the target learners;
- giving general and specific advice in the teacher’s book on how to respond to negative learners (e.g. not forcing reluctant individuals to take part in group work)

1.4.13 Materials should permit a silent period at the beginning of instruction

It has been shown that it can be extremely valuable to delay L2 speaking for beginners of a language until they have gained sufficient exposure to the target language and sufficient confidence in understanding it. This silent period can facilitate the development of an effective internalised grammar which can help learners to achieve proficiency when they eventually start to speak in the L2. There is some controversy about the actual value of the silent period and some learners seem to use the silence to avoid learning the language. However, I think most researchers would agree that forcing immediate production in the new language can damage the reluctant speaker affectively and linguistically and many would agree with Dulay, Burt and Krashen that:

communication situations in which students are permitted to remain silent or respond in their first language may be the most effective approach for the early phases of language instruction. This approach approximates what language learners of all ages have been observed to do naturally, and it appears to be more effective than forcing full two-way communication from the very beginning of L2 acquisition. (1982: 25—6)

The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Ways of giving learners the possibility of not speaking until they are ready include:

- starting the course with a Total Physical Response (TPR) approach in which the learners respond physically to oral instructions from a teacher or CD;
- starting with a listening comprehension approach in which the learners listen to stories in the target language, which are made accessible through the use of sound effects, visual aids and dramatic movement by the teacher;
- permitting the learners to respond to target language questions by using their first language or through drawings and gestures.

A possible extension of the principle of permitting silence is to introduce most new language points (regardless of the learners’ level) through activities which initially require comprehension but not production. This is an approach which I call TPR Plus and which we used on the PKG Project in Indonesian secondary schools. It usually involved introducing new vocabulary or structures through stories which the learners responded to by drawing and/or using their first

language, and through activities in which the whole class mimed stories by following oral instructions from the teacher.

1.4.14 Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities

A narrowly focused series of activities which require very little cognitive processing (e.g. mechanical drills; rule learning; simple transformation activities) usually leads to shallow and ephemeral learning unless linked to other activities which stimulate mental and affective processing. However, a varied series of activities making, for example, analytic, creative, evaluative and rehearsal demands on processing capacity can lead to deeper and more durable learning. In order for this deeper learning to be facilitated, it is very important that the content of the materials is not trivial or banal and that it stimulates thoughts and feels in the learners. It is also important that the activities are not too simple and that they cannot be too easily achieved without the learners making use of their previous experience and their brains.

The maximisation of the brain's learning potential is a fundamental principle of Lozanov's Suggestopedia, in which 'he enables the learner to receive the information through different cerebral processes and in different states of consciousness so that it is stored in many different parts of the brain, maximising recall'. Suggestopedia does this through engaging the learners in a variety of left- and right-brain activities in the same lesson (e.g. reciting a dialogue, dancing to instructions, singing a song, doing a substitution drill, writing a story). Whilst not everybody would accept the procedures of Suggestopedia, most researchers seem to agree on the value of maximising the brain's capacity during language learning and the best textbooks already do contain within each unit a variety of different left- and right-brain activities.

1.4.15 Materials should not rely too much on controlled practice

It is interesting that there seems to be very little research which indicates that controlled practice activities are valuable. Sharwood-Smith (1981) does say that 'it is clear and uncontroversial to say that most spontaneous performance is attained by dint of practice', but he provides no evidence to support this very strong claim. Also Bialystok (1988) says that automaticity is achieved through practice but provides no evidence to support her claim. In the absence of any compelling evidence most researchers seem to agree with Ellis, who says that 'controlled practice appears to have little long term effect on the accuracy with which new structures are performed' and 'has little effect on fluency'.

Yet controlled grammar practice activities still feature significantly in popular coursebooks and are considered to be useful by many teachers and by many learners. This is especially true of dialogue practice, which has been popular in many methodologies for the last 30 years without there being any substantial research evidence to support it. In a recent analysis of new low-level coursebooks I found that nine out of ten of them contained many more opportunities for controlled practice than they did for language use. It is possible that right now all over the world learners are wasting their time doing drills and listening to and repeating dialogues.

LESSON #23

Materials development

Theme #23.	The relation between syllabus, coursebook, and materials
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Activity 1. Curriculum and syllabus. Activity 2. Exploring a syllabus Activity 3. Metaphor about a coursebook Activity 4 Advantages and disadvantages of having one coursebook	
The aim: To discuss the relationship of syllabus, coursebook, and materials	
Objectives: • to raise students' awareness of notions of curriculum and syllabus • to let students explore the role of coursebooks and materials in teaching	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1 Curriculum and syllabus

Objective: to raise students' awareness of difference between curriculum and syllabus

Time: 15 minutes

Materials: Handouts 1 and 2.

Procedure:

- Write the terms "curriculum" and "syllabus" on the board. Ask the following questions:
 - ~ What is the curriculum and syllabus? Is there any difference between them?
- Distribute Handouts 1 and 2. Ask students to note similarities and differences in these documents, their purposes, which of them can be called curriculum and which one is syllabus.
- Establish that these terms are widely used but mean different things to British and American writers and are thus potentially confusing. We usually follow British usage, in which "syllabus" refers to the content or subject matter of an individual subject, whereas "curriculum" refers to the totality of content to be taught and aims to be realized within one educational system" (White 1988:4). Thus, a curriculum includes several syllabuses. In our educational system there is 'uquv reja' which describes subjects and hours that are to be taught over a period of time, for example in an University 4 years. The curriculum might also outline main aims and objectives of a whole programme.
- Handout 2 is a syllabus for this course, *Materials Evaluation and Design*. Teachers usually work with uquv dastur (*ishchi*, or *taqvimiy-mavzuviy reja*) for a specific course, for example, Grammar or Integrated Skills.

Activity 2 Exploring a syllabus

Objective: to let students examine a syllabus structure

Time: 20 minutes

Materials: Handout 2

Procedure:

- Ask students to look again at Handout 2 (syllabus for *Materials evaluation and design* course) and answer the questions. Write the following questions on the board.
 - ~ *What headings can you see?*
 - ~ *What are their roles?*
 - ~ *Why should teachers consult the syllabus?*

Answer:

Headings: Introduction, Aims, Objectives, Indicative Content, Learning Outcomes, Assessment Profiles, Materials And Resources.

- Make a note that other syllabi might contain other headings or formulated differently.
- Ask participants to look at aims, objectives and learning outcomes and decide how they are different.
- Establish that aims are broader and define the goal or where to go, objectives describe how to achieve the aims, and therefore they are more specific. Learning outcomes are the proof that students have reached the aims. We should assess learning outcomes.
- Draw students' attention to indicative content and why it is called so. Indicative means recommended, a teacher can decide to add or omit any other topics related to learners' needs.

Activity 3 Metaphor about a coursebook

Objective: to let students explore their beliefs of a coursebook through a metaphor

Time: 20 minutes

Materials: posters, markers

Procedure:

- Draw students' attention to the Materials and resources section of the syllabus (Handout 2). Tell students that the syllabus suggests using several books for the use to teach this course. Now let us explore what we think of coursebooks.
- Put students in groups of 4 or 5. Ask students to think of a metaphor for a coursebook. Explain what is a metaphor if students do not know.

A metaphor is a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison, for example, *All the world is stage* (W.Shakespeare), *Teacher is a gardener*. In groups students should draw their metaphors for a coursebook.

- Once groups are ready with their posters ask them to share with the whole class.
- Summarise the activity by saying that teachers usually regard a coursebook as a guidance (metaphors like – *map, lighthouse, compass, path, guideline*), resource (*supermarket, salad, menu, handbag* etc.).

Activity 4 Advantages and disadvantages of having one coursebook

Objective: to let students explore advantages and disadvantages of having one coursebook for a course.

Time: 20 minutes

Materials:

Procedure:

- Tell students now you will explore why the syllabus recommends using several books, not just one.
- Put students in groups of 4-5 and ask them to brainstorm reasons why teachers should use several books and resources to teach a specific course.
- Once students are ready, let them share their ideas with the whole class.

Why teachers should use several books (not one) to teach a course?

Reasons:

- *Coursebooks become outdated and might not match the syllabus*
- *It is almost impossible to find all the needed topics in one coursebook*
- *It will allow a teacher to take into account needs, learning styles, preferences of a particular class*
- *Students will be more motivated and interested to learn as using one coursebook the whole year (or even several years) might be boring.*
- *It will allow a teacher and students access up-to-date materials*

- Summarise the discussion and say that the primary goal of teachers is to teach learners not teaching a coursebook from cover to cover. A coursebook should not replace a syllabus. Teachers should try to use a variety of resources and regard a coursebook as a source book.

Materials evaluation and design
Syllabus, coursebook, materials
Handout 1 Curriculum (sample)

CURRICULUM

	Modules/semesters		1	2	3	4	5	6	7-8
		Hours per week (total in a semester)							
I	Language courses								
1	Listening and Speaking		2 (40)	2 (40)	2 (40)	2 (40)			
2	Reading		2 (40)	2 (40)	2 (40)	2 (40)	2 (40)		
3	Writing		2 (40)	2 (40)	2 (40)	2 (40)	2 (40)	2 (40)	1 (16)
4	Integrated skills		2 (40)	2 (40)	2 (40)	2 (40)			
5	Grammar in context		4 (80)	4 (80)					
6	Vocabulary		2 (40)	2 (40)	2 (40)	2 (40)			
7	Discourse analysis				2 (40)	2 (40)			
8	English as an international language							1 (20)	
9	Independent Study Skills		2 (40)						
10	Classroom language							1 (20)	
	Total:		16	14	12	12	4	4	1
II	Methodology courses								
1	Language learning				2 (40)				
2	Approaches to language teaching					2 40)			
3	Teaching and integrating language skills						1 (20)	2 (40)	
4	Teaching language systems for communication					2(40)			
5	Language Testing and Assessment						2 (40)		2 (40)
6	Materials evaluation and design							2 (40)	
7	English for Specific Purposes								1 (16)
8	Planning for teaching and learning							1 (20)	
9	Classroom Investigation							1 (20)	1 (16)
10	Developing intercultural competence						2 (32)		
11	Teaching Different Age Groups							2 (32)	
	Total:		0	0	2	4	5	8	4
	Overall:		16	14	14	16	9	12	5
	Number of weeks		20	20	20	20	20	20	16
	Teaching Practice								6h * 8 weeks

Materials evaluation and design
Syllabus, coursebook, materials
Handout 2 Syllabus (sample)

MATERIALS DESIGN AND EVALUATION

Introduction

Compulsory for English Majors, 40 hours in semester 6

Aim

By the end of the course students will be able to evaluate and adapt existing, materials and design their own teaching materials for a given context.

Objectives

By the end of the course, students will

- know how to critically evaluate existing learning and teaching materials, including materials from websites;
- know how to adapt, make informed choices, and supplement materials for different teaching contexts;
- have developed a principled approach to materials design;
- know how to compensate for lack of materials in certain teaching contexts;
- know how to exploit authentic source materials.

Indicative Content

- Teaching Materials as tools for representing aims, values, and methods in teaching a foreign language
- The relation between syllabus, coursebook, and materials
- Materials evaluation including all relevant materials e.g., Student's books, Teacher's book, CDs, self-study books
- Selecting & analysing coursebooks
- Adapting learning and teaching materials
- The Internet as a resource for language learning/teaching
- Choosing and exploiting authentic materials
- Materials design with specific reference to tasks
- Designing visual aids
- Teacher-made worksheets and workcards
- Ethical issues in material e.g. gender issues, minorities' rights, etc
- Addressing students and teachers through materials

Approaches to teaching and learning

- Task-based sessions (analysis of materials from language learning websites, evaluation of sample teaching materials, materials design in pairs and in small groups);
- Discussions;
- Mini lectures in key areas;
- Textbook reviews;
- Self study.

Learning outcomes

By the end of the course students will have

- developed criteria for evaluating coursebooks/textbooks and applied them in selecting coursebooks for their own teaching contexts;
- tried out and evaluated various ways of adapting and supplementing teaching materials;
- developed and tried out teaching materials for a specific context.

Assessment profile

Semester 6:

Continuous Assessment • Analysing and evaluating teaching materials (e.g. an English textbook/unit) • Participation	40% 30% 10%
Mid-course Assessment • Designing a unit ▪ Students' part • Teacher's notes	30%
Final Assessment • Micro teaching	30%

Indicative bibliography

Tomlinson, B. (Ed.) (2010). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Nunan, D. (2009). *Task-based Language Teaching*. Cambridge: Cambridge University Press.

LESSON #25

Materials development

Theme #25.	Selecting & analysing coursebooks
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead in Activity 1 Evaluating course books. Activity 2. Selecting textbooks for a specific group	
The aim: To explore the evaluation of coursebooks	
Objectives: • to help participants develop criteria for evaluating course books • to give participants an opportunity to apply their own criteria in selecting course books	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead-in

Objective: to uncover current practices of choosing and using course books

Time: 10 min

► Procedure:

► ☺ (5 min) Ask participants the following questions and elicit answers after each question:

1. *What materials do you use to teach your students?*
2. *Do you have to use certain course books in your institution? What are they?*
3. *Who chooses the books you use in your teaching?*

Possible answers:

1. Books, magazines, newspapers, songs, etc.
2. Some teachers have to use certain textbooks (e.g. coursebooks by Arakin or Bonk), while others do not stick to a certain textbook and are free to choose any material they like.
3. Teachers themselves, students, head of the chair, dean, vice-rector.

- ... (5 min) Establish that in some institutions and disciplines teachers can choose the course book they want to use and in others they have to keep to the course book prescribed by the authorities (chair, faculty, the Ministry of education, etc.). Tell participants that in any case they should be able to evaluate and select course books, especially now when teachers (through PDCs, British Council library, UzTEA Resource Centres, Macmillan Publishers and others) have more access to modern course books like Headway, Inside Out, Reward etc.

