



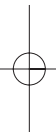
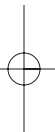
**A PRACTICAL OVERVIEW**

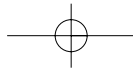
# **English to the World**



**Teaching Methodology Made Easy**

**Jason Peter Geyser**





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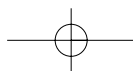
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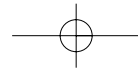
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## Preface

- **Why the book?**
- **Who is this book for?**

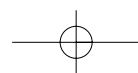
### ➤ *Why the book?*

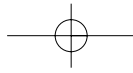
This book covers practical issues faced by English Language teachers in the classroom environment. It covers the basics of teaching methodology, laying the foundations on which to build upon and develop. I believe that real learning for a teacher begins in the classroom and continues throughout one's teaching career. The aim of this book is to provide teachers with a basic framework of strategies and approaches, leaving them to generate their own ideas and explore a plethora of possibilities.

It is not intended that this book be read in its entirety, but rather that you choose those topics which hold particular interest for you. This book is handy reading for pre-service teachers enrolled for courses at University, Teachers' Training Colleges and ELT Institutions. It is also great as a point of reference throughout your teaching career. By no means the definitive guide to English Language Teaching, "English to The World" offers a simple yet easy to follow overview of English Language Teaching. It is precisely the simplistic nature of this book which allows you the reader to gain a clear understanding of the fundamentals of this exciting and diverse industry. Some scholars and academics might argue that the approach and style of this book is too simplistic, but I'm not writing for specialists. Explanations and ideas are presented, as far as possible, in simple everyday English. Where it has been necessary to use ELT terminology, I have generally used more traditional terms that are well known and easy to understand.

There have been literally thousands of books written on ELT Methodology and teaching practice through the years. Many of these books are excellent in many ways and have made an invaluable contribution to the profession. However, although many of these books reflect a tremendous amount of excellent research by many well respected authors, they are often far too complex in nature. "English to the World" is written in an easy to follow and simple style and is aimed at providing teachers with practical guidance and assistance for the classroom situation.

This book includes practical, usable classroom techniques and activities. The activities have been carefully chosen and aimed at universal application. These activities are also flexible and should be adapted by the teacher according to the learner's age, level and cultural background. It is thus up to you, the teacher to decide whether an activity is suitable and appropriate for your students.



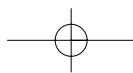


## ➤ *Who is this book for?*

This book is designed for:

- Pre-service teachers enrolled at Universities / Teacher Training Colleges
- School Managers and Administrators
- The Director of Studies
- Teacher Trainers
- English language Teachers
- Teachers who have recently commenced working in a School after an initial course in English Language Teaching
- In Service Training courses for Primary and Secondary School subject teachers who want to learn more about teaching ESL students
- Those who have recently moved into ESL teaching from other professions
- Teachers who have moved into English language teaching from other subjects
- Teachers enrolled in ELT training courses such as the Cambridge CELTA or the Trinity College Certificate.
- English Language teachers with no formal training
- Primary and Secondary School English teachers

\*In this book, I have chosen to use *English as a Second Language* (ESL) to refer to English Language teaching either as a second language, foreign language (EFL), or as an additional language (EAL).



## *Acknowledgements*

I am deeply indebted to Dr. Moses Samuel (University of Malaya) whose detailed comments on the first draft of this book gave me many invaluable ideas and which ultimately shaped the final outcome. I am also eternally grateful to Dr. Fatimah Hashim (University of Malaya) for her substantial and expert contribution of the Chapter: *Malaysian Context and Practice*. Also, a special thank you to Marie-Claire Condie for her annotation of the poem *He and She* by Andrew Fusek Peters. Finally, my thanks to Ana Bizet for her contribution towards the writing of the Chapter: *Management Strategies* and her support and tolerance during the writing of this book, which has separated me from her for too many hours and months.

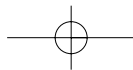
It is with particular pleasure that I express my deeply-felt gratitude to Siong Mee Fen and Christopher Toh of August Publishing. It is their unfailing courtesy, monumental patience and, above all, their belief in this project which has brought everything together. This book exists because of all these people and I must reacknowledge my debt to them and my heartfelt thanks.

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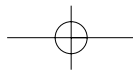
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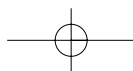
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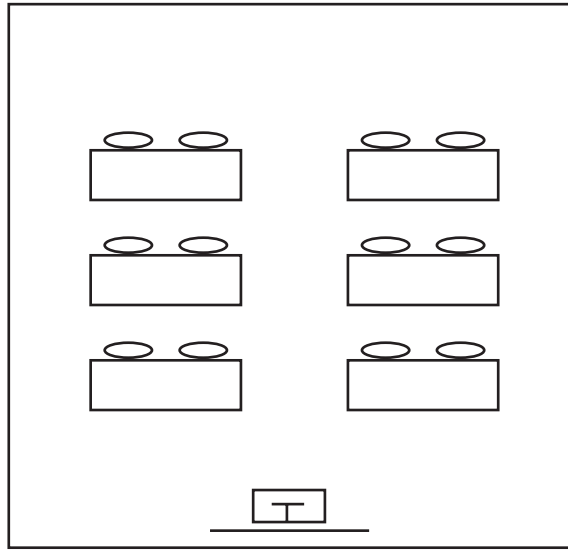
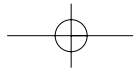
# Chapter 1: Classroom Management, Options and Techniques

1. Maximising Student Interaction in Class
2. Giving Instructions
3. Eliciting
4. Correcting Errors and Feedback
5. Drills and Checking Understanding
6. Pair and Group Work
7. Monitoring Classroom Activities
8. The Language Learner
9. Managing a Class
10. Use of the Blackboard / whiteboard
11. Potential Problems in the Classroom

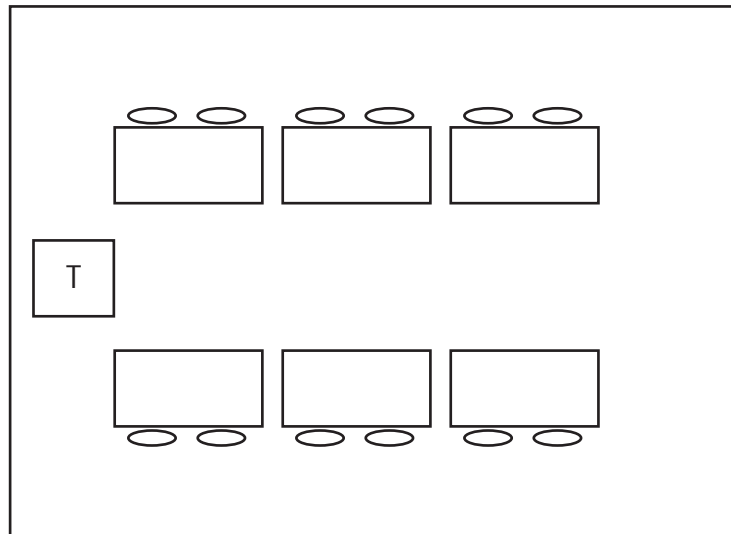
## 1. *Maximising Student Interaction in Class*

An important responsibility of an ESL teacher is to create an effective learning environment for learning to take place. This involves both actions and the decisions of the teacher. The actions are those things that are done in the classroom, such as rearranging the chairs and desks. The decisions relate to how and when these actions are implemented.

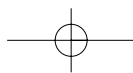
It is important how the ESL classrooms are laid out. Seating arrangements and various classroom options allow students to interact with different people in the class as well as allowing a range of different situations to be recreated within the classroom. Try to avoid arranging chairs and tables in the classical classroom format of neat rows. The horseshoe shape or circle arrangement is deemed to be more effective for ESL classes. In this configuration, learners are able to make eye contact with all the students in the class and are therefore able to interact more naturally. This setup creates a greater sense of equality within the classroom. It is more difficult for the weaker students to hide away and for the stronger students to dominate. Students also find it easier to hear one another, which does away with the temptation of the teacher to echo the answers of the students.

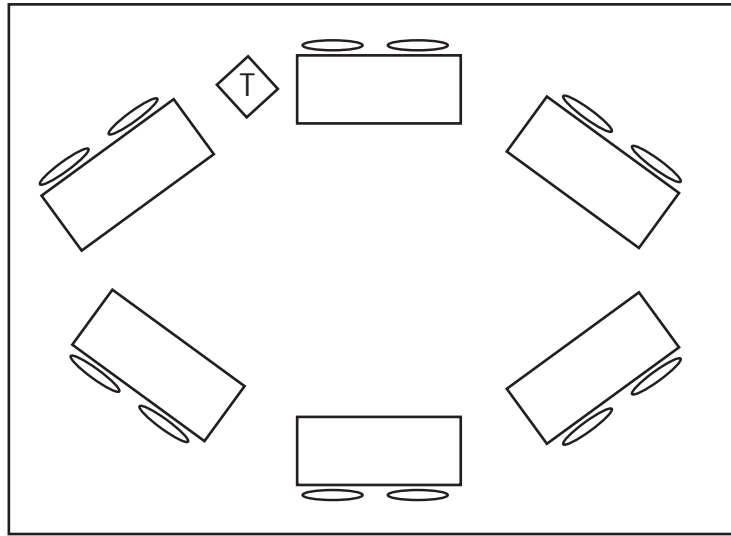
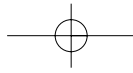


**Fig.1.1.** Traditional Configuration

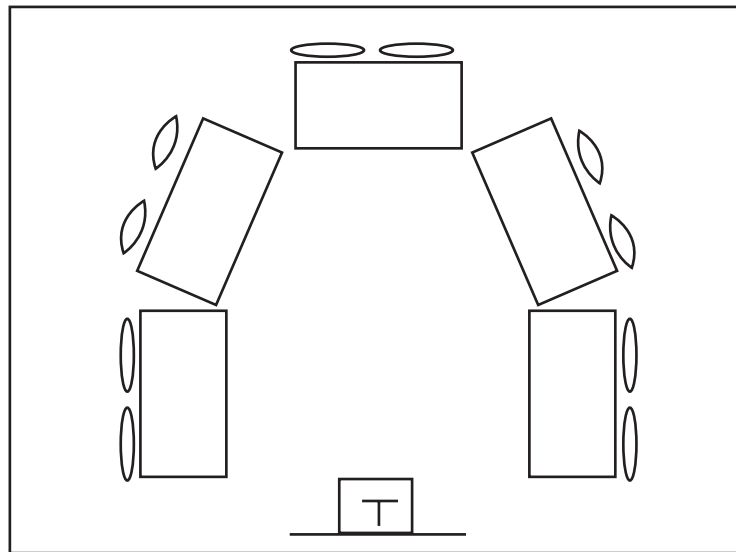


**Fig.1.2.** Interactive configuration

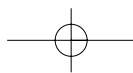


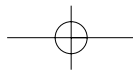


**Fig.1.3.** Circular configuration



**Fig.1.4.** Horseshoe configuration





Encourage a friendly, relaxed learning environment. If there is a trusting, positive rapport amongst learners and teachers, then there is a much better chance of students wanting to take risks.

(Asians: making a mistake is a loss of face)

#### Oral work within the classroom:

- Respect the learner's level of English. Encourage students to set appropriate goals at the beginning of the course.
- Take account of students' abilities when structuring groups. Vary makeup of groups membership and size.
- Restrict the role of a dominant speaker and perhaps suggest a specific role if appropriate, e.g. a chairperson.
- It is natural to 'slip' into the mother tongue, therefore visit groups to ensure they stay on task.
- Oral work represents a powerful teaching and learning style, which has many functions, including the gaining of knowledge, demonstration of understanding, preparation of written work and exploration of ideas.
- Ask questions, use open-ended questions (e.g. What do you think about noise pollution?) Allow time for the students to listen, think, process their answers and speak.
- Use gestures to replace unnecessary teacher talk.
- If a student is speaking too quietly, walk further away rather than closer as this intimidates people.

### **Suggested Activities**

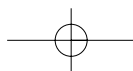
Individual work, pair work, small groups, whole class and questioning the class. Interviews, audiotapes, debates, role-play, hot seating, teacher talk, teacher reading aloud, students reading aloud, teacher and student talk.

#### Written work within the classroom:

- Keep it simple (KIS). Teachers should have appropriate vocabulary and instructions on worksheets. Underline important vocabulary or concepts.
- Students can keep a glossary at the back of each folder or the teacher can give a list of words before a new topic.
- Have words, diagrams and labeled pictures on display in the classroom.
- Teach the students 'self management skills', e.g. read their own work, check headings, date, correct errors. Ask students to read each other's work and to help each other edit their writing.

#### Language beyond the classroom:

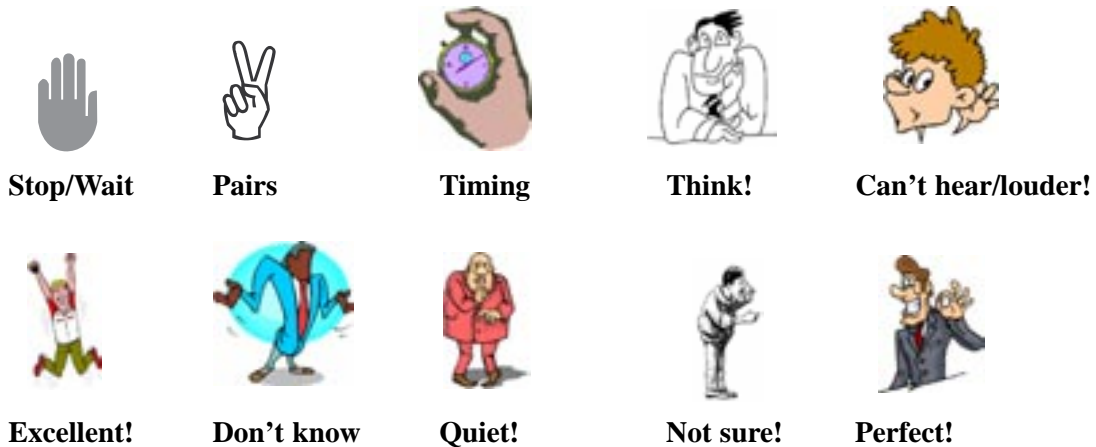
- School productions, debates, assemblies, use of library.
- Young children's games, rhymes, singing, clapping games.
- Display of work. This can promote discussion in the corridors and classrooms.
- Encourage English programmes on TV and English videos.
- Encourage magazines, comics and newspapers.
- Encourage pen pals from around the world.
- Encourage students to maintain personal diaries in English.



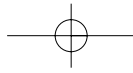
## 2. Giving Instructions

Giving instructions in the ESL classroom is often problematic because of the quantity and the complexity of the language used. Complex instructions are very difficult for students to follow and may prevent students from completing a task simply because they could not understand what was expected of them. Here are a few simple suggestions for providing better instructions:

- It is a good idea to plan your instructions when you first start teaching. This ensures you select simple and concise language and omit any unnecessary information. Provide the students only with the instructions they need for the immediate task at hand. Giving instructions for all the steps in a sequence will only lead to confusion.
- Ensure that you have the full attention of the class before giving instruction so that everyone is aware what is expected of them. This will also save you from having to repeat yourself.
- Wherever possible, demonstrate by example rather than attempting a lengthy explanation. Developing **gestures** may be a good way of saving yourself from repeating instructions. Here are a few examples:



- Always check for understanding. An easy way of doing this is by asking some of the students to explain to you what they are going to do.



### 3. *Eliciting*

Students often know a lot more than teachers give them credit for. Instead of simply conveying information to the class, it is a good idea for teachers to involve students in the learning process. Teachers can do this by a process of questions and answers in order to move forward. This is done by eliciting or extracting from the students what they already know. With student involvement in the actual lesson outcomes, teachers can work at the students' pace, thereby discovering areas of difficulty.

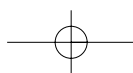
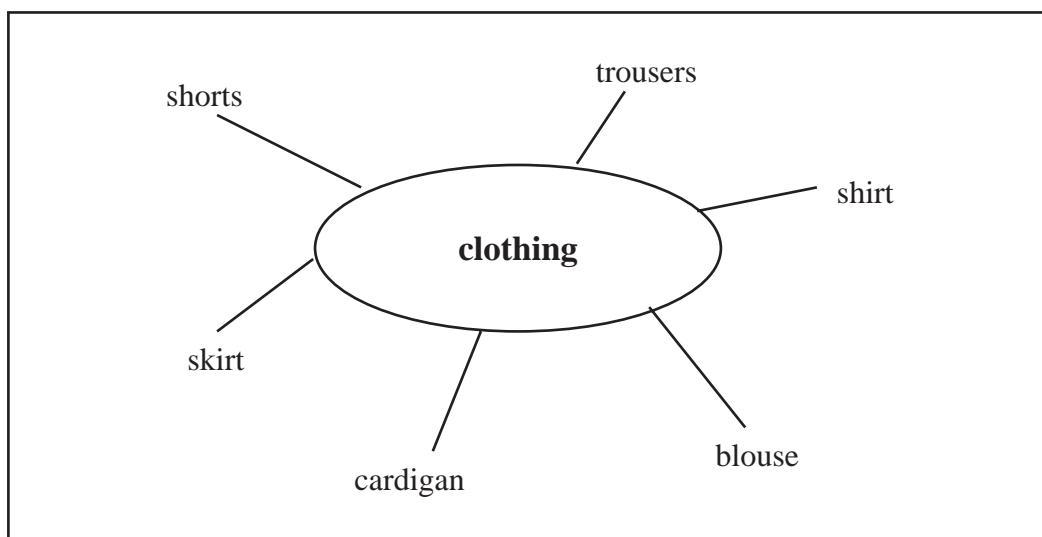
→ **For Example:** A teacher is working on prepositions. The teacher shows the students a book and places it on the table in front of the classroom. The teacher then writes the sentence, 'The book is \_\_\_\_\_ the table.'

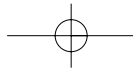
The teacher looks at the students and gestures that she is looking for the missing word. A student says, 'on.' The teacher then gets other students to repeat the word.

This same procedure is then repeated by placing the book under the table at the front of the class. The teacher then writes the sentence, 'The book is \_\_\_\_\_ the table.' Again, she gestures to the students to encourage them to say the word.

This technique of eliciting is excellent as it reduces teacher talk time and actively involves the students in their own learning. In this way, the teacher is also able to ascertain what the students know and what they still have to learn. This in turn also provides an indication of where the students are and the teacher can move forward from that point.

Another effective way of eliciting from students what they already know is to **brainstorm** ideas on the whiteboard. Students, who contribute to the brainstorming of ideas, then have an opportunity to explain meaning/ concept to the other students.





## 4. **Correcting Errors and Feedback**

### Correcting Errors

Students should be encouraged to take risks. Errors provide evidence that a student is in fact making an attempt to experiment with the use of language. How a teacher goes about correcting errors is determined to a large degree by the aims of the activity in question. If the main aim of the lesson is to improve the accurate use of the English Language, then immediate correction would be appropriate. If, on the other hand, the main objective of the lesson is fluency, then immediate corrections would interrupt the normal flow of ideas.

Aim of the Activity	Time to correct
<i>Accuracy</i>	Immediately
<i>Fluency</i>	At a later stage(not at all)

Various ideas are available to the teacher to correct errors in the classroom. The most appropriate and useful way is simply by telling the student the correction. Other suggestions are as follows:

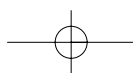
1. **By asking a question** (e.g. Has this already happened?)
2. **The \*use of gestures and facial expressions** (e.g. raising one's hand to indicate a problem; frowning.)
3. **Writing the problem up on the board** (for discussion.)
4. **By repeating the sentence up to the error** (e.g. The book is.....)
5. **By echoing the sentence** (e.g. He are tall?)
6. **By using the phonemic chart** (to point out an incorrect sound or pronunciation)
7. **By using a concept checking question**

\*Using hand gestures in the classroom is excellent for clarification and for encouraging self-correction. For example, you could use hand gestures to indicate that a student use a contraction in place of the full form. This can be done by bringing your index finger and thumb together, signaling that a contraction was necessary, for example:

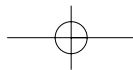
1. Student: *I would like to...* (teacher signals)...*I'd like to study to become a pilot when I finish school.*



**Contractions**







You may also choose to use your fingers on one hand to represent the words in a sentence or question. In this way, your fingers could be used to indicate visually where a problem lies, for example:

2. Student: *I am go to town.* (The teacher repeats the phrase, using a questioning tone and indicating the finger which represents the word used incorrectly.)



**Problem with form**

## Feedback

It is essential for the teacher to get student feedback after each task set. This will provide a clear idea as to whether the students have understood the language item and whether further explanation and practice is required. The teacher may simply select different students to answer questions from the set task or write the answers on the white board. It is important for the teacher to explain difficult items and ensure the students have an adequate understanding before moving on to the next task. Students should be encouraged to correct their own work, making notes if necessary.

## 5. Drills and Checking Understanding

### Drills

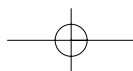
Drills are a form of controlled oral practice of certain language items presented by the teacher. Drills are usually highly controlled by the teacher but there may be variations presented with more communicative activities. These may be less controlled, allowing for more student creativity.

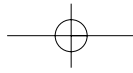
The philosophy of drills derives directly from the behaviourist theory of learning: habits are formed by a process of *stimulation* → *response* → *reinforcement*.

This is done over and over again and is often referred to as the audiolingual method.

The drill is simple **repetition**:

Teacher:	I am going to town.
Students:	I am going to town.
Teacher:	He is going to town.
Students:	He is going to town.





The essential **aims** of drilling are:

- To make students say a bit of language many times in different contexts without minding.
- To aid memorisation.
- To aid fluent, accurate reproduction of form.
- To aid pronunciation.

The **drawbacks** of drilling are:

- They can become very mechanical and meaningless.
- They can be very boring.

### **Repetition Drilling**

Repetition drilling consists of:

1. Listening to the model. This may come from
  - the teacher
  - a student
  - a tape
  - a. The teacher should stand still!
  - b. It is then important to attract the student's attention (e.g. '**Listen!**')
  - c. Say the model naturally (perhaps highlighting pronunciation by showing the stress and intonation with your hands.)
  - d. If necessary, break up the sentence to show:
    - the number of words
    - the features of pronunciation (contractions, linking, weak forms)
    - the features of grammar (e.g. – ing)

**But** ensure that you then say it again at a natural speed before students try it!

**N.B.** You may need to say the sentence 2 or 3 times depending on its difficulty and/or the student's level.

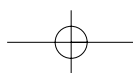
2. Everyone saying it together

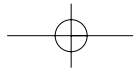
#### CHORAL DRILL

and/ or

#### MUMBLE DRILL

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>a. All together. Conduct them!</li> <li>b. Be decisive and clear ('<b>Everybody!</b>')</li> <li>c. Cue them – using gestures           <ul style="list-style-type: none"> <li>– beat the stress</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>a. Students mumble the sentence over and over to themselves.</li> <li>b. Teacher walks around listening to and helping the students.</li> </ol> |
|---|--|





### Some types of Controlled Practice

1. Repetition drill
2. Substitution drill (prompts: pictures, flashcards, verbal, etc.)  
 e.g. 

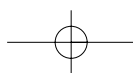
<p style="text-align: center;"><b>Would you like to</b></p>	<p style="text-align: center;"><b>come to the cinema? go out for a walk? go out for a meal? stay in?</b></p>
---	--
3. Mingle drill (students mingle in the classroom with prompts/ questionnaires)
4. Chain drill (prompts handed round in a circle)
5. Information Gap Activities (students are given partial information and have to share it with other students in order to complete a task)
6. Personalisation (students use the new language item/s creatively to talk about themselves)  
 e.g. to practice **'used to'** – students talk about their school experiences.

