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TILLAR O’QITISH METODIKASI
VA TA’LIM TEXNOLOGIYALARI
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Preface

This compendium has been meticulously crafted to assist educators in the methodology of teaching the English language, who are fervently desirous of enhancing their comprehension of the principles and practices pertaining to English language methodology. By furnishing readily comprehensible definitions of pedagogical methodology, this compendium endeavors to streamline the teaching and preparatory processes for language instructors, while concurrently imbuing their classes with heightened engagement and stimulation.

The efficacy of learning is significantly augmented when learners actively participate in the learning process and possess a profound grasp of the fundamental terms and concepts being explored. The degree of learner engagement is contingent upon the materials employed, the subjects and notions being addressed, and the patterns of interaction involved. This resource proffers imaginative educators the occasion to devise an assortment of activities and assignments. In light of the benefits, why not employ the process of acquiring a new language as a vehicle for obtaining profound insights into methodology? This approach entails actively involving and enlightening students, thereby fostering their exploration of the discipline. Moreover, this resource can prove invaluable to university and foreign language faculty instructors and students, participants in teacher training institutes, as well as independent researchers in the field.

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UNIT 1. OVERVIEW OF TEACHING ENGLISH METHODOLOGY

Problems to be discussed:

- **What is the methodology?**
- **Connection of Method of Foreign Language Teaching to Other Sciences**
- **Modern teaching method**
- **What is the best way to learn a foreign language?**

What is the methodology? Teaching methodology is a compilation of advanced techniques, technologies, and methodologies for acquiring linguistic proficiency. Typically, this constitutes a well-defined algorithm of actions that will enable individuals to attain an advanced level of English proficiency starting from the very beginning. **Methods of Foreign Teaching as a Scientific Discipline.** The term "method" primarily signifies the manner or approach in which something is accomplished. It is a universally recognized term, assimilated into all European languages via the Latin "Methodus" from the Greek "Methodos". Methods of foreign language teaching are conceptually understood as an established body of empirically validated theories pertaining to the instruction of foreign languages in academic and other educational establishments. The English term "method" is also employed to denote a specific field of study. **Methods (Methodology) as an academic discipline** is the systematic exploration of the ways or manners (methods) of instruction. Methods of foreign language teaching encompass three (occasionally four) principal facets: the objectives of foreign language instruction, the rationale behind teaching a foreign language, and the selection of appropriate instructional methods. **Connection of Method of Foreign Language Teaching to Other Sciences.**

Methods of foreign language teaching are closely related (connected) to other sciences such as pedagogy, psychology, physiology, linguistics, and some others.

a) **Relations of Foreign Language Method to Pedagogy.** Pedagogy is a science connected with the teaching and education of the younger generation. Since

methods also deal with the problems of teaching and education, it is most closely related to pedagogy. To study foreign language teaching, one must know pedagogy. One branch of pedagogy is called didactics. Didactics studies general ways of teaching in schools. Methods as compared to didactics, study the specific ways of teaching a definite subject. Thus, it may be considered special didactics. Pedagogy is the science or general theory, of the bringing up and teaching of children and the young, in other terms, the science of education in the narrower sense and instruction or of education in the wider sense. It consists, accordingly, of two main divisions:

educational pedagogy and instructional pedagogy, of which the latter is called. The didactics, otherwise, method or methods. In foreign language teaching, as well as in teaching of mathematics, history, and other subjects taught in school, general principles of didactics are applied and, in their turn, influence and enrich didactics.

For example, the so-called "principle of visualization" was first introduced in teaching foreign languages.

Modern teaching method

The modern method of teaching English is built on the basis of the classical method of learning foreign languages. However, the psychological aspect, foreign cinema, information technology had an impact on her. The methods of teaching English used 20 years ago were more of a reproductive nature. Learn the words, read the text, listen to the audio recording, write a letter - this is how the tasks that the tutor gave looked like. For this reason, most adults who have studied the language for many years can read and write in English but have difficulty speaking.

Modern methods of teaching English have changed reproductive methods to interactive ones. Today, obtaining knowledge is an interaction between a student and a teacher. The curriculum is built, first, taking into account the age characteristics of students. For preschoolers and younger students, such a type of lesson as a game, travel, video, competition, and others is more suitable. An adult

student prefers a classical lesson. For this age, traditional tasks are also suitable: compose a story, do an exercise, read the text, perform listening, and so on. Writing a story allows you to learn how to use active and passive vocabulary, expand vocabulary, and improve conversational speech. Doing exercises helps to learn grammatical material. Reading the text forms not only reading skills, but also immerses in the culture and traditions of the language being studied. Listening - improves understanding of oral speech.

But do not forget that the most effective methods of learning English are interactive. Therefore, the method of immersion in the language environment is now extremely popular. This technique teaches to "think" in English. The study of a foreign language takes place entirely in English. This is real not only in a bilingual family, but also in a regular class. It is enough for the teacher to fully conduct the lesson in English, to use visualization. To build a lesson in such a way that, despite the foreign language, students understand the teacher. The high level of training of the teacher will allow such a lesson to be held even for the smallest. If earlier parents of preschoolers and younger schoolchildren were frightened by this method, now, seeing the enthusiastic eyes of children and their progress, they recognized the effectiveness of this technique. After all, the best method of learning English is the one that arouses interest in learning.

What is the best way to learn a foreign language?

Also, many are concerned about another question: "What is the best way to learn a foreign language: in a pair, in a group or individually?". Here, too, much depends on the individual characteristics, goals and objectives of the student. To improve your speaking skills, it is better to select group classes. They can be organized using the communicative method or immersion. To prepare for the exam, individual work with a teacher is well suited. It is usually built using the traditional technique or in combination with the immersion method.

Choosing a methodology for learning English can seem difficult, but for the right choice, you just need to rely on the criteria outlined above:

The purpose of the lessons.

Level of preparation.

Psychological comfort.

Motivation.

Lecture materials:

Watch the video and answer to questions.

<https://youtu.be/UCFrFYH9DCw>

Video Comprehension Questions:

1. What is the duration of the TEFL program at the Language House?
2. How does the Language House provide teaching practice to its participants?
3. What is the major difference between online tablet programs and the on-site course at the Language House?
4. What is the significance of the methodology taught at the Language House?
5. What does "ESL" stand for in the context of teaching at the Language House?
6. How is the concept of "eliciting" explained in the video?
7. Why is it important for teachers to reduce their TTT (Teacher Talking Time) during the class?
8. What is the purpose of "concept check questions" in the classroom?
9. What are the key elements of good study materials, according to the video?
10. What is the ultimate goal of the "activation" part of the lesson, as mentioned in the video?

Practical part of the lecture.

Objective: Students will be able to analyze and apply different English teaching methodologies to effectively teach ESL classes.

Assessment: Students will create a lesson plan using a chosen English teaching methodology and present it to the class. The lesson plan should demonstrate an understanding of the key points discussed in class and show how the methodology

can be applied in an ESL classroom.

Key Points:

- Understanding the concept of methodology in English teaching
- Exploring modern methods and approaches in English teaching
- Analyzing the advantages and disadvantages of different methodologies
- Applying a chosen methodology to create a lesson plan
- Presenting the lesson plan and explaining how the methodology is applied

Opening:

To engage students and capture their interest, begin the lesson by asking them to brainstorm different teaching methods they have encountered in their own language learning experiences. Discuss the advantages and disadvantages of these methods and relate them to the importance of choosing the right methodology in English teaching.

Introduction to New Material:

Impart the key points to the students by providing a brief overview of the concept of methodology in English teaching. Discuss the characteristics of effective methodologies and introduce different modern methods and approaches used in ESL classrooms. Anticipate the common misconception that there is only one "correct" methodology and emphasize the importance of adapting methods to suit different teaching contexts.

Guided Practice:

Set behavioral expectations for the work time and provide examples of different English teaching methodologies. Scaffold questioning from easy to hard, asking students to analyze the advantages and disadvantages of each method. Monitor student performance by circulating the class and providing guidance and feedback as needed.

Independent Practice:

Set behavioral expectations for the work time and assign students to choose one English teaching methodology they find most suitable for their teaching context. Instruct them to create a lesson plan using the chosen methodology, incorporating the key points discussed in class. The lesson plan should include objectives, activities, materials, and assessment strategies. This assignment will demonstrate mastery of the objective.

Closing:

As a closing activity, have students share their lesson plans with a partner or in small groups. Each group should provide feedback on how well the chosen methodology is applied in the lesson plan. Summarize the main points discussed in class and emphasize the importance of considering various methodologies when planning ESL lessons.

Extension Activity:

For students who finish early, provide additional resources on different English teaching methodologies and ask them to compare and contrast two or more methods. They can create a visual presentation or a written analysis highlighting the similarities, differences, and potential applications of each method.

Homework:

As a homework activity, suggest that students observe an ESL class or interview an ESL teacher about the methodology they use in their teaching. Students should reflect on the effectiveness of the methodology observed or discussed, considering the key points learned in class.

UNIT 2: LANGUAGE TEACHING METHODS, APPROACHES

Problems to be discussed:

- **A person who starts studying**
- **Language Teaching Methods**
- **Approaches**

A person who starts studying

Methods will be puzzled by the variety of "methods" he may come across in books and journals and, of course, there are good grounds for this. At different periods, depending on the aims of teaching and learning a foreign language, new methods sprang up. Moreover, the methods themselves have been modified by teachers and textbook writers, while still remaining recognizably the same basic method by another so that same amalgamated versions have resulted. In each case the method received a certain name denoted logical categories, for example: the synthetic method (synthesis), the analytic method (analysis), the deductive method (deduction), the inductive method (induction) sometime the method was names after the aspect of the language upon which attention was focused as in the cases of the grammar method, the lexical method, the phonetic method. A third set of methods received their names from the skill which was the main object of teaching. Among these is the translation method, the oral method. Sometimes the method got its name from the psychology of language learning: in this category, the following names occur; the intuitive method, the conscious method, the direct method.

To learn a language, it is necessary to take into account certain judgments like behavioral approach, Behavioral change or change inability to behave is when someone becomes capable of doing something different from what I did before. "To learn requires the development of new actions or the modification of those present. The learning is inferential; that is, no we observe it directly, but the product or

behavior we observe learning in verbal expressions, the writings and the behavior of the people”.

There are also certain teaching techniques that are input and output, input is the only way to learn a language, input is the opposite of output that means “phrases that you speak or write”. Social culture is another important judgment, that is related to the context “sociocultural theory focuses not only how adults and peers influence individual learning, but also on how cultural beliefs and attitudes impact how instruction and learning take place”. (Vygotsky). The other judgment is language acquisition by Krashen, he says that the natural order hypothesis is the idea that children learning their first language acquire grammatical structures in a pre-determined, ‘natural’ order, and that some are acquired earlier than others.

LANGUAGE TEACHING METHODS. Is another of the topics that we saw in class and that is related to the methods and approaches. we can say that a method is more than a single strategy or a particular technique, it’s a “theory” of a language teaching. Antony (1993) related method and approach.

Approach is the set of assumptions about the nature of language and learning “method” is the plan of how to systematically present the language base don these higher-order assumptions and “techniques” are specific classroom activities.

Methods and approaches are cultural, political, and historical. The language is not neutral can be positive or negative. On the one hand we have:

1 paradigm (model): referring to a community [epistemological, ontological, axiological]

2 theory: way of conceiving the world, perception and thoughts [epistemological, ontological, axiological]

3 approach: previous knowledge about learning and teaching

4 Method: systematic order

5 methodology: methods [instrumental]

6 techniques: tools (specific activities) [instrumental]

To close the topic, I will describe other important concepts that are part of socio-cultural perspectives on second language learning:

- Socio-cultural theory that I had previously mentioned, Vygotsky: theorist of child development, applied in classroom studies by many educational researchers.
- Mediation and mediated learning: the central concept of sociocultural theory is that higher form of human mental activity are mediated. We also use symbolic tools, or signs to mediate and regulate our relationships with others and with ourselves/ artifacts created by human cultures future generations: modify these artifacts * Vygotsky “ how human social and mental activity is organised through culturally constructed artifacts and social relationships.
- David Olson (1995): said writing systems were invented, these mental tools changed our understanding of the nature of language itself/ socio-cultural point of view, learning is also a mediated process.
- Mental tools: * regulation: self regulation, child skilled individual learns, *other regulation: emily’s friend to direct her attention (appropriated)= regularizing her, * microgenesis: inter-mental, phenomena, share between individuals, *private and inner speech: inner speech (earliest use of

language), * activity theory: proposals for conceptualizing the social context.

To finish I will leave a vocabulary that can be a complement for these important topics that we have just described:

- CLT: communicate approach
- TBL: task-based learning
- multiple intelligences
- Language focus
- skills
- postmethod
- teacher autonomy (observe, analyze, evaluate)
- teaching practices
- communicative competence
- socio-linguistic competence
- pragmatic competence
- writing process
- lesson planning

Lecture materials: watch the video and answer questions.

<https://youtu.be/g0BVbASTnDE>

Video Comprehension Questions:

1. What is the primary focus of the direct method of teaching ESL or EFL?
 - a) Reading and translating texts
 - b) Grammar and pronunciation
 - c) Listening and speaking
 - d) Vocabulary acquisition
2. What is the direct method in response to?
 - a) Vocabulary lists
 - b) Grammar-translation method
 - c) Immersion-style teaching
 - d) Oral communication
3. How are classes conducted in the direct method?
 - a) Using the student's original language
 - b) Focusing on grammar rules
 - c) Immersion-style, with the teacher speaking the target language
 - d) Using translation as a learning tool
4. What is the direct method trying to replicate?
 - a) A natural way of language acquisition
 - b) Explicit grammar teaching
 - c) Translation-based learning
 - d) Vocabulary memorization
5. According to the speaker, what is the ultimate goal of the direct method?
 - a) Translating in one's head
 - b) Natural vocabulary acquisition
 - c) Speaking and thinking in a foreign language
 - d) Following grammar rules
6. What does the speaker mention as the first step in natural language learning for young children?
 - a) Translating words
 - b) Listening
 - c) Reading
 - d) Memorizing vocabulary
7. What resource does the speaker suggest for incorporating the direct method into classes?
 - a) 101 ESL Activities for Teenagers and Adults
 - b) Vocabulary lists
 - c) Grammar translation books

d) Language translation apps

Practical part of the lecture.

Objective: Students will be able to analyze and evaluate different language teaching methods and approaches and apply them to English classes.

Assessment: Students will create a lesson plan for an English class, incorporating at least two different language teaching methods or approaches and explaining the rationale behind their choices.

Key Points:

- Understanding the concept of language teaching methods and approaches
- Identifying and evaluating different language teaching methods and approaches
- Analyzing the strengths and weaknesses of each method or approach
- Applying language teaching methods and approaches to English classes
- Justifying the selection of specific methods or approaches for a given English lesson

Opening:

To engage students, present them with a scenario: "Imagine you are an English teacher with a diverse group of students. How would you approach teaching them new vocabulary?" Allow students to discuss their ideas in pairs or small groups and then share their responses with the class.

Introduction to New Material:

Introduce the concept of language teaching methods and approaches. Explain that different methods and approaches are used to teach languages and that they vary in their techniques, philosophies, and goals. Discuss the importance of choosing the right method or approach based on the learning outcomes and the characteristics of the students.

Common misconception: One common misconception is that there is a single "best" method or approach that works for all students and contexts. Emphasize that the effectiveness of a method or approach depends on various factors and that teachers need to be flexible and adaptable in their approach.

Guided Practice:

Set clear behavioral expectations for the work time, such as active participation, respectful listening, and asking clarifying questions. Provide examples of different language teaching methods and approaches, such as the Direct Method, Communicative Language Teaching, Task-Based Learning, and the Audio-Lingual Method. Scaffold questioning from easy to hard, asking students to identify the key characteristics, strengths, and weaknesses of each method or approach.

Monitor student performance by observing their engagement in the discussion, their ability to articulate the key points, and their understanding of the strengths and weaknesses of each method or approach. Provide feedback and clarification as needed.

Independent Practice:

Set behavioral expectations for the independent practice, such as working individually, using resources to support their learning, and completing the assignment with attention to detail. Assign students to create a lesson plan for an English class, incorporating at least two different language teaching methods or approaches. They should explain the rationale behind their choices, considering the learning outcomes, student characteristics, and the context of the lesson.

Closing:

To summarize what was learned, ask students to share their lesson plans with a partner or in small groups. Each group should discuss the methods or approaches used and the reasons behind their choices. Then, have a few groups share their lesson plans and explanations with the whole class.

Extension Activity:

For students who finish early, provide them with the opportunity to research and explore additional language teaching methods or approaches that were not covered in the lesson. They can create a short presentation or write a reflection on their findings.

Homework:

As homework, ask students to reflect on their own language learning experiences and identify the methods or approaches that were used. They should explain the effectiveness of those methods or approaches based on their own learning outcomes and preferences.

UNIT 3. HOW TO BE A GOOD TEACHER

Problems to be discussed:

- **Who is a good teacher?**
- **Be creative.**
- **Have a clear direction.**
- **Never give up on your students**
- **Use multiple teaching strategies.**



Who is a good teacher?

What are the personality traits that qualify someone as a good teacher?

Every student will have a teacher that they look up to and if you ask them why they look up to these teachers, they will have countless things to say. Today, we will be

looking at fifteen such traits that make a teacher excel in teaching. Without further ado, let's take a look at 15 tips on how to be a great teacher.

1. Build your communication skills while talking about how to become a good teacher, we have to talk about communication skills. When it comes to communication, there are various aspects that need to be taken into consideration. There are chances for misunderstanding and misconceptions. In simple words, as a teacher, you might think that you are communicating well. But, you have to keep the following points in mind:

- Gather feedback
- Create a positive classroom environment where students are not afraid to ask questions
- Make sure that your classroom is a safe place

There won't be much learning involved when communication is one way. It is always better to keep a window open for dialogue.

2. Be creative

The attention span of students is an important aspect to be kept in mind. In order to become a good teacher, you have to incorporate creative thinking into your classroom. You can choose games, discussions, and N number of ways to ensure that your students don't lose interest in the subject. If you think that you lack creativity, you can take inspiration from YouTube videos, you can read [teaching blogs](#) and improve yourself. If you are thinking of how to be a good teacher, it is a good idea to get creative.

3. Have a clear direction

It is always important to have a clear objective in mind before you start your lessons. When you have a clear idea of what you are going to convey in the classroom and what you expect your students to learn, teaching and learning are

effective. A good teacher always has a clear direction and quite often, a well-made lesson plan can help in giving the necessary direction. We have discussed in detail about how to make a lesson plan in one of our previous blogs, [read it here](#).

4. Never give up on your students

A classroom is essentially a mix of students hailing from different backgrounds and different kinds of lives. You never know what struggles they are facing at home or why they are shy to speak up in class. There might be countless reasons for their poor performance or behavioral issues if any. As a teacher, never give up on your students. If you are asking yourself how to be a great teacher, then always keep this important point in mind. You are not to blame for a student's poor performance, but, it is up to you to instill faith in them and to make them believe that they can do it. Instill confidence in them and have faith in your students.

5. Inspire your students

Students often look up to their teachers as role models. Inspire them in ways possible by you. You don't have to do anything out of the box to inspire them. You just have to motivate them, reaffirm their faith, assure them that there's nothing that they can't achieve, be polite and consistent and as discussed in the previous point, never give up on your students. It is said that teachers' influence affects eternity.

6. Be Assertive and Confident

As teachers, it is important to be assertive and confident. Assertive teachers attract respect and decent behavior from students. A firm teacher has more control over the classroom and the students. By being assertive, we don't mean

being strict and stubborn, assertive teachers listen to what their students have to say and involve in the all-around well-being of their students.

7. Use multiple teaching strategies

Each kid is different, there's no one right way to teach your students. The attention span, the learning capacity, the interest in the subject, everything will vary from student to student. To become a good teacher and ensure that the learning is effective, you have to involve various teaching strategies and methodologies. As mentioned before, creativity is important to make sure that your students don't lose interest in the lessons. When you make use of different teaching methods, it will ensure that each kid is catered to. We have discussed in detail the teaching methods in one of our previous blogs, you can [read it here](#).

8. Set an example

This is a very simple yet effective method to become a good teacher. Always practice what you preach and set an example for your students. If you are teaching kids to be disciplined and punctual, you must ensure that you are punctual and disciplined too. When it comes to online teaching and online classes, show up on time and stick to the schedule.

9. Include Theatre

A great teacher always includes a little bit of theatre in the classroom. When a teacher demonstrates and enacts, it stays with the student and the learning is effective. Gail Godwin said that teaching is $\frac{1}{4}$ preparation and $\frac{3}{4}$ theatre. It is how you present a topic or lesson that decides whether the students understand it or not.

10. Be an Active Listener

While talking about how to become a good teacher, it is significant to draw attention to the importance of listening to your students. Only then you will be

able to understand what they want, what is lacking, and how you have to alter your teaching methods. Sometimes, students need someone to listen to them, you might be able to help them overcome the issues that they are facing. As discussed, communication need not always be verbal, you can also pick up non-verbal cues and listen to your students.

11. Use Examples and Stories

When you use storytelling and narratives as a way to teach, the students can connect with the lessons better. Drawing examples from real life is an excellent way to ensure that students understand the concept. A good teacher is one who can demonstrate and encourage students to be better every day. Examples and stories ensure that the classes are not boring and are one of the best ways of teaching.

12. Learn while you teach

Teaching is a great way to keep learning. The world is changing at a rapid pace and every day, new concepts are discovered. As teachers, it is crucial to keep learning. The moment a teacher stops learning, the effectiveness of teaching stoops down and the teaching process is not going to be effective. A growth mindset is essential for teachers. When you keep learning, you are growing every day, and this translates into all-around development of you as well as your students.

13. Be Patient

Patience is an extremely important quality to becoming a good teacher. You cannot lose your patience when students ask questions and when they can't understand a particular lesson. As a teacher, a lot of people might test your patience, from parents to students to other teachers, there are a lot of comments that a teacher might face, but you have to deal with them in a positive and calm manner

14. Be Adaptable

Adaptability is a point that cannot be missed while talking about how to be a good teacher. Change is the only certainty that we have right now. Being resistant to change makes it difficult to survive. A good teacher must be ready to adapt to the circumstances and blend in. Now, online teaching is the need of the hour. As a good teacher, you must adapt and choose an online teaching platform that is in par with your needs.

15. Be Consistent

When a teacher is consistent, the students find it easier to learn. That is to say, when there are proper routines and schedules you follow, the students know what to expect and the whole process of teaching and learning becomes more effective and valuable. One of the best ways of teaching is to be consistent to become a good teacher, ensuring to maintain consistency throughout the year. Explain your expectations to your students.

Conclusion

In order to become a good teacher, you have to invest time and effort in yourself. Teaching is quite essentially an art and it is one that cannot be taught but has to be learned. We have discussed in detail how to become a good teacher. There's no equation to being a good teacher. It's a mix of a lot of things. Some come with experience and certain others with observation and hard work. We hope this list of tips on how to be a good teacher helps you. Do you have any other tips on how to become a good teacher? Please do share them with us in the comments section. We will be back with yet another informative blog. Until then, keep learning, keep growing!