However, not many teachers are able to evaluate and select the course book which will suit their needs. This session will focus on exploring criteria for evaluating and selecting course books.

Activity 1 Evaluating course books

Objective: to help participants develop criteria for evaluating course books

Time: 35 min

Materials: 6 copies of each course book: Inside Out Pre-intermediate, Reward Preintermediate, Natural English, True to Life Upper-intermediate, Culturally Speaking Intermediate, 5-6 sheets of A4 paper, markers

NB: The course books were suggested in accordance with their availability in the Professional Development Centre at the University of World Languages, Tashkent. You can choose any other modern course books but it is recommended to give no more than 4-5 different titles to the whole class due to time constraints.

► Procedure:

- 😊 (10 min) Distribute one copy of a modern textbook to each participant and ask them to review the course book and make notes on the following question:
~ *Do you think this course book is suitable for your students? Why?/Why not?*
- 😊😊😊 (5 min) Ask participants who have reviewed the same textbook to form a group and compare their notes and share their opinions about this book.
- 😊😊😊 (10 min) Distribute A4 paper and ask groups to make a list of the criteria they have used for evaluating their textbook, for example, relevant to students' level of English, students' age and interests etc.
- 😊 (10 min) Ask groups to present their list of criteria to the whole class.
- Summarise the activity by saying that criteria for evaluating and selecting course books are developed in relation to a variety of factors: students' age and ability, their needs and interests, learning objectives, context etc.

Activity 2 Selecting textbooks for a specific group

Objective: to give participants an opportunity to apply their own criteria in selecting textbooks for the classrooms

Time: 35 min

Materials: handout 1, the same 6 copies of each 4 different course books (Inside Out Pre-intermediate, Reward Pre-intermediate, Natural English, True to Life Upper-intermediate, Culturally speaking Intermediate) from Activity 2.

NB: Handout 1, which outlines students' profiles, was based on the suggested course books. If you've decided to change course books evaluate them yourself beforehand against handout 1 and make sure that participants will be able to find a course book for a specific group profiled in handout 1.

► Procedure:

- 😊😊😊 (10 min) Ask participants to work in the same groups as in Activity 1. Distribute one strip (A, B, or C) from handout 1 📄 per group and at least one copy of 3 other course books.
- Ask groups to evaluate the course books and select a course book for the specific group described in the handout. Ask them to be ready to justify their choice.
- 😊 (10 min) Ask groups to present their students' profiles, the course book they have chosen and explain their choice.

Possible answers:

A. Inside Out Pre-intermediate: this book provides over 90 hours' teaching material which consists of 20 units. Each unit can be covered within 4-5 hours which will enable the teacher to change topics every week. After each 4 units the book provides review tasks which might be

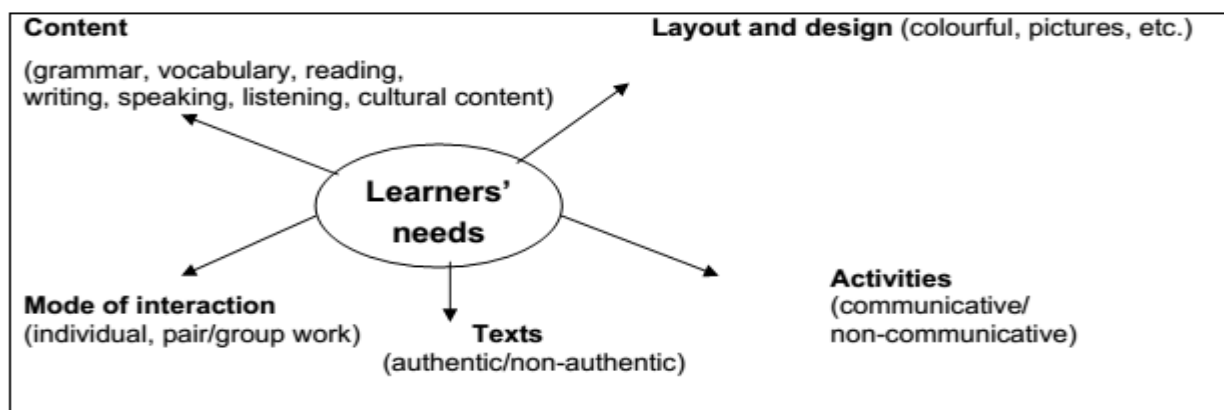
used as a progress test. The book provides plenty of opportunity to practice all four skills. However, there is not much focus on reading and grammar. So probably a teacher will have to supplement the book with extra reading and grammar exercises.

B. Reward Pre-intermediate provides a grammar-based syllabus of minimum of 70 hours' work. It provides some opportunities for practising all four skills. The book is colourful and easy to follow. However, there are no extracts from fiction.

C. True to Life Upper-intermediate: the book is suitable for adults. It consists of 18 units providing upwards of 72 hours of class work, extensive opportunities for practising grammar and vocabulary through speaking; lots of reading materials. Though it provides a wide range of tasks to develop writing skills it does not specifically focus on argumentative and descriptive essays.

D. Culturally Speaking Intermediate: the goal of the book is to get students to speak and act comfortably in a new culture, thus it offers lots of role-plays, discussions etc. The book is suitable for all learning styles, but it is black and white and thus not very attractive. Besides, the instructions to the tasks are usually long and not straightforward.

- 😊😊😊 (5 min) Ask participants to add any other criteria that could be useful in evaluating course books.
- 😊😊😊 (5 min) Draw the diagram below on a flipchart and summarise the criteria for choosing course books. State that textbooks can mainly be evaluated according to the layout (colourful or black and white, with pictures or not, clear instructions, etc.) content (what it is focused to develop: grammar, vocabulary, speaking, etc.), recommended mode of interaction (individual work, pair work, group work, etc.), activities (communicative, non-communicative), texts (authentic, semi-authentic, non-authentic), time (outdated, up-to-date). But the main criterion which should be taken into consideration is the learners' needs which are at the core of all other criteria.



- 😊 (5min) Establish that no textbook is ideal. Authors of ELT textbooks might be leading professionals but they will not know about your context, or the specific needs of your learners. Teachers should acknowledge this and as a result they have the right to evaluate the textbook against their own criteria and based on this evaluation select or adapt the materials.

Summary

Establish:

- Course books should be evaluated against your learners' needs.
- There is no perfect course book that will contain everything you need.

EVALUATING AND SELECTING COURSE BOOKS

Activity 2, Handout 1, Profiles of students

A.

You teach a group of first year students in the English Philology Faculty at the Uzbek State World Languages University in Tashkent. The subject you teach is Practice of Oral and Written Speech. The class lasts 4 hours once a week (100 hours per academic year). You should have a progress test (oraliq nazorat) each month. You prefer to discuss one topic a week. You want your students to have integrated skills classes but with greater focus on reading.



B.

You teach a group of first year students of the Faculty of Economics at The National University of Uzbekistan. You have classes once a week for 2 hours – with 80 total contact hours over the year. You want to focus on a grammar point each lesson and to base your syllabus on a course book. Your students want to develop their grammar and vocabulary and their listening and reading skills. They are interested in reading extracts from English literature. You have done a survey and found out that most of your students are visual learners.



C.

You have been selected as a tutor to a group of students who are preparing to take part in an English language competition. The tasks in the competition will consist of a grammar and vocabulary test, reading a text aloud and answering questions, writing argumentative and descriptive essays. They are mainly third-year students. They will have classes with you 4 times (8 hours) a week over 2½ months.



D.

You are teaching at a private language school in the evenings. Most of your learners are adults who come to the class after their work. Most of them want to go abroad. They need to know how to survive there. They want to develop their speaking and writing skills in order to be able to communicate freely in a foreign country. In your group there are people of different learning styles. They do not like long instructions as they do not like reading very much.

LESSON #26

Materials development

Theme #26	Adapting learning and teaching materials

Length: One hour and twenty minutes	Number of Students: 12

Lesson Outline

Lead in

Activity 1. Adapting a text.

Activity 2. Workshop

Activitt 3. Practical ideas on supplementing a text

The aim:

To rise the awareness of the ss on the adapting the materials

Objectives:

- to help participants explore various ways of adapting and supplementing texts
- to give participants an opportunity to adapt texts

Activity Type:

Individual, small group, whole class (teacher-students)

Lead-in

Objective: to uncover participants' current practices of adapting a text

Time: 10 min

Materials: marker, whiteboard

► Procedure:

-  (10 min) Remind participants about the session on materials evaluation and say that there is no ideal course book which contains everything that teachers and students want. Ask the following questions and write up answers that participants give on the board or flipchart.

~ *What problems do you usually have with your course book?*

Possible answers:

- ~ Exercises too short / too long (not enough items for practice)
- ~ Grammar and vocabulary is not contextualised
- ~ Deductive, 'top-down' approach to grammar rules
- ~ Texts too long / too boring/ too difficult /out of date / culturally inappropriate
- ~ Texts not authentic
- ~ Not enough communicative activities
- ~ No visual material
- ~ No listening material
- ~ No progress checks
- ~ No pre-, while- and post- tasks for reading
- ~ Not enough opportunities for a variety of interaction

~ *What can you do if an exercise / a text / an activity is not what you want for your students?*

Possible answers:

- ~ adapt
- ~ supplement with interesting exercises or relevant material

- Elicit random answers and say that in this session we will focus on various ways of adapting a text from one of Arakin's books.

Activity 1 Adapting a text

Objective: to help participants explore various ways of adapting a text

Time: 25 min

Materials: handout 1a, 1b, 1c, 1d

► Procedure:

► 😊 (5 min) Ask participants the following question:

~ *How can you adapt a text if you feel that it is too long, boring, and difficult?* E.g. this text from Arakin. (show the text on page 71 from the course book for the third-year students by Arakin.)

Possible answers:

- ~ If it is long, divide the text into several parts.
- ~ If it is difficult, prepare some language exercises etc.
- ~ If it is boring, add pre, while, post reading activities, supplement with appropriate pictures.

► Establish that adaptation of a text can be of two types: *easification* and *simplification*. When a teacher makes the language of the text simpler e.g. paraphrasing, getting rid of difficult vocabulary, shortening the difficult passages, it is called *simplification*. This is difficult to do well, even for native-speakers and is not recommended as the authenticity of the English language can be lost. *Easification* is a process in which a teacher uses certain means to make it easier for the students to understand the text.

► Say that participants will explore 4 techniques for easifying a text.

► 😊😊😊 Divide participants into 4 groups and distribute

handout 1a 📄 to group 1

handout 1b 📄 to group 2

handout 1c 📄 to group 3

handout 1d 📄 to group 4

► 😊😊😊 (15 min) Ask groups to do the tasks on their handouts.

► 😊😊😊 (5 min) Write the following questions on the board / flipchart and ask groups to discuss these questions:

- ~ *What did the teacher do with the text?*
- ~ *How was it helpful for learners?*

Possible answers:

- ~ The teacher adapted the text using four different techniques.
- ~ It was easy for learners to read the text as learners did not waste their time looking up every word they didn't know in the dictionary (handout 1a), questions in handout 1b made learners think about important things in the story and

understand what was happening in the story. It was easy for learners to do the pre-reading activity as it prepared them for reading, gave an idea what the text is about, and raised their interest in the story. The while-reading activity made learners read and complete the task by paying attention to specific details in the story. Post-reading tasks invited learners' imagination because they asked them to write a letter in the name of the teacher and the pupil. These post-reading activities helped learners to develop critical thinking skills (handout 1c). It was easy for learners to read the story as it is divided into small parts with accompanying tasks that encourage learners into further reading (handout 1d).

- Ask groups to share their ideas with the whole group.
- Establish that some texts are not easy to read for students and in order to make them more accessible for students teachers need to find ways to 'easify' them as in the example they have just experienced.

Activity 2 Workshop

Objective: to give participants an opportunity to adapt a text in groups

Time: 45 min

Materials: a text from Course book 3 by Arakin, scissors, glue, markers, highlighters, A4 paper, posters, magazines, newspapers.

► Procedure:

- 😊😊😊 (35 min) Divide participants into groups of 4. Distribute the text from the course book by Arakin, ('The Apple Tree' by J. Galsworthy, page 251, course book 3 by Arakin) or ask them to choose any text from the course book they use to teach their students. Ask groups to adapt the text and prepare a photocopyable version of their work to present it to the whole group.
- Distribute handouts 1a📄, 1b📄, 1c📄, 1d📄 to the 4 groups and tell them that they can use one of the strategies presented on the handouts.
- Support groups with ideas as you monitor their work.
- When groups have finished, help participants to make photocopies of the materials they produced to include in their **Portfolio** as **entry 10**.
- Allow ten minutes for groups to review each others' work.
- 😊 (10 min) Invite questions and comments from groups.
- Tell participants that they have *easified* a long and difficult text which some students may find boring in order to make it more accessible for their students. Say that in the next activity you would like them to brainstorm practical ideas on how to *supplement* a text.

Activity 3 Practical ideas on supplementing a text

Objective: to give participants an opportunity to brainstorm ideas on supplementing a text

Time: 15 min

Materials: none

► Procedure:

- 😊 (15 min) Ask participants the following questions and elicit answers after each question:

- ~ *What can you do if your textbook does not have enough practical grammar/ vocabulary exercises, pictures, cultural information, listening material or questions to discuss?*
- ~ *Where can you find additional materials?*

Possible answers:

- ~ find appropriate exercises, pictures, additional information for the text and bring them to class
- ~ find pictures in magazines, newspapers, the internet, use encyclopaedias, other course books such as **Headway, Reward, Inside Out**, take additional grammar exercises from grammar practice books (e.g. from books by Murphy, Ur or Swan), add your own vocabulary tasks and questions on the text.