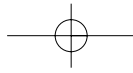
### Useful points for teachers using drills

1. Speak at a normal speed and keep your intonation and stress constant. If you can't manage this, use tapes.
2. Keep a good, steady pace.
3. Get everyone starting in concert and loudly.
4. The teacher's mouth should be on view (observation of mechanics).
5. Use gestures to control rhythm and pitch.
6. Dot around the class. Do some choral, pair, individual, half class and group drills.
7. Use eyes and gestures as well as names.
8. Highlight the form, stress and intonation with hands and fingers.
9. A response can be a word, a smile or a real appropriate response.
10. Don't go on for too long.
11. Allow a certain amount of freedom in non-structural details.
12. The information in a drill can always be useful rather than inane.
13. Students can give the prompts.
14. Drills can be meaningful.

### **Checking Understanding**

We can't simply assume that all learners have understood all things all the time no matter how clear the language focus stage was. It is important to check that students understand the instructions or the task given to them. Do not ask students "Do you understand?" Perhaps you could ask, "Is everyone clear?"





Most students will say that they understand even if they do not. Students do not want to appear 'stupid' in front of the class nor do they want to appear to 'lose face' (particular to Asian cultures).

If you do not check understanding, students will often work through an exercise or task unaware that they are doing it incorrectly. During the feedback stage of the lesson, students will realise that they have misunderstood, leading to a loss of confidence. Those students who don't understand are usually convinced that they are the only ones who do not and will not want to openly admit it.

- One way of checking understanding, is to ask a student, "What are you going to do?" You may then ask another student. "What are you going to do after completing the first exercise?" This will clarify to the rest of the class what is required of them. If it becomes apparent that nobody understands, then it will be necessary to go through another example together. They should then get it!
- This brings me to the next way of checking understanding. Always lead by example. Complete an example of the exercise or task on the white board. This gives a clear and visual representation of what is required.
- Another method of checking understanding is by asking Concept Questions (closed questions requiring a "Yes / No" answer.) Here is an example of how you can go about writing concept questions to explain the meaning of a grammatical structure:

Example: 3<sup>RD</sup> Conditional (Impossible condition)

**If you'd been at the party, you'd have seen Ana.**

This sentence means:

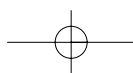
- Ana was at the party
- You weren't at the party
- You didn't see Ana

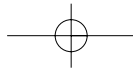
In order to make a concept question, turn all of these into questions to check the students' understanding:

- Was Ana at the party? **Yes**
- Were you at the party? **No**
- Did you see Ana? **No**

Concept questions should:

- be short and simple (below the level of the students' understanding)
- only test what you want to test
- not be too open-ended





## 6. *Pair and Group Work*

In English Language Teaching, we are usually involved in whole class, individual or pair/ group work. Pair and group work, when planned and well organised, is an excellent vehicle for the promotion of learning. Minimal intervention during pair and group work activities is known as an interactive approach to language learning. Mingling is an activity where the whole class gets up and walks around, as at a party, meeting each other and talking with different people, moving on when they need to.

There are many ways of organizing pair and group work in the classroom. Here are a few ideas which you might consider:

- You could give the students a number and tell them to remember their numbers. Once each student has a number you could say 'Let's have all the number ones together over here and all the numbers twos over there....' This usually divides the students up quite quickly and efficiently.
- If, which is often the case, there happens to be an odd number of students you could make one group of three. You could at a later stage break them up and put them in pairs with someone else so they get more chance to speak. Don't pair up the extra student with yourself!
- It is a good idea to change the partners quite often so that the students don't get bored with their partner.
- If you have a mixture of talkative and quiet students, put the quieter students together for fluency activities. This will encourage them to talk more. This also ensures the talkative students do not monopolise the conversation within a mixed group.

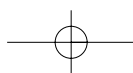
## 7. *Monitoring Classroom Activities*

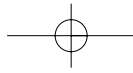
Monitoring is not only important but vital in order to assess how the students are coping with a particular activity. It also gives you an opportunity to take some notes on any areas of pronunciation, vocabulary and grammar which may be causing difficulties. The teacher is seen merely as a supervisor, facilitator and listener.

While monitoring a classroom activity, you can walk slowly around the classroom and listen to the students' conversations. Alternatively, you can sit near a pair or group taking care to remain in the background so that the students do not direct their conversations to you.

Try not to intervene, but be ready to add some vigour to conversations which seem to be petering-out thus adding some new life. You may want to ensure that certain students are not monopolising the conversation. You may offer some praise and encouragement where appropriate.

You can write any pronunciation difficulties, vocabulary and grammar points on the white board for explanation and discussion at the end of the activity.





## 8. *The Language Learner*

It has been extensively argued that among the attributes of a 'good' language learner is the ability and willingness to take responsibility for learning and to take risks. The 'good' learner is one who:

- **takes decisions with regard to:**
  - Language areas to focus on
  - Activities to facilitate learning
  - Strategies to apply in learning, and
- **actively seeks:**
  - Information
  - Opportunities for practice
  - Assistance from proficient language users and general resources (dictionaries etc.)

### Monolingual versus Multilingual Classes

Generally speaking, classes in learners' own countries are monolingual and classes in English speaking countries are multilingual.

There are advantages and disadvantages in both situations. Here are some of the key factors that differentiate the two types of class:

#### **MULTILINGUAL IN ENGLISH SPEAKING COUNTRY**

vs.

#### **MONOLINGUAL IN NON- ENGLISH SPEAKING COUNTRY**

#### A. **ENVIRONMENTAL FACTORS**

##### 1. Reasons for study

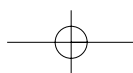
In both cases, motivation will often depend on who paid for the course / studies: they did? Their parents / company did?

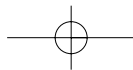
Students in the UK, US, Australia, South Africa may have higher expectations as they have paid more for their course.

##### 2. Exposure to English outside class

In an English Speaking country, students have much more access to English outside class, so may 'acquire' more, learn faster and see the value of practice in communication e.g. free speaking activities (on the other hand some may not want to practise speaking in class as they can do so outside)

Students may have little or no contact with English outside class so the teacher must ensure that they have sufficient opportunity to practise in class.





### 3. Motivation

Students have to use English to communicate basic needs so they are usually highly motivated.

Students have less/ no need to communicate outside the classroom in English so the teacher may need to work harder at motivating students e.g. by organising out of class activities, showing progress, creating realistic opportunities for communication in class

### 4. Culture Shock

Students will suffer from this to a greater or lesser degree and may well feel homesick. The teacher has to deal with a wide range of cultural difficulties.

The teacher is the only potential source of culture shock! You need to be aware of national characteristics/ taboos etc. A plus point is that cultural input can motivate.

### 5. Cultural Differences Between Students

May cause tensions.

Less likely but there may be class or status differences.

### 6. Role of the Teacher

Students may have very different views on this and also different approaches to learning: you need to be eclectic/ flexible.

Students' views on this will be more uniform.

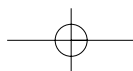
## ***B. TIMETABLING: STUDENTS' NEEDS AND ANTICIPATED PROBLEMS***

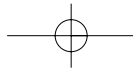
1. Students will have a wide range of linguistic phonological and cultural problems.

Much easier to define common problems, so easier to work on them systematically: can emphasise similarities/ differences between their first language and English; can use translation with discretion.

2. Need lots of skills work to survive outside, probably need more vocabulary too, but still need a solid structural/ functional 'core.'

Also need to work on all four skills, but probably more weight given to structure and function as a solid basis.





### C. *MATERIALS AND ACTIVITIES*

- |  |   |
|--|---|
| 1. Where possible these must relate to the world outside to help students survive!   | Cultural input can motivate, but materials orientated to their culture can make life easier. This may depend on the students' eventual needs and intentions |
| 2. A range of activity types is necessary to cater for different learning styles and needs - instructions are often a problem! | A range is still required but you can select activities which won't cause cultural confusion.   |
| 3. A wealth of authentic materials is available.   | Harder to get authentic materials (bring from your own country)   |

### D. *RATE OF LEARNING*

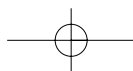
- |  |   |
|--|---|
| 1. Likely to be faster!  | Likely to be slower!  |
| 2. Pace of lessons may be quicker!                               |   |
| 3. Course can be more intensive and cover syllabus more quickly. | Lots of revision will be needed, as classes often meet less frequently and students can't practise outside. |

## Cultural Considerations

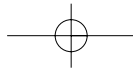
One of the rewarding aspects of teaching English to Speakers of Other Languages (ESOL) to both children and adults is getting acquainted with their different cultures. These cultural differences may encompass a variety of non-verbal communication styles, beliefs, values, customs and much more. Following a few basic points may assist the teacher in making the learning experience more comfortable for both the students and the teacher. One thing to remember is that probably the best way of getting to know a student's culture is by getting to know the student.

Laura Schanes Romstedt in her article, *Communicating with Nonnative Speakers of English* (1994, Parenting Education Centre, Fairfax County Public Schools) addresses some ideas for communicating with nonnative speakers of English. These ideas can however be used to effectively communicate with anyone, foreign or native born.

- **Eye Contact:** When attempting to hold a conversation with someone from another culture, it is important to hold eye contact with that person so that you can notice any signs of misunderstanding, confusion or miscommunication. However, certain cultures prefer less eye contact (Koreans).







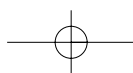
- **Gestures:** It should be remembered that certain gestures do not mean the same all over the world. A gesture which is seen as perfectly acceptable in one country may not necessarily be acceptable in another e.g. In Malaysia it is not acceptable to point with your index finger and one should point using one's thumb. If you use a gesture which provokes surprise or anger, it may be an indication that you have unintentionally offended someone and you should explain.
- **Response Time:** It is important that you give language learners sufficient time to respond to you – pause time. Remember that some people respond quickly and others do not. A person who is learning English and who is attempting to converse is dealing with a complicated process. They first receive information, and then they translate English into their first language. They then formulate a response in their own language and have to translate it into English. As you can see, this may be quite a time consuming process.
- **Literal Interpretation:** Many people learning a second language take each word or sentence literally. They may also have difficulty distinguishing between important and nonessential words. It is therefore a good idea to use simple sentences in a logical order and attempt to avoid unnecessary information. It may also be beneficial to use nouns to replace pronouns, (he, she, and it etc...)
- **Use of Idioms:** It is usually a good idea to avoid using idioms unless you are quite certain that the person with whom you are speaking clearly understands what you are talking about. Rephrase idioms into English that has a clear and literal meaning.
- **Provide Examples:** Learners learn in a variety of different ways. Some learn by reading, some with pictures, some by doing and some by hearing information. Try and provide examples, charts, pictures or diagrams to support what you are saying. Also, demonstrate using real objects to show exactly what you would like done. It may also be a good idea to follow-up your conversation by asking the other person clarification questions starting with *who*, *what*, *where*, *when*, *how* or *why* (e.g. 'What are you going to do?').

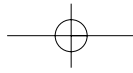
## 9. **Managing a Class**

The teacher's job is to create a productive learning atmosphere and to know the subject matter. Vital in doing a good job are:

1. **Planning** i.e. Thinking out how you will manage the class as well as researching what you are teaching.
2. **Sensitivity** to what is happening in the classroom.

Successful class management involves consideration of the physical environment, rapport with the students and the student's individual sense of belonging to a group and their sense of progress. Asking oneself pertinent questions at the planning stage will enable a teacher to create a conducive learning environment.





## The Physical Environment

### 1. Seating

- How do you want the students to sit?
- What choices are open to you?
- What may influence your decision?
- Are you going to give the students a chance to move in your lesson? Why? Why not?
- Where are you going to place yourself?
- Are you going to stand, sit, kneel?
- With the students? Apart from the students?
- How will this affect the atmosphere of the room?

### 2. Voice Projection

- How loudly are you going to speak? Why?
- How important is it that the students hear and understand one another?
- How can you ensure this?

### 3. Whiteboard

- Can all students see the whiteboard?
- Do they need to in your lesson?

## Student-teacher Rapport

### 1. Physical Position

- Where will you be?
- How does distance and position (i.e. sitting and standing) affect your relationship with the students?

### 2. Eye Contact

- How will the seating arrangements affect ease of eye contact?
- What must you guard against?

### 3. Using Student's Names

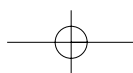
- How can you remember all the names quickly? This is important.
- What should you do/ not do if you forget a name?
- Do not nominate a student before you ask a question.

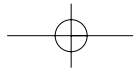
### 4. Personal Involvement and Enjoyment

- Seeming personally involved and genuinely interested in what the students are saying not just how.

### 5. Self Confidence

- Make positive comments and give reassurance.
- How do you feel if something you think you have done well is not acknowledged?





## 6. Physical Position

- If you are confident in yourself as a teacher and in what you are teaching then the students will trust you.
- What gives you more self confidence? (Think of planning etc.)

## 7. Clarity

- How can you make your instructions/ explanations very clear so that students can understand what is expected of them?
- How can you be sure that students have understood?
- 'Do you understand' is not a good check of understanding.

## **Student's Individual Sense of Belonging to a Group**

### 1. Teacher involving all equally

- What can you do to involve everyone equally in the class?
- Have you ever felt left out of a class? Why?

### 2. Expressing their own Personalities

- What aspects of your character, experience and opinions would you want to share with a group
  - initially?
  - with time and familiarity?
- What would you never want to express?
- How would you feel if you were never given a chance to express yourself personally?

### 3. Constitution of Groups in the Class

- How can you prevent students always sitting in the same seat?
- What ways can you think of re-organising the group at the start of the class and for particular activities?

## **Student's Sense of Progress**

### 1. Knowing what they are going to do and why they are going to do it

- Tell them your major aims at the beginning of the lesson, e.g. We are going to revise some grammar.

### 2. Timing

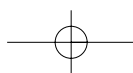
- How long should each activity last?
- How can you judge, before and during, how long it will last?

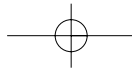
### 3. Correction

- How important is it that students are made aware of their mistakes?
- Do they expect to be corrected?
- Is correction ever counter productive?

### 4. Record of the Lesson

- Make sure that students have a record of the work e.g. whiteboard work, tape-scripts etc.





## English in the Classroom

The issue of whether or not to use the mother-tongue (L1) in the English language (L2) classroom is extremely complex. In his book *Teaching Monolingual Classes* (1993), Atkinson talks about “a careful, limited use of L1” to help students get maximum benefit from activities which in other respects will be carried out in the target language. The mother tongue may be useful in the procedural stages of a class, for example:-

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

Beyond these basically managerial functions of L1, Atkinson also suggests using the L1 for translation as a teaching technique.

Probably one of the main reasons for this procedural use of L1 is that it is necessary to keep the lesson from slowing down or because things just can't be done any other way. In general, it can be said that most students (especially those at the intermediate and advanced levels) seem sceptical about the use of L1 in the classroom. The bilingual teachers are however in a position to facilitate students' progress by using the mother tongue as a classroom resource.

## Discipline in the Classroom

Discipline problems in the ESL classroom may stem from a variety of different issues. It is discipline which is cited by many teachers as the issue which affects their choice to remain in the teaching profession. Discipline challenges should be dealt with on an incident by incident basis, taking into consideration issues such as culture and circumstance. A number of recommendations have been suggested to deal with some of these discipline issues.

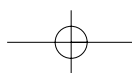
### Issues / Solutions

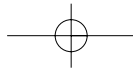
#### Look Inwardly:

Do you as a teacher fully understand the material that you are teaching and have you anticipated the problems that students may have? Are you presenting material that is too difficult or too easy? Are you connecting with your students? Do you have enough structure? Are you presenting yourself as a firm but caring teacher? Are you engaging in mannerisms that give away your insecurity? Students seem to have an extra sense for this. If this is the case, try to relax and make time to get to know your students individually.

#### Talk about the issues:

Talk to your department head, a colleague or someone you can trust. Have this person visit your class and give you ideas about different seating arrangements, your lesson structure, your presentation, etc. Don't try to deal with everything alone. Get a support system you can trust. Remember, however, that advice given to you by others may not necessarily work for you!



**Contact the Parents:**

Most parents or guardians are supportive. It may be a good idea to let the student know that you plan to call their parents. If you suspect the child's parent or guardian may be uncooperative, or abusive, check with the counselor or with an administrator who may know the family. When you talk to the child's parent or guardian, mention the positive as well as the negative points.

**Empty Promises:**

Never make promises or threats you won't or can't follow-up on! It will only make everything worse in the classroom if you lose the respect of your students.

**Never lose your temper!**

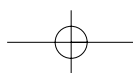
Don't lose your temper! Raising your voice may be acceptable but never engage in shouting matches with your students. Never say "Shut up" or attempt to physically remove a student from a classroom. In fact, never touch a student. You can be liable for touching a student unless it is in self defense. Familiarise yourself with your school rules. If you are extremely angry, try the silent method and try to gain control. Appear relaxed and speak honestly about your expectations in a firm but quiet tone.

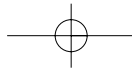
**Taking students aside:** Some students respond best by being talked to outside of class. It's probably not a good idea to do this outside of your own class because, for obvious reasons, you must never leave your class unsupervised. A better idea would be to try seeing the student after your class is over so other students from the same class don't notice. Students are usually more receptive and cooperative if they know other students are not watching or listening.

**Other ideas:** Try and give problem students an important job such as class assistant. This positive gesture may help alleviate behaviour problems in students, showing them that you value them as a person and recognise that they can also contribute to the class in a positive manner. Most importantly, don't hold a grudge against any student. Many teachers do and this makes everything worse.

**Immediate Action!** Some behaviors cannot be tolerated in the classroom and call for immediate action. If you or any of your other students are physically threatened you must act immediately. Seek help immediately if you cannot handle the situation on your own. Again, become familiar with your school's and country's rules for discipline procedures. Never allow a student to verbally abuse you or any other student.

Above all try and remember that structure and fairness combined with clear expectations and a clear lesson are the elements of good teaching. It is important that you learn from every situation that presents itself and be forward looking.





## Mixed Ability Classes

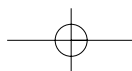
A mixed ability class is one with students of varying abilities. This presents a number of problems and issues. Refer to the table below for a list of the most common problems experienced in such classes and possible solutions:

PROBLEMS / ISSUES	SOLUTIONS
<ul style="list-style-type: none"> <li>Presenting tasks which all students are able to complete</li> </ul>	<ul style="list-style-type: none"> <li>Make use of predominantly open-ended tasks. Learners brainstorm their ideas and contribute what they know.</li> </ul>
<ul style="list-style-type: none"> <li>Faster and more able students complete the task first and get bored / disruptive.</li> </ul>	<ul style="list-style-type: none"> <li>At the planning stage, prepare extra questions for these students to complete</li> </ul>
<ul style="list-style-type: none"> <li>The class comprises a wide range of different levels</li> </ul>	<ul style="list-style-type: none"> <li>Attempt group tasks. Divide students into mixed-ability groups so that students help each other and share ideas</li> </ul>
<ul style="list-style-type: none"> <li>Some texts and tasks are too easy for some of the students</li> </ul>	<ul style="list-style-type: none"> <li>Prepare texts / lessons using current and interesting topics for the age range so that you maintain interest</li> </ul>

## Background Music

Some teachers choose to play background music in their classrooms which may be an entirely foreign concept to the majority of teachers. If you choose to introduce background music, it is important to ask your students if they have any objections as some students may find this distracting.

Background music should only be introduced during a reading or writing task. This is particularly useful during timed activities. Start the music as a cue for your students to begin the task set. Stop the music when you want the students to stop what they are doing and listen to you. This is usually a cue for the feedback session. You will be surprised how quiet the classroom may become with the introduction of background music as the 'space' usually reserved for chit-chat becomes occupied.

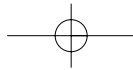


## 10. Use of the Blackboard / whiteboard

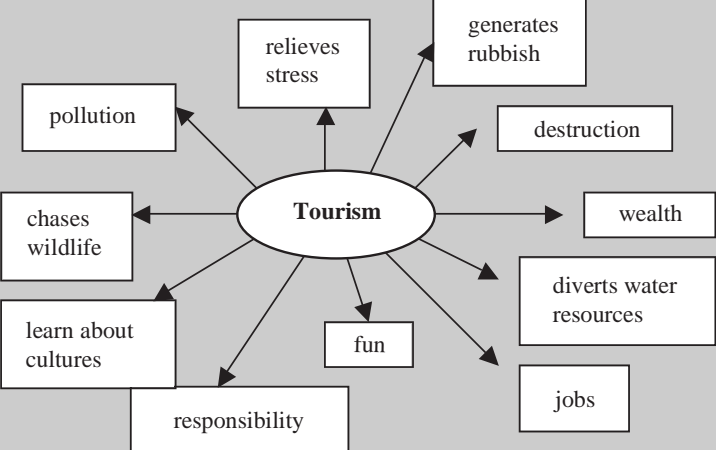
The blackboard / whiteboard is usually the main piece of equipment at the teacher's disposal and it is therefore important that the teacher uses it well. The board is a means of presenting new language, checking understanding and summarizing the important points of the lesson.