Lecture materials: Lecture Dependent Questions:

1. According to the lecture, what are some important communication skills for a teacher to have?

2. How can a teacher incorporate creativity into their classroom?
3. Why is it important for a teacher to have a clear direction before starting a lesson?
4. What does it mean for a teacher to never give up on their students?
5. How can a teacher inspire their students?
6. What does it mean for a teacher to be assertive and confident?
7. Why is it important for a teacher to use multiple teaching strategies?
8. Why is it important for a teacher to set an example for their students?
9. What role does theatre play in the classroom, according to the text?
10. Why is active listening an important skill for a teacher to have?
11. How can using examples and stories enhance teaching?
12. Why is it important for teachers to continue learning?
13. Why is patience an important quality for a teacher to have?
14. How does adaptability contribute to being a good teacher?
15. Why is consistency important in teaching?

Practical part of the lecture: *Project Based Learning*

How to be a good teacher

Driving Question or Challenge: What does it take to be a good teacher and how can we develop those skills?

Real-world Context:

Students will explore the role of teachers in society and the impact they have on students' lives. They will examine real-world examples of effective teaching practices and consider the challenges and responsibilities that come with being a teacher.

In-depth Inquiry:

Students will dive deep into the qualities and skills that make a good teacher. They will research different teaching strategies, classroom management techniques, and instructional methods. They will explore the impact of socio-emotional learning,

culturally responsive teaching, and personalized learning on student outcomes. Students will also investigate the importance of building relationships, creating a positive classroom culture, and fostering student engagement.

Student Voice and Choice:

Students will have the freedom to choose specific aspects of teaching they are interested in exploring further. They can select topics such as technology integration in the classroom, differentiated instruction, or assessment methods. They will have the opportunity to make decisions about the direction of their research and how they will present their findings.

Reflection:

Throughout the project, students will reflect on their learning process, the strategies they are discovering, and how they are developing as potential teachers. They will journal about their experiences, discuss their insights with peers, and participate in regular reflection activities to deepen their understanding.

Critique and Revision:

A culture of feedback will be fostered in the classroom. Students will provide and receive feedback on their ideas, research, and presentations. They will use this feedback to refine their work and improve their understanding of what it takes to be a good teacher.

Public Product:

Students will create a multimedia presentation that showcases their research findings and recommendations on how to be a good teacher. They will share this presentation with their classmates, school staff, and potentially a wider audience, such as local education organizations or other schools.

Collaboration:

Students will collaborate in pairs or small groups to conduct research, share resources, and provide feedback to each other. They will also have opportunities to observe and reflect on effective teaching practices in real classrooms through peer observations and mentorship.

Teacher Facilitation:

The teacher will guide and mentor students throughout the project. They will provide resources, facilitate discussions, and offer support as students navigate their research and presentation development. The teacher will also provide opportunities for students to connect with practicing teachers and professionals in the field for additional guidance and insights.

Interdisciplinary Connection:

The project will incorporate elements from various disciplines, such as psychology, education theory, sociology, and communication. Students will explore the interdisciplinary nature of teaching and how different subjects intersect in the classroom.

Assessment:

Formative assessments will be used throughout the project to gauge student understanding and progress. These assessments can include research reflections, peer feedback, and checkpoints during the presentation development process. Summative assessments will include the final presentation and a self-reflection on the skills and knowledge gained throughout the project.

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UNIT 4: HOW CAN YOU BECOME A BETTER LEARNER?

Problems to be discussed:

- **What are study skills?**
- **What are common roadblocks to learning?**
- **How do you become a quicker learner?**
- **How do you know you are becoming a better learner?**
- **How to Be a Successful Learner**

As a Learning Platform for business, we're interested in the ways in which people learn - and how we can all become better at it.

With the increasing digitization of the workforce, learning new skills has become more and more important. But if you are thinking about becoming an AI wunderkind, or sculpting your soft skills, you need to consider how to make your learning process efficient and effective. This handy article will help you consider how you learn, and how to overcome common roadblocks to streamline your learning process.

Being an effective learner isn't a have or have not deal. It's a combination of skills, just like being a good driver or good artist. To become a better learner you need to isolate your separate study skills, and identify where you are weakest, so you know where to focus your efforts. Examples of study skills include

	Listening
Reading	Mental recall

Spacing or distributed learning

Focus

Testing

Ability to summarise

Time management

All of the skills above can be practised and developed with patience and effort.

Identify your weakest of these areas and you are well on your way to becoming the best learner you can be.

What are common roadblocks to learning?

Making sure you are aware of potential obstacles in your learning journey is a key step to becoming the best version of yourself and levelling up your skills. Now, we know that learning roadblocks vary heavily between people as no two learners are the same, but here is a list of common barriers to learning efficiently and quickly.

Procrastination

Ignoring short-term rewards

Trying to cram learning all into one go

Not picking the right environment for learning

Allowing fear of failure to stop you

Allowing slow progress to stop you

Working too hard or too often

How do you become a quicker learner?

Learning quicker is all about understanding a small bit of human psychology.

Humans prefer short term, tangible rewards over long term, intangible rewards.

This is particularly relevant when it comes to learning new skills, and goes a long way to describe why we get distracted and procrastinate. Our brains struggle to perceive the longer term rewards like graduation, completion of a course or a new

skill learned, and subsequently pursue short term rewards like watching TV, going on social media or even productive activities like cleaning (who hasn't cleaned their entire house with a toothbrush when they had a deadline?)

To become a quicker and more productive learner, it's a good idea to break the long term goal (i.e. finishing a course), into smaller goals (i.e. completing 2 modules). This allows your brain to be satiated with numerous small term goals whilst you are working towards the long term goal.

Mapping out the journey to your desired outcome, and breaking that journey up into several quick steps is the key to learning new skills quicker and more easily.

How do you know you are becoming a better learner?

Learning a new skill isn't binary. You don't start by not knowing how to code JavaScript or speak French, and then one day you wake up able to create the most visited French blog on the internet.

Learning is made up of small steps and small setbacks, so it is important to recognise little victories along the way. Were you able to implement your new skill at work or at home? Have you started to think of practical ways you can apply your new skill? And the most important thing to consider is "Am I feeling more confident and fulfilled than when I started?"

How to Be a Successful Learner

1. **Find an ideal study environment.** Finding a quiet area free from distractions is integral to productive studying and successful learning. Over time, the mind will associate actions and outcomes with environments and adjust its functions accordingly. Establishing a regular study spot, by this logic, will condition your brain to focus and retain information better in this setting. If you don't already have a preferred study space, some choices to consider are:[\[1\]](#)

The library

A park

A quiet café or restaurant

- 2. Schedule study time.** To manage your time effectively and learn as much as possible, schedule blocks of time during the week to be devoted to studying and review. These study blocks should be 50 minutes long, or shorter if you lose concentration earlier than that. Fit these appointments around the rest of your schedule, but aim to hold them at times of the day when you are most productive.[\[2\]](#)

For example, if you find that you are most productive in the evening, schedule your study time during those particular hours.

If you are more productive in the morning, schedule some study time before class.

- 3. Take short breaks.** It's important to take short breaks every now and then so you can come back to your work refocused. For example, after each 50-minute study period, spend 5-10 minutes stretching, walking around, or doing another calming activity that takes your mind off your work. Moving around can help you get ready to sit still for the next study period.
- 4. Prioritize learning.** To be a successful learner, you must put studying before other commitments when necessary. If it comes down to a choice, extracurricular activities, social engagements, and fun hobbies must come second so that your studies can get your full attention. Identify the distractions that keep you from studying the most and work out a way to schedule them in during your free time, or to keep them from being a hindrance to your work.[\[3\]](#)

For instance, if social media is a distraction while you are trying to study, download an app to block it out (e.g. Freedom, a Windows, Mac, and Android app which keeps users from connecting to the internet for up to 8 hours).[\[4\]](#)

- 5. Use the summarization method.** As you study, use the summarization method to cement your learning. At the end of a unit, chapter, or study session, write out a summary of what you've learned, which can also serve as notes to review later. This process will allow you to re-evaluate and retain the knowledge that you have absorbed, and pinpoint certain points that you haven't grasped fully. [5]

For example, after reading a chapter in a U.S. History textbook, you could summarize the Eisenhower Era to reinforce what you learned.

Another method of summarizing is to write a quick, single-sentence summary after each paragraph. Try to do this in the margins, if possible.

- 6. Try practice testing.** An effective method of learning new material is frequent practice testing, or self-evaluation, to gauge your knowledge. As you read or study, compile a list of questions to quiz yourself on the material later. You can also look online for test preparation resources like trivia and practice quizzes, available across different subjects, age groups, and learning levels.[6]

For instance, the Ohio Department of Education website provides practice tests and sample test items in different subjects for grade 3-12.[7]

Create your own tests. Think up possible test questions, and write them down, along with the answers on the back. Try to answer your test questions the next day.

- 7. Look for connections.** A good way to absorb learning material is to connect it to other subjects that you relate to, particularly things that might seem unrelated on the surface. Apply the principles of a domain that you are well-versed in to the topic at hand and write out a brief argument, for your own purposes, about why these two areas are similar.[8]

The process of forging these links will provide a more in-depth survey of what you're studying and develop associations that will make things easier to remember.

As an example, if you are well-versed in auto-mechanics and enjoy fixing cars, write about different branches of government as if they were various part of a car, and note how they work together to make things run.

8. Discuss what you've learned with others. Talking about what you've learned is a great way to help you remember the information. Have a discussion with friends or family members about important concepts you're learning about. You could even arrange a study group with other classmates to review the material from class.

Lecture materials: true false questions

Video Comprehension Questions: <https://youtu.be/hy-iEDYPqdw>

1. True or False: Taking notes can boost a person's learning capability.
2. True or False: Interacting with more people can indirectly help in fast learning.
3. True or False: Building networks is important for fast learning.
4. True or False: Practical experience is necessary for becoming a better learner.
5. True or False: Failure is a sign of weakness in the learning process.
6. True or False: Dividing the learning load into segments can aid in better learning.
7. True or False: These techniques are the only way to aid the learning process.
8. True or False: It is important to revise the things that you have learned.
9. True or False: Taking down notes should be done later after hearing the information.
10. True or False: Sharing ideas with others does not help in revising the learned material.

PRACTICAL PART:

Aims:

Educational:

- According to the lesson's educational purpose improve pupils' personal qualities like behavior, education etc. to improve pupils' ideal-political knowledge, to form their developing skills and abilities.

Developing:

-According to the lesson's educational purpose develop pupils' personal skills, English learning, motivational skills, develop pupils' self-educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.

Bringing up: -to teach pupils to be polite and honest

Linguistic competence: At the end of the lesson pupils will be able to learning successfully, academic and learning skills

Sociolinguistic competence: - to raise pupils awareness about positive and negative manners in learning

Pragmatic competence:- to enable pupils to find and use learned materials in different situations

Type of the lesson: group work, pairwork

Method of the lesson: untraditional, mixed

Visual aids: Pupil's Book, the DVD, flashcards: the days of the week etc.

THE PROCEDURE OF THE LESSON:

No	Part of the lesson	Tasks	Time
1	Organizational Moment	-to greet pupils.	3 min
2	Repeating last lesson	- to give pupils some questions about last lesson.	5 min
3	Explaining new theme	- to explain to pupils new vocabulary and theme	20min
4	Consolidating new theme.	- to consolidate new theme and new words of the theme.	12 min
5	Marking.	- To mark pupils	2 min
6	Homework.	- Giving homework.	3 min

I Org.moment:

- Greeting
- Checking the register

II Revising last lesson.

III Explaining new theme:

IV. Pre-Activity

Activity 1 Ask your pupils to discuss the following questions with partner. How do you link these two pictures?



V. While-

Activity

Activity 2 Divide the words in the box into the following skills.

Academic skills	personal management skills	Teamwork skills
reading	confidence	communication
writing	punctuality	leadership
speaking		friendship
listening	hardworking	reliability
thinking	responsibility	
	adaptability	

Answer key:

Activity 3 Listen to the conversation and list Sevara and Laylo's

Laylo	Sevara
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



qualities.

Activity 4 Ask your pupils to discuss the following questions with partner.

1. Why did Sevara call Laylo irresponsible?
2. Did Laylo have a reason? Did she tell Sevara about it?
3. Why did they praise Sevara?

Activity 5 Divide the following qualities into positive and negative.

punctual, impatient, responsible, mean, funny, serious, enthusiastic, bright, reliable, honest, unreliable, irresponsible, unfriendly, unable, dishonest, impatient.

Positive	Negative
<u>punctual.</u> _____	<u>unable.</u> _____
_____	_____
_____	_____

Answer key:

Ask your pupils to discuss the following questions with partner.

- Which of these qualities do you have?
- Have you ever tried to improve your negative qualities?

Activity 6 Answer the questions below.

- Have you had the kind of situation that Sevara had?
- Did you have to replace anybody?

Activity 7 Read about Sardor. He is talking about himself and his new college.

My name is Sardor, I'm 17 years old. My hobbies are reading books, playing the guitar, listening to music and visiting different galleries. Since I started coming to this college, I have made only few friends because I'm not sociable. I have difficulties in getting on with people, because I am very shy. So I found difficult to get on with my groupmates. My group-mate Jasur is a very talkative, cheerful responsible, goal-oriented, sociable, easy-going and interesting student with a good sense of humour. He is also an intelligent and educated person. He is the first person who talked to me in this group. Now we are best friends. Now I am trying to be able to work well both on my own initiative and as part of a team. I try to learn something new from every experience because I believe there is always room for self-improvement both personally and professionally. Despite my faults with my groupmates, I worked hard on my study. So I made progress in my English. By the way, my group is an English group. I used to study in a different

way, but here I learned other methods that helped me a lot. I really enjoy coming here because there are so many clever and active students. The teachers are kind and helpful.

Activity 8 Find out whether the statements are true or false?

- | | | |
|---|---|--------------------|
| a) Sardor is a very talkative and easy-going boy. | — | Answer key: |
| b) He changed his college. | — | a) false |
| c) His friend is very shy. | — | b) true |
| d) He made progress in his maths. | — | c) false |
| e) Sardor's teachers are supportive. | — | d) false |
| | | e) true |

Activity 9 Answer the questions.

1. What kind of person is Sardor?
2. What was difficult for him?
3. Have you ever been in a situation like Sardor's? If yes, what did you do?

Activity 10 Ask your pupils to match the words with definitions.

- 1) analyse (v)
- 2) require (v)
- 3) customer (N)
- 4) research (N)
- 5) communicate (V)
- 6) investigation (N)
- 7) plan (V)
- 8) decision (N)
- 9) organize (V)

- a) a person who buys good or a service
- b) to share information with others by speaking
- c) to decide how to do something in the future
- d) to study or examine something in detail
- e) to make arrangements to something to happen
- f) a choice that you make about something after thinking about several possibilities
- g) need or make necessary
- h) the act or process of examining a crime, problem, especially to discover the truth
- i) a detailed study of a subject

Answer key:

er key:

1-d2-g3-a4-l 5-b6-h7-c8-f9-e

VI. Post-activity

Activity 11 Ask your pupils to discuss the following questions. with your partner.

1. What are some characteristics of your personality?
2. What makes you happy?
3. What are some things that make you angry?
4. Are you a shy person? In which occasions are you shy?
5. Do you consider yourself selfish ? Why?
6. In what way has your personality changed? Why has it changed?
7. Are you more introverted (focused on your inner world) or more extraverted (focused on other people and the outer world)?
8. What personality traits do you consider important in a good friend / boss / a partner?

VII Marking.

VII Homework .

1. Make a list of vocabulary of Unit 8 and form sentences for each.
2. Make a report on the personal and professional skills of your idle person (Actor, politician, familymember). Word limit 80 – 100
3. Share your report with your peers.

Positive	Negative
punctual, responsible, funny, enthusiastic, bright, reliable, honest	impatient, mean, serious, unreliable, irresponsible, unfriendly, unable, dishonest

Handout 1

Recognising and using the qualities and skills you already have!



Qualities and skills gained by moving country and culture.
(Choose the correct past simple or present perfect tense form from the word in the brackets to complete these sentences)

Moving country made me...

...**brave**. I faced new challenges and _____(try) new

things.

....**flexible**. I _____(change) my way of life and _____(learn) to do things differently.

.....**adaptable**. I _____(get) used to interacting with different people and _____(create) a new routine for myself.

....**tolerant**. I _____(mix) with people from a variety of backgrounds and _____(get) on with them regardless of religion, culture or race. I still get on well with lots of different people.

....**confident**. I _____(find) out that I could do new things and face new situations. I _____(realise) that I _____(do not) have to be afraid of new things. I don't think moving country will scare me as much in the future.

....**able to face the unknown**. I _____(face) the unknown and I _____(turn) it into a familiar life which I now lead.



....**good at trying new things**. I _____(try) a lot of new things since coming here and that has _____(make) me a much braver and more adventurous person.

....**dealing with adversity**. It has always (not be) easy to deal with the problems of migrating, but I _____(overcome) my problems and now am settled and studying and a stronger person.



I have skills from this experience for example I speak _____ languages and I understand different cultures. I can use systems and understand governments, people and society in more than one context.

Which of these sentences and statements could you adapt for an application form/ interview?

Unit 5: How to manage teaching and learning

Problems to be discussed:

- **What are the teaching and learning strategies?**
- **What are some of the popular teaching and learning strategies?**
- **Active Learning: Promoting Student Participation and Interaction**
- **Learning strategies for students**

What are the teaching and learning strategies?

Teaching strategies are the [techniques](#) and **methods** that a teacher applies to support [student learning](#). A teacher selects the **teaching strategy** most suited to the current level of [knowledge](#) of the students, the [concept](#) being studied, and the **stage** in the learning journey of the students.

A **learning strategy** is a learner's way to [organize](#) and use a specific range of **skills** to learn curriculum content or complete other tasks more efficiently and effectively in a [classroom](#) setting as well as in **non-academic settings**.

An effective **teacher** applies the most **innovative** and **creative** teaching methods to teach [academic concepts and meet the individual needs of students](#). However, the demands of ever-expanding curricular means that educators often stick to their favoured [teaching methodology](#). We all have our preferred teaching methodology but it is important to explore evidence-informed pedagogical ideas that have the potential to expand our repertoire in the [classroom](#).

What are some of the popular teaching and learning strategies?

It can be hard to know which **teaching strategy** will work the best with a particular student. So, below is a list of [teaching strategies](#) teachers can use to enhance their teaching methodologies:

Visualization: Visualization is a useful technique to [process](#) or **summarize** the knowledge that has been instructed in class. When students receive the information through [visual means](#), they are more able to retain both the previous learning and new information for a longer time. **Visualization** is also a helpful learning process for lower-attaining learners to receive the information in a simpler, clear and systematic way. Thus, an effective teacher would use visual tools such as flow charts, graphic organizers, concept maps and Venn diagrams, that allow students to grasp information more effectively through **visual memory**.

Teamwork: Dividing the class into **groups** to complete a task is a **teaching strategy** that does wonders. It is recommended to encourage learners of **mixed abilities** to work with one another. By doing so, those who have more knowledge

of the subject can share their knowledge and help their peers understand the topic better. Studies of classroom instruction show that the teachers can promote cooperative learning by splitting the class into **small groups** and dividing different tasks amongst students. For example, in Science class one student can experiment, another would read [the instructions](#) and someone else will write notes about the learning process. Previous studies reveal that group assignments improve teamwork and help students to succeed. For some educators, this is not a preference for teaching strategies. Group work needs to be well-managed and requires a level of independence.

Inquiry-Based Teaching: Encouraging learners to ask a lot of questions is an **effective teaching strategy** that does not only motivate students to think more practically but also helps them to become **independent learners**. [Inquiry-Based learning](#) motivates students to ask **questions** and work with one another to solve any problem. Through this strategy, students tend to show more interest in the learning process such as formative assessments. **Inquiry-based learning** provides student experience of working with one another as a class and also allows students to revise previous learning and **retain** new learning in a better way.

Student-led Classroom: Studies of classroom instruction reveal that giving more **power** to students allows them to become **self-aware** of their **strengths**. To facilitate **Student-led instructions**, teachers encourage learners to ask many questions and provide more frequent [feedback](#). In a **student-led classroom**, teachers encourage students to perform their research online and bring their learning outcomes to the classroom. A student-led teaching strategy is widely used to build **greater confidence** in students. Previous studies show that this approach allows students to take more **responsibility** for their learning and bring long-term advantages such as higher levels of **soft skills**.

Implementing Technology in the Classroom: The productive use of **technological tools** as [active learning strategies](#) in educational institutions may develop a **vibrant learning community**, help educators prepare and improve

their [lesson plans](#). Using technology in the classroom is a valuable tool that prepares students to learn **21st-century skills**. Use of PowerPoint presentations, videos, virtual classrooms, robots and augmented reality (AR) does not only add liveliness to the classroom but may also lead to a more [inclusive and effective](#) learning environment that improves **inquisitiveness** and **collaboration** between the students and allow educators to compile data on student performance. When classrooms around the world were forced to participate in online learning, schools had to re-examine their institutional teaching methods.

Active Learning: Promoting Student Participation and Interaction

The integration of technology in today's classrooms has the potential to elevate [education by fostering collaborative learning](#), enhancing oracy, and [promoting dialogic teaching](#).

In this digital age, the [myth of learning styles has been debunked](#), paving the way for a more holistic approach that accommodates the diverse range of cognitive thinking skills and [multiple intelligences that students possess](#). Just as an orchestra harmoniously blends the unique sounds of various instruments, technology allows educators to [embrace neurodiversity](#) and orchestrate a cohesive learning experience for all.

However, it is essential for teachers to be mindful of the challenges that technology can present, [such as social loafing](#), wherein some students may disengage from collaborative learning environments. To combat this issue, educators can employ digital tools that encourage active participation and foster a [sense](#) of accountability within group settings.

Research by [Mercer \(2008\)](#) and [Dillenbourg \(1999\)](#) highlights the power of dialogic teaching and collaborative learning in enhancing students' cognitive skills and overall academic performance.

By harnessing the capabilities of digital tools, teachers can create an [inclusive and dynamic learning environment](#) that caters to the diverse needs of their students, fostering a culture of collaboration, communication, and critical thinking that will prepare them for the challenges of the 21st century.

Learning strategies for students

Previous studies show that students depend upon their [senses](#) to process **knowledge** around them. Most of the successful learners tend to use one of their senses more frequently than the others. Over the last few years, the concept of '[Preferred Learning Styles](#)' has been heavily criticised. According to recent literature in the field of education, the idea that a [child](#) has a learning style preference is a myth. In some schools throughout the UK during the early 2000's, children were effectively labelled either as: Visual learners, auditory learners, social learners or even naturalist learners.

This practice was misinformed and sidetracked teachers from engaging with more [evidence-informed ideas](#). If you were a teacher trained in the late 90s you may well have been on a workshop where you explored whether your class were verbal learners or tactile learners. It is widely agreed that there is limited evidence for the concept of preferred learning modes. This article is not advocating the idea of having a dominant learning style but it is worth exploring how the different senses play a part in the knowledge acquisition process.