- Tell participants that by bringing supplementary materials teachers can make lessons more interesting and raise students' motivation to learn English.

- 😊 (10 min) Ask participants to go back to the list of problems in the **Lead-in** activity. Ask groups to discuss the following question in groups:

- ~ *Which of these problems can a teacher solve by adapting and/or supplementing course book materials?*

- Write the answers the groups give next to the problem on the flipchart. See the example below.

- ~ Exercises are too short (not enough items for practice) – supplement (e.g. resort to Murphy)
- ~ Grammar and vocabulary is not contextualised – supplement (extra texts) or adapt by providing mini-contexts
- ~ Deductive, 'top-down' approach to grammar rules – supplement (present grammar in context)
- ~ Text is too long/too boring/too difficult/out of date/culturally inappropriate – adapt by easifying
- ~ Text is not authentic – supplement with extra material from newspapers etc
- ~ Not enough communicative activities – supplement (use resource books)
- ~ No visual material – supplement (bring in pictures, draw on the board, act out etc)
- ~ No listening material – supplement with appropriate listening material, if given listening material is difficult, adapt it appropriately
- ~ No progress checks – develop progress checks on the material taught
- ~ No pre-, while- and post- tasks for reading – supplement and/or adapt
- ~ Not enough opportunities for a variety of interaction – adapt (do traditional exercises in non-traditional ways, e.g. in groups or pairs)

Summary

- Establish that no course book is ideal and it is the teachers' responsibility to find ways of building a bridge between the class and materials in the course book. It will also raise students' motivation if they see that their teachers are doing extra work in order to make lessons more interesting and meaningful for them.

Activity 1, Handout 1a, Adapting a text

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8

(Extract)

Read the following text and write 3 words that you don't know, in the right column.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

"Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly."

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Recess n. - a time when children are allowed to go outside and play during the day

Brook no sth v. - not to allow something

Sacred adj. - very important and treated with great respect

Reprisal n. - Usually: an act of revenge or punishment

To set smth down v. - to write something on paper in order to record it

Fair adj. - just and balanced

Association n. - a connection or relationship with another person or group

Transient n. - continuing for only a short time

To make the grade v. - to succeed / to reach the necessary standard

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor... I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a <u>conspiracy</u> of indifference, and my attempts at formality fell pitifully flat. Gradually they moved on to the second and more annoying phase of their campaign, the "noisy" treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the <u>culprit</u> would merely sit and look at me with wide innocent eyes as if it were an accident. They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of <u>aplomb</u> as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit. One morning I was reading to them some simple poetry. Just when I thought I had <u>inveigled</u> them into active interest, one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding thing won't stay up." It was all rather deliberate, the noisy interruption and the crude remark, and it <u>heralded</u> the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly <u>pretext</u> and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their <u>utter</u> disrespect for me. They seemed to have no sense of <u>decency</u>, these children; everything they said or did was colored by an ugly <u>viciousness</u>, as if their minds were forever rooting after <u>filth</u>. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"	Conspiracy of indifference n. – Here: agreement not to show interest Culprit n. - a person who has done something wrong or against the law Aplomb n. - if somebody does something with aplomb they do it in a confident and successful way, often in a difficult situation To inveigle v. - to achieve control over somebody in a clever and manipulative way, especially so that they will do what you want 'bleeding' is a taboo adjective; 'thing' refers to the  lid of the desk To herald v. - to be a sign that something is going to start Pretext n. - a false reason that you give for doing something. Utter adj. - complete or extreme Decency n. - morally correct behaviour Viciousness n. - Cruelty and hatred combined Filth n. - any very dirty and unpleasant substance

Activity 1, Handout 1b, Adapting a text

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8

(Extract)

Read the text and answer the questions on the right column.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

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It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and

What do you think pre-means here?

Were children criticised for criticising their teachers?

Do you see only advantage in this scheme?

Do you think they had different teachers in the past? Why did they have different teachers?

Why do you think "were" was used not "I was"?

stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor... I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat. Gradually they moved on to the second and more annoying phase of their campaign, the "noisy" treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident. They knew as well as I did that there was nothing I could do about it, and I bore it with as much show of aplomb as I could manage. One or two such interruptions during a lesson were usually enough to destroy its planned continuity... So I felt angry and frustrated when they rudely interrupted that which was being done purely for their own benefit. One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger. I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding thing won't stay up." It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"	<i>Do you think there was more than one culprit? If you do, what makes you think so?</i>

Activity 1, Handout 1c, Adapting a text

Pre-reading task

Before you read discuss the following questions in groups:

- ~ Think of the time when you started teaching at school, college, university?
- ~ How did the principal / the head of the chair behave?
- ~ How did pupils / students behave?

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8
(Extract)

While-reading task

Read the following text and write **T** if the statement is true and **F** if the statement is false:

- a) Mr. Florian thinks that reading pupils' weekly reviews helps teachers a lot in their work.
- b) The narrator didn't find anything about himself in pupils' weekly reviews.
- c) The narrator worked hard on himself to make his lessons interesting.
- d) Pupils' didn't like the narrator's lessons at all and tried to interrupt him during the lessons.
- e) The narrator felt angry and frustrated when they rudely interrupted him, but couldn't do anything.

Each Friday morning the whole school spent the pre-recess period in writing their Weekly Review. This was one of the old Man's pet schemes: and one about which he would brook no interference. Each child would review the events of his school week in his own words, in his own way; he was free to comment, to criticize, to agree or disagree, with any person, subject or method, as long as it was in some way associated with the school. No one and nothing was sacred, from the Headmaster down, and the child, moreover, was safe from any form of reprisal.

"Look at it this way," Mr. Florian said. "It is of advantage to both pupils and teacher. If a child wants to write about something which matters to him, he will take some pains to set it down as carefully and with as much detail as possible; that must in some way improve his written English in terms of spelling, construction and style. Week by week we are able, through his review, to follow and observe his progress in such things. As for the teachers, we soon get a pretty good idea what the children think of us and whether or not we are getting close to them... You will discover that these children are reasonably fair, even when they comment on us. If we are careless about our clothing, manners or person they will soon notice it, and it would be pointless to be angry with them for pointing such things out. Finally, from the reviews, the sensible teacher will observe the trend of individual and collective interests and plan his work accordingly."

On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me. I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...

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But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

Looking back, I realize that in fact I passed through three phases in my relationship with them. The first was the silent treatment, and during that time, for my first few weeks, they would do any task I set them without question or protest, but equally without interest or enthusiasm; and if their interest was not required for the task in front of them would sit and stare at me with the same careful patient attention a birdwatcher devotes to the rare feathered visitor...

I took great pains with the planning of my lessons, using illustrations from the familiar things of their own background... I created various problems within the domestic framework, and tried to encourage their participation, but it was as though there were a conspiracy of indifference, and my attempts at formality fell pitifully flat.

Gradually they moved on to the second and more annoying phase of their campaign, the "noisy" treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

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Post-reading task

- ~ Write a letter to the Headmaster explaining the situation and asking for advice.
- ~ You are a pupil. Write a letter to a friend describing your feelings and the teacher's feelings about what happened in the class.

Activity 1, Handout 1d, Adapting a text

TO SIR, WITH LOVE

by E. R. Braithwaite

Chapter 8

(Extract)

Read the 4 parts of the text and complete the tasks.

Part 1

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On the first Friday of my association with the class I was anxious to discover what sort of figure I cut in front of them, and what kind of comment they would make about me.

Answer the following question and do the tasks:

- ~ *What do you think students wrote about this teacher?*
- ~ *Find any disadvantages in the scheme from a student's perspective.*
- ~ *Find any disadvantage from a teacher's perspective.*

Part 2

I read through some of the reviews at lunch-time, and must admit to a mixture of relief and disappointment at discovering that, apart from mentioning that they had a new "blackie" teacher, very little attention was given to me...

It occurred to me that they probably imagined I would be as transient as my many predecessors, and therefore saw no point in wasting either time or effort in writing about me. But if I had made so little impression on them, it must be my own fault, I decided. It was up to me to find some way to get through to them.

- ~ *What do you think the teacher will do next?*

Read the next extract.

Part 3

Thereafter I tried very hard to be a successful teacher with my class, but somehow, as day followed day in painful procession, I realized that I was not making the grade. I bought and read books on the psychology of teaching in an effort to discover some way of providing the children with the thought of intellectual challenge to which they would respond, but the suggested methods somehow did not meet my particular need, and just did not work. It was as if I were trying to reach the children through a thick pane of glass, so remote and uninterested they seemed.

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Gradually they moved on to the second and more annoying phase of their campaign, the "noisy" treatment. It is true to say that all of them did not actively join in this but those who did not were obviously in some sympathy with those who did. During a lesson, especially one in which it was necessary for me to read or speak to them, someone would lift the lid of a desk and then let it fall with a loud bang; the culprit would merely sit and look at me with wide innocent eyes as if it were an accident.

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One morning I was reading to them some simple poetry. Just when I thought I had inveigled them into active interest one of the girls, Monica Page, let the top of the desk fall; the noise seemed to reverberate in every part of my being and I felt a sudden burning anger.

Answer the following questions:

- ~ *Why was the teacher dissatisfied with his class's attitude to him?*
- ~ *What do you think the teacher did? What would you do if you were in the same situation?*

Part 4

I looked at her for some moments before daring to open my mouth; she returned my gaze, then casually remarked to the class at large: "The bleeding thing won't stay up." It was all rather deliberate, the noisy interruption and the crude remark, and it heralded the third stage of their conduct. From then on the words "bloody" or "bleeding" were hardly ever absent from any remark they made to one another especially in the classroom. They would call out to each other on any silly pretext and refer to the "bleeding" this or that, and always in a voice loud enough for my ears. One day during an arithmetic period I played right into their hands. I was so overcome by anger and disgust that I completely lost my temper ... I went upstairs and sat in the library, the only place where I could be alone for a little while. I felt sick at heart, because it seemed that this latest act, above all others, was intended to display their utter disrespect for me. They seemed to have no sense of decency, these children; everything they said or did was colored by an ugly viciousness, as if their minds were forever rooting after filth. "Why, oh why," I asked myself, "did they behave like that? What was wrong with them?"

Answer the following question:

- *Why didn't the narrator do anything to stop the third stage of the pupils' behaviour? Give reasons for your answer.*

LESSON #27,28

Materials development

Theme #27,28.	The Internet as a resource for language learning/teaching Working with web sites

Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline Lead in Activity 1. Adapting a text. Activity 2. Workshop Activity 3. Practical ideas on supplementing a text	
The aim: To rise the awareness of the ss on the adapting the materials	
Objectives: • to help participants explore various ways of adapting and supplementing texts • to give participants an opportunity to adapt texts	
Activity Type:	Individual, small group, whole class (teacher-students)

Lead in

Questions and Answers of week 3:

Q1: What is a uniform resource locator (URL)?

A; This is another name for a web address. It usually starts www.

Q2: What is the difference between a .org website and a .com website and why is it useful to understand the difference?

A .org website is usually the website of a non-profit organisation, a .com is a commercial site. This knowledge can help when evaluating websites since you may have to pay for some services on a commercial site.

Q3: Why is it useful to understand how URLs are constructed?

A: It is useful to know how URLs are constructed so you can use it to help find what you are looking for, even if the link no longer works. How to do this is explained in more detail in the What are URLs? section.

URLs

Have a look at the URL in the address bar of your browser. It will look something like this:

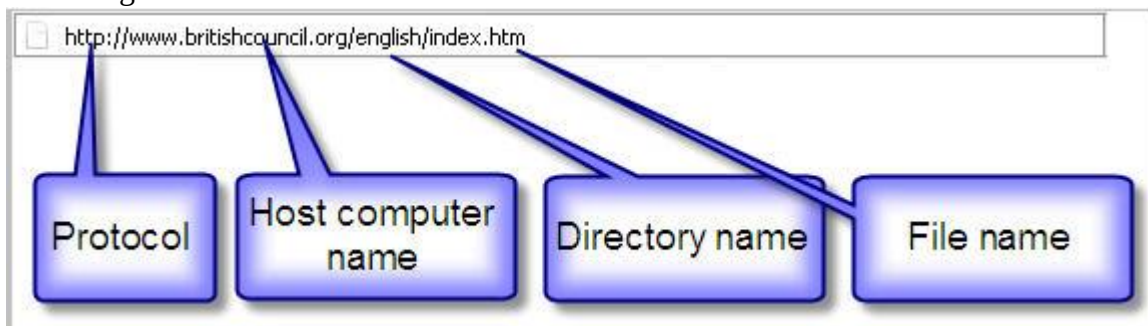
<http://courses.britishcouncil.org/pub/learningtechnologies/mod/resource/view.php?id=36>

You can see that the address is split into different parts with forward slashes.

Let's have a look at another address, this one for the British Council's English pages on the Internet.

<http://courses.britishcouncil.org/pub/english/index.htm>

This may look more familiar as it includes the familiar www and .htm (or .html)
This image shows how this web address is formed.



The protocol bit ensures your computer is talking to the correct part of the Internet. Generally we don't even need to remember to type this in, the browser will automatically add it.

When you enter this address the computer opens a file called index.htm. This file lives in a folder called english which itself is on a computer called britishcouncil.org which is on the World Wide Web.

It's like looking at a postal address on an envelope, with the different parts helping you, sitting at your computer, pinpoint a file on a remote computer.

Why is this important?

Well, like people who move house and their addresses change, so files sometimes move and old web addresses no longer work.

As an example, try clicking on this link:

<http://www.bbc.co.uk/worldservice/learningenglish.html>

You should see a page which says Page not found.

This is a shame as this used to work and is a good website.