Whatever the teacher writes on the board and how it is copied down by the students will ultimately influence how it is imprinted in their minds. A board should therefore be well organised, uncluttered and easy to read. Notes and ideas which are simply written at random and which cover the whole board are not effective. Teachers should practise writing in a straight line and big enough to be read by students at the back of the class. Disruption may occur when the teacher spends too much time at the board without involving the students. The teacher should concentrate on effective presentation / layout and organised content. Refer to a number of suggestions and avoidances below:

SUGGESTIONS	AVOIDANCES
<ul style="list-style-type: none"> <li>Keep eye contact with students while writing and stand sideways thereby not hiding what you are writing</li> </ul>	<ul style="list-style-type: none"> <li>Writing with your back to the class in silence. Students may become disruptive / noisy</li> </ul>
<ul style="list-style-type: none"> <li>Write quickly / neatly. Keep instructions to a minimum</li> </ul>	<ul style="list-style-type: none"> <li>Spending too much time at the board</li> </ul>
<ul style="list-style-type: none"> <li>While writing, keep the students' attention by reading out key words and possibly getting them to repeat them (choral drill)</li> </ul>	<ul style="list-style-type: none"> <li>Hiding what you are writing and not involving the students</li> </ul>
<ul style="list-style-type: none"> <li>Tell students at what point you want them to copy the information on the board. Give them time to do this!</li> </ul>	<ul style="list-style-type: none"> <li>Writing without giving students instructions as they will simply copy everything that you write down</li> </ul>
<ul style="list-style-type: none"> <li>Divide board into 3 areas:  <u>CENTRE</u>: main structures and language points   <u>LEFT MARGIN</u>: key vocabulary   <u>RIGHT MARGIN</u>: temporary items (rub out as you go along)             Choose only the important points!</li> </ul>	<ul style="list-style-type: none"> <li>Writing everything on the board as the board will become overcrowded. This will lead to disorganised note-taking.</li> </ul>



Here is an example of a well presented and organised board:

Date: 16 November 2005	<b>Is Tourism a good or bad thing?</b>	<b>Homework</b>
<p><b>Vocabulary:</b></p> <p>tourism</p> <p>destruction</p> <p>generate</p> <p>pollution</p> <p>responsibility</p>	 <p><b>Practice / Task:</b> Using the above mind map, decide whether you think Tourism is a good thing or a bad thing. Write a short article outlining your views. Give reasons!</p>	<ul style="list-style-type: none"> <li>• Complete your article</li> <li>• Read Chapter 3 of Sherlock Holmes</li> </ul>

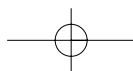
### Further Ideas

- Underline important points. Use different colours, highlight certain words.
- Use tables
- Use diagrams, brainstorming and time-lines to clarify certain concepts.
- Don't be afraid to draw; even simple stick figures will do! Refer to Andrew Wright's *1000+ Pictures for teachers to copy* (Longman). This is an excellent and practical resource with good ideas for using the drawings.

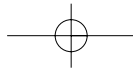
## 11. Potential Problems in the Classroom

There are various ways in which English Language Teachers unintentionally restrict or prevent the learning process. We are all guilty of a number of these and it is only with a conscious effort and over a period of time that we are able to avoid these common pitfalls.

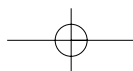
- **Teacher Talking Time (TTT).** Teachers often talk far too much which allows for fewer opportunities for the students. When faced with a question in class, students require time to process what is required of them and to prepare an answer. Give students ample time to prepare a response and don't feel awkward by long periods of silence.

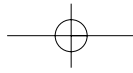






- **The Echo Effect.** Teachers often repeat what a student says in class – the echo effect. This may have a negative impact on class interaction. Students, in many cases, become accustomed to the teacher repeating everything in class and therefore stop listening to the other students in the class.
- **Teacher completing sentences.** Often, because students may require more time in responding to a question, teachers may become impatient when a student pauses in mid-sentence. A teacher must resist the temptation to predict what a student is trying to say and thereby complete the sentence for the student. Sentence completion is extremely counter productive and students should be allowed to complete their own sentences, using their own words where possible and expressing their own ideas.
- **Complicated and unclear instructions.** Complex instructions are very difficult for students to follow and may lead to the students being unable to complete a task simply because they could not understand what was expected of them. Teachers should plan their instructions.
- **Not checking understanding of instructions.** Always check for understanding. An easy way of doing this is by asking some of the students to explain to you what they are going to do.
- **Asking ‘Do you understand?’** If you ask students if they understand, they will in most cases respond ‘Yes.’ This may be because they don’t want to appear to be stupid in front of the class. Students should demonstrate their understanding by repeating the instructions or by giving their interpretation of a certain idea.
- **Flying with the fastest.** Often the better students dominate and are the first people to speak or answer a question. In such a situation, it is easy to assume that everyone in the class has an equal understanding. It is essential to get responses from many different students which will provide you with a better impression of overall understanding.
- **A weak rapport.** Encourage a friendly, relaxed learning environment. If there is a trusting, positive rapport amongst learners and teachers, then there is a much better chance of students wanting to take risks.
- **A lack of confidence in the learners or the materials used.** Students may become bored in class if the materials being utilized are far too easy and are thus not challenging. Teachers should maintain high expectations of their students in order to get the best from them.





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### ***Further Reading***

- **Pairwork and groupwork**

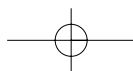
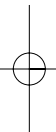
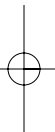
Refer to J. Hadfield (1992) for further information on group dynamics.

- **Feedback**

Refer to J. Muncie (2000) for more information on the kind of feedback that teachers should attempt to provide.

- **The Language Learner**


On learner motivation in general, see G. Crookes and R. Schmidt (1991).





## Chapter 2: The English Language



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1. The English Language: A Brief History
  2. Second Language Acquisition
  3. Approaches to Teaching Methodology
  4. What Teaching Methodology?



### 1. *The English Language: A Brief History*

Language is merely a system of conventions developed by various groups to communicate among themselves. English is full of exceptions and examples of a letter representing different sounds when combined with other letters. The digraphs (ch, ph, sh, th, wh, and qu) are just a few of these. The vowels of English are the worst for people who find spelling difficult.

English is a Germanic language; German and English bear many similarities. However, speakers of the English language have rich histories of assimilation, conflict, and interaction with other peoples and other languages. As a result, the English language corpus includes a host of borrowed words. These borrowed words look foreign, and, in many ways, they are. But with the passing of time, many of them become English words and may even replace older words of English origin that mean the same thing. The sounds found in these words from other languages may even become part of the English sound catalogue. Historically, the English language has been greatly affected by French, Scandinavian, and, more recently, Japanese.

The following table gives some examples of regularly occurring “English” words borrowed from other languages. Altogether, there are approximately one million words in the English language. Refer to the table below for a short list of some borrowed words:

<b>Languages</b>	<b>Words</b>
African languages	Banana, raffia, okra, samba, mumbo jumbo, tsetse fly, cola, chimpanzee, voodoo, yam
Arabic	Alchemy, almanac, cotton, orange, saffron, sugar, syrup
French	Ballet, croissant, gentle, genteel, language, village, voyage
Greek	Acronym, chlorine, kudos, phone, telegram, xylophone
Hindi	Caste, bazaar
Inuit (Eskimos)	Husky, kayak, mukluk, igloo, malamute, parka
Italian	Artichoke, balcony, carnival, cartoon, casino, ghetto, lagoon, lava, miniature, replica, scope, studio, torso, umbrella, vendetta
Latin	Anchor, area, butter, chalk, kettle, mint, orbit, pepper, pound, sack, street, urban, wall
Malay	Amok, orangutan
Old Norse	Cake, ugly, wrong, want, gale, leg, skill, window, dirt, anger, hit, call, bag, low, fellow, happy, get, skin, stack, sky, tight, sister, take, wing, egg
Polynesian	Taboo
Russian	Blintzes, borscht, polka, vodka
Spanish	Adobe, bronco, canyon, lasso, patio, ranch, rodeo, stampede, vamoose

In addition to the introduction of new words and sounds, the English language has also borrowed or been influenced by the grammatical structures of other languages. In addition, there are huge differences between every-day English that is communicative and English that is “strictly-speaking” grammatically correct. The confluence of so many traditions and systems makes English somewhat difficult to learn . . . and to teach.

Writing gives language a fixed target. This kind of uniformity is useful for effective communication, teaching, and learning; however, written languages do not allow for much change and, often, variations from the norm are not tolerated. One problem with the written language -- particularly in the cases of spelling and grammar rules -- is that written language cannot keep up with spoken language, which changes all the time. Our spoken language is much more fluid than our written language and more easily carries new ideas and new words. Our cultural climate affects our language as much as language affects our cultural climate.

## 2. *Second Language Acquisition*

Second language acquisition is seen as the process that people go through when they are confronted by a need to use a language other than their native one for communication. People acquire their first and second languages differently. Some of the issues and processes involved in language acquisition have been argued and discussed at great length. These include ideas such as innateness, which considers the idea that the language ability of a person is determined genetically. Another point which has been considered is that it is the relevance of the language input that the learner receives which determines language acquisition.

The linguistic development of children depends upon the linguistic experiences of childhood and the language and language structures that children encounter. Therefore, the burden of language exposure falls upon children's parents and caretakers. A common approach among the caretakers of children (and the teachers of adults, too) is to speak "baby-talk" with the language learners. Some research suggests that this altering of normal speech leaves learners with an "impoverished stimulus" and may actually interfere with or delay the learners' language acquisition.

O'Grady in *Contemporary Linguistics* (1989) argues that a great deal of the literature on ESL instruction suggests that natural environment or "language immersion" courses will provide students with the most opportunities for learning and greatest success. O'Grady adds that to some degree a traditional English classroom may be equally as beneficial for some students, particularly when the objective is learning structured (versus non-structured) or predictable communication tasks. Furthermore, he acknowledges that an advantage of a natural environment or language immersion classroom, in which tasks and conversations centre on real language use and the learning of needed terms and concepts is that teachers are less inclined to "dumb down" their talk. O'Grady concludes that the richer the stimulus and the more real the language, the better chance learners of a second language have to become fluent speakers of that language.

### **Language Acquisition and Language Learning**

Krashen, in *The Natural Approach: Language Acquisition in the Classroom*, discusses the differences between language learning and language acquisition. It is generally believed that the younger the person, the easier natural language acquisition is for him/ her. This idea includes the Critical Period Hypothesis, which suggests that there is a chronological cut-off point in adolescence after which a language learner cannot attain fluency. Krashen further suggests that language acquisition ability does not disappear in adulthood but instead combines with a conscious learning function, against which natural language use is verified. For this verification, adults usually require a certain amount of time, the reduction of excessive stress (in order to be able to think about correctness), and sufficient understanding of the rules of the language being studied.

The differences between language acquisition and learning are summarised by Krashen in the table below:

<b>Acquisition</b>	<b>Learning</b>
similar to child's first language acquisition	formal knowledge of language
"picking up" a language	"knowing about" a language
subconscious	conscious
implicit knowledge	explicit knowledge
formal teaching does not help	formal teaching helps

Krashen concludes that although second language teaching is typically directed at learning and not acquisition, it is still possible to encourage acquisition very effectively in the classroom. It is therefore useful to know that several studies have found a remarkable similarity in the order in which learners of English as a second language (adults and children alike) acquire common grammatical forms.

## **An Overview of Adult Learning**

Although it has been suggested that there is a similarity in the order in which adults and children learn grammatical structures, one must bear in mind that adults are not simply mature children; adults and children do learn differently.

Dorothy Mackeracher in *Making Sense of Adult Learning* (1996) bases her understanding of learning on a learner-centred approach that is primarily focused on the learner and the learning process. This theoretical model suggests that the more we know about the basic processes of learning and the strategies used by individual learners, the more effectively we can facilitate learning by designing appropriate activities and resources.

Mackeracher describes learning as a natural, evolving process which originates within the learner and grows from the learner's need to interact with the environment. This activity of learning is rooted in the need to make sense of experience, reduce the uncertain aspects of life to a manageable level, and act skillfully in order to ascertain one's survival and security. Certain unexpected conditions may interpose with the act of learning but not the need to learn. Mackeracher cites three conditions required for learning:

- Sufficient raw data or experiences must be furnished, with enough repetitions and variations on themes to allow differences in patterns to emerge.
- Enough time and freedom from threat must be provided to allow the patterns to emerge naturally.
- Sufficient prior meaning perspectives and programmed structures must exist in the learner's mind to handle new experiences productively.

Mackeracher then goes on to discuss and differentiate between various groups of learners, and how each may prefer different forms of information. Some groups may seem to prefer information which:

- Is visual as compared to auditory;
- Comes from feelings that originate internally as compared to sensations which originate externally;
- Comes from non-human resources (books, etc.) as compared to human ones; or
- Is based on one's own interpretation of experience as compared to the interpretations of others.

Some of the differences between how adults and children learn as prescribed by Mackeracher are in the table below:

Adults	Children
Have extensive pragmatic life experiences that tend to structure and limit new learning. Learning focuses largely on transforming or extending the meanings, values, skills, and strategies acquired in previous experience	Have fewer pragmatic life experiences. Learning focuses largely on forming and accumulating basic meanings, values, skills, and strategies
Experience major pressures for change from factors related to social and work roles and expectations, and from personal needs for continuing productivity and self-definition	Experience major pressures for change from factors related to physical growth, demands for socialisation, and preparation for future social and work roles
Have learning needs related to current life situations	Have learning needs related to developing organised patterns for understanding future experience
Have the capacity for using generalised, abstract thought	Are more likely to use specific, concrete thought
Are likely to express their own needs and describe their own learning processes through verbal activities which allow them to negotiate and collaborate in planning their own learning programs	Are likely to express their own needs and learning processes through non-verbal activities, which leads to planning by "expert" observers and interpreters
Have an organised and consistent self-concept and self-esteem which allows them to participate as a self separate from other selves and capable of acting independently of others	Have a relatively less organised and consistent self-concept which allows them to perceive themselves as a self-separate from but dependent on others
Are assigned a responsible status in society, and are expected to be productive	Are assigned a non-responsible status in society, and are expected to play and learn

**Fig.2.1.** Differences between how adults and children learn (Mackeracher, 1996)

ESL students can be as varied in their backgrounds and needs as any group of adults. An ESL classroom may include students who will be around for the long or the short term, people who are literate in other languages or not, scientists and business people, homemakers and migrant workers, refugees and immigrants, and visitors.

A student's self-esteem is also an important consideration for teachers to keep in mind. There are many things a teacher can do to facilitate the continued development of students' self-esteem. Among these are treating students with respect; being patient, understanding, and non-judgmental; helping students set realistic goals; offering positive verbal and non-verbal reinforcement; maintaining a sense of humor; listening actively; accepting that lessons may not always go as planned; keeping the lesson content relevant to students' lives; being prepared to work with and accommodate different learning styles; and encouraging self-reliance.

### **Language Acquisition of Children**

Language acquisition for children is seen for the most part as being unconscious. When children learn a language they aren't aware of grammar rules. They listen and their attention is focused on attempting to understand what is being said. Children may not in fact understand every word, but their skills increase as they strive to understand the general message.

There are some routine, universal stages in the process of language acquisition for children:

1. There is a silent period (which may in fact last for days, weeks or even months) before speaking.
2. Children choose when they will speak and they should receive ample praise for any attempt to communicate.
3. Parents and their teachers only focus on communication, not on form (grammar rules).
4. Errors are a natural part of language acquisition.
5. As children are exposed to more language they figure out the rules by themselves and produce increasingly complex and correct speech.

### **3. Approaches to Teaching Methodology**

In recent years a debate has developed over which approaches to structuring, planning and implementing lessons are more effective. Theorists and practitioners are constantly arguing about how language acquisition takes place and how best to facilitate this. Many approaches and methods have been developed which have had a substantial impact on language teaching, although a lot of these procedures are rarely exclusively used in the classroom. The approaches adopted in the classroom are usually determined by the students' needs, goals, and learning styles. For example, a beginner may have an immediate need for communicating basic needs of



everyday life. For that student, a communicative approach may be the most helpful. A student who speaks well but has difficulty reading and writing may need a different approach. It is most common for the ESL teacher to use an eclectic approach, which is a combination of the structural or communicative approaches, in order to meet the needs of all students. Refer to the table below for a brief description of these two approaches to language teaching:

	<b>STRUCTURAL</b>	<b>COMMUNICATIVE</b>
<b>DEFINITION</b>	<ul style="list-style-type: none"> <li>• A traditional approach that considers grammatical structures and vocabulary items that will form the primary focus of English language instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• A topical / functional approach which considers meaningful communication to be the primary focus of language instruction.</li> </ul>
<b>CHARACTERISTICS</b>	<ul style="list-style-type: none"> <li>• teacher-centred</li> <li>• grammar based</li> <li>• lots of drill / translation practice</li> <li>• controlled, predictable learning</li> </ul>	<ul style="list-style-type: none"> <li>• student-centred</li> <li>• communication based</li> <li>• lots of student-student interaction (pairs, groups, whole class)</li> <li>• variable rate of acquisition</li> </ul>
<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>• knowledge about the target language</li> <li>• ability to complete drills / translations; ability to respond to structured questions in classroom</li> <li>• limited but readily measurable language learning</li> </ul>	<ul style="list-style-type: none"> <li>• oral proficiency in the target language</li> <li>• ability to communicate in real-life situations (communicative competence)</li> <li>• flexible acquisition rates varying with student interest and aptitude</li> </ul>
<b>EXAMPLES</b>	<ul style="list-style-type: none"> <li>• Audio-Lingual Method</li> </ul>	<ul style="list-style-type: none"> <li>• Communicative Approach</li> <li>• Total Physical Response</li> </ul>

Note: Adapted from Illinois Adult Learning Resource Centre

**Fig.2.2. Structural Language Teaching & Communicative Language Teaching**

Firstly, we will look at some of the more traditional and popular approaches to teaching methodology. Thereafter, we will also briefly touch on four other methods which are seldom exclusively used in teaching today but which have had a considerable impact on language teaching. This does not mean however that you should ignore these methods. Of course, what is described here is only an abstraction. How a method is manifest in the classroom will depend heavily on the individual teacher's interpretation of its principles. For further detail, concerning these methods, consult *Techniques and Principles in Language Teaching* by Diane Larsen-Freeman, 1986 (Oxford University Press in New York) on which this section was based.

These approaches and methods are namely:

<b>Popular Teaching Methodology</b>	<b>Other Methods</b>
• Presentation, Practice and Production (PPP)	• The Silent Way
• Task – based Learning (TBL)	• Suggestopedia
• The Communicative Approach	• Community Language Learning
• Audio-Lingualism	• Total Physical Response Method

## ***Popular Teaching Methodology***

### **Presentation, Practice and Production (PPP)**

During an initial teacher training course, most teachers will become familiar with the PPP paradigm. A PPP lesson would proceed in the following manner.

- Firstly, the teacher presents an item of language in a clear context to get across its meaning. This may be done in a variety of ways either through a text, a situation build, a dialogue etc.
- Students are then asked to complete a controlled practice stage, where they may have to repeat target items through choral and individual drilling, fill gaps or match halves of sentences. All of this practice demands that the student uses the language correctly and helps them to become more comfortable with it.
- Finally, they move on to the production stage, sometimes called the 'free practice' stage. Students are given a communication task such as a role play and are expected to produce the target language and use any other language that has already been learnt and is suitable for completing it.

The PPP approach has however come under increasing criticism in recent years as being inappropriate for higher level classes.

## Potential Problems with PPP

- Students may in fact give the impression that they are comfortable with the new language as they are producing it accurately in the class. However, what often happens a few lessons later is that students will not be able to produce the language correctly.
- Students will often produce the language but overuse the target structure so that it sounds completely unnatural.
- Students may not produce the target language during the free practice stage because they find they are able to use existing language resources to complete the task.

In conclusion it can be said that PPP offers a very simplified approach to language learning. It is based upon the idea that you can present language in neat little blocks, adding from one lesson to the next. However, research shows that we cannot predict or guarantee what the students will learn and that ultimately a wide exposure to language is the best way of ensuring students will acquire it effectively. Restricting their experience to single pieces of target language is unnatural. In light of these criticisms, many variations and alternatives to the PPP approach have been developed.

## Task-based Learning (TBL)

Task -based Learning offers an alternative to PPP for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied; the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows three basic stages as suggested by Jane Willis in *A Framework for Task-Based Learning* (1994, Longman).

### ➤ Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

### ➤ Task Cycle

#### *Task*

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

#### *Planning*

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for advice to clear up any language questions they may have.

### *Report*

Students then report back to the class orally or read the written report. The teacher chooses the order of presentation and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for comparison.

## ➤ **Language Focus**

### *Analysis*

The teacher then highlights relevant parts from the text of the recording for analysis. He or she may ask students to notice interesting features within this text. The teacher can also highlight the language students used during the report phase for analysis.

### *Practice*

Finally, the teacher selects language areas to practise based upon student needs and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

## The advantages of TBL

Task-based learning has some clear advantages:

- Unlike a PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.
- A natural context is developed from the students' experiences with the language that is personalised and relevant to them. With PPP it is necessary to create contexts for presenting the language and sometimes they can be very unnatural.
- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.
- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centred by comparison. Just watch how much time the students spend communicating during a task-based lesson.
- It is enjoyable and motivating.

## The Communicative Approach

The Communicative Approach highlights the importance of functional language as opposed to focusing specifically on grammar and vocabulary. Learners are taught to apply various language forms in various contexts and situations such as making a hotel reservation, purchasing airline tickets, ordering at a restaurant, booking tickets to a show, asking for directions etc.

It is this constant exposure to language in realistic situations which is thought to aid language acquisition. Also, students are given a clear reason for communicating in the form of role plays and simulations. Accuracy of the language used is seen to be of less importance than communicating successfully. During these communicative activities the teacher does not intervene as the purpose of such activities is to simulate real communication.

Although communicative activities are widely used by teachers it is quite difficult to define exactly what a communicative approach is. This is because most teaching methods are aimed at improving communication irrespective of the techniques employed. The Communicative Approach is also seen to erode student accuracy in pursuit of fluency.

The Communicative Approach has however been adopted in classrooms all over the world and has, in many ways, made an invaluable contribution to the profession of English Language Teaching.

**Aims:** To become communicatively competent, able to use the language appropriate for a given social context.

**Roles:** Teacher facilitates students' learning by managing classroom activities, setting up communicative situations. Students are communicators, actively engaged in negotiating meaning.

**Teaching/Learning Process:** Activities are communicative—they represent an information gap that needs to be filled; speakers have a choice of what to say and how to say it; they receive feedback from the listener that will verify that a purpose has been achieved. Authentic materials are used. Students usually work in small groups.

**Interaction: Student-teacher & Student-student**

Teacher initiates interactions between students and participates sometimes. Students interact a great deal with each other in many configurations.

**Dealing with Feelings:** Emphasis is on developing motivation to learn through establishing meaningful, purposeful things to do with the target language. Individuality is encouraged, as well as cooperation with peers, which both contribute to sense of emotional security with the target language.

**View of Language, Culture:** Language is for communication. Linguistic competence must be coupled with an ability to convey intended meaning appropriately in different social contexts. Culture is everyday lifestyle of native speakers of the target language. Nonverbal behaviour is important.

**Aspects of Language the Approach Emphasises:** Functions are emphasised over forms, with simple forms learned for each function at first, then more complex forms. Students work at discourse level. They work on speaking, listening, reading, and writing from the beginning.

**Role of Students' Native Language:** Students' native language usually plays no role.

**Means for Evaluation:** Informal evaluation takes place when teacher advises or communicates; formal evaluation is by means of an integrative test with a real communicative function.