Visual Strategies: Pupils learn and retain the [knowledge](#) better when it is presented to them in a [pictorial form](#), such as diagrams, charts, arrows and symbols. This approach has been refined through the research into [dual coding](#). Using clear **visuals** of information hierarchy as an approach to teaching practices is an accessible way of giving access to complex regular content. To apply this approach into the [classroom management](#) strategy, teachers can apply the following in the classroom learning environment:

- Use a wide range of **visual aids** such as pictures, charts, graphs, and illustrations;
- Include **handouts** and **outlines** for teaching various academic concepts;
- Show **pictures** and [explain](#);
- Remove **potential distractions**;
- Leave some **space** in handouts where students can **write notes**;
- Show clear **screens** while using **multimedia**;
- Use [colourful illustrations](#) and **presentations**.

Auditory strategies: Creating learning experiences that involve listening and talking. Successful teachers need to apply the following [instructional methods](#) in their classroom:

- Begin new topic with the **background** of what academic concepts are coming;
- Use activities such as **discussion groups** or **brainstorming**;
- Ask the learners to **read aloud** the question;
- Have learners sit in **groups** where **vocal collaboration** is possible;
- **Conclude** by **summarizing** what was taught.

Reading & Writing - Using more traditional instructional methods such as rewriting their notes, reading textbooks, and note-taking. They tend to learn better by applying the following in their classroom:

They must be provided with the **written information** on worksheets, and other **text-heavy resources**;

- Ask students to **rewrite notes**;
- Using **bullet point lists**;
- Turning **charts** and **diagrams** into words.
- They must be asked to **reference** written text.

Kinesthetic Learning [or embodied cognition] is also referred to as **tactile learning**. **Kinesthetic learning** is the most **physical** of all the **learning styles**, as **kinesthetic or tactile learners** grasp information best through the instructional strategy that involves the practical strategy of **motion, movement and touch**. The word **kinesthetic learners** indicate students' ability to **sense movement** and **body position** in the learning environment. **Student understanding** of **Tactile learners** is enhanced by the physical activity such as touching, feeling and moving things. In recent years, the field of [embodied cognition](#) has received a lot of interest. The work of [Barbara Tversky](#) has shown us that being referred to as a 'kinaesthetic learner' probably describes most of us. The following are a selection of strategies used to teach kinaesthetic learners (or anyone else for that matter!):

- Involve **physical movement** in the [teaching](#) methods;
- Provide **hands-on experience** to the learners;
- Use **flashcards** to teach;
- **Engage** students in classroom activities that involve **physical materials**.
- Ask students to **draw images** of information in the [formative assessments](#).

Lecture materials: Multiple Choice Assessment.

Answer questions.

What are the teaching and learning strategies?

Question 1:

Which teaching strategy involves using visual tools such as flow charts, graphic organizers, concept maps, and Venn diagrams?

A) Teamwork

B) Inquiry-Based Teaching

- C) Visualization
- D) Student-led Classroom

Question 2:

Which teaching strategy involves dividing the class into groups to complete a task?

- A) Visualization
- B) Teamwork
- C) Inquiry-Based Teaching
- D) Implementing Technology in the Classroom

Question 3:

Which teaching strategy encourages learners to ask a lot of questions?

- A) Student-led Classroom
- B) Visualization
- C) Inquiry-Based Teaching
- D) Implementing Technology in the Classroom

Question 4:

Which teaching strategy allows students to take more responsibility for their learning?

- A) Visualization
- B) Teamwork
- C) Student-led Classroom
- D) Implementing Technology in the Classroom

Question 5:

Which teaching strategy involves the use of technological tools in the classroom?

- A) Teamwork
- B) Visualization
- C) Inquiry-Based Teaching
- D) Implementing Technology in the Classroom

Question 6:

Which learning strategy involves presenting information in a pictorial form?

- A) Auditory strategies
- B) Reading & Writing
- C) Kinesthetic Learning
- D) Visual Strategies

Question 7:

Which learning strategy involves listening and talking?

- A) Auditory strategies
- B) Reading & Writing
- C) Kinesthetic Learning
- D) Visual Strategies

Question 8:

Which learning strategy involves rewriting notes and reading textbooks?

- A) Auditory strategies
- B) Reading & Writing
- C) Kinesthetic Learning
- D) Visual Strategies

Question 9:

Which learning strategy involves physical movement and hands-on experience?

- A) Auditory strategies
- B) Reading & Writing
- C) Kinesthetic Learning
- D) Visual Strategies

Question 10:

Which learning strategy enhances student understanding through touching, feeling, and moving things?

- A) Auditory strategies
- B) Reading & Writing
- C) Kinesthetic Learning
- D) Visual Strategies

Practical part. Objective: Students will be able to demonstrate effective strategies for managing teaching and learning.

Assessment:

Students will create a teaching and learning plan for a specific topic, incorporating the strategies discussed in class.

Key Points:

1. Importance of setting clear objectives and outcomes for teaching and learning.
2. Strategies for organizing and structuring lessons effectively.
3. Differentiation techniques to meet the needs of diverse learners.

4. Utilizing formative and summative assessments to monitor student progress.
5. Reflective practices for continuous improvement in teaching and learning.

Opening:

Engage students by asking them to reflect on their own experiences as learners and think about what strategies have helped them manage their learning effectively.

Discuss and share examples as a class.

Introduction to New Material:

Present the key points to students using a combination of lecture, multimedia resources, and group discussions. Address the common misconception that managing teaching and learning is solely the responsibility of the teacher, emphasizing the importance of student agency and self-regulation.

Guided Practice:

Provide opportunities for students to practice the strategies discussed through guided activities and group work. Scaffold questioning from simple to complex to ensure understanding. Monitor student performance through observation and provide feedback as needed.

Independent Practice:

Set clear expectations for independent work time and provide students with a task that requires them to apply the strategies discussed. For example, students may be asked to create a lesson plan for a specific topic, incorporating the key points and strategies covered in class.

Closing:

Have students share a summary of their lesson plans with a partner or in small groups. As a class, discuss the importance of effective teaching and learning management and the impact it can have on student success.

Extension Activity:

For students who finish early, provide a list of additional strategies for managing teaching and learning and have them research and create a presentation or infographic on one of the strategies.

Homework:

As a homework activity, students can reflect on their own teaching and learning experiences and identify one strategy they would like to implement or improve upon. They can write a brief reflection on why they chose that strategy and how they plan to implement it.

Unit 6: How to describe language.

- Problems to be discussed:
- Second language
- Second language learning and bilingualism
- **Language learning**
- **Language teaching**

In language teaching such terms are used such as ‘second language’, ‘foreign language’, ‘bilingualism’, ‘language learning’ and ‘language acquisition’. One would think that these terms are neatly defined and are easy. But ironically the terminology we need in language pedagogy is often ambiguous and confusing. But so far, such terms are emphasised e.g. second language, foreign language, bilingualism, teaching and learning.

Second language:

It is necessary to differentiate between ‘mother tongue’ or ‘native language’ and ‘second language’ or ‘foreign language’. Primary language is used for ‘mother tongue’ and ‘native language’, and for ‘foreign language’, secondary language L2 are used.

L1 L2

First language second language

Native language non-native language

Mother tongue foreign language

Primary language secondary language

Stronger language weaker language

There is a third term which describes language objectively, which is without reference to their relationship of the individual to that language. This term refers to geographical distribution, social function, political status, origin type or importance of the language etc. for example language of wider communication.

Standard language

Regional language

National language

Official language

Modern language

Classical language

Such terms fall into more than one category, e.g. foreign language, which is not my L1, or a language which has no legal status within the national boundaries. There is a semantic difference between first language and second language, e.g. a French-Canadian can say,

1) I object to you speaking of learning French as a second language in Canada; French is as much a first language as English.

It is true to say that for French-Canadians French is the first language or L1 or mother tongue. For them English is second language or L2. But for English native speakers in Canada, French is L2 or second language. Here the confusion is created by equating 'first' with 'national', historically 'first' or 'important', and 'second' with 'less important' or 'inferior'. However, between first language and second language confusion arises because the distinction is not clearly made: i.e. the distinction between the way language X or Y was learned by an individual or the level of proficiency an individual has achieved.

Thus, the L1 terms are used to indicate that a person has acquired the language in infancy or childhood (first or native). It is within the family which can be called mother tongue, e.g.

2) English is my mother tongue.

3) I am native speaker of French.

4) his first language was Hungarian.

All these suggest that these languages were acquired at a particular level in life. Secondly, the L1 terms show proficiency in the language. They suggest a 'native-like', 'full' or 'perfect' command of the language. The speaker in (English is my mother tongue) and in (I am native speaker of French) and person spoken about in (his first language was Hungarian) are speakers of English, French and Hungarian. It can be concluded that all these speakers have full command of the languages which they have acquired in their early years. It can be concluded that L1 as language acquired first in early childhood and L1 as language of dominant or preferred use. Thus, there would be no confusion if the speakers in. (5) my native language was Hungarian, but I now use English as my first language. (6) Hungarian was first language, but it is now rather rusty. In English is learnt as second or

foreign language after French. French is his native and primary language. English is weaker, secondary one. In (15) the level of proficiency is not clear in the language. It is possible that the native speaker of Polish uses Polish as his primary but he has acquired a high level of proficiency in English so that he can lecture and write books in this second language. In (15) it can be said that English is his less preferred language or secondary. It could be the case that the native speaker of Polish has settle in an English-speaking country and his command of Polish has become less to the extend that English has become his stronger or primary language and Polish which is his native language has become secondary.

The term secondary language has two meanings. First, it refers to the chronology of language learning. A second language is any language which acquired later than the native language. After this definition it can be asked 'how much later second languages can be acquired?

It can be said that second language learning process takes place at an early age when the command of native language is still in infancy or it can take place in adult life when the L1 acquisition is completed or slowed down or it may take place at any stage between these two extremes. Secondly, second language refers to the level of language command in comparison to primary or dominant language. Thus, second language indicates a lower proficiency. Hence, second means also 'weaker' or 'secondary'. The proficiency in language acquired later than L1 is lower than that in the L1.

The distinction between L1 and L2:

The distinction between L1 and L2 is important. This distinguish can easily be made. In many instances, especially in European countries it is quite self-evident. For example, many parts of Great Britain, France or Germany have English-speaking, French-speaking and German-speaking population respectively. For these

speakers English, French and German are native languages and language of dominant or preferred use; the first language can clearly be identified. If in their different school systems English, French and German are taught as second or foreign languages. The distinction of L1 and L2 presents no problem. But in many situations the relative positions of the languages is not simple. A complex pattern of bilingualism and multilingualism can be formed from the languages of home, neighborhood, school and region. The language experience of an individual in these situations make the boundaries between L1 and L2 learning, e.g. many European countries have accepted migrant workers from abroad. Germany has accepted migrant workers from Spain, Italy or Turkey. For their children may be second language. The Britain a large number of Indians uses English as their second language. In immigrant country like Canada, teacher of English or French may find in his class students for whom English or French is an L2. On the other hand, a teacher of German as L2 may find in his German L2 class children whose command of the German language is native-like but still insufficient. In many countries of Africa and Asia local dialects are mixed with regional languages or one or two languages of wider communication, e.g. English, French or Hindi. In these situations the distinction between L1 or L2 is not easy. In this case it would be better to consider L1 or L2 both under the common concept of bilingualism.

Second language learning and bilingualism:

It would be helpful to know that in what ways the terms 'bilingual' or 'bilingualism' can be helpful in regard the second language learning. A distinction must to be made. When we say

16) Canada is a bilingual country

It is necessary to make a statement about the legal status of two languages. (English and French). It is not necessarily that every individual in that country would be

‘bilingual’, i.e. proficient in both languages. It may mean that some people maybe native speakers of one language and other people are native speakers of the other language. Though, there is the ‘personal’ bilingualism in the country, e.g.

17) I’m bilingual in French and English

It implies two notions,

(a) manner of language acquisition,

(b) level of proficiency in the two languages.

With regard to (a) both languages are spoken in the environment of the child, e.g. one parent is English and the other is French, so that both languages are absorbed in the same way as single language in a family. Bilingualism in this sense can be said first language acquisition simultaneous in two languages. It would be better to call it ‘early-childhood bilingualism’. (b) with reference to (17) refers to the level of command and a certain level of proficiency. Being a bilingual means that two languages are available and high level of proficiency has been achieved.

But the concept of bilingualism has been changed, being proficient speaker of two languages is in (17) is extremely rare. The command of two languages can hardly be balanced. One language would definitely be dominant in writing and speaking. Having achieved a high level of proficiency in more than one language can be called ‘bilingualism’. Thus it can be said

18) He has smattering of French

19) He speaks French fluently

20) I feel equally at home in French or English; it does not make any difference to me which I use.

All these instances are bilingualism. In (18) and (19) there the command of both languages may be imbalanced. Whereas, in (20) The proficiency of both languages has approached the popular notion of bilingualism. For bilingualism the command of both languages must be balanced. It can be the case that bilingualism is the requirement of the job, but it must be clear that what level of proficiency in each language is required. Thus, example from (4) to (15) are instances of bilingualism. All second language learning in a broad sense is bilingualism'

Second language VS foreign language:

In the past 'foreign language' was used in contrast in 'native language'. But in recent decades second language learning has been used for all types of non-native language learning. Mostly the two are used synonymously, but in certain cases a conceptual distinction is expressed in these two languages (second or foreign). The acronym 'TESL' is distinguished from 'TEFL'. TESL refers to the teaching of English in the U.S.A. to immigrants whole are speakers of many different languages.

In contrasting 'second' and 'foreign language'. There is today a general agreement which a necessary distinction between non-native language. Which is learnt and used *within* one country, to which the term 'second language' has been applied. And again a non-native language is learnt and used with reference to speech community *outside* national boundaries, to which the term 'foreign language' has been applied. A second has legal status within the country, which the foreign language has not. Furthermore, the purposes also different from foreign language. Second language is frequently the official language of one of two or more languages. It has full participation in political or economic life of the nation or it

may be the language needed for education. To learn a foreign language there can be different purposes in one's mind. To travel abroad, communication with native speakers, reading a foreign literature or reading foreign scientific works. Second language learning is easier than foreign language learning, because second language learning within an environment. But foreign language cannot be learnt within environment because it does not have speakers for interaction. The distinction between 'second' and 'foreign' has a certain justification, the distinction become popular after WWII in international organizations such as UNESCO.

International/intranational:

Another pair of concepts which must be made clear is international and intranational. This distinguish is different from the distinction of 'foreign and second language'. This distinction is made clear by members of the East-West center in Hawaii. Thus English fall into this category. Countries like Britain or America cannot claim that what should be or should not be 'correct' English. Both these terms have been explained under the term languages of wider communication by Stewart. These two imply a specified speech community as contact group.

International/intranational both lack this characteristic. Thus English in frame is a foreign and is learnt with reference to the U.S.A. and Britain. Likewise English for Francophones in Canada is learnt as a second language with a clear reference group in the Anglophones communities in North America. On the other hands there is not territorial linguistic reference group in India when English is used, for wider communication within a country, for educational, political and commercial purpose, English can be referred as an International language. In Zambia or Nigeria English has the status of official language, but no specified reference group is learnt as means of internal or intranational communication, French in Ivory Coast has the same intranational function. If English is learnt across national boundaries, among the speakers of other languages for this role the term international language has been proposed. The distinction can be tabulated as follows:

Presence of a specified absence of specified

Linguistic and cultural linguistic and cultural

Second language learning intranational lang. learning

Foreign language learning international lang. learning

reference group reference group

Language learning:

It is influenced by the psychological study of the learning process. The psychological concept of learning is much more different from directly from a teacher or learning through study or practice. It not only refers to the learning of skills e.g. swimming or sewing or the acquisition of knowledge but also refers to learning to learn and learning to think; the modification of attitudes; the acquisition of interest, social values, or social roles, or even changes in personality. Language learning is also very widely conceived. It involves all kinds of language learning s for which no formal provision is made through teaching. An individual in his lifetime without any specific tuition, acquires now terms, meaning, jargons, slangs, codes, or registers, intonation, new gestures or postures, dialect, or learn to function in more than one language. Much of such language learning goes on without any teaching or without the conscious awareness of the learner. It has been observed that much second language learning takes place by informal, unplanned imitation and use in cultural communication situations natural; undirected, or informal language learning cannot be ignored. Although, in early seventies natural language learning was the central subject of language learning research.

Learning and acquisition:

Acquisition has been using for several years instead of learning. And this is because some theorists state that language acquisition in the child is a biological process of growth rather than social learning or deliberate teaching in the studies of child development. It is quite customary to talk about 'learning to walk' or the 'development of walking'. The solution of the problem lies in defining the relationship between biophysical and neural growth, and the role of social experience. This is not different from the problem that presents itself in 'learning to talk', language development or language acquisition. One weakness of the word 'acquisition' in combination with 'language' is the notion of permanent possession. Language development is a continuous modification.

Stephen Krashen has given a special meaning to language acquisition in contrast with language learning. Krashen uses the word acquisition to describe the second language learning which is similar to the child first language. First language is 'naturally' and without focusing on linguistic form, while learning is conscious language development. Krashen's acquisition/learning distinction has become very popular on discussion on second language learning. A disadvantage of Krashen's terminology is that he treats acquisition/learning the same, while psychology describes them as different ways of learning (more or less). Krashen's distinction is valuable, but a disadvantage of the term learning is the deliberate school-like learning.

Language teaching:

When individual grows and lives in given societies, the societies require new languages (second languages) after they have acquired their first languages. The principal question is what provision must be made by the societies to help these individuals to learn the second languages needed. The answer to this question is what is meant by language teaching.

It is claimed that language teaching is unnecessary. Then all language teaching activities can be abandoned. In this case we must leave language alone and treat it as an unplanned social process; language teaching can be defined as ‘the activities which are intended to bring about language learning’, language teaching is more interpreted than instructing a language class. Formal methods of training are intended. But it is so individualized instruction, self study, computer assisted instruction and the use of media, such as television. Under the concept of teaching comes the preparation of teaching, teaching grammars, dictionaries and training of teachers. It is sometimes argued that unplanned teaching and informal situation ‘teach’ more effectively than formal and planned teaching. A theory of language teaching always implies concepts of language learning may not be explicit, or they maybe misguided, too limited, too demanding, or they may fail in doing justice to the learning process. A good language teaching theory would meet the conditions and needs the learners in their best possible way. It is the failure of language teaching which demands for a greater concern for understanding of the learner. This concern is justified. But it is overstatement to argue that a theory of language learning is needed not language teaching.

Lecture materials: *watch the video and answer questions.*

<https://youtu.be/cKm7Z9Eb16A>

Video Comprehension Questions:

1. What is the philosophical argument contained within the quote mentioned in the presentation? (Provide a brief explanation)
2. Explain the concept of nature versus nurture as it relates to intelligence, as discussed in the video.
3. Differentiate between the terms approach, method, and technique as defined in the presentation.
4. How are the terms approach, method, and technique hierarchical in the context of teaching methodologies?
5. Discuss the origins and background of a specific teaching methodology or approach mentioned in the video.
6. What are the positive aspects of implementing a particular methodology or approach in the classroom?
7. What are the potential drawbacks or negative aspects of using a specific teaching technique or approach?

Practical part.

Language through a situation

This method of presenting language is very similar to the previous, but this time the context in which the students first encounter the target language is a situation rather than a text. See if you can identify the similarities in staging as we look at this lesson type. We will again imagine that the target language is the past simple.

1. Lead-in

Again – at the beginning of the lesson we want to get students involved and engaged, so we design a task that achieves this. In this case the lead-in could be exactly the same as in the previous lesson. We ask students to talk about a place they'd like to visit and why. They discuss, and we then do quick open class feedback.

2. Set the context

Now we need to link to the lead-in and begin building up a situation. This is often done with the use of pictures. We could for example have a visual of someone with a backpack, a plane, an airport bus, a hostel, various Barcelona scenes etc. We could ask students to discuss where they think the person is and why. We then get quick open class feedback.

3. Clarification of MPF / Presentation

Now we need to establish that all of this is related to the past, so we could write a date from a few days previous about the plane. From there we could try and elicit, 'He flew to Spain' by pointing at the plane and the date. We can then similarly try and elicit other example sentences such as, 'He took a bus from the airport', 'They went sightseeing' etc. In other words, with our help, students create the situation in which the language is used.

As in any language lesson, at this stage we need to clarify MPF. Can you remember which one we should always deal with first and how we can do that?

The answer is *meaning*, and we can help clarify it by using concept checking questions and perhaps a timeline.

Once we are sure students understand the meaning of the language and why we use it, we can work on pronunciation through highlighting and drilling, and on form.

Unit 7. How to teach language

Problem to be discussed:

- Use of English and use of mother tongue
- Who talks in class?
- Pair work and group work
- Giving instructions

Use of English and use of mother tongue

We should try to use English as much as possible with our students. When teaching students at intermediate level and above, all teaching can be done in English. There should really be no need to use the students' mother tongue at these levels.

Grammar explanations and definitions of words can be given in English.

Explanations for activities and instructions can also be given in English. At lower levels, you might find yourself using the students' mother tongue more often.

Nevertheless, try to use English as much as possible. As your students progress, you will find that you'll use English for instructions more and more frequently.

When you are presenting new language, try to illustrate the language through the use of pictures and/or mime. This is preferable to translating. Techniques for presenting language can be found in Chapter 3. You might want to dedicate one of your first lessons with a class to the study of classroom language. By classroom language I mean phrases such as: open your books, turn to page 10, work with a partner, etc, etc. You can write the language on the board, demonstrate it through mime or show pictures of people opening their books, working with a partner etc.

It's important to practise the pronunciation of these phrases and to revise them regularly. In a subsequent lesson, you can give the phrases to students with the words jumbled up (for example: 10 to page turn); and ask them to reorder the words and match them to pictures. Finally, you can write the phrases on large pieces of card and display them in your classroom so that they are constantly visible. You might occasionally decide to use the students' mother tongue (if you speak it, of course). A time when this is advisable is when your students just haven't grasped what you are saying in English. If you need to deal with something quickly, it is generally quicker in the students' mother tongue (if you speak their language). For example, it could take a very long time to explain the word "soul" using only English and the students might misunderstand if their culture doesn't have a similar concept. You might also need to give some information about an open day or a special event at school and you think it will be done more quickly in their language.

Who talks in class?