However, all is not lost. What has actually happened is that the page has just moved location on the remote computer where it is stored and has a new address.

When this happens the pages will often be automatically redirected and you will never notice you are going to a new location. In this example, however, we are not redirected.

What we can do though is try and 'strip back' this web address. Remember that the forward slashes are separate parts. If we remove the last part, in this example learningenglish.html we should see a different page. Try it now.

If you've done this correctly you should see <http://www.bbc.co.uk/worldservice/> in your address bar and you should see the BBC World Service website.

Now try looking for the learningenglish link now (hint: use Control (Ctrl) F and search for "learning" to find the link).

Click on that and you should be taken to the page we originally wanted:
<http://www.bbc.co.uk/worldservice/learningenglish/>.

We can now see the mistake in the address we tried originally - the real address doesn't actually have a .html at the end. However, because we were able to 'strip back' the address we still found what we were looking for.

URLs part 2

Back to part 1

In this section we will look at another part of the web address - the top level domains or TLDs. Don't worry about the terminology, that's not important, but it is important to understand what a TLD is.



.org is a very common TLD and is short for organisation. Another very common one is .com. In the initial questions you were asked to consider why the difference is important.

If we want to use the Internet with our students, we need to start thinking about evaluating websites. And one quick way to start this evaluation is to look at the TLD.

What do you think? Do you think the information on a .com website would be as balanced as on a .org website? .com sites often contain lots of useful information and activities but remember that they are commercial sites - they are trying to generate income - so you may have to pay for some services and they may contain advertising. Have a go at this quiz to see how well you know your top level domains. (Same quiz also linked from unit page).

There is more information on Wikipedia. Including information on country codes (e.g. .uk is from the United Kingdom) and generic top level domains (e.g. .com, .org).

Note that the use of top level domain names is pretty much unregulated now. If I wanted, I could buy a website name with either .org or .com. However, this process is still a good place to start when evaluating websites.

Activity 1. Quiz

Quiz: Searching

1.

Natasha takes her students to the computer room to use Internet materials on a regular basis. She wants to use some Internet based materials with her intermediate level class in a lesson teaching the present perfect tense. What should Natasha do to look for suitable materials?

- ☐ Use Google to search for suitable materials.
 - ☐ First decide on the type of materials she'll look for: grammar explanations, practice exercises or a video/listening activity to introduce the topic.
 - ☐ Ask colleagues if they can recommend any useful sites.
-

2. Natasha decides to look for a video resource to introduce the grammar topic of the present perfect tense. How can she find something suitable?

- ☐ Use Google to search for "present perfect".
- ☐ Use YouTube to search for present perfect.
- ☐ Use Yahoo! to search for present perfect.

3. Natasha teaches a class of teenagers just about to start their university studies. She wants to encourage these learners to become more autonomous in their language learning. She has reserved the computer room for a lesson with this class. What should she do?

Put in order:

- a. then telling them that they will report back to the whole group on what they discovered
- b. distribute these to pairs of learners
- c. give them free access to the computers for 40 minutes
- d. draw up instructions for three research projects

4. Natasha wants to use the Internet with her advanced class to study the use of a selection of ten phrasal verbs that the group have been introduced to recently. How should she do this?

- ☐ Explain how to use a search engine such as Google to check usage examples and ask them to use this technique with the ten verbs.
- ☐ Prepare a list of links to advanced vocabulary practice exercises.
- ☐ Ask the learners to search for the verbs in two online dictionaries.

5. Natasha has asked her class to do a research project on famous people of the twentieth century.

What would be a good idea to do first?

- ☐ Allow the students free access to the internet to collect their research
 - ☐ Provide a list of websites that the students are restricted to.
 - ☐ Do a short lesson on evaluating websites with her students.
-

Key answers:

Answer 1

Your answer : First decide on the type of materials she'll look for: grammar explanations, practice exercises or a video/listening activity to introduce the topic.

Correct. It is unlikely that Natasha will use the Internet in every stage of her lesson on the present perfect tense (actually this wouldn't be a good idea). She should first decide when she will use the Internet during the lesson e.g. to introduce the topic, to provide a grammar description or as further practice exercises.

Answer 2

Your answer : Use YouTube to search for present perfect.

Correct: YouTube contains a vast selection of video clips. This is a good place to search if you're looking for something in video format. Natasha makes a quick selection of two clips then watches each clip carefully to check the quality and ensure no advertising is present.

Answer 3

Your answer : Draw up instructions for three research projects, distribute these to pairs of learners, give them free access to the computers for 40 minutes and then telling them that they will report back to the whole group on what they discovered.

Correct: Natasha includes information on how to use search engines in the instructions, even though most of these learners are very familiar with Google and Yahoo! The prospect of the feedback session focuses attention on the task at hand. Surprisingly varied selections of results are produced during the feedback session and Natasha decides to continue with the activity the following week.

Answer 4

Your answer : Explain how to use a search engine such as Google to check usage examples and ask them to use this technique with the ten verbs.

Correct: For example, in Google, using the search term define: "bring up" will produce a list of dictionary like definitions. Simply searching for bring up will produce a list of web pages containing the phrasal verb. Seeing the verb in context can highlight its various meanings (it can be more effective to add the verb in the past tense). A word of warning – it is a good idea to restrict this activity to adult classes – some of the links listed may not be suitable for young/teenage learners

Answer 5

Your answer : Do a short lesson on evaluating websites with her students.

Correct: Students should be given as much help with web literacy as possible.

Evaluation of web resources¹ – Answer sheet

Accuracy and acceptance

- Does the information appear to be accurate?
- Is it based on opinion or fact?
- Are additional references given?
- Can the information be verified from other sources, whether online or hard copy?
- Is the spelling and grammar correct?
- Is the content dated?
- When was the content last updated?
- Are all links up-to-date and valid?
- Are any areas of the site 'under construction'?

Authority and coverage

- Does the content have authority?
- Where does the content originate from?
- Is it clear who is the author and publisher of the site?
- Are they qualified to provide information on this topic?
- Is the material biased?
- Can the author be contacted?
- Where is the content published? What is the domain name of the website? Is it published by a large organisation, or on a personal website?
- Does the website cover the topic fully?
- Does the site provide information/advice/ideas/other choices?
- Does it provide links and references to other materials?
- If links to other materials are provided, are these evaluated or annotated to provide further information?
- Does the site contain any advertising? Does this influence the content?

Audience and relevance

- Who is the intended audience for this content?
- Is the content easy to read and understand?
- Is the site specifically aimed at children? If so, is the level and tone of the content appropriate?
- Is the site specifically aimed at adults? If so, beware of inappropriate material.
- Is the content relevant?
- Does the material provide everything that is needed?
- Could more relevant material be found elsewhere, for example in a book or magazine?

Educational focus

- Is there an explicit educational focus to the content?
- Will it support learners with different learning styles? How does it use media to cater for people with auditory, visual, kinaesthetic or other preferences?
- Does it have links, or refer to, the appropriate stages of the National Curriculum or examination body?

Ease of use

- Is the site easy to use?
- Is the site well structured?
- Is it easy to find relevant information?
- Is the content in an easy to use format?
- What facilities does the site provide to help locate information?
- Does it have a search facility? Is the menu navigation logical? Does it provide a site map or index?
- Does the site load quickly?
- Is the site attractive in design?
- Is the content copyright, or can it be used providing the source is acknowledged?
- Is the site technically stable?

Questions to consider	<i>Name of the activity/lesson</i>
How would this lesson fit into a syllabus?	
What level of English would a student need to use this?	
What pre- and post-task activities could be used?	
What computer skills would the students need?	
What language skills is this lesson/activity practising?	
What anticipated problems can you	

think of when using this idea?	

Homework . Evaluate the activities that you searched at home against these questions:

Choose at two three sites and have a critical look at them. Remember we are evaluating their usefulness in our teaching. Then about one of them, provide full evaluation report considering the questions from **Evaluation of web resources** checklist.

Deadline: Week starting of 12th of March.

Total point for this task is 10 points out of GPA (Chet tili o'qitish metodikasi)

1. A weekly ELT plan with teachers' notes and classroom materials (taken from the teaching English website)

<http://www.britishcouncil.org/learnenglish-teaching-lesson-plan>

2. An ELT and educational technology news update (with links supplied from SearchEnglish)

<http://www.britishcouncil.org/learnenglish-teaching-updates>

3. A weekly up date from the teaching English website

<http://www.britishcouncil.org/learnenglish-teaching-updates-5>

4. A regularly updated feature offering classroom materials for the exploitation of Literature in the ELT classroom

<http://www.britishcouncil.org/learnenglish-teaching-literature>

5. A weekly teaching activity to try out in class

<http://www.britishcouncil.org/learnenglish-teaching-activity>

LESSON #29

Material design and evaluation

Theme #29.	Choosing and exploiting authentic materials
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 1. Activity 1. Discussion 2 Activity 2. Reading an article and making a presentation of the read material. 3. Activity 3. Getting acquainted (through reading) with some examples of activities on the basis of authentic materials and creating their own on the offered type of the authentic material (for example, menus, brochures, extracts from fiction or newspaper so on)	
The aim: To make Ss aware of the role of authentic materials in teaching English, get acquainted with the activities on the bases of authentic materials and allow them to create their own ones.	
Objectives: • To elicit the Ss background knowledge about the issue and allow them to share their thoughts with the class To read a scientific article and make a presentation of the key points of it. • To read a scientific article and make a presentation of the key points of it. • To make Ss get acquainted with some activities on the basis of authentic sources and allow them to create their own activities with the authentic material and present them to the class.	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1. Discussion of the following questions:

1. What is “authentic”?
2. What sources can be considered as authentic?
3. Should authentic materials be taught on the English lessons?
4. What level students can be taught English using authentic materials?
5. How can ignorance or utilization of authentic materials in teaching English influence on the language acquisition?

Objective: to elicit the Ss background knowledge about the issue and allow them to share their thoughts with the class.

Material: board

Time: 10 min

- Tell Ss to share their opinions about the given questions.

Activity 2. Reading an article and making a presentation of the read material.

Objective: To read a scientific article and make a presentation of the key points of it.

Material: handout 1, posters, markers

Time : 30 min

- Tell Ss that they are to work in two groups. The first group is going to read the information about how to choose authentic materials correctly and make a presentation on this problem. The second group will read the information about how to apply authentic materials effectively and make a presentation of the learnt material.

Handout 1. Read the article. What are authentic materials?

There were many aspects to the definition of authentic materials. There's a bit of repetition, but you can pick and choose the parts that make up the best definition for you:

- Anything written for any purpose other than language instruction;
- Not designed for linguistic purposes (no input flood/specific language point);
- Anything from the real world;
- Might have been [designed with non-natives in mind](#) (just not for language teaching);
- Can be audio or visual;
- Need to contain some text (either written or spoken);
- Provided by the students (? – perhaps more real/relevant to them);
- Could be material for other school subjects, e.g. history.

Examples of authentic materials

This list is by no means exhaustive, but is designed to inspire you!

- Packaging
- Magazines
- Newspapers
- Menus
- Literature
- Conversations
- Webpages
- Blogs
- Leaflets
- Radio
- TV
- Text messages
- Posters
- Billboards
- Stickers
- T-shirts
- Slogans
- Logos
- Tweets
- Facebook statuses

- DVD cases
- Maps
- Logic puzzles
- Emails
- Leaflets/pamphlets, maybe collected during a walk with your students
- The Internet (yep, all of it)
- Signs ([ELTpics/Map of Linguistic Urban Landscape](#) are good sources)
- Voice mails (you can find apps to download them, such as [this paid one](#))
- Reviews (e.g. from [TripAdvisor](#) or [Rotten Tomatoes](#))
- Children's books (although you should consider the language carefully, as well as whether the content is suitable for adult classes)
- And if that's not enough for you, try this [list from Michael Griffin](#).

Things to consider when choosing authentic materials

- The function/purpose of the text, not just the language included in it.
- Is it interesting/motivational for your students?
- What will they learn from it?
- What do the learners need to be able to produce themselves? Can you find real examples of it?
- Can the learners provide them for you?
- With ESP (English for Specific Purposes) materials, do you need to know the jargon/terminology, or can your learners explain it to you?
- Will the students' knowledge of the content make it easier for them to access the text?
- They don't have to be perfect. Materials with mistakes can be just as useful for students as 'perfect' ones, particularly if they're documents that the students may encounter, e.g. in-company documentation.
- It's not a magic bullet – the text and tasks still need to have relevant content and be at an appropriate level.

Ways of using authentic materials

- Exploit language to develop vocabulary, raise awareness of grammatical patterns/collocations/connected speech etc.
- Encourage students to personalise chunks of language taken from the text.
- Correct the mistakes/improve the text.
- Analyse the text structure and/or style (text/genre analysis).
- Develop skills in the same way as you would with non-authentic materials (e.g. coursebook texts).
- To promote discussion about the content of the text.
- As warmers for writing lessons (videos from [BBC Breaking](#) were particularly recommended)
- Top-down: start from the context and move towards the language.
- Bottom-up: start from the language and move towards the wider topic.
- For enjoyment! Extensive reading/listening practice.

Activity 3. Getting acquainted (through reading) with some examples of activities on the basis of authentic materials and creating their own on the offered type of the authentic material (for example, menus, brochures, extracts from fiction or newspaper so on)

Objective: To make Ss get acquainted with some activities on the basis of authentic sources and allow them to create their own activities with the authentic material and present them to the class.

Material: handout 2

Time : 20 min

Ss are to get acquainted with some activities on the basis of authentic sources and to create their own activities with the authentic material and present them to the class.

Handout 2. Making materials

You can even use authentic materials with exam classes: [Laura Plotnek](#) uses real news with her IELTS classes. Podcasts are also an excellent resource [for IELTS students](#), as are articles from magazines like [BBC Focus magazine](#).