**Response to Students' Errors:** Errors of form are considered natural; students with incomplete knowledge of English can still succeed as communicators.

## Audio-Lingualism

The Audio-Lingual Method is based on the behaviourist belief that language learning is the acquisition of a set of correct language habits. The learner repeats patterns until able to produce them spontaneously. Once a given pattern - for example, subject-verb-prepositional phrase - is learned, the speaker can substitute words to make novel sentences. The teacher directs and controls students' behaviour, providing a model, and reinforcing correct responses.

**Aims:** Use the target language communicatively; over learn it, so as to be able to use it automatically by forming new habits in the target language and overcoming native language habits.

**Roles:** Teacher directs, controls students' language behaviour, provides good model for imitation; students repeat, respond as quickly and accurately as possible.

**Teaching/Learning Process:** New vocabulary, structures presented through dialogues, which are learned through imitation, repetition. Drills are based on patterns in dialogue. Students' correct responses are positively reinforced; grammar is induced from models. Cultural information is contextualized in the dialogues or presented by the teacher. Reading, writing tasks are based on oral work.

**Interaction: Student-teacher & Student-student**

Students interact during chain drills or when taking roles in dialogues, all at teacher's direction. Most interaction is between teacher and student, initiated by teacher.

**View of Language, Culture:** Descriptive linguistics influence: every language seen as having its own unique system of phonological, and syntactic patterns. Method emphasises everyday speech and uses a graded syllabus from simple to difficult linguistic structures. Culture comprises everyday language and behavior.

**Aspects of Language the Approach Emphasises:** Language structures emphasised; vocabulary contextualised in dialogues but is limited because syntactic patterns are foremost; natural priority of skills - listening, speaking, reading, writing, with emphasis on first two; pronunciation taught from beginning, often with language lab work and minimal pairs drills.

**Role of Students' Native Language:** Students' native language habits are considered as interfering, thus native language is not used in classroom. Contrasting analysis is considered helpful for determining points of interference.

**Means for Evaluation:** Discrete-point tests in which students distinguish between words or provide an appropriate verb for a sentence, etc.

**Response to Student Error:** Teachers strive to prevent student errors by predicting trouble spots and tightly controlling what they teach students to say.

## *Other Methods*

### **The Silent Way**

The theoretical basis of Gattegno's Silent Way is the idea that teaching must be subordinated to learning and thus students must develop their own inner criteria for correctness. All four skills - reading, writing, speaking, and listening - are taught from the beginning. Students' errors are expected as a normal part of learning; the teacher's silence helps foster self-reliance and student initiative. The teacher is active in setting up situations, while the students do most of the talking and interacting.

**Aims:** To use language for self-expression; to develop independence from the teacher, to develop inner criteria for correctness.

**Roles:** Teaching should be subordinated to learning. Teachers should give students only what they absolutely need to promote their learning. Learners are responsible for their own learning.

**Teaching/Learning Process:** Students begin with sounds, introduced through association of sounds in native language to a sound-colour chart. Teacher then sets up situations, often using Cuisenaire rods, to focus students' attention on structures. Students interact as the situation requires. Teachers see students' errors as clues to where the target language is unclear, and they adjust instruction accordingly. Students are urged to take responsibility for their learning. Additional learning is thought to take place during sleep.

**Interaction: Student-teacher & Student-student**

The teacher is silent much of the time, but very active setting up situations, listening to students, speaking only to give clues, not to model speech. Student-student interaction is encouraged.

**Dealing with Feelings:** Teachers monitor students' feelings and actively try to prevent their feelings from interfering with their learning. Students express their feelings during feedback sessions after class.

**View of Language, Culture:** Language and culture are inseparable, and each language is seen to be unique despite structural similarities with other languages.

**Aspects of Language the Approach Emphasises:** All four skill areas worked on from beginning (reading, writing, speaking, listening); pronunciation especially, because sounds are basic and carry the melody of the language. Structural patterns are practised in meaningful interactions. Syllabus develops according to learning abilities and needs. Reading and writing exercises reinforce oral learning.

**Role of Students' Native Language:** Although translation is not used at all, the native language is considered a resource because of the overlap that is bound to exist between the two languages. The teacher should take into account what the students already know.

**Means for Evaluation:** Assessment is continual; but only to determine continually changing learning needs. Teachers observe students' ability to transfer what they have learned to new contexts. To encourage the development of inner criteria, neither praise nor criticism is offered. Students are expected to learn at different rates, and to make progress, not necessarily speaking perfectly in the beginning.

**Response to Students' Errors:** Errors are inevitable, a natural, indispensable part of learning.

## Suggestopedia

Lozanov's method seeks to help learners eliminate psychological barriers to learning. The learning environment is relaxed and subdued, with low lighting and soft background music. Students choose a name and character in the target language and culture, and imagine being that person. Dialogues are presented to the accompaniment of music. Students just relax and listen to them being read and later playfully practise the language during an "activation" period.

**Aims:** To learn, at accelerated pace, a foreign language for everyday communication by tapping mental powers, and overcoming psychological barriers.

**Roles:** Teacher has authority, commands trust and respect of students; teacher “desuggests” negative feelings and limits to learning; if teacher succeeds in assuming this role, students assume childlike role, spontaneous and uninhibited.

**Teaching and Learning Process:** Students learn in a relaxing environment. They choose a new identity (name, occupation) in the target language and culture. They use texts of dialogues accompanied by translations and notes in their native language. Each dialogue is presented, e.g., during two musical concerts; once with the teacher matching his or her voice to the rhythm and pitch of the music while students follow along. The second time, the teacher reads normally and students relax and listen. At night and on waking, the students read it over. Then students gain facility with the new material through activities such as dramatisations, games, songs, and question-and-answer sessions.

**Interaction: Student-teacher & Student-student**

At first, teacher initiates all interaction and students respond only nonverbally or with a few words in target language that they have practised. Eventually, students initiate interaction. Students interact with each other throughout, as directed by teacher.

**Dealing with Feelings:** Great importance is placed on students’ feelings, in making them feel confident and relaxed, in “desuggesting” their psychological barriers.

**View of Language, Culture:** Language is one plane; nonverbal parts of messages are another. Culture includes everyday life and fine arts.

**Aspects of Language the Approach Emphasises:** Vocabulary emphasises; some explicit grammar. Students focus on communicative use rather than form; reading, writing also have place.

**Role of Students’ Native Language:** Translation clarifies dialogues’ meaning; teacher uses native language, more at first than later, when necessary.

**Means for Evaluation:** Students’ normal in-class performance is evaluated. There are no tests, which would threaten relaxed environment.

**Response to Students’ Errors:** Errors are not immediately corrected; teacher models correct forms later during class.

## Community Language Learning

In Curren’s method, teachers consider students as “whole persons,” with intellect, feelings, instincts, physical responses, and desire to learn. Teachers also recognise that learning can be threatening. By understanding and accepting students’ fears, teachers help students feel secure and overcome their fears, and thus help them harness positive energy for learning. The syllabus used is learner-generated, in that students choose what they want to learn to say in the target language.



**Aims:** To learn language communicatively, to take responsibility for learning, to approach the task nondefensively, never separating intellect from feelings.

**Roles:** Teacher acts as counselor, supporting students with understanding of their struggle to master language in often threatening new learning situations. Student is at first a dependent client of the counselor and becomes increasingly independent through five specified stages.

**Teaching/Learning Process:** Nondefensive learning requires six elements: security, aggression (students have opportunities to assert, involve themselves), attention, reflection (students think about both the language and their experience learning it), retention, and discrimination (sorting out differences among target language forms).

**Interaction: Student-Teacher & Student-Student**

Both students and teacher make decisions in the class. Sometimes the teacher directs action, other times the students interact independently. A spirit of cooperation is encouraged.

**Dealing with Feelings:** Teacher routinely probes for students' feelings about learning and shows understanding, helping them overcome negative feelings.

**View of Language, Culture:** Language is for communication, a medium of interpersonal sharing and belonging, and creative thinking. Culture is integrated with language.

**Aspects of Language the Approach Emphasises:** At first, since students design syllabus, they determine aspects of language studied; later teacher may bring in published texts. Particular grammar, pronunciation points and vocabulary are based on students' expressed needs. Understanding and speaking are emphasised, though reading and writing have a place.

**Role of Students' Native Language:** Use of native language enhances students' security. Students have conversations in their native language; target language translations of these become the text around which subsequent activities revolve. Also, instructions and sessions for expressing feelings are in native language. Target language is used progressively more. Where students do not share the same native language, the target language is used from the outset, though alternatives such as pantomime are also used.

**Means for Evaluation:** No specific means are recommended, but adherence to principles is urged. Teacher would help students prepare for any test required by school, integrative tests would be preferred over discrete-point tests; self-evaluation would be encouraged, promoting students' awareness of their own progress.

**Response to Students' Errors:** Non-threatening style is encouraged; modeling of correct forms.

## Total Physical Response Method

Asher's approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. Activities eventually include games and skits.

**Aims:** To provide an enjoyable learning experience, having a minimum of the stress that typically accompanies foreign language learning.

**Roles:** At first the teacher gives commands and students follow them. Once students are “ready to speak,” they take on directing roles.

**Teaching/Learning Process:** Lessons begin with commands by the teacher; students demonstrate their understanding by acting these out; teachers recombine their instructions in novel and often humorous ways; eventually students follow suit. Activities later include games and skits.

**Interaction: Student-teacher & Student-student**

Teacher interacts with individual students and with the group, starting with the teacher speaking and the students responding nonverbally. Later this is reversed; students issue commands to teacher as well as each other.

**Dealing with Feelings:** The method was developed principally to reduce the stress associated with language learning; students are not forced to speak before they are ready and learning is made as enjoyable as possible, stimulating feelings of success and low anxiety.

**View of Language, Culture:** Oral modality is primary; culture is the lifestyle of native speakers of the target language.

**Aspects of Language the Approach Emphasises:** Grammatical structures and vocabulary are emphasised, imbedded in imperatives. Understanding precedes production; spoken language precedes the written word.

**Role of Students’ Native Language:** Method is introduced in students’ native language, but rarely used later in the course. Meaning is made clear through actions.

**Means for Evaluation:** Teachers can evaluate students through simple observation of their actions. Formal evaluation is achieved by commanding a student to perform a series of actions.

**Response to Students’ Errors:** Students are expected to make errors once they begin speaking. Teachers only correct major errors, and do this unobtrusively. “Fine-tuning” occurs later.

#### 4. **What Teaching Methodology?**

It is practically impossible to come to any decision as to which approaches are the best and which ones will best suit your particular teaching situation. One thing that can be agreed upon is that theorists and practitioners are constantly arguing and disagreeing about how language is acquired. Certain conclusions can however be drawn as highlighted by Jeremy Harmer in *The Practice of English Language Teaching*, 2002, Pearson Education Limited.

Harmer says that learners will need to be constantly exposed to language in order for it to be learnt. He goes on to say that communicative activities and task-based teaching offer real learning benefits yet are insufficient on their own to form the basis of an entire language programme. Another important factor, he says, which assists in the learning process is to lower anxiety and encourage students to discover things for themselves. This usually leads to improved language retention in the long term. Furthermore, Harmer suggests that teaching methodology 'is rooted in popular culture' and that assumptions made by methodologists and teachers alike may not in fact be shared by students from various cultural backgrounds. In light of this, a certain degree of compromise may be necessary.

What approach best works in your classroom will depend on the age of your students, the dynamics of the relationships, cultural backgrounds, their level of study and of course your preferences. Most importantly, your methods and practices should be regularly assessed and monitored to see if they are in fact working or not. This will ensure that you are using the best techniques for your particular class. Considering other people's research and theories may help you to reflect on your own teaching principles, but you should always approach academic theories and research with a degree of caution. Check these ideas against your own personal experiences and where possible apply them in practical situations.

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## ***Further Reading***

- **Second Language Acquisition**

See William O'Grady; Michael Dobrovolsky and Mark Aronoff (1989), *Contemporary Linguistics* (New York: St. Martin's Press).

- **Language Acquisition and Language Learning**

See Stephen Krashen and Tracy D. Terrell. *The Natural Approach: Language Acquisition in the Classroom* (Hayward, CA: Alemany Press).

- **An Overview of Adult Learning**

Dorothy Mackeracher, 1996. *Making Sense of Adult Learning* (Toronto: Cultural Concepts, Inc.).

- **Approaches to Teaching Methodology**

See Jeremy Harmer (2002) for a more detailed overview of popular Teaching Methodology.

For a classic in depth description of PPP, see D. Byrne (1986: Chapter 1).

On Task-Based learning in general, see C. Crookes and S. Gass (1993a and b).

See Diane Larsen-Freeman, 1986. *Techniques and Principles in Language Teaching* (Oxford University Press in New York)

## Chapter 3: Planning

1. Lesson Aims and Objectives
2. Lesson Types
3. Formal Planning
4. Informal Planning
5. Using a Course Book
6. Syllabus and Timetable
7. Schemes of Work
8. Teaching Materials

### 1. Lesson Aims and Objectives

Not only is it important to have a clear idea of the materials and activities that you will be using in your lesson, you also need to be clear about lesson aims and objectives. Clear aims outline what it is that you hope to achieve in the lesson.

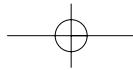
If you are being observed by a supervisor or a Trainer on a training course, you will be expected to provide a clear outline of your aims in your lesson plan. This careful preparation is excellent for helping you to decide which activities and procedures will best achieve learner outcomes. Furthermore, it is much easier for an observer to be able to evaluate whether you have indeed achieved those aims that you set for yourself. Usually, you will not write a statement of your aims and what you hope to achieve in your everyday teaching.

**MAIN AIMS:** To introduce / revise and practice phrasal verbs with 'down' in the context of someone's life and work.

**Target items:** to turn someone down, to hold down a job, something is getting you down, to close down, to settle down, to cut down, to step down from a position and let-down.

**SUBSIDIARY AIMS:** To pre-teach other vocabulary necessary for understanding of the story.

**Target items:** demanding (adj), to juggle commitments (v), tempting (adj), to take a nose dive (v).



## 2. Lesson Types

Lessons may be put together in a variety of ways, using a number of strategies to fulfill the lesson aims and objectives. We will briefly discuss four different lesson types as categorised by Scrivener in 'Learning Teaching' (1994). These lesson types have been adapted accordingly.

### Logical Sequence Lesson

This kind of lesson allows a logical sequence from one activity to the next leading to a pre-determined objective. The teacher should have predicted any possible problems which may arise in class and have thought of possible ways to overcome these in the classroom. It is this kind of lesson plan which is strongly encouraged on training courses as it is easier to follow and evaluate. This does not however suggest that this type of lesson is by any means more successful. Here is a possible sequence that a lesson of this kind may follow:

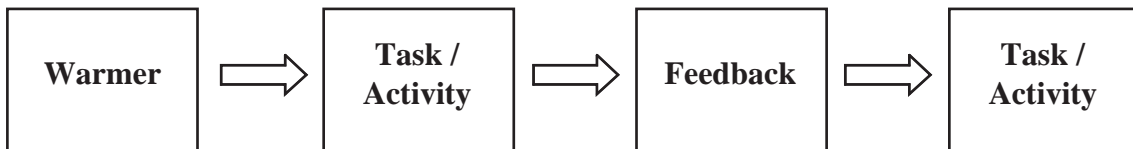
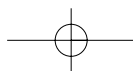
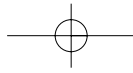


Fig. 2.1. Possible lesson sequence

STAGE:	PROCEDURE:
<b>Warmer:</b> To introduce the topic. Provide opportunity for students to talk and swap ideas. 5 mins Teacher - Students; Students - Students	Talk about birthdays and elicit some Zodiac signs. Pairs discuss what they know about their own signs in terms of character.
<b>Task:</b> Present vocabulary. Test students knowledge. Allow for some peer teaching. 5min. T-S; S-S	Provide first set of adjectives on cards. Students in groups organise into known and unknown.
<b>Feedback / Checking:</b> Check students understanding and extended vocabulary. Model and practise pronunciation. 10 mins. S-T; T-S	Compare groupings. Briefly check understanding of 'known' words. Use concept questions and situations to establish meaning of 'unknown' words. Drill new items.
<b>Task:</b> Controlled practice. To reinforce meaning. 10 mins. S; S-S	Gapfill. Individually then checking pairs.

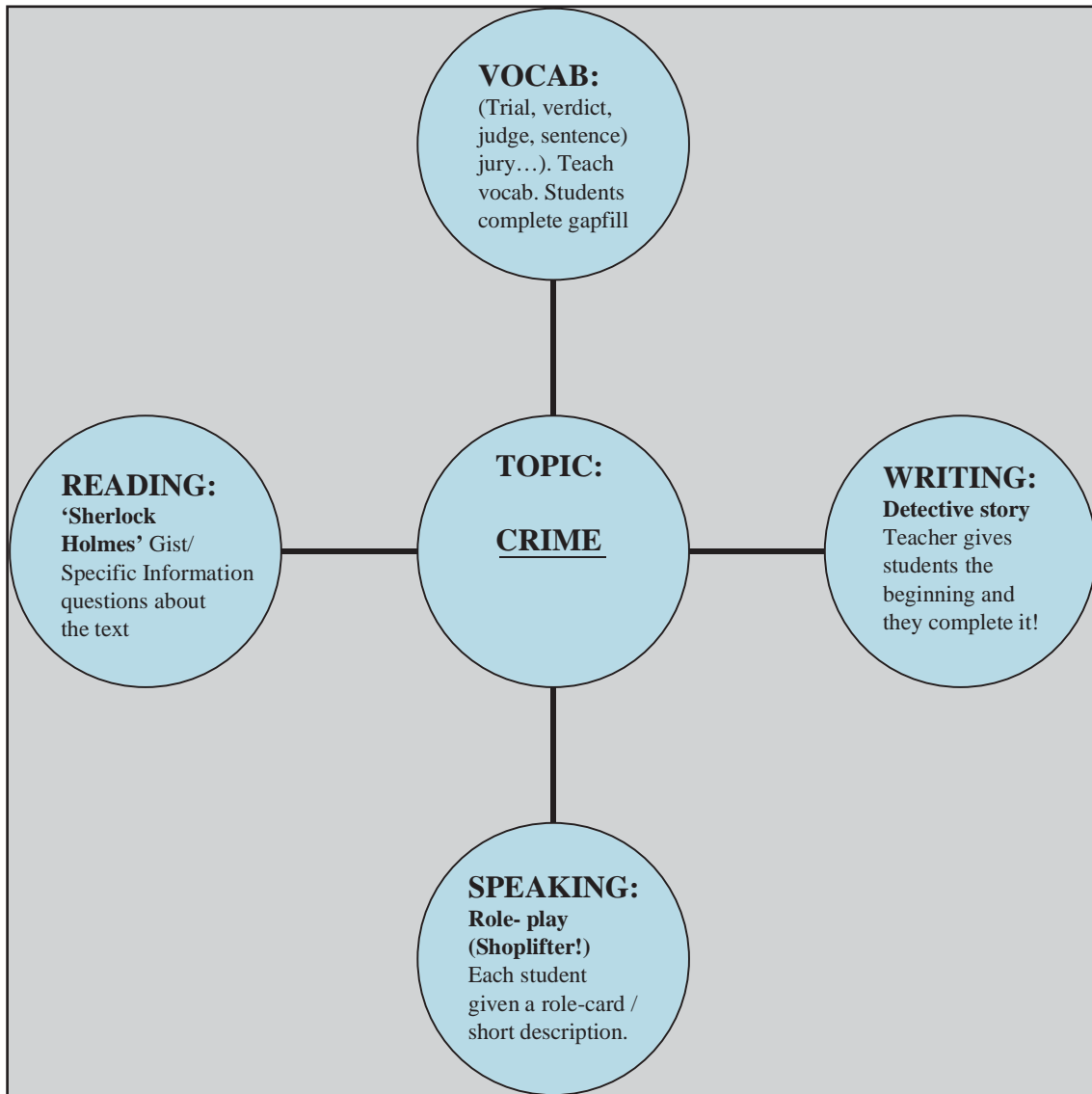
Fig. 2.2. An example of a Logical Sequence Lesson



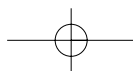


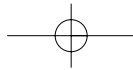
## Topic - Based Lesson

This kind of lesson is a lesson where the main focus is around a particular topic (e.g. family, friends, crime etc...). This lesson will include work on skills and systems presented in any order to achieve the aims of the lesson. One of the problems with this kind of lesson is that the teacher tends to teach the plan as opposed to the students. On the other hand, this kind of lesson does provide a certain degree of variety and provides for a framework for the learning process.