Obviously the teacher talks in class. Our roles include explaining language points, giving instructions for what to do, asking questions, etc, etc. The students also need to speak; learning a language involves speaking the language. My question here really is: who speaks most in class? When setting up an activity, explaining what to do for homework, the teacher will do a lot of the speaking. However, in other activities, the goal is to get students speaking and using English as much as possible. This involves the teacher being silent, listening to what the students say and setting up tasks that give students opportunities to express themselves. The issue about who speaks is also known as: student-talking time (STT) and teacher talking-time (TTT). We should aim for our students to be talking more than we do and if possible 80% STT to 20% TTT. I know this is not easy when you're a new teacher; our tendency at the beginning is to speak a lot. This could be due to nerves or a desire to do something to help things go well. However, with time, we speak less because we get more confident and because we learn techniques for getting the students to do all the speaking. At the end of a lesson (or in the middle of it) think about who is doing most of the speaking. If the answer is the teacher, think about ways to redress the balance in future lessons. Some techniques you can use to get students speaking more are: pair work, group work and eliciting. These are all explained below. You'll find activities throughout this book that are focused on getting students to speak. If students are speaking, they are actively involved in what is going on in the classroom. They are using and re-using language that they have studied. Of course, when the teacher is speaking, the students are getting valuable listening practice with a native speaker. You might occasionally decide to tell your students a story of what you did at the weekend, something that happened to you, etc. This type of activity will give students exposure to natural pronunciation but it shouldn't be overused.

Pair work and group work

These will be essential tools as a teacher. Pair work involves students working together in pairs; so, in a group of 18 students, you'd have 9 pairs working independently. Group work involves students working together in groups of 3, 4, 5 etc. You can ask students to work in pairs or groups to complete a course book exercise, to produce a piece of writing, to prepare what they will present to the class, to carry out a speaking activity or to check their answers to homework. In fact the possibilities are endless. There are many advantages to having your students working in groups or in pairs: First of all, it provides variety. It gives a different focus by taking the attention away from the teacher; When working in pairs or groups, students go at the speed that suits them. When working as a whole class, the pace is set by the teacher or by other students. Working at their own pace, students can spend more time on points that cause them difficulties and less time on points that they find easy. Thus using time more efficiently; Students are more actively involved in their work: no snoozing at the back of the classroom!; Students can share their knowledge, explain things to each other; this is an advantage over having students work individually;

It increases STT whilst reducing TTT; Students learn to work autonomously; they learn to do things without the teacher. This will help them in their learning outside the classroom. Of course, the teacher is on hand if required; Every student has the opportunity to contribute; this is almost impossible when conducting teacher-led activities. Consider a 20-minute speaking activity. If you choose to perform it as a whole-class activity with a group of 20 students, each student will speak for an average of 1 minute. If your students do the same activity in pairs for 20 minutes, each student gets the chance to speak for 10 minutes. Much more efficient use of time!

Giving instructions

The success of various stages of your lesson will depend upon your ability to give clear instructions. If the students understand your instructions, they will carry out the task as you had planned. If instructions are misunderstood, students will not do

the right thing. If you realise in time, you can give your instructions again; but if you only notice this at the end of the activity, some students will have done the wrong thing. In any case, in order to use time efficiently, it is essential to give clear instructions and to check that students have understood what is required of them before they start work. When planning your lesson, think about what you will ask the students to do. Then think about how you will say that to them in a way they understand. When you first start teaching, you might want to write your instructions on your lesson plan, or on a separate piece of paper, to help you when you are in class. Giving instructions will soon become second nature to you and students will get used to your way of working and your explanations and things will go more smoothly. Before giving your instructions, make sure everybody is listening. Explain carefully and precisely. Once you've done this, check that the students have understood. Don't assume anything. It's not enough to say have you understood? Am I clear? The majority of students will just say 'yes'. A far better way is to ask students to explain back to you what they will be doing. You can then move onto a demonstration of what is required. You could do an example together as a whole class or ask a stronger student to carry out the task with you. Don't give your instructions too far in advance of the task itself. Explain what is needed immediately before students start the activity. If there's a gap between the instructions and the activity, students might forget what to do. For example, if your students will be moving to work in groups, first ask them to move, and then give the instructions. Finally, if you realise that the students are not on track, don't hesitate; stop them and go over your instructions again.

1.11 How to seat students

There are various ways of seating students and each serves a different purpose: In a horseshoe or circle: this is good for whole class discussions and for creating a cooperative environment. If the chairs have small moveable tables attached, this configuration works well as students can move around easily to form pairs or groups. Groups of 4 or 6 around a table, a number of such groups around the room: also good for discussion but lends itself more to group work than whole class discussion. If the classroom is small, it's not easy for the teacher to go around and

monitor. This organisation works well for small children. In rows with desks separated: good for tests and exams. Before going into class, think about what you'll be doing and which seating arrangement will suit you best.

1.12 Levels

Levels can be broken up into: beginner, false beginner (a false beginner has probably studied some English previously but will need revision of the basics, including the alphabet and numbers), elementary, pre-intermediate, intermediate, upper-intermediate, advanced. Course books are generally published with one book at each of the levels. Some course book writers choose to focus on some of the levels and to omit others (e.g. elementary and false beginner are often omitted). Different schools give different names to the levels; a school might use numbers or letters rather than names. You can generally expect an absolute beginner class to have students all at the same level. However, as you move up the levels, differences become apparent. In an advanced class, you might have a student who has lived in the UK and who has a very good level of colloquial, spoken English alongside a university student who masters grammar but not spoken English. In such cases, it will be necessary to provide work that caters to all needs; for example, sometimes focusing on language work and at other times on spoken English. It will be more important to create balance and do activities that cater to different needs at higher levels. Generally speaking, at the lower levels, students have very similar needs. For a new teacher, the intermediate levels are the easiest to teach. If you have a choice, request those levels when you first start teaching.

1.13 Essential elements for students to learn

These are the aspects of language that students need to learn and as such are the things you'll be concentrating on in class. They can be broken down into aspects of language and language skills. Aspects of language include grammar, vocabulary, pronunciation, functions and levels of formality. Let's take a look at each of these: Grammar includes tenses, formation of questions and negatives, prepositions, pronouns. This is how many of us have studied languages at school. Before starting to teach you should consult a good grammar book. Books by Michael Swan are excellent; they're very detailed and technical and you might find them difficult at the beginning. If you prefer an easier

option, you can look at *Advanced Grammar in Use* by Martin Hewings; this book is intended for high level students but teachers can also learn a lot from it.

Vocabulary: this is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced.

When teaching vocabulary, make sure you explain the meaning as well as the spelling and pronunciation. **Pronunciation:** students need to know how to pronounce individual sounds as well as combinations of sounds. As a teacher, you'll focus on the sounds students find difficult. This basically means the sounds that do not exist in the students' mother tongue. For example, the "th" sound is difficult for many learners because their language doesn't have that sound.

Functions are set phrases that we use in specific situations. Examples of functions are the use of "how do you do" when you first meet somebody. "I'll have the fish" when ordering in a restaurant. Functions cannot be translated word for word into another language and they usually only carry meaning in specific situations. **Levels of formality:** students need to develop an awareness of and an ability to produce language of varying degrees of formality. Certain situations and contexts call for the use of formal language; e.g. a business letter, a discussion with one's university professor. In other situations, more informal language can be used; e.g. an event for students; an e-mail exchange with a friend. As teachers, we need to raise students' awareness of the varying degrees of formality and help them distinguish between them as well as use them.

Lecture materials: watch the video and answer questions.

<https://youtu.be/UCFrFYH9DCw>

Video Comprehension Questions:

1. What is the duration of the teaching practice at the Language House TEFL program?

a) 6 hours

- b) 12 hours
- c) 24 hours
- d) 18 hours

2. What is the methodology called at the Language House?

- a) ESI
- b) ESA
- c) EIS
- d) ASE

3. What does "TTT" stand for in the context of teaching?

- a) Teacher Talking Time
- b) Total Teaching Time
- c) Targeted Teaching Technique
- d) Teacher Training Tool

4. What is the purpose of "concept check questions"?

- a) To evaluate student performance
- b) To monitor the classroom
- c) To cement the target language in the students' minds
- d) To encourage student interaction

5. How is "monitoring" defined in the teaching context?

- a) Checking for errors
- b) Giving lectures to students
- c) Providing study materials
- d) Establishing a clear theme

6. What is the final step in the ESA teaching methodology?

- a) Engage
- b) Study
- c) Activate
- d) Demonstrate

7. What is the most important part of the lesson according to the video?

- a) Engaging the students
- b) Checking student comprehension
- c) Activation
- d) Providing clear context

8. What is the purpose of "activation" in the lesson?

- a) To review the target language
- b) To allow students to fully own the target language
- c) To encourage group interaction
- d) To introduce new vocabulary

9. What is emphasized as essential for good activations?

- a) Clear demonstration and directions
- b) Clear context and use of elicited target language
- c) Encouraging use of the target language
- d) Group interaction

10. What is the ultimate outcome after the four weeks of training at the Language House?

- a) Confidence and readiness to start a new career
- b) A certificate of completion
- c) Advanced teaching tools
- d) Teaching experience

Practical part.

Objective: Students will be able to explain effective strategies for teaching language.

Assessment:

Students will create a lesson plan for teaching a specific language concept, incorporating the strategies discussed in class.

Key Points:

1. Understanding the importance of setting clear language learning objectives.
2. Utilizing various instructional techniques to engage and motivate language learners.
3. Incorporating authentic materials and real-world contexts in language instruction.
4. Providing opportunities for meaningful practice and application of language skills.
5. Assessing student progress and adjusting instruction accordingly.

Opening:

To engage students, begin the lesson by asking them to think about their own language learning experiences. Ask questions such as:

- What language(s) have you learned?
- What strategies or techniques did your language teachers use that were helpful to you?
- What strategies or techniques were not as effective?

Introduction to New Material:

Introduce the key points of effective language teaching strategies. Use a combination of direct instruction, examples, and group discussions. Address the common misconception that language teaching is solely about vocabulary and grammar instruction, emphasizing the importance of a holistic approach to language learning.

Guided Practice:

Divide students into small groups and provide them with a language concept to teach. Ask them to brainstorm and discuss how they would incorporate the key points from the lesson into their lesson plan. Monitor their discussions and provide guidance as needed. Scaffold questioning by starting with easier questions such as "How would you set clear objectives for your lesson?" and gradually progressing to more challenging questions like "How would you assess student progress in your lesson?"

Independent Practice:

Instruct students to individually create a lesson plan for teaching a specific language concept. They should incorporate the strategies discussed in class and provide detailed explanations for each step of their lesson plan. This assignment will demonstrate their mastery of the objective.

Closing:

To summarize what was learned, ask students to share one strategy or technique they plan to implement in their future language teaching. Discuss as a class and emphasize the importance of continually reflecting on and improving our teaching practices.

Extension Activity:

For students who finish early, they can research and explore additional language teaching strategies or create a mini-lesson using a different language concept.

Homework:

As a homework activity, students can observe a language lesson (either in-person or online) and write a reflection on the strategies used by the teacher. They should identify the key points discussed in class and evaluate their effectiveness in the observed lesson.

Unit 8: ERROR CORRECTION

Problems to be discussed:

- **What is an error correction?**
- **What to correct?**
- **How much to correct?**
- **A final word on error correction.**

Errors are a natural part of the learning process. Students make mistakes when they are learning a new language item; even when language has been presented, revised, and practiced repeatedly, students can still make mistakes. Errors and mistakes will always occur, it's how we deal with them that determines whether our students learn from their mistakes. Correcting errors is essential for students to learn and improve and to avoid a situation where they continue making the same mistake and eventually believe that what they are saying is correct. Errors and their correction can be used to help students consolidate their knowledge of a language point and to foster good learning habits. This approach to students' errors will be the focus of this chapter. Firstly, we'll take a look at the different types of errors that students make. According to Julian Edge, there are 3 categories of error: slips, errors and attempts. Slip refers to a situation where a mistake has been made, the student

knows the language point, (s)he is capable of correcting the mistake. An example of a slip is an intermediate student saying, "I've ate my dinner". In this case the learner knows the correct answer "I've eaten my dinner" but forgot it momentarily or it just came out the wrong way. When prompted the student can correct a slip. Native speakers also make this type of error. The second category, Julian Edge calls errors. These are mistakes that the student cannot correct himself. There are 2 main categories of this type of error: false-friends and over-generalisations. False friends refer to words that exist in the student's own language and that have a similar word in English with a different meaning; the learner might assume the word is the same. An example of this is the Spanish word "embarazada" which means pregnant. A Spanish student might use the word "embarrassed" incorrectly, believing it is a translation of "embarazada". An overgeneralisation occurs at a point where the student is assimilating language but hasn't fully mastered it yet. For example, an elementary student who says "I taked the bus yesterday" demonstrates that they have learnt that an "ed" ending denotes a past tense. They have just over-generalised the rule and applied it to a verb that is irregular in the past tense. Young children also make this type of error in their mother tongue; for example, you might hear a child talking about sheeps as the plural of sheep. The final type of error is where the student quite simply doesn't know or hasn't encountered the language item yet. This type of error frequently occurs during free speaking practice and free writing practice. The student has an idea that (s)he wishes to express but doesn't know the corresponding language item. They try to put their idea into words; J Edge refers to this as an attempt. For example, a low-intermediate student might say, "If I knew, I would done it". Obviously, the student has made incorrect choices of tense but the student hasn't yet encountered or studied the third conditional: "If I had known, I would have done it". The above is a summary of Julian Edge's definition of errors. Our role as teachers is to distinguish between the different types of error and decide which need to be corrected immediately, which we will focus on later and which we will not correct. Our decisions will be based on the level that our students are at; what we have

been working on recently in class and what we think the students should have mastered by now.

What to correct?

As a general rule, correct the errors and slips described above. If students try to express something and make the third type of error above (attempt), it is not essential to correct it. However, depending on the context and depending on whether other students start to use the incorrect form, you might want to briefly explain the correct usage. You can also correct attempts if they cause a breakdown in communication. During activities designed for accuracy, you will correct all mistakes in the language point being practised. For example, during a speaking exercise designed to practise the simple past, correct all errors in the use of the simple past. If the students make mistakes in other areas of language, use your discretion as to whether it is necessary to correct or not. During fluency activities, you'll correct less and probably at the end of the activity.

How much to correct?

Think about the activity your students are doing. If you are doing a speaking activity to practise fluency, avoid correcting too much as this will interrupt the flow. If a teacher over-corrects during a fluency activity, the students might get frustrated because they don't have the opportunity to express themselves without the teacher interrupting. Our role in this type of activity is to focus on correcting errors that might hinder comprehension or cause a breakdown in communication. As for errors that don't interfere with communication, make a note of them and go over them when the activity is finished. However, if you hear the same mistake being made repeatedly, it's better to correct it sooner rather than later. If the aim of the activity is accuracy, you should deal with all mistakes in the target language immediately. As for errors in other language points, correct them if: very few errors are made in the target language, if the mistake hinders communication or if other students notice it. Some students feel uncomfortable if the teacher isn't seen to be correcting mistakes. If so, you might like to share this methodology with your

students; explain to them that some speaking activities focus on fluency and others on accuracy. Explain that in the latter, you will correct more often and almost immediately; during the former, you will save comments for when the activity is finished. Students will soon get used to this way of dealing with errors. A further advantage of dealing with errors after a fluency activity is that you can spend time presenting or explaining language items, writing some examples on the board and giving students time to copy them down. Students will soon understand the benefits of this approach. During feedback at the end of a fluency activity, it's also important to highlight examples of good work.

How to correct . Consider very carefully how you will correct errors in a piece of creative or communicative writing (letter, essay, etc.) It can be very disheartening for students to have their work returned to them covered in corrections. One way to avoid covering students' work in red ink is to use symbols to indicate to the students that something is wrong. For example: sp = spelling; p = punctuation; wo = word order; t = tense. When marking, indicate the spot at which there is a mistake and put the corresponding symbol in the margin. The students can attempt to correct the errors themselves. For higher-level students, or for errors which lower level students should be able to correct easily, you could put the symbol in the margin without indicating exactly where the error is. This shows the students that something is wrong without telling them where. Students go through that particular sentence to identify the error and correct it themselves. These approaches are more encouraging as students are usually able to correct themselves. It also supports the learning process by getting students to think for themselves and by getting them into the habit of reviewing their work. An important comment about the use of symbols is that students must know what they mean. Keep your list of symbols on view in the classroom and spend some time explaining to students what the symbols mean and by doing some work to practise them. Invent some incorrect phrases, write them on the board with the corresponding symbol and ask students to make suggestions as to the correct form.

A final word on error correction.

After correcting work, you should allow time in class for students to review what they have done and to consider your feedback. Feedback works best when students spend time reflecting on it. This will also give students the opportunity to ask you questions if they are unable to find the correction themselves. In all, it is essential to get the balance right as to how much we correct. We also need to deal with errors sensitively and in a supportive way.

Lecture materials: Video Comprehension Questions:

<https://youtu.be/rMxqfLGQwh8>

watch the video and answer questions.

1. What are some common errors made by ESL students? (00:00:25 - 00:00:49)
2. How does L1 interference affect language learning? (00:01:01 - 00:01:25)
3. What factors should be considered when deciding whether to correct a student's error? (00:02:33 - 00:03:06)
4. How can teachers effectively deal with errors in oral communication? (00:03:07 - 00:03:29)
5. What techniques can be used to indicate that an error has occurred or to enable correction? (00:04:28 - 00:04:51)
6. How can facial expressions and gestures aid in error correction? (00:05:13 - 00:05:38)
7. When should delayed correction be used in teaching? (00:07:42 - 00:08:03)
8. What are some effective error correction techniques for students? (00:00:40 - 00:01:00)
9. How does L1 interference affect language learning? (00:01:13 - 00:01:37)
10. What are some appropriate para Samanya for most effective error correction? (00:07:32 - 00:07:52)

Practical part:

Objective: Students will be able to identify and correct errors in English language usage.

Assessment:

- Students will complete a worksheet consisting of sentences with errors in grammar, vocabulary, or punctuation. They will be required to identify and correct the errors.

Key Points:

- Understanding common errors in English language usage.

- Strategies for identifying errors in grammar, vocabulary, and punctuation.
- Knowledge of correct grammar rules and vocabulary.
- Importance of proofreading and editing.
- Practice in correcting errors in sentences.

Opening:

- Begin the lesson by asking students if they have ever encountered errors in English language usage. Have them share their experiences and discuss the impact of errors on communication.

Introduction to New Material:

- Present the key points to the students using a combination of direct instruction, examples, and interactive activities. Emphasize the importance of error correction in teaching English and how it relates to ESL classes. Anticipate the common misconception that errors are not important and provide examples to counter this misconception.

Guided Practice:

- Set clear behavioral expectations for the work time, such as actively participating, asking questions, and collaborating with peers. Provide students with a set of sentences containing errors and guide them through the process of identifying and correcting the errors. Scaffold the questioning from easy to hard, starting with basic grammar errors and progressing to more complex issues. Monitor student performance by circulating the classroom, providing feedback, and addressing any misconceptions or difficulties.

Independent Practice:

- Set behavioral expectations for the independent practice time, such as working individually, using available resources, and applying the concepts learned. Assign students a worksheet consisting of sentences with errors. They are required to identify and correct the errors independently. This assignment will serve as a demonstration of their mastery of the objective.

Closing:

- Conduct a quick closing activity to summarize what was learned. Ask students to share one error they encountered in the worksheet and how they corrected it. Encourage peer feedback and discussion.

Extension Activity:

- For students who finish early, provide an extension activity such as creating their own sentences with intentional errors for their peers to correct. This will further reinforce their understanding of error correction.

Homework:

- As a homework activity, students can be asked to find examples of errors in English language usage in real-life situations, such as signs, advertisements, or social media posts. They should identify the errors and propose corrections.

Unit 9: HOW TO TEACH READING

Problems to be discussed:

- **Reading skills and sub-skills**
- **Reading to extract specific information**
- **Predicting**
- **A final word on reading activities**

Many people believe that reading is often overlooked in language teaching. It's unfortunate that this is the case. How did this happen? Many teachers focus on teaching and practicing speaking and listening skills in class. They may assign writing tasks for homework, but reading is often left out of the curriculum. It's easy

to see how reading can be neglected. However, it is crucial for students to practice their reading skills and be exposed to various sub-skills. If we provide students with the necessary support to tackle texts in the classroom, we can hope that they will continue to read outside of the classroom. Reading is an excellent way to learn a language. It allows learners to acquire language naturally, rather than studying it directly. If learners prefer a more structured approach, reading also provides the opportunity to see language structures and vocabulary in context. There are many sources of texts that can be used in the classroom, such as textbooks, magazines, newspapers, the internet, brochures, and menus. The possibilities are endless. By promoting reading in the classroom, we can expect students to continue reading long after they have finished studying with us. Reading is similar to listening, as it is a receptive skill. It requires students to interact with written language, processing and understanding it. Reading is an active process, as proficient readers interact with the text by predicting what will come next and bringing their knowledge of the subject and language to the text. For example, a British person reading about the Victorian era will bring their knowledge of industrialization, puritanical ideas, the British Empire, and strict upbringing for children to the text. It is essential to train our students in these skills and encourage their use. I will begin by discussing the different sub-skills involved in reading and then provide a template that can be used to design reading skills lessons. This template can also be used to analyze reading exercises in coursebooks. If any stages of the template are missing in a coursebook, additional activities can be added. The approach to teaching reading skills is similar to teaching listening skills. Although this chapter can be skipped by readers who are only interested in specific chapters, it is recommended to read it for a comprehensive view of language teaching skills.

Reading skills and sub-skills

Reading for gist

This involves reading to get the main message of the text; it doesn't involve studying every word. For example, you might ask students to read quickly or

glance over a magazine article on stress in the workplace and to say what the author's opinion is.

To practise reading for gist, you can give 3 summaries of a text, only one of which is correct. Students read the text and say which summary is the most accurate. If you choose this option, make sure the summary focuses on generalities and not on specifics. You can quite simply set a time limit – two minutes will be enough – ask students to read the text and to tell you what it is about.

Reading to extract detailed information Here students read to understand certain aspects of the text thoroughly. For example, when reading the manual that accompanies your new mobile phone you might focus on the use of the answering machine and endeavor to understand it in detail and not read about Internet connection.

Reading to extract specific information

This involves passing over a text to gather specific information. We look over a text to get the information that interests us, for example the departure time of a train. In such cases we usually ignore the remaining information. Questions that practise reading for specific and detailed information include: A list of statements about the text that students note as being true or false (or don't know from the text). Questions starting with how many...? When...? What did...? Who did what? What time did...? Why did they...?

Predicting

As competent readers we are constantly predicting what will come next. If we read a short story where a man and woman meet, we might predict that they will fall in love. We bring our knowledge of the world to the text; the skill of predicting helps us understand what will come next. To practise prediction, you can: tell students the topic of the text and ask them to write questions they would like to know about the text. They then read to see whether their questions are answered. When the answers are contained in the text it is very motivating. The danger however, is that

students will write questions that are not answered in the text; give students some vocabulary items from the reading and ask them to predict what they think it will be about. They read to check their prediction; ask students to read the first paragraph (or first two paragraphs) of a text and to predict what will come next.

Extensive reading

This involves lengthy reading, often for pleasure. If we curl up on the sofa with a favourite novel, we are engaging in extensive reading. We are not trying to understand every word. The objective is to follow the story. Although, if you're anything like me, your mind might wander while you're reading! It is not easy to organise the practice of this skill in class and it's probably not the best use of time. However, you can encourage your students to read extensively outside the classroom: they can read novels, simplified readers, *Cosmopolitan*, *Homes and Gardens* or anything else they enjoy.