Packaging

Show examples, then let students create their own.

Menus

Match pictures of food to items on the menu.

‘In a restaurant’ role play.

Text messages

Focus on the connections between the messages and the development of the conversation.

Review websites

After working with the examples, students post their own reviews on the websites.

Resumés/CVs

Choose the most suitable candidate for a job.

Write a story based on the characters whose CVs you have.

Emails

Email your students with a problem you have. Get them to reply, then screenshot/print the replies and work on the language in them. They’re responding to a real text you’ve written. [Note from Sandy: I did something similar by asking friends on Twitter/facebook to tell my pre-intermediate students their problems so they could solve them – SS loved it!]

Points of debate

Should you pre-teach vocabulary?

It may be easier for students to access the text if you do, and some ‘blocking vocabulary’ (things which are vital to understanding the text) may be important so that students have an idea what’s going on in the text and don’t get too depressed.

If you don’t pre-teach, it reflects real-life conditions more and may help them to develop coping strategies. Giving students the chance to look up vocabulary might be more useful to them than pre-teaching it, as would priming them for the content/ideas in the text rather than specific vocabulary ([activating schemata](#) – alerting the students to prior knowledge they may have of the topic).

Consider your aim: are you using it primarily for the content, or as training in how to approach authentic materials?

Should you choose materials to fit your aims or just things which take your fancy?

One idea was that it’s important for the teacher to be interested in the materials, otherwise it might be difficult to put together a ‘super duper’ lesson! Although our training is there to help us make boring stuff more exciting

We need to consider what materials students need to access outside class and base our choices on this.

Should you adapt or simplify the materials?

Adapting or simplifying the text removes the authenticity of the language. It is also time consuming. Managing to understand a text without knowing all the words is a vital skill which students need to develop. You can train students to use paralinguistic features, such as images or layout, to help them understand the text. Being able to understand unadapted materials can be very motivating for students.

On the other hand, simplifying the text can help students to access it in the first place, and you can build up to exposure to the original once they are familiar with the content. This could help beginner/elementary students in particular. If students become frustrated with the material because it’s too difficult, they may just stop trying to understand it. [Audacity](#) is a useful tool for slowing down audio through changing the tempo.

You could also choose ‘usable excerpts’ from a text, rather than using all of it. Examples might be a short section of a longer video, or a couple of paragraphs from a longer article.

Is authenticity important in the tasks too?

i.e. Should the texts be used in a way which is faithful to real life?

Authentic tasks can be more motivating for the students, perhaps because the purpose of the tasks is clearer to them. However, they may require extra tasks (scaffolding) before you get to the authentic tasks though to ensure students are prepared sufficiently. There is also the argument that language work is a necessary part of what we do in the classroom in order to aid learning. On the other hand, authentic texts sometimes have a ‘magic’ of their own and help to motivate the students without language work.

Using materials like menus in atypical ways could add an interesting twist for students. Examples of tasks include using the menu to practise reading prices, rather than just for ordering food, or an information gap with different information blanked out for each student. The intended use of the text in real life doesn't need to be paramount.

Can you use authentic materials with lower-level learners?

Yes! Grade the task, not the text. Give them achievable targets, for example, identifying the names of the main characters in a short story could train learners to notice the use of capital letters for names. Another activity could be reading a DVD case to find the length of the film and whether the actors have won any awards.

Support can also be provided in the form of pictures, pre-teaching vocabulary and/or a summary of the text beforehand. With audio materials, you can repeat it as many times as necessary. Pausing helps learners to assimilate the text, and you can discuss what SS have heard and what they think will come next.

Bear in mind, though, that sometimes the text is just too difficult for the students. Widdowson suggests that authentic materials may be too challenging for lower-level students, but those living in English-speaking environments have to deal with them, so as teachers we need to help them.

Is it worth it?

The general consensus was that when used correctly students really enjoy authentic materials, even if they don't understand it all. You're exposing learners to real patterns of language which they can use. Those teaching in English-speaking environments thought it was particularly important to use authentic materials with their students as this is what they encounter as soon as they leave class.

- **Assessment.** (5min.)
- **Homework.** Ss should individually create an activity on the basis of the chosen material. (5min.)

LESSON #31

Material design and evaluation

Theme #31.	Designing visual aids

Length: One hour and twenty minutes	Number of Students: 12

Lesson Outline

2. Activity 1. Discussion
3. Activity 2. Reading and discussing an article.
3. Activity 3. Create a poster, a map, a chart and a slideshow presentation.

The aim:

To make Ss aware of the role of visual aids in the teaching process, their types and effective usage of them on lessons.

Objectives:

- To elicit and discuss the questions.
- To read a scientific article and discuss the key points of it
- To allow the Ss to apply the received information in practice.

Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1. Discussion the following questions:

6. What are “visual aids”?
7. What kind of visual aids do you know?
3. What is the purpose of using visual aids on the lesson?

Objective: to elicit and discuss the questions.

Material: board

Time : 10 min

- Tell Ss to share their understanding of “visual aids”, purpose of using them and effectiveness of applying them on the lesson .

Activity 2. Reading and discussion an article.

Objective: To read a scientific article and discuss the key points of it.

Material: handout 1

Time : 20 min

- Tell Ss that they are going to read an article and discuss it.

Handout 1. Read the article.

Effective Use of Visual Aids

What do you need to do?

Use pictures, maps, charts, or other objects to make important points of instruction more vivid.

Why is it important?

A visual aid often makes a clearer or a more lasting impression on the mind than does the spoken word.

WHY employ visual aids in your teaching? Because doing so can make your teaching more effective. Jehovah God and Jesus Christ used visual aids, and we can learn from them. When visual aids are coupled with the spoken word, information is received through two senses. This may help to hold the attention of your audience and to strengthen the impression made. How can you incorporate visual aids into your presentations of the good news? How can you make sure that you are using them effectively?

How the Greatest Teachers Used Visual Aids. Jehovah employed memorable visual aids to teach vital lessons. One night he brought Abraham outdoors and said: “Look up, please, to the heavens and count the stars, if you are possibly able to count them. . . . So your seed will become.” ([Gen. 15:5](#)) Even though what was promised seemed impossible from a human standpoint, Abraham was deeply moved and put faith in Jehovah. On another occasion, Jehovah sent Jeremiah to the house of a potter and had him enter the potter’s workshop to watch the man shape clay. What a memorable lesson in the Creator’s authority over humans! ([Jer. 18:1-6](#)) And how could Jonah ever forget the lesson in mercy that Jehovah taught him by means of the bottle-gourd plant? ([Jonah 4:6-11](#)) Jehovah even told his prophets to act out prophetic messages while making use of certain appropriate objects. ([1 Ki. 11:29-32](#); [Jer. 27:1-8](#); [Ezek. 4:1-17](#)) The tabernacle and temple features are, in themselves, representations that help us to understand heavenly realities. ([Heb. 9:9, 23, 24](#)) God also made abundant use of visions to convey important information.—[Ezek. 1:4-28](#); [8:2-18](#); [Acts 10:9-16](#); [16:9, 10](#); [Rev. 1:1](#).

How did Jesus employ visual aids? When the Pharisees and the party followers of Herod tried to trap him in his speech, Jesus asked for a denarius and drew attention to the image of Caesar on the coin. Then he explained that Caesar’s things should be paid back to Caesar but that God’s things should be paid back to God. ([Matt. 22:19-21](#)) To teach a lesson in honoring God with all that we have, Jesus pointed out a poor widow at the temple whose contribution—two small coins—was her whole means of living. ([Luke 21:1-4](#)) On another occasion he used a young child as an example of being humble, free from ambition. ([Matt. 18:2-6](#)) He also personally demonstrated the meaning of humility by washing his disciples’ feet.—[John 13:14](#).

Ways to Employ Visual Aids. Unlike Jehovah, we cannot communicate by means of visions. Yet, many thought-provoking pictures appear in the publications of Jehovah’s Witnesses. Use

them to help interested people visualize the earthly Paradise, promised in God's Word. On a home Bible study, you might draw a student's attention to a picture that is related to what you are studying and ask him to tell you what he sees. It is noteworthy that when certain visions were given to the prophet Amos, Jehovah asked: "What are you seeing, Amos?" ([Amos 7:7, 8; 8:1, 2](#)) You can ask similar questions as you direct the attention of people to pictures that are designed as visual teaching aids.

If you write out mathematical calculations or use a time line that shows a sequence of significant events, this can help people to understand more readily such prophecies as the "seven times" of [Daniel 4:16](#) and the "seventy weeks" of [Daniel 9:24](#). Such visual aids appear in several of our study publications.

In your family Bible study, discussion of such things as the tabernacle, the temple in Jerusalem, and Ezekiel's visionary temple can be made easier to understand if you use a picture or a diagram. These can be found in *Insight on the Scriptures*, the appendix of the *New World Translation of the Holy Scriptures—With References*, and various issues of *The Watchtower*. When reading the Bible with your family, make good use of maps. Trace Abraham's journey from Ur to Haran and down to Bethel. Examine the route taken by Israel as the nation left Egypt and traveled to the Promised Land. Locate the area given to each tribe of Israel as an inheritance. Observe the extent of the domain of Solomon. Follow Elijah's route as he fled from Jezreel all the way to the wilderness beyond Beer-sheba after being threatened by Jezebel. ([1 Ki. 18:46–19:4](#)) Locate the cities and towns where Jesus preached. Follow the travels of Paul, as described in the book of Acts.

Visual aids are useful when acquainting Bible students with the functions of the congregation. You might show your student a printed program and explain the kind of information that we discuss at assemblies and conventions. Many have been impressed with a personal tour of the Kingdom Hall or by a tour of a branch office of Jehovah's Witnesses. This can be an effective way of clearing away misconceptions about our work and its purpose. When giving a tour of the Kingdom Hall, indicate how it differs from other places of worship. Highlight the modest learning environment. Point out the features especially designed for our public ministry—literature distribution areas, territory maps, and contribution boxes (as opposed to collection plates).

Where videos prepared under the direction of the Governing Body are available, use these to build confidence in the Bible, to acquaint students with the activity of Jehovah's Witnesses, and to encourage viewers to live in harmony with Bible principles.

Using Visual Aids for Larger Groups. When well prepared and capably presented, visual aids can be effective teaching aids for larger groups. Such visual aids are provided in various forms by the faithful and discreet slave class.

Study material in *The Watchtower* usually includes visual aids in the form of artwork that can be used by the conductor to emphasize important points. This is also true of publications used at the Congregation Book Study.

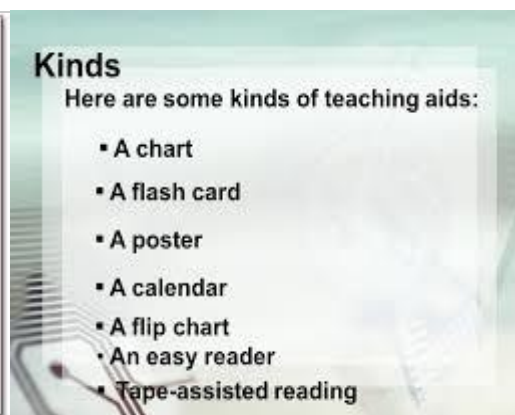
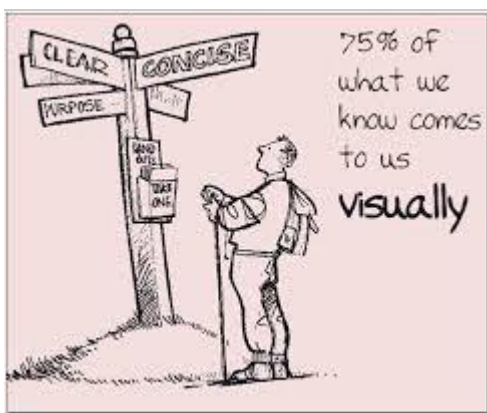
Some outlines for public talks may seem to lend themselves to the use of visual aids to illustrate points. However, the greater good is usually accomplished by focusing attention on what is in the Bible, which most in the audience will have in their hands. If on occasion a picture or a brief outline of main points is necessary to convey one or several main points of a talk, check in advance to be sure that the visual aid can be clearly seen (or read) from the back of the meeting place. Such devices should be used sparingly.

Our objective in using visual aids when speaking and teaching is not to entertain. When a dignified visual aid is used, it should give visual reinforcement to ideas that deserve special emphasis. Such aids serve a useful purpose when they help to clarify the spoken word, making it easier to understand, or when they provide strong evidence of the validity of what is said. Properly used, an apt visual aid may make such a deep impression that both the visual aid and the point of instruction are remembered for many years.

The ability to hear and the sense of sight both play important roles in learning. Remember how these senses have been used by the greatest Teachers, and strive to imitate them in your efforts to reach others.

EFFECTIVE VISUAL AIDS . . .

- Should highlight or clarify things that deserve special emphasis.
- Should have instruction as their primary objective.
- Should be clearly visible to the entire audience if used on the platform.



Activity 3. Create a poster, a map, a chart and a slideshow presentation.

Objective: To allow the Ss to apply the received information in practice.

Material: a poster, a lap top, a board, markers.

Time : 40 min

- Ss should work in 4 groups on creating the offered kinds of visual aids. Then each group is to make a presentation of their job. After the presentations the Ss should evaluate each others' creations and give feedbacks. At the end the teacher should give his/ her feedback to the groups' jobs.
- **Hometask.** Each S should be given one type of visual aid to reflect any teaching and helpful material in it. (10min.)