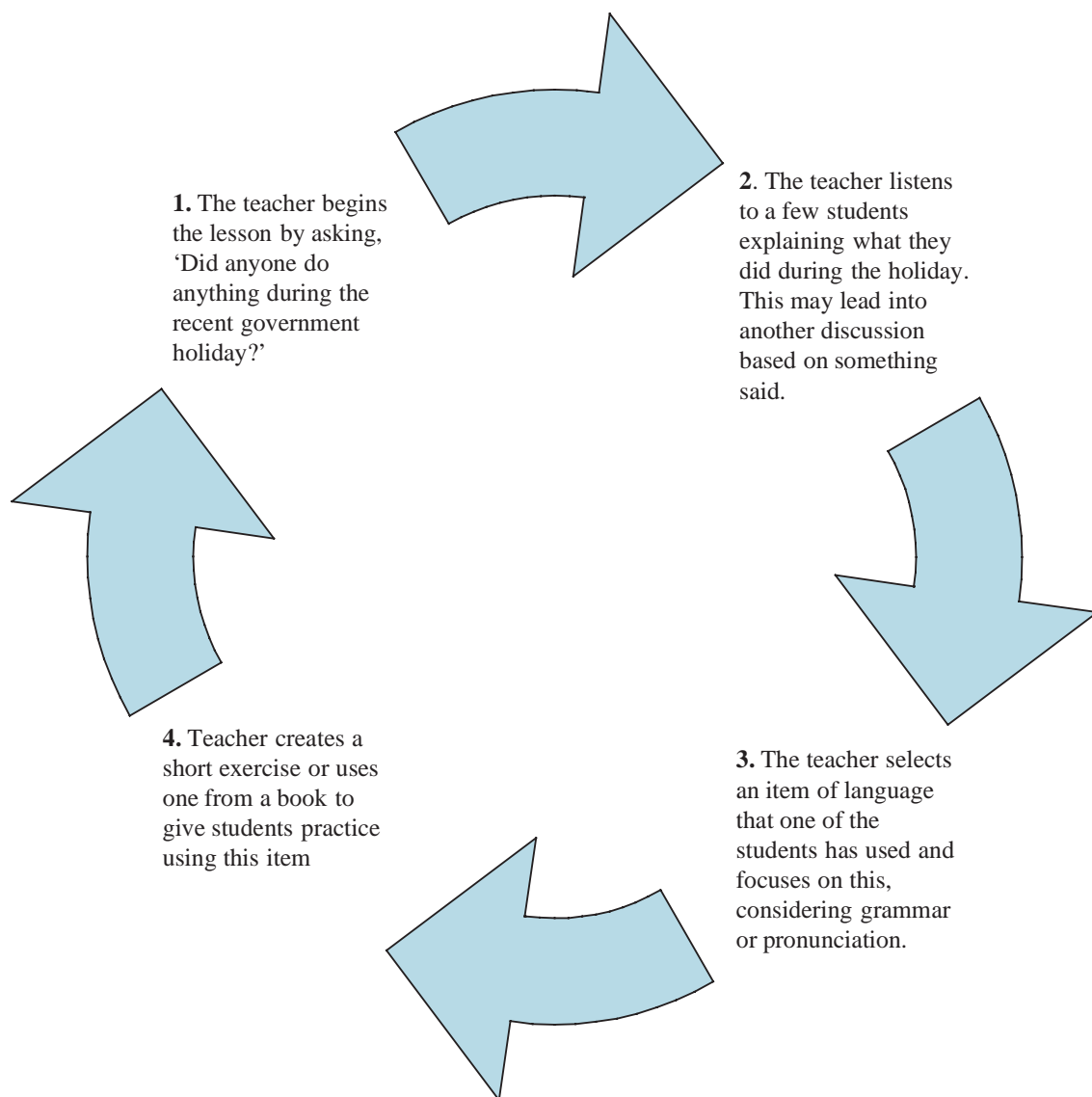
**Fig.2.3.** Example of a Topic Based Lesson - Skills and Systems Work presented in any order



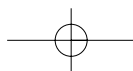


## Chocolate Box Lesson

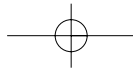
In this kind of lesson the teacher does not plan or predict outcomes as much. The lesson seems to ‘take a life of its own!’ This can be compared to selecting a chocolate from a box – you never know what you’re going to get until you have taken it from its wrapper! The teacher may begin the lesson with a topical discussion, an activity or task. The rest of the lesson simply develops from this and leads into something else. The teacher can include further ideas and materials during the course of the lesson. These ideas and materials may be from a book or the teacher’s own personal repertoire. The lesson may follow any number of directions and the objectives will usually only be clear once it is completed. This kind of lesson is student centred and personal, yet may appear aimless and without direction.



**Fig. 2.4.** An example of a Chocolate Box Lesson







## Random Lesson

This kind of lesson is planned around a number of different activities randomly thrown together and unconnected. There is no clearly defined language objective for the lesson although each separate activity or task may have a particular aim.

### 3. *Formal Planning*

It is always a good idea to be prepared before stepping into the classroom. This will help you to better cope with any eventuality. So, remember – prepare thoroughly and remain flexible and adaptable. If something is not working, be prepared to disregard the plan. Teach the learners and not the plan – always responding to what is taking place in the classroom. Formal planning is often a requirement on teacher training courses as it raises awareness and encourages teachers to think carefully through their aims and procedures. A formal plan usually consists of two parts:

I. **Background Information:** This usually comprises of :

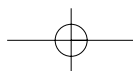
- Main Aim(s)
- Subsidiary Aims
- Assumptions
- Anticipated problems
- Solutions
- Materials

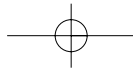
II. **Procedural Outlines:** This usually comprises of:

- The description of the various activities
- The order of the activities
- The timing of the activities
- The aim of the activity
- The focus of the activity

Here are a few areas for careful consideration when planning:

- **Aims**  
What are the subsidiary aims of the lesson?  
What are the aims of each activity?
- **Classroom Management**  
How will the chairs be arranged?  
What instructions will be given?
- **Teaching Point**  
What items of language will be studied or used in the lessons?  
What topics, context will be used?  
What preparation needs to be made/





- **Teaching Procedures**  
What activities will help the learners to achieve the lesson objectives?  
How will the activities link together to make a whole lesson?  
How long will each activity last?
- **Learners**  
What will they enjoy doing?  
What potential problems can we expect?
- **Material**  
What materials will be used for each activity?  
What course books will be used for each activity?  
What can be used for homework tasks?

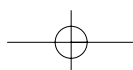
## A Good Lesson

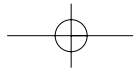
Here are a few ideas as to what constitutes a good lesson:

<u>A good lesson involves:</u>	<u>A good lesson is:</u>
feedback	Where students feel/ realise they have learnt something
variety	
student interaction	Varied and yet consistent
clear aims	
fun/ humour	
clear instructions	One where the students have provided the momentum
mutual trust and respect	
appropriacy	
revision	
planning	

## Writing a Lesson Plan

A lesson plan is not merely just a list of activities to complete during class. It is a professional document which shows your understanding of your students' needs, as well as principles of teaching. If the plan is clear, another teacher ought to be able to pick it up and work from it.





Here are some elements to consider when planning a lesson:

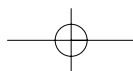
- Main aim(s)
- Context
- Procedural notes
- Aims of individual stages
- Estimated timing
- Variety of focus
- Assumptions about what the students know already and can do
- Anticipated problems with the language and solutions for how to deal with these
- A checklist of materials used
- Specific questions to check for understanding

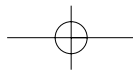
You need first of all to decide exactly what it is that you are going to teach. Although you may, of course, accept other items of language that students come up with, keep your aims clear in your mind. Decide, in other words, not only what you are going to teach, but what you are not going to teach.

Before working out the staging of your presentation and practice of the language, you need to analyse it in detail and work hard to anticipate any problems that may arise.

### Suggested layout:

NAME:	LEVEL:	TIME:
<b>MAIN AIM(S):</b> to present and practice character adjectives (including: sensible, hardworking, witty, shy, outgoing, moody, determined, laid back)		
<b>SUBSIDIARY AIM:</b> reading for gist and specific information. Freer speaking.		
<b>ASSUMPTIONS:</b> students will be familiar with some Zodiac signs and the idea of Lonely Hearts columns. A lot of adjectives will already be familiar to some students.		
<b>ANTICIPATED PROBLEMS:</b> need to limit the number of adjectives which come up. Confusion between sensible and sensitive and fun and funny, etc.		
<b>SOLUTIONS:</b> use concept questions and clear situations. Contrast synonyms and clarify which are positive/negative/either.		
<b>MATERIALS:</b> Lonely Hearts column from a local magazine (authentic). Gapfill. Jigsaw reading (homemade)		



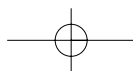


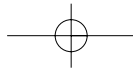
STAGE/FOCUS/TIMING	PROCEDURE	STAGE AIM
Warmer 5 mins Teacher-Students; Students - Students	Talk about birthdays and elicit some Zodiac star signs. Pairs discuss what they know about their own signs in terms of character.	Introduce topic. Provide opportunity for students to talk and swap ideas.
Present vocab 5 mins. T-Ss; S-S	Provide first set of adjectives on cards. Students in groups organise into KNOWN/UNKNOWN.	Test students knowledge. Allow for some peer teaching.
Feedback / Checking. 10 mins. Ss-T; T-Ss.	Compare groupings. Briefly check understanding of 'KNOWN' words. Use concept questions and situations to establish meaning of UNKNOWN. Drill new items.	Check Ss understanding and extend vocabulary (if more challenge needed). Model and practise pronunciation.
Controlled practice. 10 mins. S; S-S	Gapfill. Individually then checking in pairs.	Controlled practice to reinforce meaning.

### A Checklist for Post Planning:

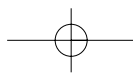
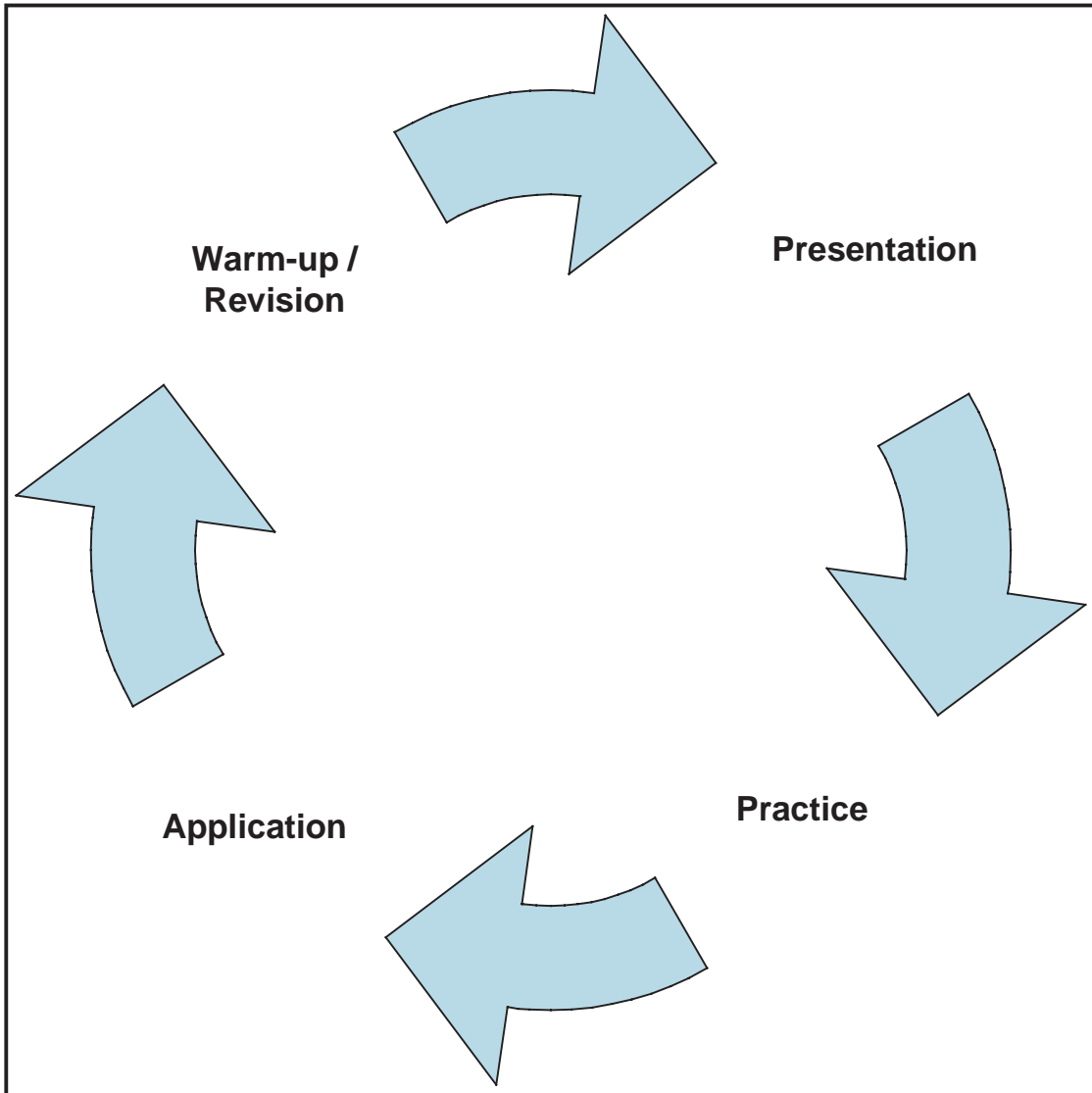
Here are a few considerations after you have completed your lesson plan. The order of these questions does not reflect the staging of the presentation and practice.

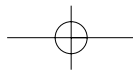
- Is the language contextualised?
- Have you clearly conveyed and checked meaning? Has this been done sufficiently often?
- Is appropriacy made clear? (if this is relevant)
- Have you highlighted form?
- Have you planned for boardwork and an opportunity for students to copy down an accurate record?
- Do the students have a clear and natural model at an appropriate moment?
- Have you highlighted problematic aspects of pronunciation?
- Are the practice activities appropriately staged?
- Do students get sufficient practice?
- Is there sufficient variety of interaction?
- Is the time allotted to each activity appropriate?
- Is there an opportunity for creativity / personalisation?
- How will you give instructions? Are they clear and concise?
- Is there any vocabulary in the instructions or cues which students will not know?
- Do you have any alternative ideas for activities to practise the same language?





### The ESL Lesson Plan is an Ongoing Process.....





## LESSON PLAN – EXAMPLE 1

**NAME:** Ana Bizet

**LEVEL:** Post Intermediate

**TIME:** 60 minutes

**MAIN AIMS:**

To introduce / revise and practise phrasal verbs with ‘down’ in the context of someone’s life and work.

**Target items:** to turn someone down, to hold down a job, something is getting you down, to close down, to settle down, and to cut down, to step down from a position and let-down.

**SUBSIDIARY AIMS:**

1. To pre-teach other vocabulary necessary for understanding of the story.

**Target items:** demanding (adj), to juggle commitments (v), tempting (adj), to take a nose dive (v).

2. To practise listening for specific information.

**ASSUMPTIONS:**

a) The students’ listening ability is at a high level and they will be able to reconstruct the story without any difficulty.

b) The grammatical structures and tenses in the text are revision.

c) The students can relate to someone’s life and work.

d) The students are able to deduce the meaning of vocabulary in context.

**ANTICIPATED PROBLEMS:**

1. Multiple meanings of phrasal verbs: to turn down a job (not accept) vs. to turn down a radio (lower the volume); ‘to cut down’ a tree (remove completely) vs. to cut down a workforce (to reduce); ‘to close a shop at the end of the day’ vs. ‘to close down’ a shop (goes out of business).

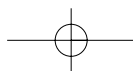
2. Difference in meaning between ‘to juggle’ (balls in the air) vs. ‘to juggle commitments’ (to balance).

**SOLUTIONS:**

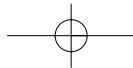
For (1) and (2) focus on meaning of the language in context and deal with other meaning if they arise.

**MATERIALS:**

Vocabulary worksheet: gapped text of Lola’s Story (both home-produced).



STAGE/FOCUS/TIMING	PROCEDURE	STAGE AIM
T-S; S-S; S-T; (10 mins).	Put up a list of target vocabulary on the board e.g. to juggle (v), tempting (adj), to hold down a job (v), etc... Students discuss the meaning of the words in pairs - monitor and assess understanding. Feedback - elicit possible meanings.	To discover students' knowledge of target vocabulary. To allow students to share knowledge of target vocabulary.
T-S; S-S; (10 mins)	Give out sheet with the target vocabulary in contextualized sentences. Students confirm / explore the meaning of the target vocabulary.	To allow students to confirm the meaning of the target vocabulary in context. To allow students to discover the meaning of the target vocabulary in context.
T-S; T-S; T-S; (10-15 mins).	Go over each target item and get students to explain the meaning. Confirm and / or clarify each item. Check meaning of items, e.g. how do you feel if something is getting you down? - depressed. Can you give me an example of something that is getting you down at the moment and why? - the weather because it's bad. Focus on pronunciation if necessary.	To clarify the meaning of the target vocabulary. To clarify pronunciation.
T-S; T-S; T-S; S-S; S-T; (10-15 mins).	Focus the students on the phrasal verbs on the board. Ask students to listen to me telling the story about Lola - they need to listen for the main points and to think about what phrasal verbs fit in the gaps. Read out text - students listen. Students reconstruct Lola's story in pairs. Feedback - students reconstruct the story as a class. Give out gapped text - students fill in the phrasal verbs.	To reinforce the meaning of the target vocabulary through listening, speaking and writing. To practise listening for specific information. To allow students to retell the story with the target vocabulary in context. To consolidate through writing.
T-S; S-S; T-S; S-S; (10 mins).	Set up <b>Role-play 1</b> - you are a friend of Lola's. You haven't seen her for 5 years. She's just got married - you never thought she was the marrying kind. You meet her in a pub and you say: " <b>Lola! I haven't seen you for ages. How's life?</b> " Continue the dialogue. Set up <b>Role-play 2</b> - you meet Lola just after she's lost her job. Lola, is feeling positive about the future. You meet each other in the street. Have your conversation.	To allow students to transfer the vocabulary to a conversation.



## **LESSON PLAN – EXAMPLE 2**

**NAME:** Ana Bizet

**LEVEL:** Beginners

**TIME:** 25 mins

### **MAIN AIM(S):**

to provide clarification and restricted practice – lexis e.g. beer, tea, coffee and bar talk (here you are, can I have a X? etc.) Also basic greetings ‘Hello, my name’s....’”

### **LINGUISTIC AIM(S):**

to teach and give restricted practice in the above  
to expose students to the sound system via a comprehensible anecdote

### **COMMUNICATIVE AIM(S):**

to enable students to ask for things in a bar

### **PERSONAL AIMS:**

to relax the students in their first lesson

### **ANTICIPATED LINGUISTIC PROBLEMS: (please do your language analysis here!)**

Pronunciation – tendency to anglicise Japanese words spelt with Roman letters, inserting schwas etc.

Word order in requests – the object precedes the verb in Japanese e.g. *biru o kudasai* = beer I want a.

### **SOLUTIONS TO ABOVE:**

#### Pronunciation

Clear modeling and drilling  
Delaying writing the word until pronunciation has been drilled.

#### Word order

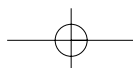
Clear model and ensure the students recognise which is the verb and which is the noun.

### **ANTICIPATED PROBLEMS: (other) (please don’t write problems such as ‘the tape recorder might not work!’)**

1. Students may be nervous on their first lesson and be reluctant to talk.
2. Students may not want to perform the role plays in front of the class.
3. Students may feel intimidated by the ‘anecdote’ stage where there is a lot of non-comprehensible lexis.

### **SOLUTIONS TO ABOVE:**

1. Maintain an atmosphere of humour, using lots of praise.
2. Select ‘bolder’ groups – if necessary avoid this.
3. Provide lots of support for comprehension – mime, pictures, international words. Do not seek a response.

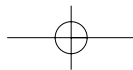




STAGE/FOCUS/TIMING	PROCEDURE	STAGE AIM
Warmer 3 mins Teacher - Students ; Students - Teacher; T	Greeting - 'hello, my name's .... Nice to meet you.' Teacher drill, choral and individual. Teacher writes phrases on W/B - students copy.	to introduce and give very restricted practice in the language of greetings. To give students a written record.
Mill. S-S. 3 mins.  T-S. 4 mins	Students mingle and greet each other.  Teacher tells Tokyo anecdote.	to give students restricted practice in the above.  to expose students to authentic English. To set a context for the target language.
T-S. S-T. S-T. 4 mins.	Introduce drinks with pictures - beer, coffee, tea etc. Drills - choral and individual.	to introduce and give very restricted practice in drinks lexis.
T-S. T. T-S. S-T. S. 4 mins	Introduce bar scenario, using W/B. Write up a dialogue between waiter and yourself with mime. Drill and then substitution drill using the drinks pictures. Students copy record.	to put the language in a bigger context. To teach functional bar language e.g. here you are / Can I have? To focus on pronunciation of target language.
Pairs. 2 mins	Students practise in pairs	to give students restricted practice in the above.
Groups. 5 mins	Role play. Performance of role- play.	to give students freer practice in the target language.

#### 4. *Informal Planning*

An experienced teacher will, in most cases, write an informal plan. This may simply involve a basic outline and an ordering of activities to be used in the classroom. It is not 'economical' to take an hour planning a 60 minute lesson, especially if you may not use that particular lesson plan again.



Here are a few notes and procedural outlines jotted down for a lesson:

**LESSON PLAN - EXAMPLE:**

**AIM:** Learn the modal forms 'have to' and 'must'

**ACTIVITY:** Grammar introduction/ review, talking about daily routines and interview game.

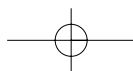
**LEVEL:** Lower levels (Beginner / Elementary)

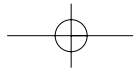
**OUTLINE:**

- Ask students to talk about their daily routines. Have them make a list of five things that they have to do everyday.
- Introduce the grammar by having the students take a look at the grammar sheet provided.
- Discuss the differences between 'have to' and 'must' in the positive form. Make sure to point out that 'have to' is used for daily routines while 'must' is used for strong personal obligation.
- Discuss the differences between 'don't have to' and 'mustn't'. Make sure to stress the idea that the person isn't required to do something but may do so if he / she would like while 'mustn't' expresses the idea of prohibition.
- In order to encourage students to favour the use of 'have to', spend the rest of the lesson focusing on daily responsibilities by completing some exercises.
- Ask students to take out the list they created earlier and re-write the list using 'have to'.
- Ask students to choose a job from the list provided (you might want to first check that the students are familiar with the jobs listed) and think about what a person working in that profession has to do.
- Once you have given students a chance to work on the 20 question game. You can begin by choosing a profession and having students ask you 10 or 15 questions about what you have to do in this job. Questions can only be answered by 'yes', or 'no' or 'sometimes'.
- The student who guesses the name of your profession should be the next to be asked the 15 questions. Another variation on this game is for the students to play in pairs.

## 5. *Using a Course Book*

A course book can be a good source of exploitable and useable material. Activities are sequenced and carefully thought out. Unfortunately, not all course books are that helpful but many are a useful starting point. Students will probably expect the teacher to use a course book, so this may be a sensible idea. It must however be remembered that a teacher does not necessarily need to be a slave to the book. Material can be **reordered, adapted, varied and omitted**. Carefully select that which is appropriate for the students. That which is not appropriate should be **rejected**. Teachers may **vary and adapt** activities in order to give students the practice needed. Teachers should use **supplementary** materials if necessary. Furthermore, a course book provides a useful syllabus for students to follow and a devised course to help them learn.





In the School environment, it is important to select course books and supplementary resources that are aimed at the correct target audience (young children, teenagers or adults). There are many good course books on the market that are inappropriate for children but which are aimed at an adult audience. There are some excellent course books available that are aimed at children, covering interesting and relevant topics. There are also many course books written specifically for preparing students for the Oxford and Cambridge Examinations. These are an excellent starting point and can be supplemented using a tremendous range of resources available in the bookstores and on the Internet.

## 6. *Syllabus and Timetable*

There are essentially two types of syllabus: Synthetic and Analytic.

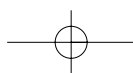
A Synthetic syllabus segments the target language into discrete linguistic items for presentation one at a time. These are:

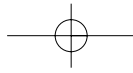
- structural
- lexical
- notional
- functional

An Analytical syllabus presents the target language in whole chunks at a time, without linguistic interference or control.

A syllabus lists the content of the course and places the separate items into order. In most English Language schools, the syllabus is simply the course book. In other schools (Primary / Secondary) however, it may be a more detailed requirement and the syllabus is often interpreted into a series of lessons known as a Scheme of Work. A syllabus may be a mixture of skills and systems work whereas others describe course content in terms of topics.