6.2 Template for a reading skills lesson (1)

Start by awakening students' interest in the topic. You can do this by telling them the subject matter of the text and asking them what they know about the topic, what experiences they have, etc. You can show students a picture related to the topic and discuss it. You can tell the students some words or phrases from the text and ask them to predict what it will be about. Keep the discussion general at this stage and don't give away too much information about the text. This stage serves to activate their knowledge and arouse their interest.

(2) Pre-teach any unfamiliar vocabulary that will affect the students' understanding of the text.

If there are unfamiliar words that won't hinder comprehension, you can study those at a later stage.

(3) Set a task that will practise reading for gist; you can set a time limit on this task to make sure students aren't reading word for word.

If so, keep the time limit short: 2 or 3 minutes is usually enough. If you think your students are not used to reading for gist, you can explain to them that they can achieve this by reading the first and last sentences in paragraphs or by running their eyes down the centre of the page without paying too much attention to what is to the left and right. Make sure all the students understand the question before they start reading. Ask

students to check their answers in pairs and then conduct whole class feedback. The checking of answers in pairs allows students to work in a non-threatening environment. Pairs are responsible for answers and not individuals. (4) Set some questions that will practise reading for specific or detailed information. For ideas, see above. Check that all students understand the questions and give them a time limit to answer them. You can allow about 10 minutes for this. At this point, you should just allow your students to read. Try to avoid the trap of the new teacher, which is to help while they are reading, this only serves to interrupt and break their concentration. Allow students time to check their answers together in pairs and then conduct feedback as a whole class. When checking answers, also ask students to explain where they found the answers to their questions; this will help you to see to what extent they have understood the text and to what extent they are guessing. After feedback on the second of the reading tasks, there are 4 related activities you can do; these are outlined below. This e-book may not be reproduced in part or in full without the express written permission of the author. that particular day. I would advise including a speaking exercise to give a change of focus and tempo after the reading tasks; I also wouldn't do the speaking last of all the 4 post-reading activities. I think it is also respectful to the class to spend some time explaining the words that they didn't know or that caused them difficulty during the reading; by this, of course, I'm referring to language that hasn't been studied elsewhere in the lesson. (i) You can spend some time satisfying the students' natural desire to want to understand everything in the text. Tell them to pick 3 or 4 words from the text that they would like to know the meaning of. Answer their questions within reason or allow them to use dictionaries. (ii) You can study language work arising from the text. This could be vocabulary around the theme of the text; for example holiday activities if students have been reading about holidays. There might be a tense that is prevalent in the text, e.g. simple past or a variety of past tenses if the text is a narrative. You will need to focus students' attention on the structure or language; you can do this by simply writing it on the board. Alternatively, you can ask students to find a phrase (or phrases) that expresses past actions. You can elicit

the meaning of the phrase and/or do a brief presentation. This can be followed by practice of the language point. The structure you choose to focus on might not be in the text. For example, a text about somebody who was late for an interview because he overslept could give rise to a study of the third conditional (if he hadn't overslept, he would have arrived on time) or I wish to express past regrets (he wishes he hadn't overslept). You can ask students why the character was late for his interview (because he overslept) then present one, or both, of the following: he wishes he hadn't overslept; if he hadn't overslept, he would have arrived on time. Take a word that is unfamiliar and that you think students can deduce from the context. You can give clues to help them out, e.g. Is it a verb, noun, adjective or other? If verb: is it connected to movement, to thinking, etc? If noun: is it found in the house? The street? Etc... Help your students to get at least an approximation of the meaning. For example, if you want your students to deduce the meaning of the word "sideboard", you could use the following sentence and questions: Mr Jones came home, walked into the sitting room, took off his shoes and put his keys on the sideboard. Is sideboard a noun, verb or adjective? Noun. Where would you find a sideboard? In a home, in a sitting room. What category does a sideboard belong to: food, clothes or furniture? Furniture. Using the above, students can guess that a sideboard is a piece of furniture found in a sitting room. At lower levels, or where students are not used to guessing meaning from context, you can choose 5 or 6 unfamiliar words and write their definitions in disorder. Ask students to match the words with their definitions; they can use the text as a guide, but not their dictionaries.

A final word on reading activities

The framework above can be used for reading or listening skills activities. If you're using a course book, there will be activities and exercises to accompany the texts. I suggest you analyse these activities and if one of the stages above is missing, design a task to make sure it is covered.

Lecture materials: watch the video and answer questions

<https://youtu.be/it5RwtE7Ozg>

Video Comprehension Questions:

1. What is the goal of teaching sub skills in reading?
 - a) To increase comprehension
 - b) To increase vocabulary
 - c) Both a and b
 - d) None of the above

2. According to the speaker, what is the best way to make students aware of words around them?
 - a) Textbooks
 - b) Novels
 - c) Poems
 - d) Magazines

3. How does the speaker suggest students predict what they are about to read?
 - a) By judging the text from the title
 - b) By skimming to get the main idea
 - c) Both a and b
 - d) None of the above

4. How does the speaker advise students to guess the meaning of difficult words?
 - a) By using flashcards
 - b) By inferring the meaning from the context
 - c) Both a and b
 - d) None of the above

5. What is emphasized as the key to teach high-frequency words and word recognition?
 - a) Repetition
 - b) Context
 - c) Visualization
 - d) Mnemonics

6. What does the speaker suggest to make the text personal for students?
 - a) Relate it to current events
 - b) Connect it to their own experiences
 - c) Both a and b
 - d) None of the above

7. What story does the speaker mention to illustrate connecting with the text?

- a) The Trojan War
- b) The Odyssey
- c) The Iliad
- d) The Aeneid

8. How many times was the term "Troy" or "Trojan" used in the video?

- a) Once
- b) Three times
- c) Four times
- d) Five times

9. How many times was the term "Odysseus" used in the video?

- a) Once
- b) Twice
- c) Three times
- d) Four times

10. What did the Trojans unknowingly bring within the walls of Troy?

- a) Greek soldiers
- b) A colossal wooden horse
- c) A peace offering
- d) A treasure chest

PRACTICAL PART:

Objective: Students will be able to teach reading skills in an ESL class.

Assessment: Students will create a lesson plan on teaching reading skills in an ESL class, including objectives, activities, and assessments.

Key Points:

- Importance of teaching reading skills in an ESL class
- Strategies for teaching reading skills
- Incorporating reading comprehension activities

- Assessing reading skills effectively
- Differentiating instruction for various reading levels

Opening:

Begin the lesson by asking students to share their experiences with teaching reading in an ESL class. Discuss the challenges they have faced and the strategies they have used.

Introduction to New Material:

Introduce the importance of teaching reading skills in an ESL class. Discuss how reading is a fundamental skill that helps students improve their vocabulary, comprehension, and language fluency. Address the common misconception that teaching reading is only about decoding words, and emphasize the importance of teaching comprehension strategies as well.

Guided Practice:

Provide examples of different reading activities and strategies that can be used in an ESL class. Scaffold the questioning from easy to hard to help students understand how to effectively engage students in reading. Monitor student performance by observing their participation and understanding during the guided practice.

Independent Practice:

Set behavioral expectations for students during independent practice. Assign students to create a lesson plan on teaching reading skills in an ESL class. The lesson plan should include clear objectives, engaging activities, and appropriate assessments. This assignment will demonstrate their mastery of the objective.

Closing:

Have students share a summary of their lesson plans with the class. Discuss the

different strategies and activities proposed by the students and highlight the key points discussed throughout the lesson.

Extension Activity:

For students who finish early, they can research and explore additional reading strategies and activities that can be used in an ESL class. They can create a presentation or handout to share their findings with the class.

Homework:

As homework, students can reflect on their own teaching experiences in an ESL class and write a short reflection on the challenges they have faced and the strategies they have used to teach reading skills.

Unit 10: How To Teach Writing

Problems to be discussed:

- **Language**
- **Time for preparation**
- **Creating interest in the topic and activating students' knowledge**
- **Coherence and cohesion**
- **Approaches to teaching writing**

Writing is a productive skill and, as such, the way we treat it in class has some similarities with the teaching and learning of speaking. The focus of this chapter will be longer written assignments and creative writing; we will not cover written exercises that are designed to practise a language point. Let's first of all review what was mentioned in Chapter 4 and apply the principles to the teaching of writing. The key elements to consider in the teaching of writing are:

Language

It is essential to make sure that your students have the level of English required to do the task. Analyse any tasks for language required before deciding whether to use it in class. If you are using an activity from an EFL resource, then there should be comments on the language required. If you don't have any guidelines on the language required, think about how you would do the task yourself and what sort of language you'd use. Check whether the level is suitable, and then decide how you will revise and practise language items with your students. This language work

can be done in the same lesson as the writing activity or in a previous lesson. At higher levels (upperintermediate and above), this language review can be very brief. Depending on the type of written task, the language work might include analysis and practice of genre. Genre refers to a type of writing, e.g. recipes, lonely hearts ads, newspaper articles that have similar organisation and language. Language study might also involve work on linkers, for example: although, furthermore, alternatively. Students also need to be aware of the level of formality that is required; for example a business letter will be more formal than a postcard or e-mail to a friend.

Time for preparation

Allow students time to prepare their ideas; they can do this individually, in pairs or in groups. You can also work on the topic as a whole class and integrate other skills work before students start planning their writing. For example before planning a piece of writing about environmental issues, you could do some or all of the following: read a text on the topic, listen to a recording and discuss the subject in class. If you don't have time for lengthy preparation, you should at least brainstorm ideas with the class. Once students have their ideas, they will find the actual writing easier.

7.3 Reason for writing

Students need to have a reason or purpose for writing, even if this reason is fictitious. If you identify the audience, i.e. who the intended reader is, you will add a sense of purpose. For example, if you want students to write a description of their town, tell them it is for inclusion in a brochure or on a website for tourists to the area. You might even decide to send their work to the tourist information centre!

Creating interest in the topic and activating students' knowledge

Try to choose topics that will interest your students and introduce variety into the type of writing activities you do with your classes to keep their interest. In business English classes it is also important to practise styles of writing that your students are likely to do in real life; e.g. a sales letter or an e-mail confirming a meeting. You can arouse your students' interest in and activate their knowledge of the topic,

possibly through a debate (especially recommended if they will be writing about their opinions), by watching a video or listening to a recording on a related subject. Other ways of activating their knowledge of the topic are by asking them what they know about the topic and what experience they have of it.

Coherence and cohesion

These are two terms that apply to the skill of writing. Coherence applies to the way a piece of writing is organised; a logical progression of ideas and careful organisation within and between paragraphs. Cohesion refers to how ideas are linked; this is commonly achieved by the use of reference words (e.g. the latter) and linkers (e.g. on the other hand, alternatively). These language items are mostly, but not only, used in writing and help guide a reader through the piece of work, showing relationships between ideas. At a lower level, you can work on linkers such as: but, both, and. You can show two pictures of different people and ask students to write sentences comparing and contrasting the two characters and using the three linkers mentioned. She's tall but he isn't. She's fair and he is too. They're both fair. They've both got fair hair. At a higher level you can cover more complex ways of linking. You can give phrases that serve as both the beginnings and ends of sentences; ask students to combine them using the linkers. The following is inspired by a Jane Austen novel I'm currently reading, not by my own opinions! He loved her / she had no money Although she had no money, he loved her. He loved her despite the fact she had no money.

Publication

You should also think about ways of publishing the students' work. Ideas include: inclusion in a class or school magazine; produce a collection of work written by the class that you could bind or staple and give to all members of the class; produce an e-book of students' work; display students' work on a school or class notice board. You can also ask students to go around and read the work on the notice boards. You could set a simple task, what is the main theme of each piece of writing? Is the author's opinion negative or positive?

Approaches to teaching writing: process writing Process writing, as the name suggests, focuses on the process of writing rather than on the final product. This involves teaching students about the stages involved in writing; i.e. the process. The aim is to help students see each stage as being important and to dedicate time to each of them. The teacher's role is to guide students through the stages one uses when writing. The stages are: Brainstorming and noting down any ideas connected to the topic. Deciding from the brainstormed list which ideas are the most relevant to the topic, task or title. Deciding which order to put those ideas in. This can be done in the form of a plan or a mind map. Preparation of the first draft; the focus at this stage is organisation of the piece of writing. This doesn't mean that grammar and accuracy are not important; it just means that they are not the focus at this stage. Revision and editing of drafts, focusing initially on content, relevance and organisation. Then moving onto correcting grammar, punctuation, vocabulary and linkers. The final stage is the production of a finished piece of work. To raise awareness in students of the stages of writing, you can brainstorm the steps with your students. Alternatively, you can present them with the list above and ask for their comments on it. Finally, you could give them the list above, jumbled up and ask them to put the stages in order. You can guide your students through the stages by: (1) Brainstorming: write the topic/title on the board and invite students to say anything at all connected to the topic. Anything and everything is acceptable at this stage; accept all ideas and comments. (2) Go through the brainstormed items and decide which are the most relevant to the topic and the most interesting. This can be done as a whole class, in groups or in pairs. If you do this as a whole class, all the students' essays will have the same content. If you choose to do it in groups or pairs, essays will have different content. Both approaches are suitable, you can decide which is best suited to your class. (3) From the list of chosen items, students decide how the comments will be organised. Different students or groups of students might choose different ways of organising the ideas. For example in an essay that asks students to compare and contrast living in a town and in the country, some students might want to group all comments about the city together and all

comments about the country together and conclude with a paragraph comparing and contrasting the two. Other students might prefer to group together ideas about traffic and then compare traffic in the city and in the country in the same paragraph. At the end of this stage, students will have a plan or mind map that they can use for writing. (4) Students write the first draft of their piece of work. Tell your students that they should think about the content and how it relates to the title, organising their ideas into paragraphs and about how the paragraphs hang together. (5) In the same lesson, in later lessons, or for homework, students can revise their first drafts, improving on the content and organisation. (6) When they have a good second draft, i.e. the content, relevance and organisation satisfies them, they can move onto improving the language. I suggest that they approach language improvement in stages. For example, they could start by focusing on vocabulary, the correct choice of word. Then they could look at aspects of grammar: tenses, verb agreement, use of pronouns etc. Then move onto spelling and punctuation. You can, of course, organise this language work differently. During this stage, students can review their own work or the work of their classmates. (7) Finally, students can copy out their essays, in a clean, final version. There are various ways to organise the work; initially it is best if you do the stages together as a whole class. Later and when the students are used to process writing, you can start work as a whole class and then the students can work together in pairs or groups. Some stages can also be done for homework. The teacher's role throughout is to provide ideas, guidance and feedback. You will also need to encourage students to edit their own work and to incorporate your feedback. One advantage of the process approach to writing is that it helps students see that a piece of writing goes through a number of stages including revision and editing. By breaking down these stages and working on each one individually, you can help students see the importance of them. They can see that writing does not have to be perfect from the outset and this will make it easier for them to tackle any writing task. It will also help alleviate writer's block that sometimes occurs when students are faced with a blank piece of paper! If students are writing in pairs or groups, there will also be a lot of interaction when

they're discussing their revisions. However, there are drawbacks. Initially, students will find this a novel way to approach a piece of writing and they might not see the importance of the initial stages and try to skip to writing the final product immediately. However, the effort and time invested will pay off as this approach often generates lengthier pieces of writing. Process writing takes longer than other approaches to writing. If you have access to computers, do use them. Computers lend themselves very well to this sort of activity. To help students see the benefits, you could give them a writing task at the beginning of the course. When they've completed it, ask them to note how they approached the task. Take in their work and keep it without marking it. At the end of the course and after various process-writing activities, ask students to do the same writing task as at the beginning. Return the students' initial work to them and ask them to compare the two final products as well as their approaches to the task. You can also conduct a class discussion on the results, the benefits and the drawbacks.

7.8 Approaches to teaching writing: the genre approach to writing

Genre refers to the way that texts of the same nature are organised and the way that language frequently re-occurs in texts of the same type. For example, recipes are all organised in the same way. Ingredients are listed and then the steps are described. All recipes contain similar language. If we want our students to write a recipe, it is useful for them to start by studying how recipes are organised and the type of language that is commonly used, before starting on the work themselves. If you want your students to write a film review (or any other genre of writing), start out by studying various film reviews in class. Firstly, do some comprehension work on the reviews. Then study the film reviews with a view to analysing how they are organised. Ask students whether they can see any characteristics regarding both language and organisation that are similar between the reviews. For example, do all the reviews finish with the author's opinion? Does the writer make a recommendation? Where is it placed, at the beginning or the end? Which tenses are used to describe the film? When you think that students have enough information, summarise the characteristics for all to see. You can elicit this from your students. They can then use the summary to

start planning and organising their own film reviews. They can also incorporate examples of language items that they encountered, without copying directly. When using the genre approach to writing, try to set tasks that students are likely to be involved in outside of class or that have some sort of relevance. For example, don't ask students studying English for their university course to write lonely hearts ads, unless of course it's for fun in class! I have outlined two approaches to the teaching of writing; of course others exist. EFL writers have debated the issues surrounding the genre and process approach to writing. I think that both have their advantages and both can help students produce good pieces of writing. I also think that the two approaches can be combined in one writing activity through study of texts and then movement through the stages of writing. This, of course, will take time and can be developed into a writing project spanning over a few weeks.

Shorter writing activities

The two approaches above can take time to complete. If you want to include short writing tasks into your lessons, here are two ideas: (i) After a reading or listening activity, choose a character from the text or recording. Ask students to imagine they are that character and to write a postcard, e-mail or letter in character. Remember to define the audience by indicating who the correspondence will be sent to, e.g. friend or family member. If you want to revise the organisation of a certain style of essay or the format of a letter, you can prepare an essay or letter, cut it up and ask students to reorganize it.

Using computers If you have access to computers for use with your classes, it is good to have your students do their written work on the computer. Organise the students in pairs or groups and have them create their piece of writing on the screen. They will be able to edit their work more easily on the screen than work handwritten in a book. The benefit of working in pairs or groups is that there will be real collaboration and discussion surrounding the piece of writing. Before starting out, you should choose whether you want students to use the spell check or not and set up the programmes or give instructions accordingly.

Lecture materials: watch the video and answer questions

<https://youtu.be/OvngIymbOts>

Video Comprehension Questions:

1. What is the main focus of using reading to teach writing, according to the video?
 - a) Demonstrating author craft
 - b) Encouraging students to read more
 - c) Using books with rich language
 - d) Developing writing notebooks
2. What type of books does the speaker recommend for teaching writing?
 - a) Non-fiction books
 - b) Picture books
 - c) Mystery novels
 - d) Classic literature
3. How does the speaker suggest using author study to help students understand craft?
 - a) By having students write essays
 - b) By noticing similarities in books by the same author
 - c) By having students create illustrations
 - d) By assigning reading quizzes
4. What is the purpose of reading notebooks, according to the speaker?
 - a) To critique the books
 - b) To encourage dialog between students
 - c) To create new stories
 - d) To summarize the books
5. What does the speaker mention as a way to help students understand how to mimic an author's style?
 - a) Creating storyboards
 - b) Having a dialog with another student about the book
 - c) Writing a book report
 - d) Taking a multiple-choice test
6. According to the video, what can using picture books in the classroom help with?
 - a) Developing vocabulary
 - b) Analyzing complex plots
 - c) Understanding historical context
 - d) Encouraging students to write
7. What does the speaker emphasize as a key aspect of an author's work that can help students develop their own writing style?
 - a) Use of setting
 - b) Character development
 - c) Dialogue
 - d) Plot structure

Practical part: Lesson Title: Mastering the Art of Writing

Lesson plan	Description
Describing data and making approximations	Through introduction and practice of the language to describe increases and decreases, this lesson develops students' ability to describe changes in charts. With a sample line graph and bar chart, students are encouraged to write accurate sentences describing data including approximate amounts.
Developing range of grammatical structures and lexis	This lesson provides extensive practice of sentence writing to help students develop their Grammatical Range and Accuracy, and Lexical Resource. By analysing the language of a sample answer and several sentence-transformation tasks, students will identify and practise a variety of ways to demonstrate accuracy and range in their own use of language.
Writing the overview	By focusing on one aspect of Academic Task 1, the overview, this lesson develops students' ability to select key information to form the basis of this essential element in their response. After looking at a number of bar charts to identify the main trends / key features, students will then have practice of writing their own overviews.
Grammatical structures for describing diagrams	In this lesson, students will look at two different process diagrams and the language required for their description. With analysis and practice of sentence structures for describing cause and result, and relative clauses, students will develop their grammatical range, and ability to write more complex sentences.

Writing - Task Two

Lesson plan	Description
Developing arguments	With a focus on planning and preparing to write, this lesson develops students' ability to examine the question and generate ideas. By analysing the use of cohesive devices in two different ways to

	balance an argument, students are encouraged to provide coherent and cohesive responses in a final practice writing task.
Developing paragraphs	This lesson provides extensive practice of building cohesive sentences to form fully coherent paragraphs. Through analysis of sentence and paragraph structure, including practice of writing complex sentences, students will develop their ability to write logical and fully-supported responses.
Essay structure and writing an introduction	This lesson introduces two possible essay structures in response to opinion or 2-sided argument essay questions. Students will work through activities to help them prepare to write before analysis of an effective introduction. Students are then given the opportunity to put this into practice in a final Task 2 essay question.
Problems and solutions	By analysing the question type and preparing to write, students will develop their awareness of this type of Task 2 question before looking at the language of cause and effect. Activities which require students to use these appropriate phrases, as well as language to express purpose at sentence level, prepare students to write a final problems and solutions Task 2 essay.

UNIT 11: HOW TO TEACH SPEAKING

Problems to discussion:

- **Language**
- **Preparation**

- **Reason for speaking**
- **Types of speaking activities**

Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Any learner of a foreign language can confirm how difficult speaking is. It is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily. You can achieve this by: setting controlled speaking tasks and moving gradually towards freer speaking tasks; setting tasks that are at the right level for the students or at a level lower than their receptive skills; setting tasks that are easily achievable and gradually moving towards more challenging tasks; praising students' efforts; using error correction sensitively; creating an atmosphere where students don't laugh at other people's efforts. The focus of this chapter will be free speaking activities and fluency, not controlled activities and accuracy. For comments on controlled and freer practice, There are three key elements to remember when planning and setting up speaking activities: 1. Language used 2. Preparation 3. Why are the students speaking?

Language

When planning any speaking activity with students, analyse carefully the language they will be using to carry out the activity. If you use an activity from an EFL book, you will probably find comments on the language. If not, think about what you would say yourself when doing the activity and consider whether your students have learnt the language items yet. Don't make any assumptions about students' knowledge. Spend some time in class reviewing the language that will be used. If students don't have the language required to carry out the task, the results will be demotivation and frustration. Students might even resort to doing the task in their

own language. Of course, you can work on the language in one lesson and review it very quickly in the following lesson before doing the speaking work.