LESSON #33

Material design and evaluation

Theme #33.	Teacher-made worksheets and work cards
Length: One hour and twenty minutes	Number of Students: 12
Lesson Outline 4. Activity 1. Discussion 5. Activity 2. Reading an article and analyzing it. 3. Activity 3. Reading some guidelines about how to make worksheets and work cards and experience creating them on different topics.	
The aim: To make Ss aware of the role of worksheets and work cards on lessons, the stages of creating them and experience making them.	
Objectives: • To elicit and discuss the questions. • To read a scientific article and analyze the Ss' ideas and the ideas given in the article. • To make Ss get acquainted with ways and steps of creating worksheets and work cards and experience making them.	
Activity Type:	Individual, small group, whole class (teacher-students)

Activity 1. Discussion the following questions:

8. What are “worksheets” and “work cards”?
9. What is the purpose and need to use worksheets and work cards on the lesson?
10. What is the difference between “worksheets” and “work cards”?

Objective: to elicit and discuss the questions.

Material: board

Time : 10 min

- Tell Ss to share their understanding of “worksheet” and “work card”, need or needs to use them on the lesson and differences between “worksheet” and “work card”.

Activity 2. Reading an article and analyzing the Ss’ answers with the ideas given in the article.

Objective: To read a scientific article and analyze the Ss’ ideas and the ideas given in the article.

Material: handout 1

Time : 20 min

- **Tell Ss that they are going to read an article and then compare and analyze their own ideas and the ideas given in the article.**

Teacher-made worksheets and workcards

Even with an excellent coursebook and a wide variety of other materials available, there comes a point at which many teachers find they have to make their own occasional supplementary workcards or worksheets: because they can find what they need nowhere else, because they want to provide for the needs of a specific class, or simply for the sake of variety.

Good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can.

Differences between worksheets and workcards

A worksheet is a page (or two) of tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in by the teacher to be checked. Teacher-made tests can be seen as a specific kind of worksheet. Workcards are made in sets, each card offering a different, fairly short task.

They are not written on: a student does one card, writing answers on a separate piece of paper or in a notebook, and then exchanges it for another, working through as many of the set as there is time for. Answers are often available for self-checking at some central location in the room, or on the back of the card itself. Workcards are permanent and re-usable; worksheets are disposable - though of course further copies can be made. Workcards take more effort and time to produce, but they are also more attractive to look at and work on (colours and cut-out pictures can be used), and more individualized: students have a choice as to which cards they do, and in which order; and the range of tasks available can be much more varied. In fact, the workcard lesson is a rudimentary self-access session, and can be developed into a fully individualized programme by varying the number and type of tasks provided.

Activity 3. Reading some guidelines about how to make worksheets and work cards and experience creating them on different topics.

Objective: To make Ss get acquainted with ways and steps of creating worksheets and work cards and experience making them.

Material: handout 2

Time : 40 min

- Ss are to read the guidelines about steps and process of making worksheets and work cards. Then they should be grouped in 3 teams and create worksheets and work cards on a certain topic for the whole group.

Handout 2. Making materials

Stage 1: Preparation

Choose a language point for which you want to make your own learner tasks, preferably having in mind a course or class you know. If you wish to make workcards, prepare cards, coloured pens and perhaps magazine pictures, scissors and glue. Worksheets may be written by hand, or on a typewriter or word processor.

Stage 2: First draft

Make a sample worksheet or workcard, preferably for a class you know on language they are learning.

Stage 3: Feedback

If you are working in a group, exchange your resulting materials and discuss. You may find the points listed in Box 1 helpful as a basis for feedback.

BOX 1: GUIDELINES FOR TEACHER-MADE MATERIALS

Worksheets and workcards should:

- be neat: clean, with level lines of neat writing, clear margins, different components well spaced;
- begin with short and clear instructions (if appropriate, in the learners' mother tongue), usually including an example;
- be clear and attractive to look at: have a balanced and varied layout, using underlining and other forms of emphasis to draw attention to significant items; possibly using colour and graphic illustration;
- be clearly do-able by the learners on their own;
- (optionally) include a self-check facility.

Stage 4: Second draft

Remake your worksheet or workcard - or make a totally new one – implementing ideas you received from feedback on the first draft.

- **Assessment. (5min.)**
- **Homework.** Ss should individually create a worksheet or a work card on a given topic and present it to the class. (5min.)

SAMPLE FINAL CONTROL WORK ON TEACHING INTEGRATED SKILLS

Analyzing a lesson plan on language skills

- **Analyze a lesson plan** taken from various sources on developing language skills.
- **Write an evaluative essay (not less than 300 words)** addressing the following issues:

- ✓ What skills and language areas does the lesson plan address?
- ✓ What dominant skills practice does the lesson address?
- ✓ What framework is chosen for sequencing the lesson activities? Do you observe any Pre-, While-, Post- stages of skill development?
- ✓ How productive and receptive skills are connected in a lesson plan?
- ✓ Are the set aims and objectives realistic to achieve?
- ✓ What you liked about the lesson plan?
- ✓ What would you change in this plan if you teach this lesson?

TOPIC: “Lesson 3 . What type of learner you are? ”

INTRODUCTION

Activity 1: Brainstorm students’ opinion on learner styles

Objectives:

- ✓ To introduce the new topic;
- ✓ To catch students’ interest.

Material: handout 1 a, 1b

Time: 5 min.

Procedure:

- Divide class into small groups.
- Ask them to discuss the following questions:
 - *What kind of ways do you use to learn something?*
 - *Do you like moving around/touching things/reading aloud while learning?*
 - *Do you feel like to have a rest while you are studying a lot?*

Students’ own answers.

MAIN PART

Listening activities

Activity 2: pre-teaching new vocabulary and prepare students do listening task

Objectives:

- ✓ To check whether students have any idea about learner styles
- ✓ Strengthen students’ knowledge about the subject.
- ✓ To strengthen their vocabulary knowledge related to the topic.

Material: handout 2.

Time: 10 min.

Procedure:**Pre-listening**

- Divide class into three.
- Tell them that their new topic is about the learning styles: visual, auditory and kinesthetic.
- Tell them to look at the picture and ask each group to describe one of the three types of learning styles.
- Tell them to give their ideas using a cluster below.
- Check in a whole class discussion.

Possible answer: Group 1– Visual learners learn through pictures, maps, colours, structures and links



- Have students read the instruction. According to three questions ask them to find out their learning styles.
- Instruction: You have bought a new piece of technological equipment and you are unsure how it works. What do you do?
Do you ...
 - read the instructions before starting? (visual type)
 - have a go at putting the equipment together and using it? (kinesthetic)
 - research how the equipment works? (auditory)
- Ask them to answer these questions.

Students' own answer.

Activity 3. While-listening. Matching.

Objectives:

- ✓ To teach to listen for a gist.
- ✓ To strengthen their vocabulary knowledge related to the topic.

Material: handouts 2a, 2b

Equipment: tape-recorder; **track.16**

Time: 15 min.

Procedure:

- Tell students that they are going to listen about 3 people talk.
- Ask them to listen the students' talking about their learning styles and decide whether the statements are *True* or *False*

Tape script:

Sevara: Hi, my name is Sevara. During the lessons I must always sit on the first desk and keep an eye contact with the teacher. I have good visual memory; I can memorize the things, places I have seen. Pictures, diagrams help me to understand the case more easily. I can remember best by writing things down several times.

Dildora: Hello, my name is Dildora. I learn best when I move around the class, touch the things, at least their pictures. While I'm learning English it's necessary to see the pictures of objects I'm trying to learn. And I cannot sit too long reading; I have to get little breaks.

Laylo: Hi, I'm Lily. I can remember the things when it's read aloud, even while I'm getting prepared for lectures, reading scientific books in order to understand I have to read aloud. Lecture, speeches are easily memorized for me. I prefer listening to the news on the radio rather than reading about it in the newspaper.

Answers:

4. Sevara should write down things several times to remember them best. **false**
5. Diagrams, pictures help Sevara to learn easily. **true**
6. Dildora prefers listening to the news on the radio than reading it on the newspaper. **false**
7. Dildora learns best while she moves around during the lesson, having little breaks. **true**
8. Laylo can remember things when she sees, touches them. **true**
9. Laylo cannot sit too long during the lessons. **false**

- 2b. Have students to work in pairs and answer the following questions.

- *What do you think your learning style is? Why?*
- *How can kinesthetic learners learn things best?*
- *What methods would you use if you were a visual type?*

- Ask students to talk about their partners' learning style.

Possible answer: Nodira's learning style is visual, because she can remember things when she sees, touches them. She thinks that kinesthetic people prefer to touch things. She would use pictures or colours if she were a visual type.

Activity 4. Post-listening.

Objectives:

- ✓ improving speaking skills through asking questions..

Material: whiteboard.

Time: 10 min.

Procedure:

- Tell students to do a survey in class.
- Write on the board similar questions like these and complete the following sheet:
 - 1. *Do you take notes?*
 - 2. *Do you remember easily people's faces?*
 - 3. *How do you remember new names?*
 - 4. *Do you remember things when you see and touch them?:*
- Find out who are visual, kinesthetic, auditory type of learners.

Possible answers.

	Name 1	Name 2	Name 3
Visual type	Davron	Aziza	Malika
Auditory type	Bekhruz	Madina	
Kinesthetic type	Sayyora		

Activity 5. Grammar time.

aim: introducing and using *gerunds*.

Time: 15 min

Material: whiteboard and handout 3 or textbook; p.63

Procedure:

- Write on the board:
 - What do you like / enjoy / hate doing?

Elicit answers.

Possible answer: I like chatting and messaging on the phone.

- Then tell them that some verbs require –ing form which is called gerund and write on the board examples:

read – reading

speak – speaking

take – taking

run – running

put – putting

- Provide a list of verbs which follow by gerund (in the box). Ask students to make sentences of their own using gerund form.

Possible answers:

1. I finished watching my favourite movie.

2. Manzura keeps writing a diary.

- Ask students to complete the sentences with gerund form.

Answers:

a) Auditory type people prefer listening to the speech and they can memorize it best.

b) Sevara should keep writing the things several times to remember them.

c) Dildora likes touching things and moving around in the class.

d) To remember scientific lectures Laylo should start reading them aloud.

e) Sevara enjoys reading the news on a newspaper.

Activity 6. Reading time

Pre -reading

aim: get students familiar with three types of learning styles.

Time: 5 min

Material: handout 4 or textbook p.64

Procedure:

- Tell students to look at and match the pictures.

Answers: 1.c 2.a 3.b

Activity 6. While- reading

Time: 15 min.

aim: reading for detailed information.

Material: handout 5 or textbook p.64(Organizing a study Group)

Procedure:

- Tell students to read the text.

Learning styles

Auditory learners

Remember stories better if they hear them than if they read them, can follow spoken instruction better than written ones, and say every word in their head as they read silently. Auditory Learners can try the following study tips:

- Record lectures and listen to them several times
- Join a study group
- Read and repeat important points out loud.

Visual learners learn best from reading, like to see things written out, and picture things in their heads to remember them.

Visual Learners can try the following study tips:

- Watch the instructor and take notes during the lecture.
- Organise, rewrite, and highlight notes.
- Visualise words or facts that need to be memorised.

Tactile/kinesthetic learners enjoy hands-on learning, are good at puzzles and mazes, and can often put things together without instructions.

Tactile/kinesthetic Learners can try the following study tips:

- Make lists or write things out several times.
 - Use computers and hands-on study aids.
 - Learn by doing and practicing, or by role-playing.
- After reading the text, ask students to read the sentences and define the learning styles. Put V- for visual, A- for auditory, K- for kinesthetic.

Answers:

1. Can remember best about a subject by listening to a lecture. **A**
2. Requires explanations of diagrams, graphs, or visual directions. **V**
3. Can easily understand and follow directions on a map. **A**
4. Learns to spell better by repeating words out loud. **A**
5. Can remember best by writing things down several times. **K**
6. Follows oral directions better than written ones. **A**
7. Feels very comfortable touching others, hugging, handshaking. **K**
8. Good at working and solving jigsaw puzzles and mazes **K**
9. Play with coins or keys in my pocket. **K**

Activity 7. Post -reading

Aim: improving students' presentation and speaking skills.

Time: 15 min.

Material: handout 6

Procedure:

- Divide class into three groups. Ask each group to take one of the three learning and make a list of things that type of learner does. Tell them make posters and present it to the other groups.

CONCLUSION

Evaluating learners

Homework: Ask students to write two paragraphs (about 60 words) about what kind of learning styles are important for your future job.