The decisions about how to interpret a syllabus into a series of lessons is, to a great extent, the teacher's job. The teacher will typically look at the school syllabus or course book contents page and try to determine or map out how to cover the content in the available time. A timetable involves selecting items from the syllabus or course book and writing them into appropriate spaces on a plan. This should give others a clear impression of what work is planned for a particular class during a lesson or week.





Refer to the example of a three level ESL syllabus below:

## ESL Syllabus

A syllabus for each proficiency level should be designed to incorporate all the skills and systems necessary to provide a sense of moving forward; of growing achievement and progress.

### ELEMENTARY LEVEL

In the Elementary programme, students should aim to:

#### Oral/Aural

- Demonstrate an understanding of word order in English;
- Demonstrate a basic vocabulary sufficient for everyday use;
- Use those sounds in English that do not occur in their mother tongue;
- Have learnt the appropriate intonation and stress patterns of English;
- Give basic personal information, can exchange greetings, can ask for simple information necessary for daily school life.

#### Reading

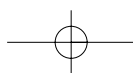
- Demonstrate a recognition of words and sentence patterns in English;
- Understand the conventions (punctuation and layout) of English;
- Respond to questions about a written text;
- Reinforce and apply their vocabulary skills through shared and guided reading appropriate to their level;
- Use contextual knowledge to predict the meaning of unfamiliar words;
- Develop skills to enable them to determine meanings of unfamiliar words (dictionary and research skills).

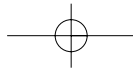
#### Writing

- Write simple instructions, e.g. getting to school, playing a game;
- Use story structure to write about own experience in same/similar form;
- Use capitalisation, e.g. headings, titles, names;
- Be able to use the correct register, spelling and punctuation;
- Be able to write sentences which follow basic sentence patterns;
- Keep vocabulary and definition lists.

#### Grammatical Awareness

- Be aware of word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit';
- Be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am; the children are*;
- Use verb tenses with increasing accuracy in speaking and writing;
- Use simple gender forms, e.g. *his/her* correctly;
- Use verb tenses with increasing accuracy in speaking and writing, e.g. *cook/cooked, look/looked*.





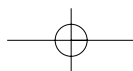
On completion of the Elementary course the student should be able to:

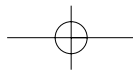
- STAGE 1** Identify him/herself  
Identify common objects, colours and body parts  
Use present tense for everyday activities and habits using common basic verbs  
Use regular plurals/adjectives  
Understand and follow simple instructions  
Use present continuous tense to describe everyday actions
- STAGE 2** Identify family, peer group, and familiar items and objects  
Be familiar with the days of the week, months and dates  
Understand and use numbers correctly  
Understand and use irregular plurals and negatives  
Understand and use question forms  
Express him/herself using simple past and future tenses
- STAGE 3** Identify and use a wider variety of vocabulary items  
Understand and use time correctly  
Understand and use possessives and pronouns correctly  
Understand and use prepositions of place  
Understand and use comparisons  
Understand simple stories and be able to re-tell them  
Express him/herself using appropriate language including contractions.

### INTERMEDIATE LEVEL

The objectives of this level are:

- To enable students to have a greater phonological awareness;
- To make them feel more confident in expressing themselves;
- To prepare them to read, understand and interpret more difficult texts (some will be subject related);
- To enable them to use the writing process for self-expression and to cope with academic demands;
- To increase their vocabulary and grammatical awareness;
- To make the subject material, topics and themes relevant to the interests of the students.





In the Intermediate programme, students should aim to:

### **Oral/Aural**

- Define familiar vocabulary in their own words, using alternative phrases or expressions;
- Show basic competence in spoken English in familiar situations and role sets;
- Negotiate the transactions needed for daily life and to function adequately in basic social situations;
- Understand more complex instructions and explanations;
- To give oral presentations, perform role-play situations and to be able to communicate in class discussions.

### **Reading**

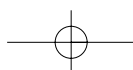
- Explore narrative order: identify and map out the main stages of the story: introductions, build-ups, climaxes or conflicts and resolutions;
- Compare and contrast poems and stories on similar themes, particularly their form and language, discussing personal responses and preferences;
- Reading for gist and general understanding;
- Reading for specific information
- Use and understand spelling patterns (identifying phonemes);
- Understand longer and more difficult texts, some of which will be subject related;
- Use context to identify meaning of new vocabulary;
- Identify different types of text, e.g. their content, structure, vocabulary, style, layout and purpose;
- Identify features of newspapers, articles, headlines and advertisements;
- Predict newspaper stories from evidence of headlines;
- Identify features of instructional texts including: noting the intended outcome at the beginning, clearly setting out sequential stages, language of commands, e.g. imperative verbs;
- Identify the key features of explanatory texts including: purpose, structure, use of connectives of time and cause and effect, use of passive voice, presentation.

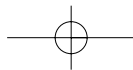
### **Writing**

- Use longer and more complex sentences;
- Use paragraphs in writing to organise and sequence the narrative;
- Understand the differences and use of different writing styles such as descriptive writing, report writing, note taking, prose, functional writing;
- Use punctuation when constructing sentences.

### **Grammatical Awareness**

- Revise and extend work from the previous level;
- Use comparative and superlative adjectives;
- Use of possessive apostrophes;
- Apostrophise singular nouns;
- Understand the significance of word order and its effect on meaning;
- Use connectives, e.g. adverbs, adverbial phrases.





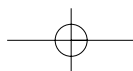
On completion of the Intermediate programme the student should be able to:

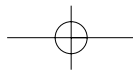
- STAGE 1** Identify and use a wider variety of vocabulary items  
 Use opposites of key words  
 Understand and use prefixes and suffixes  
 Use reflexive pronouns correctly  
 Use conditionals correctly  
 Understand and predict outcomes of longer stories  
 Be able to use a variety of written modes correctly and appropriately
- STAGE 2** Use a wider and more selective vocabulary  
 Understand and use synonyms  
 Use past tenses correctly (simple; perfect; progressive, used to)  
 Use perfect tenses (present)  
 Use the future tenses correctly (present progressive, going to, will)  
 Be aware of the difference between written and spoken forms  
 Begin to recognise and correct mistakes in own written work
- STAGE 3** Guessing understanding of new vocabulary from context  
 Use comparatives and superlatives  
 Requests using modals  
 Understanding of imperatives to offer solutions and advice  
 Use more selective vocabulary appropriate to specific subject area  
 Use compound sentences correctly  
 Understand and predict texts (mood and tone)  
 Develop reading for pleasure as well as for study  
 Develop a wide range of writing skills, e.g. reports, summaries, notes, descriptions.

### ADVANCED LEVEL

This level is designed to enable students to continue developing their language skills and concentrates on accuracy and detail. The emphasis at this level is on vocabulary enrichment, higher level reading skills, the mastery of written skills and reinforcement and practice of grammatical concepts. The students will also be given the opportunity to further develop their creative oral/written skills. Moreover the students will:

- Have full operational command of all basic structures of the language;
- Be able to recognise different register and can operate effectively in registers appropriate to personal and/or professional situations.
- Be able to produce accurate written language for a variety of text types.





On completion of the Advanced programme the student should be able to:

### **Oral/ Aural**

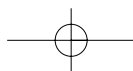
- Follow more complex oral instruction;
- Ask and answer questions coherently and spontaneously;
- Use more complex structures on oral communication;
- Debate and argue a point of view;
- Express opinions and compare and recommend;
- Speculate about the future.

### **Reading**

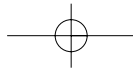
- Comment critically on the language, style of periodicals, reviews, reports and leaflets;
- Secure the skills of skimming, scanning and efficient reading so that research is fast and effective;
- Appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value.
- Summarise effectively
- Infer ideas not stated explicitly
- Draw reasonable conclusions from written texts;
- Distinguish between fact, opinion and fiction;
- Identify the features of balanced written arguments which, e.g. summarise different sides of an argument; clarify the strengths and weaknesses of different positions; signal personal opinion clearly.

### **Writing**

- Divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives;
- Select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types;
- Write non-chronological reports linked to other subjects;
- Use a greater variety of sentences with correct and appropriate verb forms, punctuation, capitalisation, plural forms and possessives;
- Develop a personal style;
- Make notes in study situations from oral, visual and written sources;
- Secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice;
- Construct effective arguments; develop a point logically and effectively; support and illustrate a point persuasively; anticipate possible objections; tailor the writing to formal presentation where appropriate.







### Grammatical Awareness

- Revise all grammar from the two previous levels;
- Be familiar with and understand: past progressive; present perfect progressive; past perfect;
- Revise earlier work on verbs and to understand the terms *active* and *passive*; being able to transform a sentence from active to passive, and vice versa;
- Note and discuss how changes from active to passive affect word order of sentences;
- Revise work on complex sentences: identifying main clauses; ways of connecting clauses; constructing complex sentences;
- Use appropriate punctuation;
- Revise work on contracting sentences: summary; note making; editing
- Use reading to: investigate conditionals, e.g. using *if...then*, *might*, *could*, *would* and their uses, e.g. in deduction, speculation, supposition; use these forms to construct sentences which express, e.g. possibilities, hypotheses; explore use of conditionals in past and future, experimenting with transformations, discussing effect, e.g. speculation about possible causes (past) reviewing a range of options and their outcomes (future)

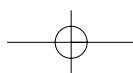
At the end of the Advanced level the students will have a level of language skills to enable them to use language correctly, coherently and appropriately.

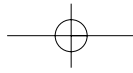
### Timetabling from a Course Book

When timetabling from a course book, the teacher must consider the need to provide *variety and balance* of:

- skills
- input versus output
- teacher centred versus learner centred
- presentation and revision
- activities

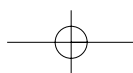
Furthermore, consideration should be given to the need to make the timetable a coherent whole (some books help with this: e.g. themes, characters, grammar link). In addition, there should be a link with past and future learning.





### Suggested Procedure

1. Examine the course book.  
What language input is there (structure / functions / vocabulary / pronunciation)?  
What listening / reading materials?  
Are they authentic or scripted?  
What speaking / writing materials?  
What activities look most appropriate for students?
2. Look at the input and skills work  
Is the input appropriate for your group?  
How much time will you need to spend on different areas?  
What are the priorities, and what might you need to reject or defer?  
**Skills work:** will the activities and materials appeal to your group? Is there a balance of materials which consolidate, and materials which aim to help the skills?  
**Other activities:** will they be appropriate? If so, use them. Do you need to adapt them? e.g. turn them into an information gap / make an exercise into a quiz etc. Do you need to devise your own practice materials if there isn't enough? Look at other books!
3. Having examined content and material, begin to fill in your timetable.  
**Suggestion:** Start with the language content, and put a bit in each slot. But don't overload. One or two slots might have a skills aim and language practice subsidiary.  
Fill in the 'bare bones'.
4. Final check – is the timetable balanced over the period that you are planning for?
5. Fill in practice materials and activities.

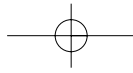


Week/ Topic	Grammar/ Vocabulary	Reading and Listening	Speaking and Writing	Function and Pronunciation	Resources
(Week 1&2)  Computer Love  Computer Games  Pen friends	<b>Vocabulary:</b> Computer related words (p. 61) <b>Grammar:</b> 'will' (predictions) (p.62/63)	<b>Reading:</b> 'Distant Love' - Computer Romance (p. 60) <b>Listening:</b> Song - 'Mr. Postman' -gap fill (p. 61) <b>Reading:</b> Pen friends (p.64)	<b>Speaking:</b> Class mill-drill 'Have you got...?' 'No, I haven't / Yes, I have.' (p 61) <b>Discussion -</b> song 'Mr. Postman' (p. 61) <b>Writing:</b> informal letter (p. 64)		'Twist 1' Oxford University Press Issue 6

Fig.3.1.A timetable prepared from a course book

<p><b>Lesson 1/ Week 1:</b> Speaking Exercise – Students bring in souvenirs or pictures from a previous holiday. In groups, students discuss their souvenirs. They discuss their holiday in terms of location/ accommodation/ activities/ memorable food. Students prepare and present a short talk for the class. The Class asks questions to develop ideas.</p>
<p><b>Lesson 2/ Week 2:</b> Vocabulary – brainstorm ideas 'What makes for an ideal holiday resort.' In groups, students design their own holiday resorts. They discuss and focus on position of activities, target audience, purpose of the holiday. Students then present their models and ideas to the class using a speaking frame prepared by the teacher.</p>
<p><b>Lesson 3/ Week 3:</b> Role Play – Students are divided in Customers and Managers. They are presented with a range of possible problems or complaints that a vacationer might encounter. The Customers must prepare what they are going to say to the Manager and the Managers must prepare what they are going to say to the Customers. The Students are then placed in pairs (Customer and Manager). Each pair then has the opportunity of role-playing in front of the class.</p>
<p><b>Lesson 4/ Week 4:</b> Writing – A letter of complaint. Discuss with the class, the format of a formal letter/ use of formal language and not slang/ being firm yet not aggressive/ use of paragraphs. Give students a writing frame explaining the content you require in each paragraph. Students write a letter of complaint to the Manager of a hotel/ holiday resort.</p>
<p><b>Lesson 5/ Week 5:</b> Listening – Students listen to a cassette recording (in the language laboratory) of some customers discussing 'horror vacations'. Students will answer questions (Gist/ Specific information). Students then go to the multi-media centre where they write their completed letters of complaint on a word processor.</p>

Fig.3.2. A Timetable based on the topic 'Holidays' – based on teacher's own resources/ Internet etc.



## 7. *Schemes of Work*

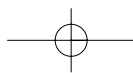
A Scheme of Work provides a teacher and ESL Department with a long term overview. The contents of a course are listed and all the separate items placed in an order with a time frame.

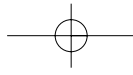
A Scheme of Work should be based on a mixture of skills and systems. This will cover listening, speaking, writing, reading, grammar, lexis, function and pronunciation. Some Schemes of Work may describe course content in terms of topics (e.g. family; friends; health; fitness; crime; travel) or tasks. Having a Scheme of Work can be a tremendous help, clearly setting out what a teacher is to cover in the class. It can also be a burden if it is unrealistic in terms of what the students need or what they are likely to achieve within the given time frame.

In order to formulate a Scheme of Work, the teacher has to interpret the syllabus into a series of lessons. Each of these lesson plans are usually designed to engage with a particular syllabus assessment objective or objectives. This process typically involves the teacher looking at the ESL syllabus or a coursebook's contents page and attempting to map out how to cover the content in the time available.

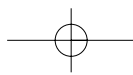
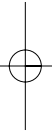
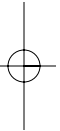
Refer to the example below of a lesson from a Scheme of Work accessed on the CIE (Cambridge International Examinations) web site (<http://teachers.cie.org.uk>). The Schemes of Work are divided into ten topic-based units, each providing roughly half a term's work of practice in the syllabus's interrelated skills of speaking, listening, reading and writing. This particular lesson is from the IGCSE (International General Certificate of Secondary Education) ESL Scheme of Work. Each unit contains a series of activities linked to a common topic area.

The IGCSE ESL qualification is roughly the equivalent of ALTE Level 4 or Lower Advanced level according to the Common European Framework Reference for Languages. Please refer to Chapter 8: *Assessment and Testing* for further clarification of these levels.





Don't Output  
this page!



## 8. Teaching Materials

### Authentic & Non-authentic Materials

As already mentioned, a good starting point for any inexperienced teacher, is to make use of a course book. A course book is written especially for students and is therefore *non-authentic*. Materials which are not specifically designed for classroom use, but which may be exploited in a language environment, are *authentic*. These may include magazines, airline tickets, timetables, brochures, emails, letters, newspapers, etc... *Semi-authentic* materials may include readers as they are graded for different student levels.

ADVANTAGES	DISADVANTAGES
<p><b>Authentic Materials</b></p> <p>Interesting and fun Gives confidence to students Realistic Special merit abroad Cheap</p> <p><b>Non-Authentic</b></p> <p>Material is already graded Generates more language</p>	<p><b>Authentic Materials</b></p> <p>Harder to grade Takes longer to plan More teacher input required Could be discouraging</p> <p><b>Non-Authentic</b></p> <p>Quite expensive Safe and predictable May not provide difficulties, useful for discussion</p>

### Selecting Appropriate Classroom Materials

Using concrete but age-appropriate materials with learners enhances instruction by providing a context for language and literacy development. A basic kit of materials might consist of the following objects, games, and materials.

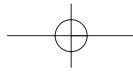
1. Realia: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers, abacus, manual for learning to drive, and classroom objects;
2. Flash cards: pictures, words, and signs;
3. Pictures or photographs: personal, magazine, and others;
4. Tape recorder and cassette tapes, including music for imagery and relaxation;
5. Overhead projector, transparencies, and pens; video player and videos;

6. Pocket chart for numbers, letters, and pictures;
7. Alphabet sets;
8. Camera for language experience stories—to create biographies and autobiographies;
9. Games such as bingo and concentration: commercial or teacher-made;
10. Colored index cards to teach word order in sentences, to show when speakers change in dialogue, to illustrate question/answer format, and to use as cues for a concentration game;
11. Cuisenaire rods to teach word order in sentences, and to teach adjectives.
12. Coloured chalk to teach word order, to differentiate between speakers in a dialogue, and to illustrate question and answer format;
13. Poster, butcher, and construction paper;
14. Felt-tipped pens, colored pencils, and crayons;
15. Scissors, glue, and masking tape; and
16. Children's literature: for learning techniques for reading or telling stories to children

### **Topics for Different Learners**

When considering appropriate topics in the classroom, one should consider the learners' age and intellectual maturity. Topics aimed at young learners should where possible focus on concrete aspects of lifestyle and habit. This may incorporate practical activities including the creation of posters, brochure, leaflets, picture stories etc. Visual stimulus is important at this stage and may assist with captivating learner attention and motivation.

For teenagers and young adults, it may be a good idea to cover topics that they may relate to through their own experiences. This may involve relationships, friendships, popular and social culture, exploring one's individuality etc. It is these topics which they will find stimulating and interesting.



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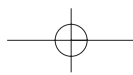
### ***Further Reading***

- **Using a Coursebook**

See A. Cunningsworth (1984 and 1985) for further insights into effectively evaluating coursebooks for teaching.

- **Syllabus and Timetable**

K. Johnson (1982: Chapter 8) explores issues of functional syllabus design.





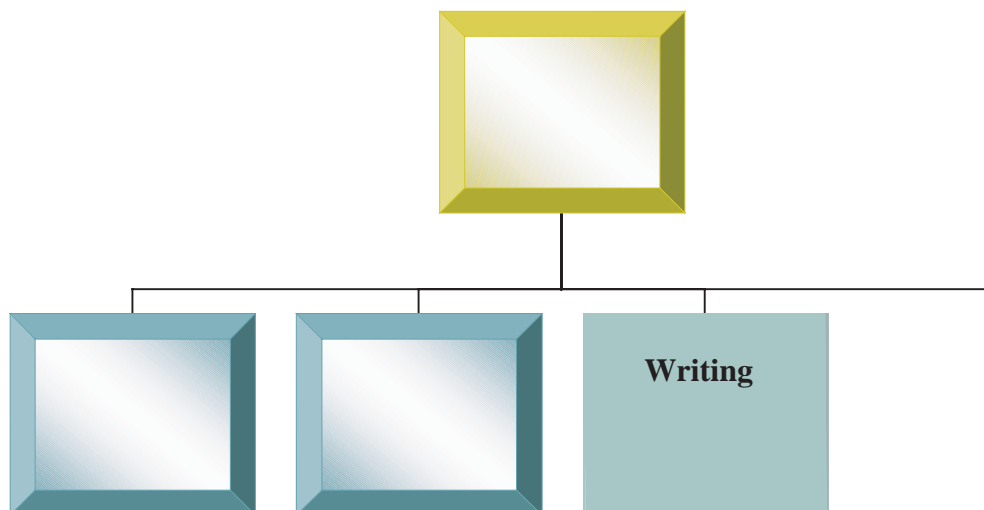
# Chapter 4: The Receptive Skills

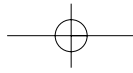
1. The Language Skills
2. Approaches to Reading and Listening
3. Procedures for Reading and Listening Lessons
4. Developing Reading Skills – Problems and Solutions
5. The Use of Readers
6. Storytelling
7. Using a Tape Recorder / CD Player in the Classroom
8. Using Songs, Video and Television in the Classroom

## 1. *The Language Skills*

English Language Teaching unites the important skills of reading, writing, speaking and listening. In particular, good oral work enhances pupils' and students' understanding of language in both oral and written forms and of the way language can be used to communicate. Listening and Reading are known as the 'receptive skills' whereby the reader or listener receives information. Speaking and writing are the 'productive skills'.

Here is a diagrammatic representation of how the English language is divided into Language Skills:





## 2. Approaches to Reading and Listening

Reading is a 'receptive skill' that should be done individually, as opposed to reading out aloud. It is important to remember that students read at different speeds and in very different ways. When considering a listening activity on the other hand, a tape or CD takes a definite length of time to play through.

There are two methods that can be used when reading or listening for information:

1. Reading and Listening for **Gist**: Here, students read or listen for an overall, general understanding of a particular text, story or tape-script. Students are encouraged to devote less attention to the individual meaning of words and phrases.

With regard to reading, this idea is also referred to as **skimming**. Students may be asked to "speed – read" through a particular text in order to answer a general question such as "Is this text about the advantages or disadvantages of CCTV surveillance?" Students must develop a tolerance for guessing. Give the students time limits to ensure that they skim.

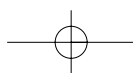
Listening to an entire tape-script, with the intension of acquiring an overall understanding of what it is about, may be referred to as "**extensive listening**" or "listening for gist."

2. Reading and Listening for **Specific Information**: Here, students read or listen for specific information. Students are encouraged to understand information or specific language items in more detail.

With regard to reading, this idea is also referred to as **scanning**. Students may be asked to read through a particular text in detail in order to answer a specific question such as "At what time did the train depart the station?"

"**Intensive listening**" or "listening for detail" is where the students concentrate on a small part of the tape-script in order to understand some subtle points of detail.

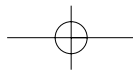
Moreover, it is important to raise student awareness that it is not essential to understand every word when completing either a reading or listening activity.