Preparation

Preparation is vital as it will help students to speak more easily. One aspect of preparation is warming students up to the subject matter. If they are to communicate well, it's important to engage them in the topic. This can be done by checking their prior knowledge and experience of the topic; e.g. if the speaking task is based on driving in big cities, ask them about their experiences of driving in big cities, what they think about it, do they have any anecdotes or unpleasant experiences they could share with the class? and so on. This phase can also be used to introduce vocabulary. It's also important to give students time to prepare what they are going to say and how they're going to say it. This preparation can be done in pairs or groups. Give them time to consider their ideas and think about the language they will use. They can also do mini-rehearsals, which will build up their confidence and improve the end result.

Reason for speaking

Students need to feel that there is a real reason for speaking. This is often referred to as the communicative element. Make sure there is a reason for speaking; i.e. that the students are communicating something the others don't know or that the others would like to hear about. Examples of tasks involving real communication include: information gap, tasks involving an element of persuasion, problem solving and role play (see examples below). Finally, as with all aspects of teaching, it is important to introduce variety and to choose topics that you think will interest your students. **TYPES OF SPEAKING ACTIVITIES**

Information gap. Each student in the group has some information required to complete the task or activity; the aim is to share the information and to complete the task. Students don't know what the others are going to say; and as such it imitates real life conversation. An example being: Students work in pairs; student A

has a simple picture which (s)he doesn't show to B; student B has a blank piece of paper. Student A describes the picture; student B listens and draws it. Finally, students compare what B drew with the original. You can also use spot the difference pictures; this is where you have two pictures identical apart from a number of small differences. Students work in pairs, they have one picture each; they each describe their picture without showing it to their partner. Through detailed description, they try to find the differences between the two pictures. In the examples above, your choice of picture will determine the type of language used. For example, a street scene will generate different language to a picture of a dinner party. Bear this in mind when planning and during the language preparation stage.

Discussions: reaching a consensus Choose one of the following subjects: 10 things to take into space, 10 things to take to a desert island, 10 things to take into a desert.... Ask students to work alone and to brainstorm 10 things they would take with them. Alternatively, prepare a list of 20 objects and each person chooses ten from the list. Ask students to discuss their lists in pairs and to come to a consensus; they will need to convince each other that their chosen objects are the most useful. When the pairs have agreed on their lists i.e. they have a new list of 10 items, pair up pairs so that students are working in groups of four. The groups of 4 now have to come to a consensus. Continue pairing up groups to form larger groups until you think the students have lost interest. Conduct feedback on the outcome and the language used. This is commonly known as the NASA game; I first read about it in *The New Cambridge English Course* by Swan and Walter.

Discussions: moral dilemma A variation on the theme of consensus. Explain to students that a single mother who doesn't have much money has been caught stealing milk. She explains why she did it: to feed her young children. Give students roles, e.g. store detective, social worker, and shoplifter's friend. Allow time for preparation in groups: all the social workers together, all the store detectives work together, and all the friends work together. When everybody is

ready, regroup the students so that there is 1 store detective, 1 social worker and 1 friend in each group; students say how they would deal with the situation. They have to convince each other that their opinion is the valid one.

Discussions involving opinions. Try to use topics that will generate varying opinions rather than having everybody agree. Typical examples include life in the city and life in the country, environmental issues, and traditional and alternative medicine. You can also use controversial subjects and topics that are currently in the news. Discussions involving opinions work well in a group that has something to say. If the class is short on ideas or afraid of voicing a controversial opinion, these activities don't work so well. You can overcome this by giving students time to prepare what they'll say. You can also outline the various general attitudes to the subject e.g. opinions for and against the new underground transport system in the town where you work. Students decide what their opinions are. They prepare in groups first; put students with the same opinion together and tell them to prepare their arguments as well as counterarguments to what the others will say. You can then regroup students so that students with different opinions are together.

Debates. This involves choosing a controversial topic; one speaker presents one point of view on the topic and a second speaker presents a differing opinion. Debates are good at advanced levels. It's a good idea to give some input on the topic matter first. For example, you could do a listening or reading activity on the same subject. Give students time to prepare what they will say; you might even prompt them by giving them ideas on the topic and outlining common opinions. Students can prepare in groups and practise the debates in groups before they present to the whole class. Students can ask each other questions after the presentation and vote on which opinion is the most convincing.

Spontaneous conversations. Sometimes real uncontrolled conversation breaks out in class. This can be where students communicate something about themselves that others are interested in (something the student did at the weekend, a film they saw, a place they visited). If time allows, it is good to allow this type of conversation to

continue because it has a real communicative purpose. The teacher's role throughout is to prompt, help with language or communication difficulties. Correction should be kept to a minimum and carried out at the end of the discussion. This type of conversation can be excellent when it is spontaneous, but it works less well if the teacher contrives to make it happen.

Role play. This involves students taking on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councillors, others are local residents, others are members of an environmental organisation and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students prepare in groups, those playing the same roles prepare together. They then form new groups to carry out the discussion. Tips and advice for role plays: choose the topic carefully because if students don't have anything to say, the role play won't work; this type of activity can take a long time to set up; the preparation phase is essential if the activity is to work well. Don't be tempted to skip preparation to save time; the time needed for input of the topic and language as well as preparation, the actual role play and feedback means that you need to allow a lot of time. Don't expect to be able to do a role play quickly; during feedback after a role play it is important to comment on the content of what was said as well as on language used. If you want to introduce an element of role play without making it into a long and extended exercise, incorporate the work into a reading or listening skills lesson. reading a text or listening to a recording, students role play a television interviewer and one of the characters from the text or recording. Interviewers prepare questions together in groups; interviewees flesh out the character in groups. Students then pair up as one interviewer and one interviewee.

Problem solving: reorganising the zoo Explain to the students that the local zoo is undergoing re-organisation and/or that new animals are being welcomed into the zoo. The students are given a plan of the zoo; the names of types of animals and

certain criteria e.g. some animals cannot be close to each other e.g. the deer and tiger: the deer would be afraid. Some animals don't smell too good so they should not be close to the café. Avoid frightening or dangerous animals at the entrance: children would be put off. They need to decide where each animal will be housed; it's important to come to a consensus within the group so students will need to persuade each other that their opinion is the best. I first read about this activity in Penny Ur's *Discussions That Work*. 4.4.9 Discussion about jobs (based on an activity in *Discussions A-Z Intermediate*) Give students a list of occupations; dictate the list or show pictures to elicit the job title. Examples include: teacher, stockbroker, waiter, secretary, dentist, nurse, taxi driver, dinner lady, window cleaner, architect, hairdresser, cleaner, air traffic controller. Ask students to discuss the jobs freely using the following questions as prompts: What are the daily tasks carried out in each of the jobs? In your opinion, which job is the most interesting, boring, unpleasant, stressful, rewarding, important to society? Which job is best-paid, most badly-paid? Do you know someone who does any of these jobs? Which job would you most like to do and why? Which job would you least like to do and why? 4.4.10 Discussions based on pictures It is a good idea to make a collection of pictures from magazines, newspapers, the Internet, etc. You can use them for a variety of purposes including using them as prompts in your speaking classes. Here are three simple ideas that can be used with any picture: You can ask students to simply describe the pictures: what is happening? How many people are there? and so on. What are the people in the picture thinking? How do you think they are feeling? Why are they sitting there? (or whatever it is they're doing). What happened previously? What is going to happen next? What are they talking about? Prepare and act out a conversation between the characters. The last two activities involve students interpreting and imagining about the content of the picture.

A final word on speaking activities I have described the role of speaking separately from other skills but it is quite rare for a lesson to be devoted wholly to speaking. As a lead up to a speaking activity, students might listen to a cassette or read a text on the subject. If students are speaking, obviously some of them are also listening.

So we can see that skills are rarely practised in isolation. It is also not desirable for the lesson to be structured in that way since it would not imitate real life situations.

Lecture materials: watch the video and answer questions.

<https://youtu.be/TTWEFmjn3VU>

Video Comprehension Questions:

1. What should teachers emphasize in language learning besides reading and writing?
 - a) Speaking and listening
 - b) Writing and listening
 - c) Reading and speaking
 - d) Listening and writing

2. What is the purpose of creating real-life situations in the classroom for teaching speaking skills?
 - a) To entertain the students
 - b) To engage students in the classroom
 - c) To create a fun environment
 - d) To enhance the skill of speaking

3. What is the first way to encourage speaking activities among students?
 - a) Storytelling
 - b) Discussion after a content-based lesson
 - c) Conducting interviews
 - d) Reporting news from a newspaper or magazine

4. Why is it essential for speaking to be equally divided among members in discussion groups?
 - a) To ensure everyone gets a chance to speak
 - b) To create a competitive environment

- c) To showcase individual speaking skills
- d) To limit speaking time for some students

5. What does storytelling foster in students?

- a) Listening skills
- b) Creative thinking
- c) Writing skills
- d) Grammar skills

6. What should students prepare before conducting interviews with people?

- a) Presentation slides
- b) Interview questions
- c) Role-play scenarios
- d) Story summaries

7. What do students report to their friends in class after reading a newspaper or magazine?

- a) A summary of the article
- b) The most interesting news
- c) Their favorite section of the magazine
- d) Their personal experiences

8. What is one of the factors causing problems in speaking skills?

- a) Lack of motivation
- b) Overemphasis on speaking skills
- c) Limited opportunities outside the classroom
- d) Strict exam systems

9. How can teachers improve teaching speaking skills in English?

- a) By increasing teacher speaking time

- b) By providing limited speaking opportunities
- c) By correcting every student mistake immediately
- d) By involving students in collaborative work and minimizing teacher speaking time

10. Why should teachers not correct students' mistakes while they are speaking?

- a) It lowers their self-confidence
- b) It helps in building better grammar skills
- c) It sets a high standard for speaking skills
- d) It encourages students to speak more confidently

Answer Key:

- 1. a) Speaking and listening - (00:00:05 - 00:00:26)
- 2. d) To enhance the skill of speaking - (00:00:16 - 00:00:36)
- 3. b) Discussion after a content-based lesson - (00:00:26 - 00:00:48)
- 4. a) To ensure everyone gets a chance to speak - (00:00:37 - 00:01:00)
- 5. b) Creative thinking - (00:00:59 - 00:01:20)
- 6. b) Interview questions - (00:01:20 - 00:01:42)
- 7. b) The most interesting news - (00:01:43 - 00:02:04)
- 8. a) Lack of motivation - (00:01:53 - 00:02:16)
- 9. d) By involving students in collaborative work and minimizing teacher speaking time - (00:03:35 - 00:03:58)
- 10. a) It lowers their self-confidence - (00:04:10 - 00:04:30)

PRACTICAL PART

Title: Mastering English Speaking Skills

Objective: Students will be able to demonstrate effective English speaking skills

by organizing and presenting information coherently and engaging in discussions with their peers.

Assessment:

Students will participate in a role-play activity where they have to engage in a conversation with a partner using the speaking skills covered in the lesson. They will be assessed based on their fluency, coherence, vocabulary usage, and ability to engage in a meaningful conversation.

Key Points:

- Importance of effective speaking skills in English
- Techniques for organizing and structuring speech
- Vocabulary usage and fluency
- Strategies for active listening in conversations

Opening:

The lesson will begin with a brief discussion on the importance of effective speaking skills in English. A "Do Now" activity will consist of questions such as "What challenges do you face when speaking in English?" and "Why is it important to communicate effectively in English?"

Introduction to New Material:

The key points will be imparted through a combination of direct instruction, multimedia resources, and interactive discussions. A common misconception to anticipate is that fluency is the only important aspect of speaking in English, addressing which will be crucial.

Guided Practice:

Students will engage in pair or group activities to practice the speaking techniques covered. They will be given specific prompts to structure their conversations and

will be guided through the process with scaffolded questioning. The teacher will monitor student performance by actively participating in the discussions and providing immediate feedback.

Independent Practice:

Students will be given a speaking assignment where they have to prepare a short presentation on a given topic, incorporating the techniques learned in the lesson. They will be expected to demonstrate their mastery of the objective through this assignment.

Closing:

A quick closing activity will involve students summarizing the key points they have learned about effective speaking skills in English. This could be in the form of a brief reflection or sharing their thoughts with the class.

Suggested Differentiation:

For students who are behind grade level, provide additional support through sentence starters or visual aids to help structure their speech. Offer extra practice opportunities during independent practice time.

Extension Activity:

An extension activity could involve students working in small groups to create and perform a short skit or dialogue, focusing on applying the speaking skills they have learned in a creative manner.

Homework:

For homework, students can be assigned to record a short speech or conversation in English, applying the techniques covered in the lesson.

UNIT 12: HOW TO TEACH LISTENING

Problems to be discussion:

- **Listening for gist**
- **Extensive listening**
- **Listening for specific information**

- **Listening for detailed information**
- **Predicting**
- **A template for a listening activity lesson**

Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skill, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Furthermore, when reading, students can go back and reread a phrase, whereas with listening they only get one chance. With reading, it's the reader who sets the pace, whereas with listening it's the speaker or recording that sets the pace. Because of these issues, many students find listening difficult. Listening tasks can be very disheartening and demotivating, especially if students have had a previous negative experience. It is therefore important to give our students plenty of opportunities to practice the skill of listening in a supportive environment that helps them to learn. We need to design tasks that help them learn rather than merely testing their abilities. This means that we guide them through the recording, pre-teach language, and highlight the essential points of the recording. This is in contrast to testing, where the teacher simply plays the recording and the students listen and answer questions. We can help learning through a variety of methods, including preparing students carefully for the listening activities they are about to do, pre-teaching difficult language, and choosing a recording that is suitable for their level. Techniques for teaching listening can be found in this chapter. Before describing how to approach a listening activity, let's look at the skills and sub-skills associated with listening.

Listening for gist

This is where somebody listens in order to get the main idea of what is being said without focusing on specific details and without hesitating over unknown words.

For example, a native English speaker says to a non-native English speaker: “would you like to join us for dinner one evening?”. In this instance, it is important that the listener understands (s)he is being invited to dinner. It is not essential for the listener to understand every word. If the words “join us” are new to the listener, we would hope that (s)he can still recognise the statement as an invitation, i.e. (s)he is listening for gist. Students are often reluctant to practise listening for gist; many of them think it is essential to understand every word that is said. Many would argue that this is so, but it is essential for students to master the skill of listening for gist; if not, they will find it very difficult to converse with native speakers of English. Gist listening prepares students for real life situations. Remember that with gist listening, the aim is to practise listening, not to study language. Of course, you can follow up the gist listening phase with other activities that help develop language skills. Gist listening activities include: asking students to listen to a recording and to tell you whether the speakers are generally in agreement or not or to tell you whether the speaker’s opinion is negative or positive. Students can merely listen to a recording and tell the teacher what the main topic is.

Extensive listening

This involves students listening for long periods and usually for pleasure. If a student chooses to watch a film in English or to listen to a recording of a novel being read, this would be extensive listening. This type of listening is rarely practised in the classroom. We tend to assign tasks rather than allowing students to simply listen.

Listening for specific information

This is where we listen to specific information and disregard the rest. For example, recently I was very interested in Paul McCartney’s divorce. When the news was on the television, it was generally running as background noise. As soon as McCartney’s name was mentioned, I stopped whatever I was doing and listened to the news. I was listening to specific information.

Listening for detailed information

This is the type of listening you engage in when listening to announcements in a railway station or when listening to directions in a street. You are listening intensively in order to understand all information given.

Predicting

When we are listening in our mother tongue, we are constantly predicting what is going to come next. This action of predicting helps us understand the thread of the discourse. Start encouraging your students to predict; you can even do this at low levels. For example, if you're about to listen to a recording of Richard Branson talking about his life, before listening you can ask students what things they think he'll mention. Possibilities include: sports, ballooning, Virgin, etc. Students can listen to check whether their predictions are correct. You can also do a prediction exercise during the listening task. You can stop a recording at appropriate points and ask your students what they think will come next, e.g. when listening to a song with a simple rhyme, stop and ask students to guess the final word in the sentence that completes the rhyme. When listening to instructions for a recipe, the final phrase might be "serve up and enjoy!" Stop the recording before the phrase and ask students what they think will be said. Your students will need practice in all of the above sub-skills if they are to become truly proficient. Extensive listening is more difficult to organise in class and is not the best use of time. You can however, encourage your students to do this outside the classroom.

A template for a listening activity lesson

The following is a useful template for lessons where the aim is to practise listening skills (it can be adapted and used for reading skills). It can be used to practise the skills of listening for gist and listening for specific information or listening for detailed information. (1) Introduce the topic of the recording and arouse students' interest in it. You can achieve this in a variety of ways: show a picture linked to the topic and discuss the picture; choose some words or phrases from the recording and ask students to predict what it is about (take care that the subject can be inferred from the language you select); outline the subject of the recording and ask students to describe their experiences of such a situation, e.g. if they are going to listen to a

recording of a job interview, ask them to describe what they know about job interviews. Describe an interview they had. If they have never had an interview, ask them what they think happens. (2) Pre-teach any difficult language. Do this quickly and efficiently so as not to distract from the topic of the recording. Five or six items is the maximum; you should also consider words that students know in their written form but that they might not recognise when spoken. It is important that they hear the pronunciation of the words during this stage. If there is a lot of unfamiliar language, you might consider using a different recording; you don't want to put students off listening skills work through the use of material that is too difficult. There might be some language that can be guessed from context; in which case you might decide to work on those language items after listening. (3) Set a task to be completed during the first listening. Explain what the task is and make sure everybody understands what is expected of him or her. The initial task should involve listening for gist; for example you could ask students what the speaker's opinion is, is it generally critical or approving of the topic? Are the speakers agreeing or disagreeing? What is being described in the recording? Alternatively, you might decide not to set a task. Students can just listen and tell you anything they heard. Allow students a few minutes to check their answers in pairs then conduct feedback with all the class. There are many advantages to asking your students to compare their answers in pairs before conducting whole class feedback: students might have heard the answer but not had time to write down the answer, this will give them time; they can also check their answers in a non-threatening environment; you can go around the class listening to what the students say, this will give you a good indication of who dealt well with the task and who didn't do so well. (4) Give students a task to complete while they are listening again. You should focus on listening for specific information or listening for detailed information during this stage. Examples of questions to use are: A list of statements about the recording that students note as being true or false, or don't know from the recording. Questions starting with how many...? When...? What did...? Who did...? What time did...? Why did they...? If you design the questions yourself, focus on sections that are

essential to understanding the whole text and not on subjects of secondary importance. Give students time to read over the questions so they know beforehand what is expected of them. Answer any questions they might have. Play the recording again, students note down their answers. Students compare answers in pairs and then teacher conducts feedback as a whole class. (5) If necessary, play the recording again. You need to get the balance right here between how often you play the recording and the level of interest of the students. I would say play it once for general understanding and a maximum of twice for listening for specific or detailed information. You might exceptionally play it one more time, but this doesn't necessarily increase students' understanding and they can just get more frustrated and demotivated. A wiser approach is to help them more with each successive listening; give more hints and clues each time based on the answers the students provide. If you set questions on difficult sections of the recording, keep these questions short and simple and make sure they focus on the points that are essential to understanding the recording. This approach will help guide your students through the recording. If students have all answers to the question in (4) correct, it is not necessary to listen again. If they have all answers correct except one, you might choose to play only that section of the recording. (6) After listening, do some oral work and/or language work linked to the recording. For example: if students have been listening to a recording portraying a scene in a shop, have them role-play a shop scene. If the recording was a debate about health and lifestyle, they can discuss their opinions of the topic. (7) You can also choose some language items as a focus; for example during a job interview the present perfect and simple past questions are frequently used (have you ever worked in a restaurant? When did you leave your last job?). Ask your students to listen again to a particular sentence or question and to write it down. Alternatively, you can give them part of the phrase and ask them to complete it. Note their answers on the board and focus on the structure(s). You can then do some controlled and/or freer language practice around the tenses (see Chapter 1). Language work can be done on grammar, vocabulary or pronunciation (for ideas, see Chapter 10, Pronunciation). Guessing words from context is also a

useful language exercise after a listening activity. Choose 2 or 3 words that are unfamiliar to your students and that you didn't pre-teach at the beginning of the lesson. Write the sentence or phrase that contains the word on the board and help students to guess the meaning from the context. For example: in the desert, the temperature can drop very low at night. Let's assume that your students know the word desert and temperature, you can ask students to guess the meaning of the word "drop". They should be able to guess it from their knowledge of the world and from the other words they see in the sentence. If not, you can guide them with questions such as: is the word a verb, noun or adjective? Does it describe movement, thought, etc

A final word on listening activities The framework above can be used for listening skills activities. If you're using a course book, there will be activities and exercises to accompany the recordings. I suggest you analyse these activities and if one of the stages above is missing, design a task to make sure it is covered.

Lecture materials: Video Comprehension Questions:

1. True or False: Listening skills are often overlooked in the ESL classroom.
2. True or False: Popular culture can be used to engage students in listening lessons.
3. True or False: Assigning specific words for students to listen out for can help introduce or highlight reductions in speech.
4. True or False: The Secret Phrase activity involves students performing dialogues in front of the whole class.
5. True or False: In the Celebrity Squares activity, students must describe facial features of celebrities without giving their names.
6. True or False: The Listenin Quiz activity requires students to come up with quiz questions based on what they have heard.
7. True or False: Vowel Cards activity involves students raising colored cards assigned to specific vowel sounds.
8. True or False: Teaching listening skills in the ESL classroom can be enjoyable, productive, and easy to plan.

9. True or False: The TEFL certification course is mentioned as a potential option for teaching English abroad.

10. True or False: It is suggested to contact an ITTT advisor for personalized teaching plans.

Answer Key:

1. True (00:00:05 - 00:00:28)
2. True (00:00:39 - 00:01:12)
3. True (00:01:11 - 00:01:33)
4. True (00:01:54 - 00:02:52)
5. True (00:02:52 - 00:03:50)
6. True (00:04:37 - 00:05:10)
7. True (00:05:11 - 00:05:46)
8. True (00:05:57 - 00:06:31)
9. True (00:06:08 - 00:06:41)
10. True (00:06:31 - 00:06:56)

Practical part :

Title: Developing Listening Skills in English Language

Objective:

Students will be able to demonstrate improved listening comprehension skills in English by identifying main ideas, supporting details, and implied meanings in spoken English language.

Assessment:

Students will listen to a short audio clip in English and answer comprehension questions related to main ideas, supporting details, and implied meanings.

Key Points:

- Importance of active listening in language learning
- Strategies for effective listening comprehension
- Identifying main ideas and supporting details
- Understanding implied meanings and context clues in spoken English

Opening:

The lesson will begin with a brief discussion on the importance of listening in language learning. A "Do Now" activity will consist of several key questions to gauge students' prior knowledge and understanding of the topic, such as "What are the challenges you face in understanding spoken English?" and "How do you currently approach listening to English content?"

Introduction to New Material:

The teacher will introduce the key points by discussing the strategies for effective listening comprehension, emphasizing the importance of context and identifying main ideas and supporting details. A common misconception to anticipate is that listening is a passive activity, so the teacher will emphasize the need for active engagement and attention during the listening process.

Guided Practice:

Students will engage in guided practice by listening to a short audio clip in English. The teacher will scaffold questioning from easy to hard, encouraging students to identify main ideas, supporting details, and implied meanings. The teacher will monitor student performance by observing their responses and providing immediate feedback.