Farewell

HANDOUTS

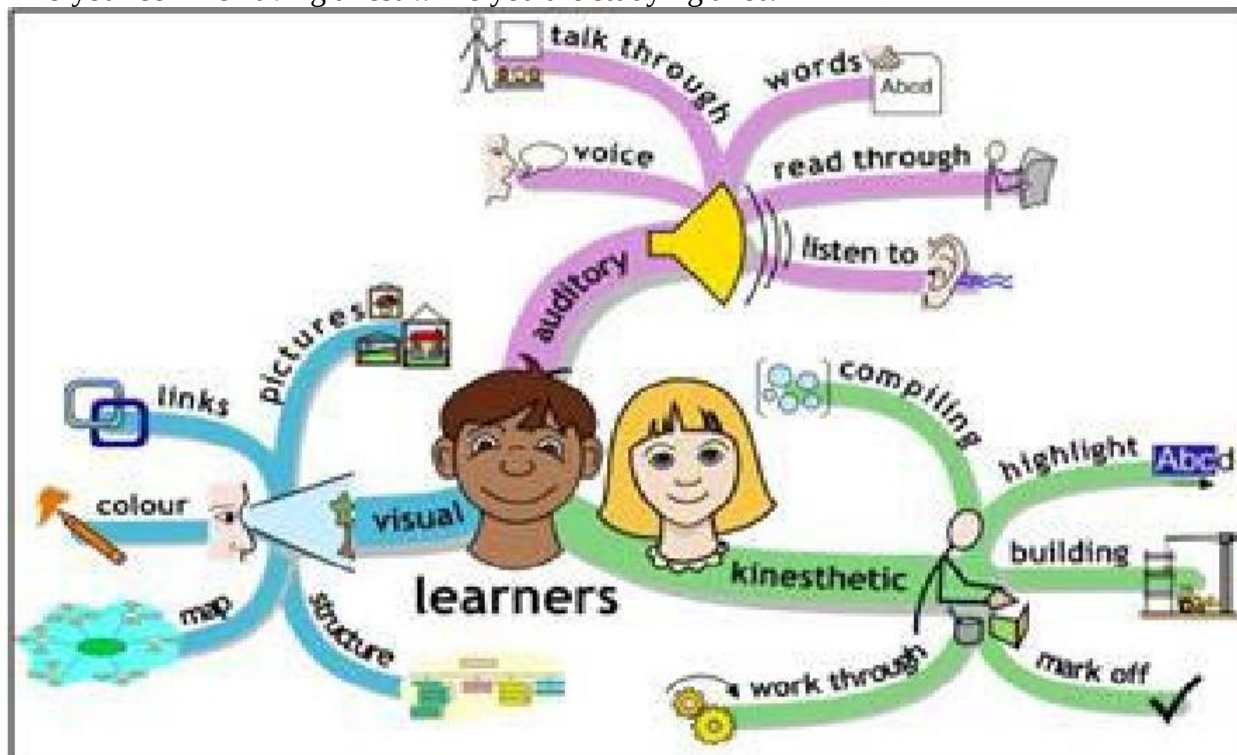
Handout 1a



Discuss in small groups:

-What methods do you prefer to use to learn something?

- Do you like moving around/touching things/reading aloud while learning?
- Do you feel like having a rest while you are studying a lot?



Handout 1b

Match the words 1-5 with their definitions a-e.

1. hands-on learning	a) acting the dialogues, situations
2. rewrite	b) help
3. role-play	c) becoming skilful by doing
4. memorize	d) write again
5. aid	e) remember

✂-----

Handout 2. Listen to the students talking about how they learn and decide whether the statements are True or False.

1. Diagrams, pictures help Sevara to learn easily.
2. Sevara should write down things several times to remember them best.
3. Dildora learns best while she moves around during the lesson, having little breaks.
4. Dildora prefers listening to the news on the radio than reading it on the newspaper.
5. Laylo cannot sit too long during the lessons.
6. Laylo can remember things when she see, touches them.

Handout 3.



4. Make a survey in class. Find out who are visual, kinesthetic or auditory types of learners

	Name 1	Name 2	Name 3
Visual type			
Auditory type			
Kinesthetic type			

✂-----

Handout 4. Put the verbs in the correct form.

- Auditory type people prefer listening to the speech and they can memorize it best.
- Stephanie should keep _____ (write) the things several times to remember them.
- Dildora likes _____ (touch) things and _____ (move) around in the class.
- To remember scientific lectures Lily should start _____ (read) them aloud.
- Stephanie enjoys _____ (read) the news on a newspaper.

Talking about people doing things

Handout 5a. Look at the pictures. Using the words in the box write down what you like and do not like doing.



1.



2.



3.



4.



5.



6.



7.



8.

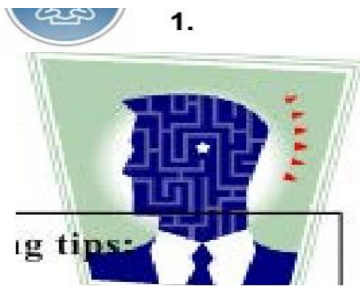
I like ...

I don't like ...

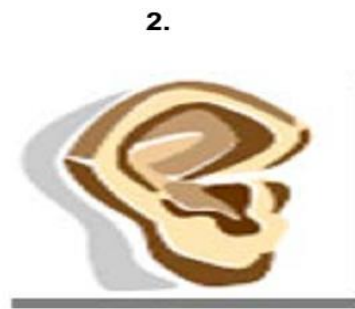
Dancing **riding a bicycle** walking the dog
 playing computer games reading comics
 cleaning the house playing basketball
 shopping at the supermarket walking the dog

✂-----

Handout 5b. Look and match the pictures



a. **VISUAL**



b. **TACTILE/KINESTHETIC**



c. **AUDITORY**

HANDOUT 6a.

2. Read the text

Learning Styles Auditory Learners

Remember stories better if they hear them than if they read them, can follow spoken instruction better than written ones, and say every word in their head as they read silently.

Auditory Learners can try the following study tips:

- Record lectures and listen to them several times
- Join a study group
- Read and repeat important points out loud.

Visual Learners

Learn best from reading, like to see things written out, and picture things in their heads to remember them.

Visual Learners can try the following study tips:

- Watch the instructor and take notes during the lecture.

- Organise, rewrite, and highlight notes.
- Visualise words or facts that need to be memorised.

Tactile/kinesthetic Learners

Enjoy hands-on learning, are good at puzzles and mazes, and can often put things together without instructions.

Tactile/kinesthetic Learners can try the following study tips:

- Make lists or write things out several times.
- Use computers and hands-on study aids.
- Learn by doing and practising, or by role-playing.

✂-----

HANDOUT 6b. Read the statement and define the learning style. Put V- for visual, A- for auditory, k- for kinesthetic

1. can remember best about a subject by listening to a lecture.
2. requires explanations of diagrams, graphs, or visual directions.
3. can easily understand and follow directions on a map.
4. learns to spell better by repeating words out loud.
5. can remember best by writing things down several times.
6. follows oral directions better than written ones.
7. feels very comfortable touching others, hugging, handshaking.
8. good at working and solving jigsaw puzzles and mazes
9. play with coins or keys in his/her pocket.

PRESENTATIONS

LESSON 3 SLIDES

TEACHER'S PRESENCE

Our physical presence can play a large part in our management of the classroom environment. The way we move and stand, and the degree to which we are physically demonstrative can have a clear effect on the management of the class. All teachers have their own physical **characteristics** and **habits**, and they will take these into the classroom with them. But there are a number of issues to consider which are not just matters of personality or style and which have a direct bearing on the students' perception of us.

- **Proximity**
- **Appropriacy**
- **Movement**
- **Contact (Awareness)**

Proximity

Teachers need to consider how close they should be to the students they are working with. Teachers should be conscious of how close they are to the students, and take this into account students' reactions when assessing them.

Appropriacy

Deciding how close to the students you should be when you work with them is a matter of appropriacy. So is the general way in which teachers sit or stand in classroom. All the positions teachers take-sitting on the tables, standing behind a lectern, etc – make strong statements about the kind of person the teacher is.

Movement

This is to some extent a matter of personal preference, it is worth remembering that motionless teachers can bore students, while teachers who are constantly in motion can turn their students into tennis spectators, their heads moving from side to side until they become exhausted. Most successful teachers move around the classroom to some extent.

Awareness (Contact)

In order to manage a class successfully, the teacher has to be aware of what students are doing and, where possible, how they are feeling. This means watching and listening just as carefully as teaching. Awareness means assessing what **students** have **said** and **responding** appropriately.

The teacher's **physical approach** and **personality** in the class is one aspect of class management to consider. Another is one of the teacher's chief tool: the **VOICE**. When considering the use of the voice in the management of teaching, there are three issues to think about:

- 1) **Audibility**
- 2) **Variety**
- 3) **Conservation**



TEACHER TALK

The way that teachers talk to students – the manner in which they interact with them – is one of the crucial teacher skills, but it does not demand technical expertise. It however, require teachers to empathize with the people they are talking by establishing a good rapport with them.

ROUGH-TUNING

Rough-tuning is the simplification of language which teachers make in order to increase the chances of being understood. Teachers must be able to adjust their language use – in terms of **grammatical complexity**, **vocabulary use** and **voice tone** – when their listener shows signs of incomprehension.

TEACHER TALK

In order to rough-tune their language, teachers need to be aware of three things:

- 1) They should consider **the kind of language** that students are likely to understand.
- 2) They need to **think** about what they wish to **say** to the students and how best to do it.
- 3) They need to consider the **manner** in which they will speak (in terms of intonation, tone of voice, etc.). To be successful at rough-tuning, all we have to do is **speak** at a level which is more or less **appropriate**.

LESSON 8 SLIDES

The best activity in the world is a waste of time if the students don't understand what it is they are supposed to do.



There are two general rules for giving instructions:

1. They must be kept as simple as possible.
2. They must be logical.



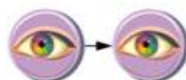
Why did the class have problems with the following instruction?

'OK, everybody, would you, Maria, sit down. Now what you have to do is, when you, you take this sheet of paper that I'm handing out now and keep it secret, and some of you are 'A', it's written at the top, and some are labelled 'B'. OK, can you see that? Don't show your paper to anyone and then you have to describe to your partner; sit face to face. Could you move your chairs around and describe what's on your paper so that your partner can find out what's different, and you must agree; when you find something, draw it on your paper? OK. Do you understand?'



This may sound like a joke, but in fact it's quite typical of an unplanned instruction. Teachers are often unaware that they are talking in this way until they stop and try to listen to what they are saying. A video (or audio) recording of them in action can be very helpful here.

It is clear that this type of instruction is very hard for students to follow. The essential information about what to do is embedded in confusing and unnecessary babble. An essentially simple activity can become impossible, not because the students couldn't do it, but because they didn't understand what to do. Often students are judged to have failed when it is actually the teacher who failed to clarify what was required. ■



Before giving instructions, therefore, teachers must ask themselves the following questions:

1. What is the important information I am trying to convey?
2. What must the students know if they are to complete this activity successfully?
3. What information do they need first?
4. Which should come next?



Sample version

- Say 'Sit opposite your partner'.
- Wait while they move.
- 'Some of you are "A"' (gesture to letter A on the handouts).
- 'Some are "B"' (gesture).
- 'Don't show your paper to anyone' (mime hiding).
- Distribute the handout.
- 'Some things in picture A are different from picture B.'
- 'Describe your picture.'
- 'When you find something different draw it.' (mime)
- Check understanding of instruction: 'What are you going to do?' Students answer with brief explanation.



LESSON 24

Slide show

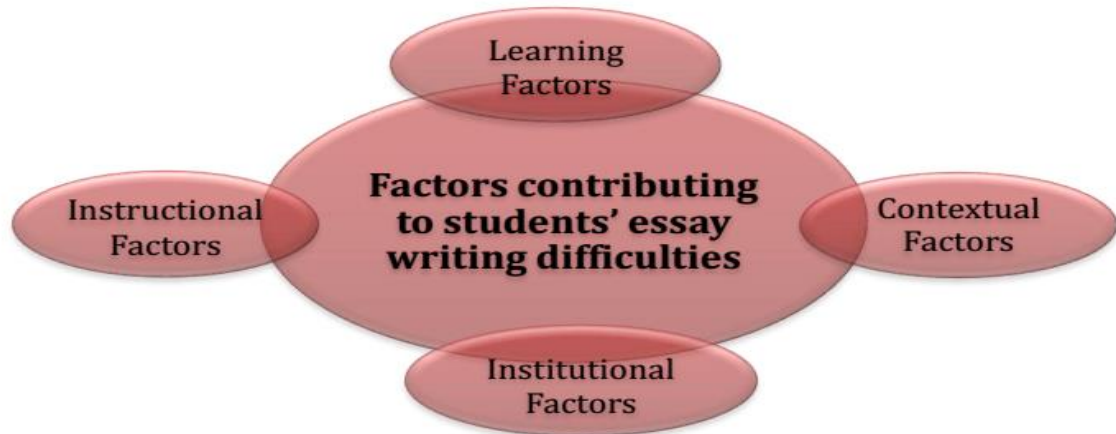


Figure (6.1) Factors contributing to students' EFL essay writing difficulties



Figure (6.2) Learning Factors



Figure (6.3) Instructional Factors

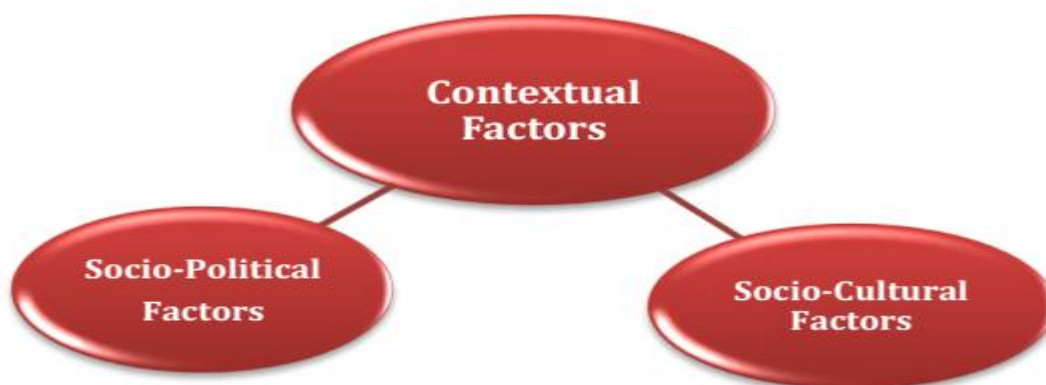


Figure (6.5) Contextual Factors



GLOSSARY

Affective-relating to the emotion or to the someone's moods

Affirmative-- a sign that you are agree with something

alteration – modification

ambience- the character of a place or the feeling that you have about it

appealing - attractive or interesting

appropriate-suitable or right for a particular situation

arguments - discussion or debate between people with different views

assessment- the process of making the judgment

assessing– to carefully consider a situation, person or problem

assign –put somebody in a group

authentic- real not false or copied

audience – group of people gathered to see or hear

authentic – real not false

awesome- very impressive and sometimes a little frightening

balance – to create a good or correct balance between different features or aspects

basic – fundamental

brief- lasting only for a short time

challenge- something that needs a lot of skill, energy

cognition-the process by which you recognizing and understanding things

coherence-the state of being coherent

cohesion- parts of a pliece of writing that is shown by particular words or phrases

collar - part of a shirt that encircles the neck

comprehension – understanding

contain – include

console - cabinet, stand, control panel

conscious- aware, awake

constructive- useful and helpful, or likely to produce good results

consumption- process of taking food or other substances into the body via the mouth

context- general situation in which something happens, which helps to explain it

counselor- someone whose job is to help and support people with problems

couple – pair, group of two persons or things

description – descriptive statement

distract - to take someone's attention from something by making them look at or listen to something else.