### 3. *Procedures for Reading and Listening Lessons*

Here is a suggested procedure for dealing with reading and listening skills lessons:

AIMS:	PROCEDURE:
1. To generate interest in the topic and enable students to anticipate likely content.	Show pictures, headlines, controversial statements. Relate topic to students' personal experience where relevant.
2. To help students with potential vocabulary problems (N.B. not all unknown vocabulary - just that which is essential to understanding the text).	Pre-teach vocabulary items <u>or</u> provide a glossary on your text.
3. To provide purpose and focus for reading/ listening. To enable you to obtain feedback on their comprehension.	Set 3 or 4 questions or simple tasks (e.g. grid filling or ticking boxes) aimed at checking understanding of gist or extracting relevant information (you could elicit from students what they would like to find out from text)
4. To give practice in reading / listening skill.	Play tape through once or Students read text (silently). (N.B. set time limit for reading to encourage students to read quickly and not get bogged down by individual, unknown words).
5. To obtain feedback on what students have understood.	Get answers to questions. If necessary, play <u>part</u> of the tape again/ read <u>part</u> of the text again to focus on difficult questions. (N.B. students can compare their answers in pairs first).
6. To give students practice in another reading / listening sub-skill (e.g. listening for detail, deducing meaning of unknown words from context, identifying attitude, decoding contractions and weak forms).	Set task appropriate to this aim. Students re-read / listen to text (or part of text).
<b>And / Or</b> To focus on a language item found in the text and provide practice in its use.	Highlight language item (e.g. grammatical structure, functional exponent, set of vocabulary), check meaning and form and set up practice activity.
<b>And / Or</b> To provide freer oral or written practice around topic of text.	Set up discussion, role play or writing activity related to topic of text.



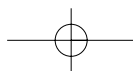
## GIVING STUDENTS READING AND LISTENING PRACTICE:

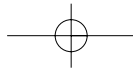
**N.B:** Avoid saying to students. *“Read this and I will ask you questions afterwards!”*

1. Introduce the topic or theme or background first. This is referred to as: *Setting the scene* or *creating the atmosphere*.

This could be introduced by referring to something which is relevant to the students' interests. You may use pictures, mime, real things, discussion, eliciting etc.).

2. At this time, it may be a good idea to introduce any *vocabulary* which the students will need in order to answer the questions you are going to give them.
3. Now give the students a *task* to do while they listen or read. Place questions on the board or give them something to do such as – arrange pictures, fill in a form, follow a map. This task should only assist students to find out what the text is about: the *gist*. Remember – don't forget to check that they understand the task!
4. If the students have to read, then it is a good idea to give them the reading text now and invite them to do your task.
5. Give the students some time to compare in pairs quietly!
6. Ask the students to tell you their answers.
7. Give the students another task to do, this time to help them understand in more detail – intensively! This can be in the form of questions but any task that proves they understand the vocabulary or grammar will be helpful.
8. Play the tape again. You can stop if you think the students need more time to write. You can replay as often as they require **or** give the students sufficient time (tell them how long) to read the text without dwelling on every word they don't know.
9. and 10 → the same as 5 and 6 above.
10. Exploit the material even further: Allow the students to study the vocabulary that they want (give them a tape-script of the tape) or extract a grammar structure from it and get students to study and practise it or move on to related activities to do with the theme, such as writing letters, making phone calls, role play, finding out more information.
11. Plenary or Closing. Draw the lesson to a conclusion by tying up loose ends and reviewing what has been studied and learnt.





## Ideas for the Classroom

### Reading

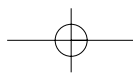
- Ordering the text:  
Cut the reading text up with a pair of scissors and give a copy to each student or pair of students. Ask them to put the sections into the correct order. Check their answers.
- Picture Exploitation:  
Reading texts found in course books are often accompanied by a picture or photograph. These give the students various clues as to what the text is about. These pictures or photographs can also be useful for the teacher as an introduction to the topic or as a warmer. The teacher can ask the students various questions about the picture or photograph, eliciting their ideas and opinions. Once the text has been read, the teacher can check to see if the students were correct in their assumptions.

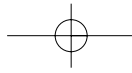


#### Possible Questions:

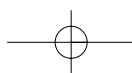
- Who do you think these people are?
- Are they tourists or locals? Why?
- Where are they? What are they doing?
- What animals do you see? What are they doing?
- What season do you think it is? Why?

**Fig.4.1.** Example of how a picture can be exploited



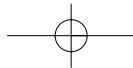


- **Gap-fill:**  
Take a reading text and delete certain words. Ask students to fill in the gaps with an appropriate word in context.
- **Create a Title:**  
Give students a reading text. Delete the title / heading. Ask students to read the text and give it a title or heading of their own.
- **Split Reading:**  
Divide the students into pairs giving one student a short article or reading text. Give the other student a different article or reading text. Ask students to read their particular text quietly on their own. When they have finished ask each student to tell the other about their text from memory, trying not to look back at the original text. They can then swap texts and read the other students' text.
- **Running Dictation:**  
In this activity, you take a paragraph from a reading text that you are going to use. Stick this paragraph on the wall outside the classroom or in a position furthest from the students. Now divide the students into pairs. One student is the writer (with paper and pen) and the other is the runner. This activity should be seen as a competition between the various pairs. On your instruction the runners run to the paragraph stuck on the wall and try and memorise as much as they can. They then run back to the writers and dictate what they can remember. They continue this process (running back and forth) until you say "change". At this point, the writer and runner swap roles. Once all the information has been transferred from the paragraph to the writer's paper, then that pair has completed the task. You can then give each pair a copy of the paragraph to check their accuracy. This activity practices all four skills and is a lot of fun!
- **Generating Questions:**  
Once the topic of a text has been discussed, get your students to write their own questions about the text for other students.
- **Speculation:**  
Provide the students with a number of statements or opinions before they actually read the text. They decide whether they agree or disagree with these opinions and statements. They then read the text to see if they were correct or not.



## 4. *Developing Reading Skills – Problems and Solutions*













<b>PROBLEM:</b>	<b>SOLUTION:</b>
<b>script problems</b> (Arabs, Iranians, Orientals)	limit the amount of text (discretely) - enlarge text for students with problems.
<b>unknown vocabulary</b>	pre-teach essential vocabulary (max. 4 - 5 words). Emphasise that they don't need 100 % understanding. Encourage individual questions quickly. Only deal with the meaning in the text. Dictionaries (sensible use).
<b>slow or word for word reading</b>	set a time limit to encourage gist reading. Set tasks which discourage word for word reading.
<b>problems of identifying style</b>	gist task to establish / clarify text type so that students have benefit of contextual clues and their own experience.
<b>dull text</b>	create interest (crucial!). Choose texts carefully!
<b>distractions</b>	reading is essentially a silent individual activity. Some students like background music, others are distracted.
<b>long texts</b>	read at home, discuss in class (class time is precious). Divide into sections to create speaking jigsaws.
<b>students have read the text already</b>	tell them not to read certain texts.
<b>text set for homework, but some students haven't read it</b>	put those who have read in groups to explain to those that haven't i.e. change skills focus.



## 5. *The Use of Readers*

Sometimes teachers are required to use readers as part of an integrated English course. The purpose of Readers may simply be to encourage an interest in reading English or to improve knowledge of vocabulary. Many readers are simplified texts designed to foster a step-by-step approach to encouraging reading pleasure.

Readers are usually graded to suit particular ability levels, so ensure that the readers you have chosen are at a suitable level for your students. The readers usually have a guide to the appropriate level printed on the back cover. Refer to the guide below taken from a Penguin Reader and published by Pearson Education Limited.

	<b>6</b> Advanced (3000 words)		Contemporary
	<b>5</b> Upper Intermediate (2300 words)		Classics
	<b>4</b> Intermediate (1700 words)		Originals
	<b>3</b> Pre- Intermediate (1200 words)		
	<b>2</b> Elementary (600 words)		
	<b>1</b> Beginner (300 words)		British English
	Easystarts (200 words)		American English

Reading aloud in class should be avoided! Students taking it in turns to read a section is an extremely slow, tedious and boring activity, which does little to instill enthusiasm and interest. An alternative may be:

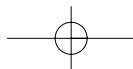
- the teacher reads in an expressive and captivating way
- the students read sections silently on their own then discuss and report back to the class in an open forum
- students could read to each other in small groups
- after reading a section or chapter, the students could role-play what happened
- map the story – plot and characters and the various relationships

There are many different tasks and activities that can be used before reading, during reading and after reading. Some readers have various activities included at the back of the book which you can use. Others may include a book/cassette pack. Here are a few useful ideas:

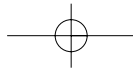
### Pre-reading activities

Before students even get a chance to open the book it is important to spark interest in the story and in the whole process of reading. Let students know that you have chosen a book for them to read which you like yourself and you believe they will enjoy too.

- Guess the story from the cover – Show the cover to the class and elicit as much vocabulary as you can. Students then guess the story and write short summaries of the imaginary plot. These could be kept until you have read the book to see which one was closest to the real story.
- Jumbled chapter titles – Give strips of paper with the chapter titles to students in pairs or groups. They decide the best order for the chapters and think about the possible story. Compare the answers with the other groups and then look in the book to see who was closest.





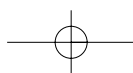


- Photocopy the pictures – If the reader has pictures or photos, enlarge these and use them to familiarise the students with the main characters. Students can read the introduction page or the back of the book to guess who is who.

## **During reading**

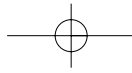
These activities should be selected at appropriate stages throughout the book. Some may be suitable after reading the first few chapters and others for the halfway mark. It is important to read enough of the book in the first ‘go’ so as to get students hooked on the story line.

- Comic strips – Choose a suitable chapter or chapters that can be broken down into chunks to make a comic strip. Encourage students to be creative with the characters and give them an example of the type of language to put in the speech bubbles.
- Radio plays – In groups students select part of the book to make into a radio play. Students are assigned character roles and one is the narrator. Plays can be recorded and played back for future pronunciation work. Encourage students to really get into the roles of the character they are playing. For younger students the tapes of all groups could be listened to and students could vote on the best radio play.
- News articles – Students become journalists and report on part of the story. Choose a piece of action for students to write up as if for publication in a national or local paper. Focus on writing good headlines and prepare the articles in newspaper story format.
- Video parallels – If the reader you are using in class has a film version use this to spot the differences in the plot between the book and the film. Always start with the book so that students can create their own visual images of the characters. They can compare their imagined characters with those in the film.
- Horoscopes – At an appropriate stage in the plot development, students write horoscopes for the characters predicting their future. From what they know so far about their personalities, which star sign do they think they are? At a later stage these can be used to compare against the real events of the book. Did the horoscope prediction come true?
- Character interviews / ‘Hot Seating’ – Students role-play an interview with one of the characters. Take a couple of the main characters ‘out’ of the book and bring them into the classroom! Assign students the roles of the characters and the rest of the class prepare questions they would like to ask them. The students role-playing the characters must try to put themselves in the characters’ shoes and give suitable answers. Time and support must be given by the teacher to both the interviewees and the interviewers to ensure success. Depending on the book you could imagine that the interviews are taking place in a police station, on a TV chat show or wherever seems appropriate. With a little imagination it can be a lot of fun!
- Reading Journals – Students complete a reading journal outlining the characters and plot after each section or chapter in the book. Refer to the example.



**Reading Journal:****Name of book:** Sherlock Holmes and the Mystery of Boscombe Pool**Author:** Arthur Conan Doyle**Publisher:** Penguin Books Ltd, 1998

Chapter / Part	When?	Where?	Who?	What happened?
Part 1 (Pages 1 – 10)	One morning after breakfast	On a train to Boscombe Valley	Sherlock Holmes and Dr. Watson.	Sherlock Holmes asked Dr. Watson to go with him to Boscombe Valley to investigate a murder. On the train Sherlock Holmes tells Dr. Watson what happened. Charles McCarthy was murdered. Everyone, including the police detective – Lastrade, thinks that his son James McCarthy killed him. James was seen following his father and carrying a gun. It seemed as though Charles had been hit with the back of a gun. A piece of grey cloth was seen next to the body but this later disappeared. James said that he didn't do it and that he had found his father dying. James said that his father had said something about a 'rat' before he died.
<b>What I thought</b>				
I thought that it was clear that James McCarthy was guilty. There is obviously more to the murder than meets the eye. I was a little confused at first as to the relationship between Charles McCarthy and John Turner and had to read this a few times to get a better understanding. After reading the first ten (10) pages, I am really excited about reading further and finding out who the real murderer is!				



## Post – reading activities

When you have finished reading the book some of these activities could be tried:

- **Book reviews** – Students write reviews of the book giving it a star rating from one to five. Before doing this it would help to look at the style and language of book reviews.
- **Quiz time** – In teams students prepare questions about the plot and characters. Questions would be used in an inter-team quiz to see which group is the most knowledgeable. This may involve students re-reading parts of the book.
- **Change the ending** – In groups students re-write the ending of the book. If it was a happy ending, make it sad and vice versa!
- **Cinema posters** – Tell students that the book is now going to be made into a Hollywood blockbuster and they are responsible for creating the poster and casting actors to the roles of the characters.

## 6. *Storytelling*

Storytelling requires students to be active participants in the construction of meaning. Students usually get fully involved while listening to a story and they share in the emotions, mood and atmosphere. When you select a story it is important that you consider your students' age, and proficiency level. Remember to try to make the story seem interesting by telling it with feeling and by changing the tone and pitch of your voice to create suspense and take on the role of different characters. A story that is told is often much more interesting than one that is read. This kind of listening activity involves the learners to a greater extent and is an excellent 'spring board' to many follow-up activities.

When you have completed the story, you could ask the students some questions which stimulate a creative and constructive response. For example;

**How is the lifestyle of the main character different from your own?**

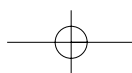
**Could you describe the characters?**

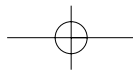
**What happened when ...?**

**Why do you think .....?**

**What would you do if ...?**

As a follow-up activity, you may ask students to change the ending which can be shared with other classes later or to role-play a dialogue between the characters.





## 7. *Using a Tape Recorder / CD Player in the Classroom*

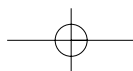
### 1. Advantages of using pre-recorded material in class

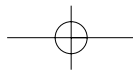
- i. Students are exposed to a variety of speakers. Students can listen to:
  - both male and female voices
  - a variety of accents
  - native English speakers. Particularly useful for overseas schools, where students rarely, if ever, hear native English speakers.
- ii. Realistic dialogues / conversations involving two or more speakers.
- iii. Outside situations can be brought into the classroom.
- iv. Introduces a variety of teaching media and activities:
  - students listen with teacher instead of to teacher
  - listening practice without semiotics: students must concentrate on listening as they cannot rely on the teacher's face etc.
  - psychological fascination of listening to a tape recorder / CD player.
- v. Repetition of materials:
  - pre-recorded material can be repeated without becoming boring.
  - repetition can be in bloc or in short segments, whichever is necessary.
  - intonation and stress remain constant.
- vi. Students may buy their own recorded materials and work with them at home.

### 2. Choosing and using recorded materials

#### A. Choosing.

1. Is the material suitable for the age / cultural background / needs of your students?
2. Is the structural and vocabulary content of the material appropriate to the class?
3. Are the situations and voices realistic?
4. Is the stress and intonation correct?
5. Is the speed of the material appropriate to the class?
6. Is the material useful? What purpose does it serve? A dialogue from a course book can be used for many different purposes, for example:
  - i. further practice of structural material previously taught in a different situation.
  - ii. further practice of vocabulary and idioms previously taught in a different situation.
  - iii. with intermediate to advanced classes, as a basis for teaching new structural or lexical material.
  - iv. for listening comprehension practice.
  - v. for pronunciation practice.
  - vi. most often, for a combination of any of these purposes.





## B. Using recorded dialogue

Having decided which materials you are going to use and for what purpose, you then need to decide how to use it. Some suggested 'routines' for using a recorded dialogue are outlined below.

### 1. For comprehension

- i. Set the situation / scene!
- ii. FIRST PLAY
- iii. Ask general comprehension question or staged questions.
- iv. SECOND PLAY
- v. Ask more detailed comprehension questions.
- vi. THIRD PLAY
- vii. Ask open-ended questions leading to discussion.

### 2. For further practice

- i. Set the situation / scene
- ii. FIRST PLAY
- iii. Ask general and detailed comprehension questions
- iv. SECOND PLAY
- v. Stopping tape where necessary to focus on and repeat items of structure and vocabulary
- vi. THIRD PLAY
- vii. Ask open-ended questions about content.

The number of replays is optional and should be varied according to the tape and the class. During second or successive replays students could follow in their books. This is entirely up to the teacher.

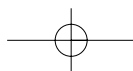
### 3. For pronunciation

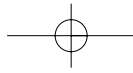
It is generally advisable to select a manageable section of the dialogue rather than attempt to deal with the complete dialogue.

- i. FIRST PLAY
- ii. Elicit attitudes of the speakers
- iii. SECOND PLAY
- iv. Elicit important words
- v. THIRD PLAY
- vi. Repeat and practise difficult sounds – especially consonant clusters
- vii. Treat as a short dialogue, using the recorded material as a listening drill until the students can reproduce the dialogue

### 4. For self-correction

Using the tape recorder for recording. If there is no language learning centre (see Chapter 9) available, the students' own pronunciation can be recorded in class in order to encourage self correction. With post-intermediate students, projects can incorporate the use of the tape recorder. e.g. production of radio programmes: the news, interviews etc.





## Ideas for the Classroom

### Listening

- **Dictations** – A good idea is to try and get a cassette / CD player with a number of earphone jacks. You can then create your own tapes for example, letters of the alphabet (for non- literates), survival vocabulary (for low-level students), sentences taken from previously –practised dialogues and sound contrasts (i.e. ‘Are the following sounds / words the same or different?’)
- **Commercial Tapes / CDs** – Try and get the tapes / CDs which usually accompany the particular text book that you are using.
- **Short Stories** – A great idea is to record short stories on tape. You can then assign a number of different tasks depending on the particular level of your students. These may include a set of comprehension questions or the text of the story with missing words. Students are then required to fill in the missing words as they listen to the tape.
- **Making Tapes** – Record a number of words or sentences that students have trouble pronouncing. Leave sufficient space after each word or sentence for the student to repeat/ record these after they hear them.

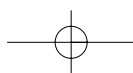
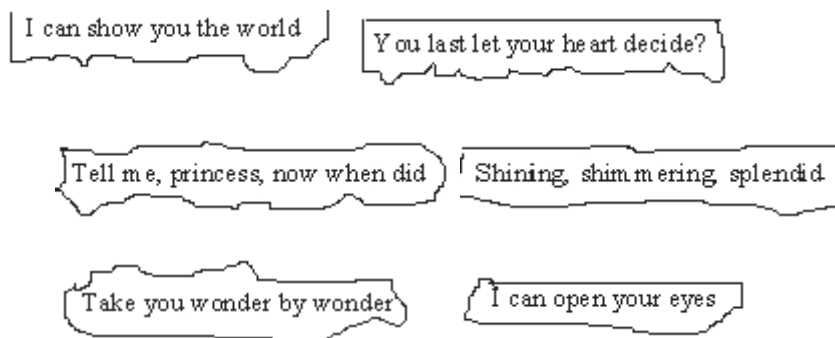
## 8. *Using Songs, Video and Television in the Classroom*

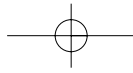
### Songs

Authentic songs are a great source of listening material and are often included in course books. These may be used much in the same way as you would use an ordinary speech recording. Fairly recent artist recordings with interesting lyrics can prove very popular and enjoyable. Try however to ensure that the vocals are clear and appropriate.

Here are a number of ideas you could apply to the use of songs:

- **A song jumble.**  
This is an excellent activity as a “warmer” to introduce at the beginning of a lesson. Cut out the lyrics into separate lines. Having divided the students into small groups, you can challenge them to see which group is able to place them into the correct order the fastest. The students could then listen to the song and check their answer.





- A gapped text.  
You could give the students a copy of the song lyrics with certain words blanked out (as done in some course books). Students are then encouraged to guess the missing words in the context of the song. Once they have done this, they listen to the song and check their answers.

*I can show you the \_\_\_\_\_  
Shining, shimmering, splendid  
Tell me, \_\_\_\_\_, now when did  
You last let your \_\_\_\_\_ decide?  
I can open your \_\_\_\_\_  
Take you wonder by wonder  
Over, sideways and \_\_\_\_\_  
On a \_\_\_\_\_ carpet ride*

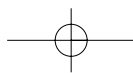
- Exercise matching pictures.  
You could give the students various pictures associated with the song and ask the students to place them in the order in which they hear them in the song.
- Normal reading / listening.  
You could use the song as you would in any normal reading or listening lesson.

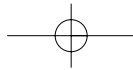
This list is by no means exhaustive and you are sure to discover other innovative and interesting ways to manipulate this medium in your classroom. Songs and music can be tremendous fun in the language classroom and can break the monotony of a tedious grammar lesson.

### ***Video and Television***

Video and television can be exploited in a number of interesting ways. It is important to remember that there must be a clear purpose and task associated with the use of this medium in the classroom. Teachers who incorporate instructional video report that their students seem to retain a lot more information, understand concepts much quicker and display a great deal of enthusiasm about what they are learning. If you include video as one component in a well structured lesson plan, students will be able to discover new connections between curriculum topics, and discover the links between these topics and the outside world. Through the use of video in the classroom, the teacher is able to:

- provide a common experience for the students to discuss
- make inroads into reaching those children with different learning styles, especially visual learners, and students with a variety of information acquisition styles
- assist students to practise media literacy and critical viewing skills
- engage students in problem-solving and investigative activities
- begin to dismantle social stereotypes





## Different types of video

There are essentially two different types of video which you may utilise in the English language classroom. These are:

- i. Authentic. These are materials which are pre-recorded from television such as:
  - feature films (fiction)
  - cartoons
  - documentaries
  - news and weather
  - interviews
  - game shows (these are often based on vocabulary)
  - advertisements / commercials

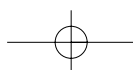
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• realistic</li> <li>• interesting</li> <li>• original</li> <li>• cheap</li> <li>• contemporary</li> </ul>	<ul style="list-style-type: none"> <li>• usually for higher levels</li> <li>• no prepared workbook exercises</li> </ul>

- ii. Non – authentic (designed for language teaching). These are specifically designed for learning the target language. These are produced by many of the large publishers and are targeted for:
  - general courses
  - listening practice
  - business English

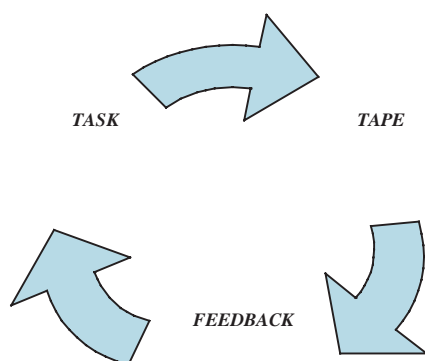
Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• adapted to level</li> <li>• practice specific</li> <li>• with workbook exercises</li> </ul>	<ul style="list-style-type: none"> <li>• relatively unrealistic</li> <li>• sometimes boring</li> <li>• quite expensive</li> <li>• are out-dated easily</li> </ul>

## Viewing and Language Exploitation

A useful procedure to adopt when viewing video is the task-tape-feedback circle. The tasks may vary from simple oral instructions, a worksheet or listening and interpreting.