Independent Practice:

Students will be given a listening comprehension assignment that aligns with the objective, requiring them to listen to a different audio clip and answer comprehension questions independently. The assignment will be designed to

demonstrate mastery of the listening comprehension skills covered in the lesson.

Closing:

The lesson will conclude with a quick closing activity where students will summarize the main ideas and key strategies for effective listening comprehension that were covered in the lesson.

Suggested Differentiation:

- For students who are behind grade level, provide additional support through visual aids, graphic organizers, or simplified audio clips with clear enunciation.
- Encourage peer support by pairing stronger students with those who may need additional assistance.

Extension Activity:

For early finishers, provide an extension activity where they can listen to a more complex audio clip and create their own comprehension questions to challenge their peers.

Homework:

Assign a homework activity where students listen to a podcast or watch a short video in English, and write a brief summary highlighting the main ideas and supporting details.

UNIT 13: HOW TO USE TEXTBOOKS

Problems to be discussed:

- **Advantages and limitations of textbooks**

- **4 Criteria for Textbook Evaluation**
- **ESL textbook**
- **Monitoring the Use of Materials**

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teachers instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training ñ they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of a teachers professional knowledge.

Advantages and limitations of textbooks the use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Among the principal advantages are: 1. They provide structure and a syllabus for a program. Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. 2. They help standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way. 3. They maintain quality. If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately. 4. They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers

and learners. 5. They are efficient. They save teachers time, enabling teachers to devote time to teaching rather than materials production. 2 6. They can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own. 7. They can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training. 8. They are visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers. However, there are also potential negative effects. For example: 1. They may contain inauthentic language: Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use. 2. They may distort content. Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm. 3. They may not reflect students needs. Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation. 4. They can deskill teachers. If teachers use textbooks as the primary source of their teaching leaving the textbook and teachers manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primarily function is to present materials prepared by others. 5. They are expensive Commercial textbooks may represent a financial burden for students in many parts of the world. Both the benefits and limitations of the use of textbooks needs to be considered, and if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately. Evaluating Textbooks With such an array of commercial textbooks and other kinds of instructional materials to choose from teachers and

others responsible for choosing materials need to be able to make informed judgments about textbooks and teaching materials. Evaluation however can only be done by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, it can be used with little preparation by inexperienced teachers, and it has an equal coverage of grammar and the four skills. However, the same book in a different situation may turn out to be quite unsuitable. It contains too little material; it is not sufficiently challenging for 3 teacher and students and has elements in it (such as a grammar syllabus) that is not needed in the program. Before one can evaluate a textbook, therefore, information is needed on the following issues: 1. The role of the textbook in the program! Is there a well-developed curriculum which describes the objectives, syllabus and content of the program or will this be determined by the textbook?! Will the book or textbook series provide the core of the program, or is it one of several different books that will be used? ! Will it be used with small classes or large ones?! Will learners be expected to buy a workbook as well or should the textbook provide all the practice students need? 2. The teachers in the program! How experienced are the teachers in the program and what is their level of training? ! Are they native speakers of English? If not, how well do they speak English?! Do teachers tend to follow the textbook closely or do they use the book simply as a resource?! Do teachers play a part in selecting the books they teach from?! Are teachers free to adapt and supplement the book? 3. The learners in the program! Is each student required to buy a book?! What do learners typically expect in a textbook? ! Will they use the book in class and at home? ! How will they use the book in class? Is it the primary source of classroom activities? ! How much are they prepared to pay for a book? It is also necessary to realize that no commercial textbook will ever be a perfect fit for a language program. Two factors are involved in the development of commercial textbooks: those representing the interests of the author, and those representing the interests of the publisher. The author is generally concerned to produce a text that teachers will find innovative,

creative, relevant to their learners needs, and that they will enjoy teaching from. The author is generally hopeful that the book will be successful and make a financial profit since a large investment of the authors personal time and effort is involved. The publisher is primarily motivated by financial success. However, in order to achieve a profit, publishers generally recognize that a book must have qualities of excellence that will distinguish it from its competitors. At the same time, the publisher will try to satisfy teachers expectations as to what a textbook at a certain level should contain. For example, if an introductory ESL textbook does not include the present continuous in the first level of the book, teachers may feel that it is defective and not wish to use it. In an attempt to make an authors manuscript usable in as large a market as possible, the publisher often has to change it substantially. Some of these changes are necessitated by the fact that teachers with very different levels of experience, training, and teaching skill might be using the book. Exercises should have explicit goals, procedures for using activities should be obvious and uncomplicated, and teachers should not have to spend much time working out how to use the material. In addition, content that would not be welcome in particular markets may have to be removed. As a consequence, much of the flavor and creativity of the authors original manuscript may disappear. In using textbooks, therefore, teachers invariably have to put back some of the creativity that may have been lost in the process of textbook publication.

4 Criteria for Textbook Evaluation

Cunnings worth (1995) proposes four criteria for evaluating textbooks, particularly coursebooks:

1. They should correspond to learners needs. They should match the aims and objectives of the language-learning program.
2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.
4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner. The type of evaluation a textbook receives,

however, will also reflect the concerns of the evaluator. One teacher may look at a book in terms of its usability. The teacher is primarily interested in whether the book works easily in her class, can be used flexibly, and could easily be adapted. Another teacher may look at a book much more critically in terms of its theoretical orientation and approach. If it is a book that teaches conversation skills what theory of conversation is it based on? What kind of syllabus is it based on and what is the validity of the activities it makes use of? Two teachers evaluating a writing text may likewise look at it from very different perspectives. One may subscribe to a process-oriented view of writing and look for activities that practice such processes as generating ideas, drafting, reviewing, revising, and editing. Another may be more concerned to see that adequate treatment is given to different conventions for organizing different kinds of texts, such as narrative writing, expository writing, and descriptive writing. In any language program therefore it is unlikely that a published checklist can be used without adaptation as a basis for evaluating and choosing textbooks. Based on the factors in each situation questions specific to that situation need to be generated around the main issues involved in textbook evaluation and selection:

- ! program factors ñ questions relating to concerns of the program
- ! teacher factors ñ questions relating to teacher concerns
- ! learner factors ñ questions relating to learner concerns
- ! content factors ñ questions relating to the content and organization of the material in the book
- ! pedagogical factors ñ questions relating to the principles underlying the materials and the pedagogical design of the materials, including choice of activities and exercise types

Adapting Textbooks Commercial textbooks can seldom be used without some form of adaptation to make them more suitable for the particular context in which they will be used. This adaptation may take a variety of forms.

1. Modifying content Content may need to be changed because it does not suit the target learners, perhaps because of factors related to the learners' age, gender, social class, occupation, religion or cultural background.
2. Adding or deleting content The book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps sections of units throughout the book omitted.
- 5 For

example a course may focus primarily on listening and speaking skills and hence writing activities in the book will be omitted. 3. Reorganizing content A teacher may decide to reorganize the syllabus of the book, and arrange the units in what she considers a more suitable order. Or within a unit the teacher may decide not to follow the sequence of activities in the unit but to reorder them for a particular reason. 4. Addressing omissions The text may omit items that the teacher feels are important. For example a teacher may add vocabulary activities or grammar activities to a unit. 5. Modifying tasks Exercises and activities may need to be changed to give them an additional focus. For example a listening activity that focuses only on listening for information is adapted so that students listen a second or third time for a different purpose. Or an activity may be extended to provide opportunities for more personalized practice. 6. Extending tasks Exercises may contain insufficient practice and additional practice tasks may need to be added. The ability to be able to adapt commercial textbooks in these ways is an essential skill for teachers to develop. Through the process of adaptation the teacher personalizes the text making it a better teaching resource as well as individualizes it for a particular group of learners. Normally this process takes place gradually as the teacher becomes more familiar with the book since the dimensions of the text which need adaptation may not be apparent until the book is tried out in the classroom. When a number of teachers in a program are teaching from the same textbook it is useful to build in opportunities for teachers to share information about the forms of adaptation they are making.

Monitoring the Use of Materials

No matter what form of materials teachers make use of, whether they teach from textbooks, institutional materials, or teacher-prepared materials, they represent plans for teaching. They do not represent the process of teaching itself. As teachers use materials, they adapt and transform them to suit the needs of particular groups of learners and their own teaching styles. These processes of transformation are at the heart of teaching and enable good teachers to create effective lessons out of the resources they make use of. It is useful therefore to collect information on how

teachers use course books and other teaching materials in their teaching. The information collected can serve the following purposes.

Lecture materials: Video Comprehension Questions

<https://youtu.be/mnHIQsxZBu4> watch the video and answer questions.

1. How long did it take the speaker to go through the first Genki textbook?
2. What was the speaker's philosophy when going through the textbooks?
3. What did the speaker do after reading the dialogue in each chapter?
4. How did the speaker approach learning vocabulary for each chapter?
5. What was the speaker's approach to learning grammar points?
6. What did the speaker do at the end of each chapter in the workbook?
7. What is the speaker's recommendation for learning vocabulary?

PRACTICAL PART.

Title: Maximizing the Use of Coursebooks in Teaching Foreign Languages

Objective:

Students will be able to analyze and apply effective strategies for using coursebooks in teaching foreign languages.

Assessment:

Students will create a lesson plan utilizing a coursebook for teaching a specific foreign language. The lesson plan will demonstrate the effective use of coursebook materials in teaching vocabulary, grammar, and communicative skills.

Key Points:

- Understanding the structure and components of a coursebook
- Adapting coursebook materials to meet the needs of diverse learners
- Integrating coursebook content into lesson planning and delivery

Opening:

The lesson will begin with a brief discussion about the challenges and benefits of using coursebooks in teaching foreign languages. The instructor will ask students to reflect on their own experiences with coursebooks and how they have been used in language learning. This will be followed by a "Do Now" activity where students will answer questions such as: "What are the key components of a coursebook?" and "How can coursebook materials be effectively integrated into language lessons?"

Introduction to New Material:

The instructor will present the key points by discussing the different sections of a coursebook, the role of coursebooks in language instruction, and common misconceptions about coursebook-based teaching. The instructor will emphasize the importance of supplementing coursebook materials with authentic resources and real-world contexts to enhance language learning.

Guided Practice:

Students will engage in guided activities where they will analyze sample coursebook materials and identify ways to adapt them for different proficiency levels and learning styles. The instructor will monitor student performance by facilitating discussions and providing feedback on their analysis and adaptation of coursebook content.

Independent Practice:

Students will work independently to create a lesson plan for teaching a specific foreign language using a coursebook. The lesson plan will include detailed strategies for integrating vocabulary, grammar, and communicative activities from the coursebook into a coherent lesson sequence.

Closing:

To conclude the lesson, students will share their lesson plans with the class and participate in a peer review activity to provide constructive feedback on the effective use of coursebook materials. This will serve as a quick closing activity to summarize the key strategies for maximizing the use of coursebooks in teaching foreign languages.

Suggested Differentiation:

For students who are behind grade level, provide additional support in understanding the structure of coursebooks and offer scaffolding for analyzing and adapting coursebook materials. Offer differentiated examples and templates for creating the lesson plan.

Extension Activity:

For students who finish early, provide an extension activity where they can explore alternative resources for language instruction, such as online platforms, authentic materials, or multimedia content, and compare them with traditional coursebook materials.

Homework:

Students will be assigned to reflect on their own language learning experiences and write a short reflection on the role of coursebooks in their language acquisition journey.

UNIT 14: HOW TO PLAN LESSONS

Problems to be discussed:

- Recent work
- Language work
- Skills work
- Overall aims of students
- Aims of the lesson
- Timing

In this unit we will look at how to set about planning a lesson. It is important for you to engage in some form of planning for each lesson. At the beginning, planning will take a lot of time; it might even take longer than the actual lesson itself! However, all is not bleak; with time you will get more experienced and you will be able to plan much more quickly, pulling out lesson plans and activities you have already used. Many experienced teachers plan their lessons in no time at all. First of all, let's take a look at the benefits of having a good lesson plan. The plan will give you aims for your lessons; it will remind you what to take with you when you go in to class; it will give you guidelines whilst you are in the classroom and it will prevent you from drying up while you are there. Having a plan will also provide your lesson with structure; whilst the students might not notice this, they will certainly notice if your lessons lack structure. The format that your lesson plan takes will depend on many factors: the situation you are in, how much time you have and even how long you have been teaching. Speaking for myself, my lesson plans are more a series of notes; I note which pages and exercises of the course book I'll do with my class; I also note supplementary activities and language to pre-teach or focus on. I think about how much time each activity will take but probably don't write everything down on the plan. But then I have been teaching for over 14 years; when I started out, my lesson plans were very different! Some teachers might go into class with no plan at all; others might go in with just the course book and work through it page by page. Lesson plans are very much a case

of what works for you and the situation you find yourself in. They are possibly the most personal and individual part of teaching. The comments below will help you consider the aspects that should be included in lesson plans or at least considered during the planning stages. In some settings it is necessary to produce a very detailed plan; for example, if you are being observed as part of a course or as part of a school evaluation. If your plan is to be used in a situation where you will be tested or observed, I suggest you check with your tutor or assessor exactly what they would like to see in your plan. I can give guidelines but different people and different situations require different aspects to be covered. The things to consider when planning a lesson are:

Recent work

Think about what students have been working on recently. If they have done a lot of skills work recently, it might be time now to do some language work. If there has been a theme through the last 2 or 3 lessons, it might be time to consolidate that work and/or move on. Aim to get balance over the lessons so that students don't lose interest.

Language work

What language would you like your students to learn or practise during the lesson? How much time will you spend on the language work? Think about the time you spend presenting it and practising it. You will need to get the balance right; if the lesson lasts 2 hours, it is not a good idea to spend all the time on one language point. You should also aim to spend more time on language practice than on language presentation.

Skills work

Which skills or sub-skills do you want your students to practise during the course of the lesson? Try to get a balance here between work on the various skills. Try not to spend a two-hour lesson working on just one skill.

Level of the students. This is obvious but I'll say it anyway. Make sure the activities you choose are suited to the level of your students.

Overall aims of students

Think about your students' reasons for learning English. Your main aim is to help them achieve what it is they are hoping to do with English. They will need to get a balance between what is important to them and what knowledge they are lacking; e.g. hotel workers who mostly need spoken English in order to greet guests and communicate with them. These students will need a lot of practice in spoken English and work on particular functions. They might also need to brush up on their listening skills, grammar and vocabulary. In such a situation, you will need to strike a balance between speaking, listening, language presentation and practice.

Aims of the lesson

Note: I have used the term aims for ease of reference. A distinction is often made between aims, objectives and learning outcomes. Preferences for use of the three terms can vary. I have chosen to keep it simple and to use only the term aims.

There is often more than one aim in a lesson. You should think of aims in terms of what the students will do and not what the teacher will do. Thus, to teach the simple past is not a suitable aim, it doesn't describe what the students will be doing. It is better to say that the students will use the question and affirmative forms of the simple past to discuss what they did at the weekend. You should also try to get your aims specific, measurable, realistic and achievable. Achievable means making sure the students can do the task; it's at the right level for them. By realistic, I mean it can be done in the time available. Specific means being detailed about your aims; instead of saying students will practise going to, say the students will use question and answer forms of going to to discuss future plans. Measurable: if an aim is worded in specific terms, it is easy to measure. So, for the aim above, you can easily measure whether or not the students have used going to questions and answers to talk about plans.

Stages You need to think about progression through the stages of a lesson. You could consider your lesson as a play or film unfolding. Many teachers like to use a warmer at the beginning of the lesson. Students come into the classroom "cold", i.e. from a non-English environment (unless of course they are studying in an English-speaking country). A short activity that engages the students in something fun will

warm them up and get them using English. A warmer should ideally last around 5 to 10 minutes; any longer and it's moving towards a main activity, not a warmer. For the main activities try to get a natural progression through them, where each one builds on what came before. Move from presentation towards practice, receptive skills towards productive. If there is a lot of speaking or language work, try to break it up with the inclusion of other activities. You should also think about how you end your lessons; it is more pleasant if you wind up the lesson and have time to take your leave from your students. A pleasant way to end a lesson is to ask students what they have learnt during the lesson; asking students what they learnt reinforces the learning process and has them thinking about the activities, what the teacher did, as well as their own contribution. You could also ask them which activities they enjoyed and didn't enjoy; you need to feel confident to do this but it will give you very valuable clues for planning future lessons. You could word it as what would you like to do more of? Less of? Just because they don't like an activity, it doesn't mean you failed as a teacher or that you should leave it out of future lessons. There are many reasons for disliking something. You can introduce it with a smile next time: "your favourite activity coming up!"

Timing

How long will each activity last? This will also help you to see whether you have achieved balance in the lesson. For example if your presentation of language takes 10 minutes and the practice takes 5 minutes, you'll need to add some practice activities to balance it out. Aim to spend more time on practice than on presentation.

8.9 Variety Aim to get variety in and between your classes. Of course there are some things that students will need to study at length even if they don't enjoy it e.g. phrasal verbs (put up with, do without, etc.). In such cases, aim for variety in the way you deal with the language point; e.g. listen to a recording that contains examples of phrasal verbs, do a presentation of the language, use activities to practise the language, revise it, work on the pronunciation of the language. You can approach the same topic from a variety of angles.

8.10 Interest When you know your students well, you will know what interests them and will be

able to choose accordingly. If a topic is uninteresting and it has to be covered as part of a syllabus, think of ways to make it more interesting, maybe by introducing an element of fantasy, imagination or role-play. 57 Copyright © Lucy Pollard 2008 All Rights Reserved This e-book may not be reproduced in part or in full without the express written permission of the author. 8.11 Interaction Aim to get a balance within the lessons between different forms of interaction. Try to avoid a lesson which is entirely teacher-led or based entirely on pair work. Involve the students in pair work, group work, individual work as well as whole class work. Of course, you don't need to have all of these types of interaction in one lesson. 8.12 Level of motivation This might sound obvious but if you have a class that meets at the end of the day on Wednesdays and Fridays, you might see a pattern to their levels of energy. It could be that they are very tired on Friday evenings; in which case, it would be wiser to do indepth language work or difficult skills work on a Wednesday.

Problems and solutions

You should also think about any problems that your students might encounter during the lesson and think about what you could do to solve them. For example, the pronunciation of the words photograph and photographer might cause problems for your students; your solution might be to write the words on the board with the stressed syllables indicated and to ask your students to repeat the words after you. For an explanation of stress. Consider any problems the students might have (language use, pronunciation, difficulty in understanding) and think of ways to overcome these problems. 8.14 Materials and equipment required Make a note of the materials and equipment needed. This will help you be prepared for your class and avoid a situation where you have to run out of class to look for a recording or a bunch of exercises. 8.15 Homework You can also make a note of which exercises your students will do for homework. If the class will be meeting again within a couple of days, set an exercise that can be completed quickly. If the class are not meeting again for a week, you can set a lengthier task such as essay writing. It is important for students to do homework that will consolidate what they have

studied in class; this work will reinforce the learning process. Be careful to choose exercises that are at the right level. Of course, you can also make a decision about homework assignments at the end of the lesson. The advantage of this approach is that you will have seen how the students perform with the target language and how much follow-up is required.

LECTURE MATERIALS: Video Comprehension Questions:

1. True or False: Choosing a focus like speaking or reading is detailed enough for planning an ESL lesson.
2. True or False: Setting the context for an ESL lesson can be as simple as talking to your partner about your favorite food.
3. True or False: When teaching language to students, it's important for them to know the context or situation in which they can use that language.
4. True or False: Controlled practice in an ESL lesson involves using a textbook with practice exercises.
5. True or False: Homework or review in the next class is not necessary when planning an ESL lesson.
6. True or False: It's important to review the lesson multiple times to ensure better understanding for the students.
7. True or False: The speaker suggests checking out their book "101 ESL Activities for Teenagers and Adults" for ideas on fun games or activities for ESL students.

PRACTICAL PART

Lesson Title: Mastering Lesson Planning in Teaching

Objective:

Students will be able to develop a detailed lesson plan that aligns with learning objectives, incorporates instructional strategies, and includes formative assessments.

Assessment:

Students will create a comprehensive lesson plan for a specific grade level and subject, including learning objectives, instructional strategies, and formative assessments.

Key Points:

- Understanding learning objectives and standards
- Incorporating appropriate instructional strategies
- Designing formative assessments
- Aligning activities with learning objectives
- Reflecting on teaching methods

Opening:

The lesson will begin with a brief discussion about the importance of effective lesson planning. The teacher will engage students by asking them to reflect on their experiences with lesson planning and share any challenges they have faced. A "Do Now" activity will consist of questions such as "What do you think are the key components of a successful lesson plan?" and "Why is it important to align your lesson plan with learning objectives?"

Introduction to New Material:

The teacher will introduce the key points of lesson planning, emphasizing the significance of setting clear learning objectives, selecting appropriate instructional strategies, and designing effective formative assessments. A common misconception to anticipate is the belief that lesson planning is solely about creating a schedule, rather than a comprehensive instructional guide.

Guided Practice:

During this phase, students will work in pairs to analyze sample lesson plans and

identify the alignment between learning objectives, instructional strategies, and assessments. The teacher will monitor student performance by circulating the classroom, providing guidance, and asking probing questions to scaffold their understanding.

Independent Practice:

Students will individually develop a lesson plan for a specific grade level and subject, applying the key points discussed. The teacher will set behavioral expectations for focused work and be available to address any questions or concerns.

Closing:

To summarize the lesson, students will share their insights and challenges encountered while creating their lesson plans. The teacher will facilitate a brief discussion on the importance of thoughtful lesson planning and its impact on student learning.

Suggested Differentiation:

For students who are behind grade level, provide additional support in identifying learning objectives and selecting appropriate instructional strategies. Offer templates or guided prompts to help scaffold their lesson planning process.

Extension Activity:

Students who finish early can engage in a peer review activity where they exchange their lesson plans and provide constructive feedback to each other.

Homework:

Assign students to observe a classroom lesson and reflect on how the teacher's lesson plan aligns with the learning objectives and instructional strategies

discussed in class.

UNIT 5: HOW TO TACKLE IF THE CLASS HAS PROBLEM

Problems to be discussed :

- **What Is Classroom Management?**
- **Build a Meaningful Relationships With Your Students**
- **Arrive with a plan**

Classroom management involves the number of techniques that teachers use to ensure that their lesson plans are executed in a smooth and productive fashion with as little distracting behavior from students as possible. I have had many interesting experiences and have learned several classroom management strategies in my 25 years of teaching. I would like to share these important techniques with both new teachers and veteran teachers alike and all those who are dealing with a disruptive classroom.

Build a Meaningful Relationships With Your Students

Teaching should not be treated as a popularity contest, but there will always be value in getting to know your students on a personal level. Here are some approaches to building relationships with your students in order to gain their support, increase engagement, and minimize disruptions in your classroom.

- Listen to your students. Be open to receiving feedback in class so that they feel that they have some sort of influence on their learning experience.
- Develop a genuine curiosity about their interests and what's on their minds. Find parallels in your own life to bridge the conversation.
- Identify their strengths and weaknesses as quickly as possible.