distribute – deliver to

environment- the place in which people live and work;

encourage - to make someone more likely to do something,

extensive reading - having a great range in reading

exploitability - can longer be used for profit

feedback- comments about how well or how badly someone is doing something

fluency - the ability to speak a foreign language very well

hind – the hind legs or feet of an animal are it's back legs

homesickness-feeling sad and alone because you are far from your home

inductive- reasoning from particular facts or ideas to a general rule

inclusive- including all costs

interpreting - an explanation of the meaning or importance of something

imprint – mark, stamp, impression

input- help in the form of ideas, advice or information used in a process

interaction-the activity of being with and talking to other people

integrate the reading – involving all four skills

limit- to reduce or control someone's freedom to do what they want

luxurious- very expensive and comfortable

managing classroom- succeeds in doing something, organize and control

meta-language- a set of words used for describing and discussing language

mode - a particular way or style of behaving, living or doing something

mother tongue- language, way of speaking

motivate – to make someone behave in a particular way

multiple choice- giving you several answersfrom which you have to choose

negotiations- try to reach an agreement

observation – the process of watching someone or smth carefully, in order to find something out;

options- something you can choose in a particular situation

phonology – the study of the pattern of speech sounds used in a particular language

preface – introduction, foreword

prompts- to encourage someone to speak or continuing speaking

proficiency – a high degree of ability or skills in something

property – possessions, belonging

reading sequence – the reading order in which they follow each other

reflection-careful thought about something

reform- to improve a situation by correcting things that are wrong or unfair

response – reply, answer

ritual- done regularly and always in the same way

skepticism- doubts that someone has about something that other people think is true or right

segmenting- a separate part of anything

snack- small amount of food or drink eaten between regular meals

specifications – an explicit set of requirements to be satisfied by a material, product or service

strategies - a plan or method for achieving something

staging – the process of organizing a show in some place

surround- to be all around

talking time-achieving something by talking

tool- something that you use in order to perform a job or to achieve an aim

tradition- belief, custom or way of doing something that has existed for a long time.

unified-behaving or treated as one group

volume – degree of loudness

SELF STUDY MATERIALS

1. Reading purpose and reading comprehension

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent «higher» forms of culture.

This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

Reading research shows that good readers

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated

- Rely on different skills interacting: perceptual processing, phonemic processing, recall

- Read for a purpose; reading serves a function

Reading as a Process

Historically, listening and reading skills have received less attention in language teaching than have the productive skills of speaking and writing. Due in part to a lack of knowledge about receptive skills, teachers often failed to devote explicit attention to developing reading abilities, assuming that comprehension would occur on its own. More recently, however, the profession has recognized that merely exposing learners to oral or written input is not sufficient and that explicit teaching of comprehension strategies is needed.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences

- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

- Strategic competence: the ability to use top-down strategies, as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Simply put, reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and

understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension**. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don’t make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text’s structure to aid comprehension.

How does reading comprehension develop?

As you can see, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

Why is reading comprehension so important?

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

2.Modes of integrating all four skills

Lead-in (5 min)

Preparation: Flipchart with questions prepared in advance.

-  Write the following questions on the board or flipchart and ask participants to think about them. After some time invite random answers.
 - ~ *In the course you teach do you allocate separate lessons to teaching grammar, speaking (conversation), reading, etc.?*
 - ~ *If you teach Home Reading, how do you teach it?*
 - ~ *What can we call a lesson in which more than one skill plus grammar and/or vocabulary are taught?*

Possible answers:

- ~ Answers will vary, but probably most people will say that they teach these aspects in separate lessons.
- ~ In Home Reading lessons people usually read a novel/story, discuss the events and the characters in it, do vocabulary exercises, write short essays and book reviews, etc., which means that they employ several skills plus work on vocabulary and sometimes grammar.
- ~ An integrated skills lesson.

- Summarise the discussion by saying that though teachers may not always realize this they very seldom teach one skill only; they usually deal with several skills in one lesson, i.e. integrate them. Emphasise that in real life we also communicate employing all the skills.

Activity 1 A sample lesson

Objective: to expose participants to an integrated skills lesson based on the song 'White Cliffs of Dover'

Time: 45 min

Materials: handouts 1, 2 and 3, tape, cassette player

Preparation: Write up two lists of words on the board before the lesson starts

► Procedure:

- Tell participants that they are students who are going to have an integrated skills lesson.
- Tell students that they are going to listen to a song and before listening they are going to work with some words from the song.

- 😊 (5 min) **Vocabulary** – Draw students' attention to the two columns of words on the board and do a 'Matching Opposites' exercise with the whole group. Tell students that not all words but **most** of them are from the song they are going to listen to.

1 over	a wake up
2 yesterday	b mountain
3 white	c love
4 hatred	d tomorrow
5 laughter	e black
6 go to sleep	f war
7 valley	g below
8 peace	h tears

Key: 1g 2d 3e 4c 5h 6a 7b 8f

- 😊 (5 min) **Speaking** – Ask students to predict what the song is about, bearing in mind that most of the words from the matching exercise are from the song. This can be done individually or in pairs. Invite several random responses.
- 😊 (5 min) **Listening** – Distribute handout 1 📄. Tell students that they should listen to the song and fill in the gaps – one word in each gap. 🎧 Play the song once (or twice if necessary). After they have finished, ask them to compare their texts in pairs, then distribute handout 2 📄 and let them check their texts. Ask them to tell you whether their predictions were right.
- 😊😊😊 (5 min) Make groups of four. Ask students to summarise the overall idea of the song in one sentence. Invite representatives from the groups to write their sentences on the board or write them yourself. Ask the whole group to choose the sentence which best summarises the song. You can ask participants to vote for the sentence they like best of all by clapping their hands.
- 😊😊😊 (5 min) **Speaking** – Play the tape again. Ask students to discuss the following questions and to be ready to report to the whole group:
 - ~ *What scenes can people visualise while listening to the song?*
 - ~ *What does the person in the song feel?*
 - ~ *What did you feel while you were listening to the song?*
- Walk around, listen in, make sure they are discussing all the three points. After they have finished, a representative from each group should report back on the discussion.
- 😊😊 (10 min) **Reading** – Divide participants into two groups. Distribute handout 3a 📄 to one group and handout 3b 📄 to the other. Tell participants that they will have to read their paragraphs carefully as later they will tell their partners the facts from them. Give participants some time to read their paragraphs. Make pairs – A and B in each pair. They tell each other what they have read.
- After participants have finished, ask them to say what information they got from each other.
- 😊 (10 min) **Writing and listening** – Ask students to write three or four sentences about their hopes for tomorrow. They can use the heading “Tomorrow...” or any other, which

they can choose themselves. They work individually and then read their paragraphs to their partners in pairs. Invite 3-4 volunteers to read their paragraphs aloud.

Activity 2 Discussing the sample lesson

Objectives: to show the advantages of integrating skills in a lesson
to help teachers think of advantages of and possible problems in using songs

Time: 30 min

Materials: Handout 4

► Procedure:

- 😊😊😊😊 (10 min) Tell participants they are no longer learners but again teachers. In the same groups of four ask them to remember the steps in the pre-, while- and post-listening stages of the lesson.

Suggested answers:

Pre-listening

- ~ vocabulary activity 'Matching Opposites'
- ~ speaking activity
- ~ brainstorm the topic

While-listening

- ~ listen and fill in the gaps
- ~ read and compare with the partner, then check against the text on the handout
- ~ summarising the song in one sentence
- ~ discussion (3 questions)
- ~ jigsaw reading

Post-listening

- ~ writing activity 'Tomorrow...'
- ~ listening to each other's stories

- 😊😊😊😊 (15 min) Ask participants to discuss the questions in handout 4 📄 (the reverse side of handout 2)
- 😊 (5 min) Hold a plenary to discuss the answers to the questions.

Suggested answers:

1. Pre-intermediate. The language of the song is not complicated, but the speaking and writing tasks in this very lesson are quite demanding. However, the teacher can think of something simpler if the group is at a lower level.
2. One of the principles of vocabulary teaching and learning is that vocabulary should be contextualised in some way, preferably at the level of a text or paragraph. In this lesson vocabulary was taught within the context of listening and reading.

3. Some advantages are:
 - ~ Learners are exposed to cultural issues.
 - ~ Very good for auditory and musical learners.
 - ~ May be an entertaining way to learn.
 - ~ The language is presented in chunks.
4. Some problems are:
 - ~ Materials may be more complex or just unusual and therefore more challenging than materials in a textbook.
 - ~ The topic and/or language of songs may be not culturally appropriate for students.
 - ~ Words in songs may be difficult to make out.
5. The steps in the lesson recycle the same material, but because different skills are practised, the lesson is less monotonous.
6. Answers will vary. Encourage participants to give reasons for their choice as this will help them to think of the criteria for a good classroom song.

Summary

Say that in this session

- participants have experienced an integrated skills lesson as learners and analysed it as teachers;
- they have also explored the advantages of and possible problems in using songs.

Say that

- in real life communication takes place through all the channels: Listening, Reading, Speaking and Writing. Integrating skills in one lesson makes it more interesting and communicative/meaningful;
- such lessons could be prepared with the help of participants' students who can provide good songs and/or some other material which lends itself to integrated skills lessons.

INTEGRATED SKILLS

Activity 1, Handout 1, The lyrics of the song (gapped)

There'll be _____ over

The _____ of Dover

Just you _____ and _____ .

There'll be love and _____

And _____ ever after

_____ when the _____ is free.

The shepherd will tend _____ ,

The _____ will bloom again,

And Jimmy will _____

In his own _____ again.

✕

INTEGRATED SKILLS

Activity 1, Handout 2, The lyrics of the song

There'll be blue birds over

The white cliffs of Dover

Tomorrow,

Just you wait and see .

There'll be love and laughter

And peace ever after

Tomorrow, when the world is free.

The shepherd will tend his sheep,

The valley will bloom again,

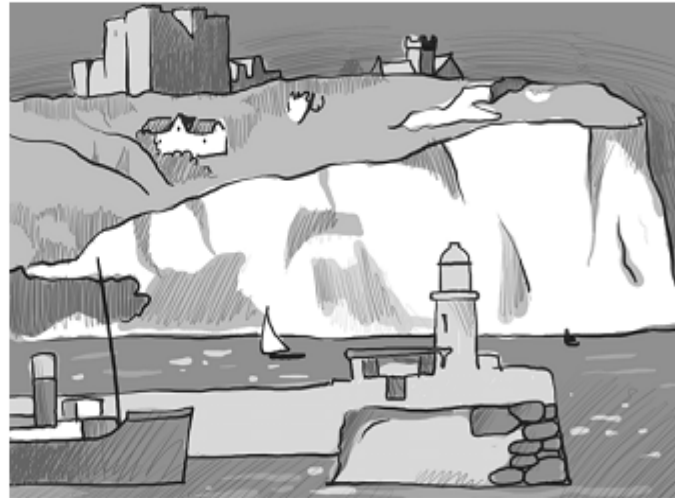
And Jimmy will go to sleep

In his own little room again.

INTEGRATED SKILLS

Activity 1, Handout 3, Text A

White Cliffs of Dover



-A-

The White Cliffs of Dover are world-famous and have been of great historical importance for generations. They were formed in the Mesozoic Era about 65-80 million years ago, when dinosaurs walked the earth. In the sea lived billions of microscopic animals and plants, called plankton, with shells made of lime. When they died, their shells fell to the sea bed. The shells accumulated, very slowly, at a rate of around 0.015mm a year, which built up to a depth of 15 metre in one million years.

The White Cliffs are a symbol of the nation's strength against enemies and an encouraging sight to returning travellers. They have been immortalised in song, in literature and in art.

INTEGRATED SKILLS

Activity 1, Handout 3, Text B

White Cliffs of Dover



-B-

'(There'll Be Blue Birds Over) The White Cliffs of Dover' is one of the most famous of all the World War II era pop classics. It became a sensational hit in 1942 when the British people fought against Nazi Germany. Pilots flying to Germany from the airfields in south England would know that they had made it home safely when they saw the white cliffs of Dover, so this sight had a special significance at that time.

Originally the song was released in the U.S. by bandleader Kay Kyser. The most well known version of the song is probably the one recorded by **Vera Lynn** in 1942. Vera Lynn was one of Britain's leading performers during the war and kept up the spirits of the public when times were difficult.

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Suggested web sites:

1. www.teachingenglish.org.uk
2. www.online-literature.com
3. www.literature.org/
4. www.pearsonlongman.com/ae/
5. www.developreading.com
6. https://en.wikipedia.org/wiki/World_Book_Encyclopedia
7. <http://www3.telus.net/linguisticsissues/authenticmaterials.html>
8. http://oelp.uoregon.edu/teach_authentic.html
9. <http://academicguides.waldenu.edu/ASCsuccess/ASCcriticalreading>
10. <https://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl>
11. <http://www.eslkidstuff.com/blog/classroom-management/6-different-types-of-esl-learners-and-how-to-teach-them#sthash.6ag9Hz8g.dpuf>