Arrive With a Plan

Your classroom management plan should be well-thought-out and ready to go on the first day of class. The more front-loading you do at the beginning of the year, the more you will thank yourself later. Your set of rules should cover any sort of disruption that y

How to Handle Disruptive Students in the Classroom

Exercising good classroom management strategies can be the difference between having a great year or a miserable year with your students. This article will feature the following techniques for regaining control in your classroom:

- ✓ Have a sense of humor.
- ✓ Never raise your voice.
- ✓ Use the silent stare.
- ✓ Learn your students' names.
- ✓ Send the first disruptor to the hall and the second to the office.
- ✓ Let your administrators know about your class.
- ✓ Have administrators visit your classroom.
- ✓ Never let your class know they are getting under your skin.
- ✓ Treat your students with respect.
- ✓ Tell the disruptive student that you do not need his or her help.
- ✓ Your consequences should deter students from interrupting the flow of your class.

Classroom problems and solutions: There will always be problems that come up in your ESL lessons, but with forethought and flexibility, you can handle almost anything. Generally problems will fall into three groups. The first section is classroom problems and solutions with planning a lesson, such as lack of time or a need for new ideas. The second is problems with materials, such as difficulty finding or adapting materials and problems with the textbook. Finally, there can be problems with classroom management, where the ESL students are uncooperative or inattentive, or perhaps you have more than one level to deal with in the classroom. All these issues can be minimized by careful preparation, a variety of

ESL activities and games to supplement your main text, and good communication with your students.

Lesson planning problems. Prep Time.

In Japan, there are schools where English teachers get all of ten minutes to find out who their students will be in the lesson and then prepare their activities. This is an extreme example, but few ESL English teachers would not like to have a bit more planning time. However, while you can't add time to the day, you can make efficient use of the time you have.

So, keep an index of ESL activities and games arranged according to teaching points so that you can re-use activities over time and across classes.

Acquire books with collections of ESL activities and games. They spice up learning, and in an urgent situation, can engage ESL students while you do a little last-minute arranging of the rest of your lesson.

Get to know your textbook well. Most textbooks follow a pattern, and the better you know it, the easier it is to plan.

If you don't have a set textbook in your school, you might consider buying one for yourself to help plan lessons. Even if the students don't have the text, you can use content from your copy.

Finding Fresh Ideas

Keeping a file of language games for re-use is great, but it's just as important to find fresh ideas and ESL activities to keep classes fun. But where can we find ideas?

If you are in a public school where they teach many subjects, network with the other teachers. Sometimes activities from other subjects can be successfully adapted to ESL and EFL classes. For example, Treasure Map, an activity that originally came from a social studies class about map reading skills, is a great way to practice prepositions and speaking fluency in a language class.

Where you don't have many other teachers to brainstorm with, you might be able to get online and join bulletin boards and blogs about ESL lessons and games with other English teachers to trade ideas.

[ESL Activity and game collections](#) in books and ESL trade journals are other great resources.

Finally, you might consider going through the local toy store or walking around a playground and checking out what kind of games are popular. Many of them might give you a jump-off point for creating ESL activities of your own.

Great teaching resource for classroom problems and solutions: [ESL Games and Activities for adults](#) for the classroom and [ESL Online Games](#) for a virtual class.

Finishing a Lesson Early

Every now and then, a lesson will go faster than you thought it would, leaving you with ten or fifteen minutes to fill. If you don't have a backup plan, this can be a panicky moment.

Quick language games like Rivet, Relay Race, Brainstorm and other quick listening and speaking drills need no preparation at all. These also allow you to review vocabulary and grammar from previous lessons.

Worksheets and workbooks can also give a convenient ten-minute language review if you have extra time at the end of class. It's always good to go in with one or two ESL activities more than you think you will need.

Keep a list of weak topics and teaching points that your students might need to review. Keep one or two ESL activities or games at the ready to address these topics, and then when you have a lesson run short, pull them out for a mini-lesson. This is especially helpful with exam-prep classes.

Unexpected Substitutions

Occasionally a colleague will become ill or have an emergency, and you will have to cover an ESL class that would otherwise be left without a teacher. Sometimes you'll have a lesson plan to work from, sometimes you won't.

Again, make good use of the textbook. Often, you can just pick up where the last lesson left off, or you can go back and review.

ESL games are a perfect solution for this kind of situation. Charades, Jeopardy, and Murder Mystery are just a few language games that can take a whole lesson while practicing key skills. Some of these games need preparation, but you can use them whenever you need once they are set up.

Video-based activities are another good choice if you have the equipment. For example, find a short video on a relevant topic, and write a set of comprehension questions in advance. This sort of lesson is excellent to leave for a fellow teacher covering your class when you can't be there. Many fun activities involve short video clips. For example, show the pictures to one group while the other group only hears the words. Then put students in pairs to work out what happened. You can show several clips and let the students match the title to the clip and explain why. Students can make up beginnings and endings to clips, and so it goes on.

ESL Activities that Fall Flat

Probably the worst feeling in the world is watching an activity you've selected fall flat with your students. It happens to the best English teachers, and how you handle it makes the difference between success and failure for the overall lesson. How you handle it will depend on exactly what is going wrong.

One possibility is that the students don't understand the language point of the activity. In this case, call a pause and review the grammar point, then start again. Or you may be going too fast for the students and they need more practice before they can successfully perform the ESL activity.

Another possibility is that students understand the language point but don't understand the activity. In this case, step in and offer more guidance. If it is a language game, guide a few turns before letting students work independently.

It might be that the teacher is the problem. Maybe you are over-tired or despondent, and students pick up on this.

Finally, the point of the ESL activity may not be clear. Sometimes, students are less interested in an activity because they think it is unimportant. If you suspect this, pause and give concrete examples of what you are trying to accomplish. Having students understand what they are learning is the best way to get them to cooperate in any ESL game or activity.

Mixed Levels In Class

You will probably never have a class where all the students are on the same language level in all skills. For ideas please see this post with [mixed-ability class activities](#).

ESL Student problems

Students Look Bored Or Don't Seem Motivated

Activities that fall flat were discussed above, but sometimes it isn't the ESL activity that is the problem. Sometimes it's the students' attitude. It's important to find out why the students are in class. Did they want to come, or were they required to come by their boss or some standard regulation? Do they have specific worries?

Take some time to interview the students individually. You can do this as part of an assessment early in the course. While checking on the students' conversational English, you can quiz them what their reasons are for taking the class. If individual interviews are not an option, do a survey instead.

Once you know a student's motivation, you can make an effort to include ESL activities that support this motivation. A few appealing activities may make the less appealing ones go down a bit easier.

Encourage creativity and thinking outside the box with role-plays, drawing games like "describe someone who..." and Pick-A-Card conversation starters.

Students can arrive late

Late arrivals can be really disruptive if you aren't prepared.

If you know that your students have unstable schedules, then you can plan your ESL lessons with a couple of clear breaks. This means that you would work on one topic for twenty minutes and then switch. The latecomer will only be behind for a few minutes before you change topics again. Warm-up games, revision games and icebreakers are good for this situation.

Use a lot of pair-work and then the late student will have a partner to explain things.

Prepare your lesson plan on chart paper and post it in the room at the beginning of each lesson. Any late students will be able to see what you have already covered at a glance. This is especially helpful with advanced students, but even beginners can find it useful to locate the correct textbook page or worksheet that they should have out.

Students Don't Listen, or chat in their native language

This always happens to an extent, but you can't let it take over the class.

Place time limits on game turns to prevent boredom.

In a class with ESL students of multiple languages, make up groups where at least one student doesn't share the others' native language.

Have a prize for the student who has most consistently spoken English all week.

Alternatively, create a forfeit for the student who has most frequently spoken their

native language. You can track progress with a reward or penalty jar. Every time a student speaks in a language other than English, they put a ticket in the jar. At the end of the week, count up the tickets and the lowest score wins.

Give a demonstration of the challenge of using two languages. To do this, have students read a familiar passage in their language and say it in English simultaneously. The student sight-reads their native language while translating and saying the English words aloud. You can alter the exercise by having someone read the passage while another student translates out loud with as little delay as possible. This activity is based on an exercise interpreters use to learn the art of simultaneous interpretation. It is extremely challenging and demonstrates how hard it can be to use two languages at the same time.

Discuss the activity with students and point out that when they are chatting in their native language, they are interfering with learning English. With lower-level students, the problem may be that they cannot ask questions in English yet. Try setting aside ten minutes in class to discuss the material in their home language. If they know they will have time later in the class, they may not be so disruptive during the rest of the lesson.

Large classroom problems and solutions

Sometimes your classroom isn't a good setting for practising conversation or games, or the class just seems too big. For example a lecture hall setting or large ESL class may seem daunting for group work and noise control.

Paper and pencil games like word searches and partner role-plays that only need two people and can be done at their seats are best for lecture hall settings.

Very large ESL classes need to be broken up, so look for ways to make groups or otherwise divide the class. If you are in a lecture hall, you may need many small groups, since larger groups won't be able to move their desks to sit together.

A student refuses to join in with games

There will always be students who think games are beneath them. Clearly demonstrate the purpose of the game and show through the demonstration that it is a more effective way of learning. For example, Picture Summary is an ESL game that improves listening and reading comprehension by encouraging students to go beyond the meaning of individual words and instead picture the story as it happens. Read a short story two times, and ask students to summarize it. They will probably be fairly brief in their summary. Then read a different passage. The first time students listen, but the second time ask them to draw what is happening. When they write the summary of this story, it will be a lot more detailed. Students can either read the story silently or listen to the teacher read aloud.

Students who only want to study one aspect of English

If the class is meant to be a well-rounded class, rather than specifically focused on a single skill, try using games and activities that integrate more than one skill at a time, like shopping games, sentence relays, and role-plays.

Demonstrate to the student that most uses of English integrate all the skills you are studying in class. Role-plays and videos can provide evidence of this.

Traumatized Students

Delicate classroom problems and solutions need extra care. If you have students who have been recently traumatized due to war or political upheavals in their home countries, it is best to steer clear of any games that rely on personal information.

Use stories with characters instead of having students talk about themselves for language areas like family terms, description of a person, or discussions of homes and possessions.

ESL games based on grammar and trivia are also usually emotionally neutral. Keep class light-hearted but remember that topics will sometimes upset your students enough to leave the room. In this case, give them space.

Check with your principal or headteacher to see if there is a social worker or counselor on staff and consult with this person on the best way to handle students with traumatic backgrounds.

LECTURE QUESTIONS:

LECTURE Dependent Questions:

1. What are some techniques mentioned in the LECTU for regaining control in the classroom?
2. How can having a sense of humor help with classroom management?
3. Why is it important to never raise your voice when dealing with disruptive students?
4. What is the purpose of using the silent stare?
5. Why is it important to learn your students' names?
6. What should you do if a disruptive student continues to disrupt the class even after using other strategies?
7. How can administrators visiting your classroom help with classroom management?
8. Why is it important to treat your students with respect?
9. Why should you tell a disruptive student that you do not need their help?
10. How can consequences help deter students from interrupting the flow of your class?

PRACTICAL PART.

Title: Overcoming Challenges in English: Strategies for Success

Objective:

Students will be able to identify and utilize effective strategies to overcome challenges in English language learning.

Assessment:

Students will complete a self-assessment checklist identifying their areas of difficulty in English and propose strategies to overcome these challenges. They will also write a reflective paragraph discussing their plan for improvement.

Key Points:

Identifying individual areas of difficulty in English

Utilizing effective strategies to improve language skills

Reflecting on progress and setting goals for improvement

Opening:

The lesson will begin with a discussion on the challenges students face when learning English. A "Do Now" activity will consist of questions such as: "What aspect of English language learning do you find most challenging? Why do you think you face difficulties in this area?"

Introduction to New Material:

The instructor will lead a discussion on common challenges in English language learning, including grammar, vocabulary, pronunciation, and comprehension. A common misconception to anticipate is that improvement in English is solely dependent on natural ability, rather than utilizing effective strategies.

Guided Practice:

Students will work in pairs to identify specific areas of difficulty in English and discuss potential strategies to overcome these challenges. The instructor will monitor and provide guidance as needed. Examples and exercises related to the identified challenges will be used to scaffold questioning from

easy to hard.

Independent Practice:

Students will complete the self-assessment checklist and develop a plan for improvement based on their identified challenges. They will also write a reflective paragraph discussing their plan for improvement.

Closing:

To summarize the lesson, students will share their identified challenges and proposed strategies for improvement with the class. The instructor will facilitate a brief discussion on common strategies and provide encouragement for their individual plans.

Suggested Differentiation:

For students who are behind grade level, provide additional support through one-on-one conferences to identify challenges and develop personalized improvement plans. Use visual aids and graphic organizers to scaffold understanding for struggling learners.

Extension Activity:

For early finishers, provide additional resources, such as online language learning platforms or advanced reading materials, to further develop their English language skills.

Homework:

Students will be assigned to practice utilizing the strategies proposed in class and to journal their experiences and progress. They may also be encouraged to seek out English language resources, such as online tutorials or language exchange programs.

Answers: Lecture materials.

1. Unit 1. Answer Key:

1. (00:00:00 - 00:00:21) Four weeks
2. (00:00:13 - 00:00:36) 12 hours of actual live teaching practice twice
3. (00:00:35 - 00:01:09) On-site interaction with students
4. (00:00:58 - 00:01:47) It provides a solid foundation for teaching
5. (00:01:23 - 00:01:47) Engage Study Activate
6. (00:01:45 - 00:02:18) Triggering target language in students' minds without saying the word
7. (00:02:31 - 00:03:08) The less the teacher speaks, the better for the students' understanding
8. (00:03:09 - 00:03:31) To cement the target language in the students' minds
9. (00:04:04 - 00:04:39) Productive, engaging, clear demonstration and directions, clear context

10. (00:04:27 - 00:05:05) To give students the opportunity to fully own the target language

2. Unit 2. Answer Key:

1. c) Listening and speaking (00:00:30 - 00:00:54)
2. b) Grammar-translation method (00:00:30 - 00:00:54)
3. c) Immersion-style, with the teacher speaking the target language (00:00:56 - 00:01:19)
4. a) A natural way of language acquisition (00:01:21 - 00:01:41)
5. c) Speaking and thinking in a foreign language (00:01:41 - 00:02:06)
6. b) Listening (00:00:56 - 00:01:19)
7. a) 101 ESL Activities for Teenagers and Adults (00:02:08 - 00:02:29)

3. Unit 3. Answer Key:

1. According to the text, some important communication skills for a teacher to have include gathering feedback, creating a positive classroom environment, and ensuring that the classroom is a safe place.
2. A teacher can incorporate creativity into their classroom by choosing games, discussions, and other methods to keep students engaged and interested in the subject.
3. It is important for a teacher to have a clear direction before starting a lesson so that teaching and learning can be effective. A well-made lesson plan can help provide the necessary direction.
4. For a teacher to never give up on their students means to not give up on them even if they are facing challenges or exhibiting poor performance. It is the teacher's responsibility to instill faith in students and help them believe in their abilities.
5. A teacher can inspire their students by motivating them, reaffirming their faith, assuring them that they can achieve anything, and by being polite, consistent, and never giving up on them.
6. For a teacher to be assertive and confident means to attract respect and decent behavior from students. It involves listening to students and being involved in their well-being without being strict or stubborn.
7. It is important for a teacher to use multiple teaching strategies because each student is different and has varying attention spans, learning capacities, and interests. Using different methods ensures that each student is catered to and helps prevent students from losing interest in the lessons.
8. It is important for a teacher to set an example for their students by practicing what they preach. This includes being disciplined, punctual, and adhering to schedules, especially in the context of online teaching.
9. Including a little bit of theatre in the classroom helps make the learning process effective. Demonstrating and enacting topics or lessons can leave a lasting impact on students.
10. Active listening is important for teachers to understand their students' needs, identify areas where teaching methods need to be altered, and provide support for overcoming challenges. Communication can also include non-verbal cues.
11. Using examples and stories helps students connect with lessons better. Real-life examples make concepts more relatable and engaging, and storytelling can make classes more interesting and effective.
12. Teachers should continue learning because it keeps them up-to-date with new concepts and ensures the effectiveness of their teaching. A growth mindset is essential for teachers to promote their own development as well as their students'.
13. Patience is important for teachers to handle students' questions and difficulties with calmness and positivity. It helps maintain a positive learning environment even in challenging situations.
14. Adaptability is important for teachers to cope with changing circumstances and blend in. In the context of online teaching, being adaptable means embracing online platforms that meet their needs.
15. Consistency in teaching helps students understand what to expect and makes the teaching and learning process more effective and valuable. Setting and explaining expectations to students is a key aspect of consistency.

Unit 4: Answer Key:

1. True (00:00:45 - 00:01:09)
2. True (00:01:09 - 00:01:34)
3. True (00:01:34 - 00:01:57)
4. True (00:01:57 - 00:02:22)
5. False (00:02:22 - 00:02:46)
6. True (00:03:07 - 00:03:30)
7. False (00:03:55 - 00:04:14)
8. True (00:01:34 - 00:01:57)
9. False (00:00:45 - 00:01:09)
10. False (00:01:34 - 00:01:57)

Unit 5: Answer Key:

Answer Key:

- 1) C
- 2) B
- 3) C
- 4) C
- 5) D
- 6) D
- 7) A
- 8) B
- 9) C
- 10) C

Unit 7: Answer Key:

1. b) 12 hours (00:00:13 - 00:00:36)
2. b) ESA (00:01:23 - 00:01:47)
3. a) Teacher Talking Time (00:02:42 - 00:03:08)
4. c) To cement the target language in the students' minds (00:03:09 - 00:03:31)
5. a) Checking for errors (00:03:42 - 00:04:04)
6. c) Activate (00:04:27 - 00:04:52)
7. c) Activation (00:04:27 - 00:04:52)
8. b) To allow students to fully own the target language (00:04:27 - 00:04:52)
9. b) Clear context and use of elicited target language (00:04:27 - 00:04:52)
10. a) Confidence and readiness to start a new career (00:05:05 - 00:05:29)

Unit 8: Answer Key:

1. c) Both a and b (00:00:00 - 00:00:22)
2. d) Magazines (00:00:11 - 00:00:31)

3. c) Both a and b (00:00:21 - 00:00:43)
4. b) By inferring the meaning from the context (00:00:44 - 00:01:08)
5. a) Repetition (00:00:56 - 00:01:22)
6. c) Both a and b (00:01:09 - 00:01:33)
7. a) The Trojan War (00:01:21 - 00:01:42)
8. c) Four times (00:02:04 - 00:02:27)
9. c) Three times (00:02:04 - 00:02:27)
10. b) A colossal wooden horse (00:01:32 - 00:02:04)

Unit 10: Answer Key:

1. a) Demonstrating author craft - (00:00:45 - 00:01:07)
2. b) Picture books - (00:00:21 - 00:00:45)
3. b) By noticing similarities in books by the same author - (00:01:07 - 00:01:33)
4. b) To encourage dialog between students - (00:01:33 - 00:01:52)
5. b) Having a dialog with another student about the book - (00:01:07 - 00:01:33)
6. d) Encouraging students to write - (00:00:21 - 00:00:45)
7. a) Use of setting - (00:00:45 - 00:01:07)

Unit 11: Answer Key:

1. a) Speaking and listening - (00:00:05 - 00:00:26)
2. d) To enhance the skill of speaking - (00:00:16 - 00:00:36)
3. b) Discussion after a content-based lesson - (00:00:26 - 00:00:48)
4. a) To ensure everyone gets a chance to speak - (00:00:37 - 00:01:00)
5. b) Creative thinking - (00:00:59 - 00:01:20)
6. b) Interview questions - (00:01:20 - 00:01:42)
7. b) The most interesting news - (00:01:43 - 00:02:04)
8. a) Lack of motivation - (00:01:53 - 00:02:16)
9. d) By involving students in collaborative work and minimizing teacher speaking time - (00:03:35 - 00:03:58)
10. a) It lowers their self-confidence - (00:04:10 - 00:04:30)

Unit 12: Answer Key:

1. True (00:00:05 - 00:00:28)
2. True (00:00:39 - 00:01:12)

3. True (00:01:11 - 00:01:33)
4. True (00:01:54 - 00:02:52)
5. True (00:02:52 - 00:03:50)
6. True (00:04:37 - 00:05:10)
7. True (00:05:11 - 00:05:46)
8. True (00:05:57 - 00:06:31)
9. True (00:06:08 - 00:06:41)
10. True (00:06:31 - 00:06:56)

Unit 13: Answer Key:

1. The speaker went through the first Genki textbook in about two to three weeks. (00:00:00 - 00:00:22)
2. The speaker's philosophy was to gain familiarity with the language, grammar structures, and build a vocabulary base. (00:00:22 - 00:00:45)
3. After reading the dialogue, the speaker tried to understand the sentence on their own, recognized patterns, and listened to the audio track. (00:01:29 - 00:01:49)
4. The speaker recommends spreading out learning new words over multiple days and using Anki for vocabulary. (00:02:57 - 00:03:20)
5. The speaker read the description and example sentences for each grammar point and highlighted important parts in the textbook. (00:04:02 - 00:04:44)
6. The speaker usually did the conversation and grammar exercises in the workbook on the second and third day. (00:08:22 - 00:08:45)
7. The speaker recommends spreading out learning vocabulary over multiple days and focusing more on reading and listening exercises. (00:08:45 - 00:09:07)

Unit 14 Answer Key:

1. False (00:00:30 - 00:00:52)
2. True (00:00:30 - 00:00:52)
3. True (00:00:53 - 00:01:18)
4. True (00:02:06 - 00:02:30)
5. False (00:02:30 - 00:02:53)

6. True (00:02:30 - 00:02:53)

7. True (00:02:30 - 00:02:53)

Unit 15: Answer Key:

1. The techniques mentioned in the article for regaining control in the classroom are having a sense of humor, never raising your voice, using the silent stare, learning your students' names, sending disruptors to the hall or office, letting administrators know about your class, having administrators visit your classroom, not letting your class know they are getting under your skin, treating your students with respect, and telling disruptive students that you do not need their help.
2. Having a sense of humor can help with classroom management because it can lighten the mood and create a more positive and engaging learning environment.
3. It is important to never raise your voice when dealing with disruptive students because raising your voice can escalate the situation and make it more difficult to regain control.
4. The purpose of using the silent stare is to non-verbally communicate to a disruptive student that their behavior is not acceptable and that they need to stop.
5. It is important to learn your students' names because it helps to establish a personal connection and shows that you value and respect them as individuals.
6. If a disruptive student continues to disrupt the class even after using other strategies, you should consider sending them to the hall or office to remove them from the learning environment and address the behavior.
7. Administrators visiting your classroom can help with classroom management because it demonstrates that you have support and can provide additional accountability for students' behavior.
8. It is important to treat your students with respect because it sets a positive example and creates a more positive and respectful classroom environment.
9. You should tell a disruptive student that you do not need their help to assert your authority and make it clear that their disruptive behavior is not necessary or appreciated.
10. Consequences can help deter students from interrupting the flow of your class

by providing a deterrent for disruptive behavior and showing that there are consequences for their actions.