Here are a number of methods of exploiting video in the classroom. These are not exhaustive and are only limited by your own imagination:

**1. Playback of Video.**

- picture including sound
- the picture without sound
- sound, but no picture
- viewing without interruption
- viewing with interruption
- freeze-frame
- with subtitles
- without subtitles

**2. Language.**

*Grammar*

- e.g. tenses
- what's he doing / going to do / just done?
- retell the sequence
- e.g. prepositions

*Vocabulary*

- description (scenes / people / objects)

*Reading & Listening*

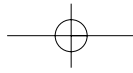
- general comprehension
- specific information (names, dates, numbers)

*Speaking*

- discussion (before / during / after: opinion, body language, acting etc.)
- predictions (guess the end / create interest)

*Writing*

- summary
- journalist's report
- critic's review

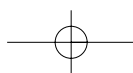


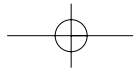
When you use video material in the classroom, it is a good idea to adhere to a few simple guidelines which will mean the difference between a smooth, plain-sailing video lesson and a technical nightmare!

- Expect problems. You're bound to run into technical difficulty. Always test equipment ahead of time, and for those times when it fails, be sure to have a back-up plan.
- Try starting small! Do not attempt to accomplish too much right at the start. As you begin to learn, add to your repertoire.
- It is good practice to try and create your own authentic worksheets.
- Provide the students with a task while watching or listening to the tape. These may increase in difficulty with each repetition.
- Before starting the tape, provide the students with an introduction or set the context.
- It is important to be realistic as to what the students are expected to memorise.

### **Ideas for the Classroom**

- Class Discussion.  
Students discuss a topic which is related to the subject material on the tape/ DVD.
- Prediction.  
You could stop the tape/ DVD at a particular point and enter into a class discussion of what the students think happens next. Alternatively, the students could write a continuation of the story.
- Specific Task.  
The students complete a worksheet while listening to the tape or DVD. You can then check the students answers to check their understanding of the material.
- Role-play.  
The students can act out certain scenes from the tape / DVD in small groups.
- Lip-synch.  
Advertisements work really well for this kind of activity. Firstly, switch off the sound and get students to work in pairs to predict and write the script. Each pair then comes up to the front of the classroom and sits on either side of the television. When you play the tape/ DVD again, the students 'lip-synch' it. This is a fun activity!





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## ***Further Reading***

- **Reading**

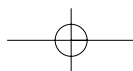
For further insights into reading in general, see C. Nuttall (1996) and C. Wallace (1992). Also refer to F. Grellet (1981) *Developing Reading Skills* (CUP).

- **Listening**

M. Underwood (1989) provides further information on listening in general, *Teaching Listening* (Longman).

- **Video and Television**

S. Stempleski and B. Tomalin *Video in Action* offers an extensive range of video activities for classroom use.



## Chapter 5: The Productive Skills

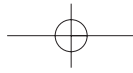
1. Writing
2. Speaking/ Discussions/ Communicative Activities
3. Drama and Role-play

### 1. Writing

Nowadays, there is very little need for long, formal written work in the classroom. With the advent of email and word processors with spell checkers, most people do very little written work except for short notes to friends and colleagues. Students may however have very specific needs such as those preparing for examinations where written work is still of great importance. Writing allows students sufficient time to process information whereas speaking doesn't. Writing is also an avenue for those students who have limited confidence speaking in front of the class. Furthermore, writing allows for the practice of grammar rules and examination techniques. In order to convey a similar amount of information, a written text is shorter than speaking because the student has time to be more specific. Speaking sometimes tends to be rudimentary. Here are the various skills involved in writing:

Micro skills	Macro skills
Spelling Punctuation / capitalisation Handwriting Sentencing / paragraphing Word order Vocabulary Correct grammar usage	Linking Organisation of meaning / content Register Style

It should be remembered that students learn to read and write faster when they have real reasons to communicate. This could be in the form of journal writing or letter writing. Furthermore, it may be a good idea to create situations where they will need to write real invitations, requests, thank-you notes, and letters to pen friends, cards for special occasions, morning news, commercials, and opinions. You could even get the students to conduct surveys and interviews or make their own books by drawing or cutting out pictures, writing captions and word balloons.



It is important to be clear about the aims of the writing task before the lesson. Are you encouraging *fluency* or *accuracy*? A good starting point is to begin with a fluency activity and only focusing on accurate use of language at a later stage. This lesson may take this shape:

- **Introduction of the topic**
- **Looking at the pictures**
- **Telling the story**
- **Focus on interesting or essential vocabulary, grammar or function**
- **Telling the story more accurately**
- **Writing exercise**

## Guided Writing

Guided writing is an extremely useful way to prepare students for a writing task. Effective use of patterns as learning tools takes the mystery out of learning. This is far more useful than simply giving students a writing topic and telling them to get on with it. It is extremely daunting for students to be faced with two tasks- writing and content.

Teach by illustration / demonstration e.g. a tennis coach does not tell students how to hold a tennis racquet, but demonstrates by doing. Tell the students exactly what you want! If they are writing a letter, give them the format and what information you require in each paragraph. Try and focus on useful language models. List and review instructions step by step. Provide frequent summations of salient points of the lesson. Develop and maintain routines, which will help students anticipate what will happen.

This careful preparation will ultimately culminate in the students preparing a draft which can be discussed with the teacher and others prior to preparing a final text. Refer to the two useful examples of Guided Writing Frames which follow:



**Writing to Contrast**

**Although** \_\_\_\_\_ **and** \_\_\_\_\_ **are both**  
**they are different in many ways.**

**(One)** \_\_\_\_\_ **has**

**whilst** \_\_\_\_\_ **has**

**They are also quite different in that**

**Another way they are not alike is**

**Finally**

**Fig. 5.1.** Writing Frame Example 1.

## Writing your Report!

### Part 1

**Start your report with a catchy title and introductory paragraph.**

e.g. School Canteen of Doom!

The future looks glum for students at our school if the results of our latest survey are anything to go by. We have some serious complaints from people in our school.

### Part 2

**Now, mention when and where the survey was carried out.**

E.g. Twenty students in the school were surveyed to ascertain exactly what they thought of the Canteen food. This survey.....

### Part 3

**Then, say how the interviews were carried out.**

E.g. The interviews were carried out on a one-to-one basis over a period of one week. Participants were questioned and the questionnaires filled out for them. A wide range of people were questioned including some teachers.

### Part 4

**Thereafter, give the results of the survey.**

E.g. Only 10% of those people interviewed .....

An incredible 85% of those people interviewed.....

From your data you might wish to show, among other things, the percentage of your sample who:

- Thought the food was great
- Thought the food was awful
- Thought the food was reasonably priced
- Thought the food was too expensive

You may choose to use bullet points to show your findings.

Think about using bar charts, pie charts or graphs. It is often easier for readers to understand your figures if they are presented in this way.

- Pie charts – percentages (%)
- Bar charts – numbers
- Line graphs – changes

### Part 5

**Finally, explain what you think your results show.**

When you have looked at your data, you should be able to tell whether the people you interviewed liked the canteen food or not.

Fig. 5.2. Writing Frame Example 2.

## Writing Structure

As mentioned in the section on guided writing, it is extremely useful to provide your students with useful patterns as learning tools. There are many different ways to write an essay, but most standard essay forms follow the same basic patterns. Teaching your students these patterns will lay the foundation for sound writing structures and principles.

An essay is constructed using the following basic structure:

- **Introduction**
- **Body (usually comprising of a number of paragraphs)**
- **Conclusion**

It is surprising how many students, who have been studying English for a number of years, are still unsure of how to write an introduction, a paragraph or a conclusion. The following structure may serve as a useful starting point for your students:

### 1. Writing an Introduction

An introduction is the first paragraph/s of any written work. The introduction begins with a broad statement about the main idea. The next sentences are more specific, moving closer to the actual thesis of the essay.

An introduction should attempt to:

- capture audience attention
- give background information on your topic
- develop interest in your topic

Introductions may consist of few to many sentences, or be more than one paragraph in length. This will depend on the length of your essay.

### 2. Body: Writing Paragraphs

- Topic Sentence

The topic sentence is the first sentence in a paragraph and introduces the main idea of the paragraph. To write a topic sentence, you will need to summarise the main idea of your paragraph. This will indicate to the reader what your paragraph will be about.

Example:

**The burning of fossil fuels is a leading cause of global warming.** Research has shown that unless certain measures are put in place to curb the burning of fossil fuels, the effects of global warming will drastically reduce our quality of life. These effects include changing weather patterns, a rise in ocean levels and human health related risks. It is thus important to recognise that the burning of fossil fuels is a leading contributor to global warming and that we need to take positive steps in order to secure our future.



- Supporting Sentences

Supporting sentences come after the topic sentence and consist of the body of a paragraph. These sentences provide details to develop and support the main idea of the paragraph. These details should also include supporting facts and examples.

Example:

The burning of fossil fuels is a leading cause of global warming. **Research has shown that unless certain measures are put in place to curb the burning of fossil fuels, the effects of global warming will drastically reduce our quality of life. These effects include changing weather patterns, a rise in ocean levels and human health related risk.** It is thus important to recognize that the burning of fossil fuels is a leading contributor to global warming and that we need to take positive steps in order to secure our future.

- Closing Sentence

The closing sentence is the last sentence in a paragraph and restates the main idea of your paragraph (using different words).

Example:

The burning of fossil fuels is a leading cause of global warming. Research has shown that unless certain measures are put in place to curb the burning of fossil fuels, the effects of global warming will drastically reduce our quality of life. These effects include changing weather patterns, a rise in ocean levels and human health related risk. **It is thus important to recognize that the burning of fossil fuels is a leading contributor to global warming and that we need to take positive steps in order to secure our future.**

### 3. Conclusion

The conclusion brings closure to the reader, summing up the main points or providing a final perspective on your topic.

The conclusion only requires three or four strong sentences which do not need to follow any set pattern. Here you review the main points trying not to restate them exactly.

## Writing Genre

Students will explore typical examples or models of different writing genre before embarking on writing of their own. This is done in order to discover the format, layout, audience (who the reader will be), the register, style and appropriate language to be used. When writing a letter, for example, students will decide whether the letter is formal or informal. They will then select the correct format to be used in a business letter or personal letter. This will in turn determine the register and general tone of the language to be used.

This approach to writing is extremely useful for students preparing for school examinations in English and other subjects.

### Domains of Writing

Students will require a certain knowledge of the conventions and style of the particular genre they are looking at. Initially they will be required to recreate a specific style and format. Refer to the examples of prescribed format for some writing genre:

<i>Persuasive Writing</i>
<p><b>Description:</b></p> <ul style="list-style-type: none"><li>• This genre both presents the writer’s point of view and also advances it.</li><li>• It may also be used in order to argue a particular case or idea.</li></ul>
<p><b>Format &amp; Style:</b></p> <ul style="list-style-type: none"><li>• This genre usually begins by stating the idea or point of view to be argued, e.g., “Surveillance cameras should be used in public areas in order to protect citizens and ensure their safety.”</li><li>• Each idea or point presented should be backed up with evidence or examples and should be presented in a logical order.</li><li>• The arguments or points usually use the Present Tense.</li><li>• Usually, a more general issue is presented at first, followed with more specific examples and focus.</li><li>• Each argument or new idea is presented using appropriate connectives such as ‘therefore’, ‘because’, etc.).</li></ul>
<p><b>Examples:</b></p> <ul style="list-style-type: none"><li>• Editorials, Letters to the Editor, Poems, Reports, Research Papers, Reviews, Leaflets, Brochures, Essays, Arguments etc.</li></ul>

## ***Informative Writing***

### ***Description:***

- Informative writing presents and describes the way things are.
- Informative texts also inform the reader about a certain subject area.

### ***Format & Style:***

- This genre is usually very clear, factual and impersonal.
- Often there is inclusion of diagrams, tables, graphs and other visual means to present information; thereby replacing text.
- This genre is written in the Present Tense and does not always follow a logical order.
- Begins with a general statement with all other information being divided into different categories.
- Indexes, glossaries, references, a table of contents may also be included.
- This genre is written in the third person, alternating between the “active” voice and the “passive” voice.
- Sentences are usually quite short and clear.
- Questions are included in order to create interest.
- Subheadings may be used.
- Informative writing is impersonal

### ***Examples:***

- Projects, Leaflets etc.

## ***Writing to Analyse***

### ***Description:***

- Writing to analyse is a response to a particular text or any other media.

### ***Format & Style:***

- This genre begins with a statement of the issue at hand. This is then followed by a preview of the salient points being made. Each point is then looked at, followed by a conclusion.
- It usually assumes that the reader is familiar with the subject area and therefore doesn't revisit the plot of the story.
- It makes use of evidence and supporting material to back up points made.
- This genre is written in the Present tense or the Past tense.
- The “active” voice is usually more common, but the passive may be used.
- Connectives of comparison (though, unless, equally etc.) are used.

### ***Examples:***

- Projects, Leaflets etc.

### **Writing to Recount**

#### **Description:**

- Writing to recount is a way of retelling past events.

#### **Format & Style:**

- This genre begins by setting the scene ('what?'; 'where?'; 'when?'; 'how?').
- The series of important events are then recalled in chronological order.
- This final paragraph should be written in such a way as to bring the reader back to the subject area.
- This genre is written in the Past tense and the 'active' voice.
- Connectives relating to time (after, then, next, since etc.) are used.
- This genre focuses on specific events or people and not on more general topics.
- The first person (I, we) is used in an autobiography or fictional writing otherwise the third person is used.

#### **Examples:**

- Biographies, Newspaper Reports, Diaries etc.

### **Writing to Discuss**

#### **Description:**

- This form of writing is used to present arguments and information.
- All sides of an issue are presented.

#### **Format & Style:**

- This genre begins with a statement of the issue at hand.
- The main arguments on both sides are summarised.
- The arguments supporting one side of the argument are then presented, using evidence and examples where possible.
- The arguments supporting the other side (opposing) of the argument are then presented, using evidence and examples where possible.
- The conclusion should then present the side of the argument that you support or recommend.
- Uses the Present tense and the third person.
- Usually written in the 'active' person.
- The connectives relate to logic (alternatively, however etc.).

#### **Examples:**

- Editorials, Essays etc.

## **Report Writing**

### **Description:**

- This form of writing is used to organise and record information.
- It is written in order to describe or classify the way things are or appear to be.

### **Format & Style:**

- This genre begins with a general statement.
- Reports then move on to being more specific and technical in nature.
- They describe certain qualities, functions, habits and behaviours e.g. Lift is produced because of the shape of an aircraft wing. This causes a difference in pressure between the top and the bottom of the wing.
- Uses the Present tense.
- Descriptive language is used that is both factual and accurate.
- Reports use action verbs such as decrease, etc .
- Formal style is used, using the first person (I, we).

### **Examples:**

- Newspapers, Schools, Academic Research etc.

## **Handwriting**

Students who come from various cultural backgrounds may find the formation of English letters (orthography) somewhat difficult. Students who experience such difficulties will need specific help in order to improve letter, word and text formation. Assistance may be offered in the form of extensive practice exercises focusing on the formation of individual letters. This could perhaps involve the teacher writing letters, words or sentences out neatly and leaving sufficient space below for the student to copy or imitate the writing.

It is essential that you encourage students with problematic handwriting to attempt to improve it. Handwriting is an important skill necessary for examination purposes and a student should not be unduly disadvantaged because of poor handwriting. This problem may prevent the student from getting his / her message across.

**Handwriting Practice:**

- Write the lower case letters on the lines below.

<b>bbb</b>	<b>bbb</b>	<b>b</b>	<b>bb</b>
-----	-----	-----	-----

- Write the words on the lines below.

<b>dog</b>	<b>house</b>	<b>tree</b>	<b>wheel</b>
-----	-----	-----	-----

- Write the sentences on the lines below.

**I'm enjoying the English course.**

-----

**Fig. 5.3.** Letter formation practice for improving handwriting.

## Spelling

Incorrect spelling may often give the reader the impression that the writer is careless and lacks education. One should try and remember that spelling is often very difficult for students studying English because of the lack of correlation between the sound of a word and how it is actually spelt. This is often not that obvious! A single sound or *phoneme* may often have a variety of different spellings (e.g. **saw**, **door**, **sore**, **four**). Furthermore, the same spelling may also have a variety of different sounds (**or**, **word**).

In this case, when you find students working with different phonemes, you should attempt to draw their attention to the various different spellings and pronunciations of those phonemes. There are also various exercises which students can attempt in order to discover different spelling rules (e.g. ceiling / thief - rule: 'i' before 'e' except after 'c'). When students discover new words you can also ask them whether they know any other words with a similar spelling or sound.

Remember to teach your students the most important spelling rule of all: ***When in doubt, ask or look it up! But ask first – it's quicker!***

Another confusing issue for the language learner is the difference between the spelling and pronunciation of British English and American English (e.g. colour / color). To assist students in this matter, it may be a good idea to get students to choose British English or American English and to focus on the spelling of the English they have chosen. Extensive reading is another very important way in which students can improve their spelling. Refer to the Appendix (Chapter 16) for some of the most common spelling rules you can share with your students.

A good way of getting your students to improve their spelling is by giving them a table of the words that they have difficulty with (Refer to the example below). Now get the students to copy the word in the next column ('copy'). Students then cover the first two columns with a piece of paper or a book ('word'; 'copy'). Students must then attempt to write the word from memory in the 'cover' column. Students then uncover the columns and check their spelling by placing a tick or cross in the 'check' column.

Word	Copy	Cover	Check
Enthusiastic (adj.)			
Contribute (v)			
Wreckage (n)			
Occupation (n)			

## Punctuation and Format

Punctuation and format conventions differ from one language and culture to another. Business and personal letters are laid out quite differently and follow specific formats as do emails. Punctuation conventions may often be specific to a particular language and may not be transferable from one culture or language to another. Successful application of punctuation conventions in the English language will assist students in conveying their message and communicating effectively. Refer to the table of English Punctuation Marks below:

Mark	Name	Example(s)
.	full stop	I love Malaysian food.
,	comma	I speak Malay, Chinese and English. 'English to the World', as everyone knows, is the best book for teaching English.
;	semi-colon	I hate swimming; my girlfriend loves it. Neither of us spoke; we merely waited in silence to see what would happen.
:	colon	You will need the following: some paper; a pencil; a pen, preferably blue or black; and your coursebook. Ana became a director in just four months: her father was the chief shareholder.
-	hyphen	He had something of a couldn't-care-less attitude to life.
--		In each country -- Malaysia, Singapore and Indonesia -- we were able to communicate in English.
-	dash	The following day we had better luck - but that is another story.
?	question mark	Where is the railway station in Kuala Lumpur?
!	exclamation mark	"Help!" he cried. "I can't swim!"
/	slash	Please press your browser's refresh / reload button.
"	quotation marks	"I think I'm falling in love with you," she said.
'	apostrophe	This is Ana's tennis racquet.
( )	brackets	Citrus fruits (oranges, lemons, limes) are rich in vitamin C.
[ ]	square brackets	The newspaper reported that the hostages [most of them British] had been released.
...	ellipsis	One satisfied customer wrote: "This is the best school ... in which I have ever studied" or in more colloquial speech "This is the best school...that I have ever studied at."



## Steps in the Writing Process

Sometimes students view writing as a daunting task; however if they are encouraged and motivated to write, the task becomes a more enjoyable one for both the learner and the teacher. If students believe there is a purpose to writing, or that their own writing will be read by someone else, then they will become actively involved in their own writing.

As students become actively engaged in their writing, it is helpful to view the task as a process. This process can be divided into four steps:

### **1. Prewriting**

The prewriting stage involves stimulation of ideas through various techniques, such as brainstorming and clustering ideas, writing in journals, interviewing people and listening to music.

### **2. Rough Draft**

After students pick a topic and develop a variety of ideas pertaining to that topic, encourage them to put these ideas on paper, without concern for grammatical correctness, mechanics etc.

### **3. Revision**

During revision, other people have the opportunity to respond to the student's writing including peers and the teacher. This can occur as a student re-reads his or her own paper, in a conference setting, or in a small group sharing time. Comments both written or spoken should be phrased in a positive manner. During the revision process, the teacher may take the opportunity to teach lessons on sentence and paragraph structure, writing for a particular audience and developing writing style.

### **4. Editing**

Editing is the last stage in the writing process before the final draft is written. This stage involves correction of grammatical errors, spelling and punctuation mistakes and other problems of mechanics. This step may be accomplished by using a checklist, working in peer-editing teams, reading the piece aloud or relying on teacher comments. Refer to the student self-correction checklist.

### **Self-Correction: A Checklist**

Consider each of the points below when proofreading your written work:

1. Who is the audience? Is the language appropriate for the reader?
2. What is the purpose or reason for writing? Are all the points that you have made – clear?
3. Have you chosen the correct format or layout?
4. Do all the sentences start with a capital letter and end with a full stop, question mark or exclamation mark?
5. Do all the names of people, places and titles have capital letters?
6. Have you read your work out loud to check that you have put full stops and not commas where needed?
7. Have you organised your writing into paragraphs?
8. Do the paragraphs flow from one to the next?
9. Is there irrelevant information or unnecessary information which you could cut?
10. Do you need to include more details?
11. Have you underlined and checked spelling (dictionary) that you are not sure about?
12. Could you change some of the more boring words for more accurate and ambitious vocabulary?
13. Have you quietly read out your writing to make sure that it sounds correct and to ensure your readers will understand your ideas?
14. Have you asked a partner to read your work and make suggestions for improvement?

Upon completing the fourth step in the writing process, the student may re-write the work in order to share it with other students, have it published in a print or electronic medium, or present it orally.

## Developing Writing Skills – Problems and Solutions

PROBLEMS:	SOLUTIONS:
<b>Students poorly prepared for task – (too much emphasis on imagination)</b>	Stage writing lessons to provide opportunities for students to work together. This will help them generate ideas, order their work and proofread each other’s work. They will need practice in planning – brainstorming, pre-writing stages, pictures, drafting.
<b>Task is too free and students become over or under ambitious</b>	Try and ensure that written work is purposeful and that it involves communication. Students need to be clear on who they are writing to and for what purpose.
<b>Subject / topic is boring – students have no motivation</b>	Select material that is stimulating and relevant to your students. Ascertain your students’ needs and their writing strengths and weaknesses.
<b>Students don’t know how to begin or end! They have no skills in the process of writing.</b>	Give the students models or provide them with writing frames. Provide starters and endings.

## Writing Ideas for the Classroom

Here are a few writing ideas that you could use in the language classroom.

- Fast Write.  
Students are given three minutes to write on a given topic. They write non-stop. Now divide the class into groups (with one note-taker to consolidate the ideas). On the white board, write the ideas from the groups as a brainstorm. Each group then chooses an idea from the white board and further develops it or expresses it in a pictorial form. This idea can be expanded and modified.
- Jigsaw Writing.  
Divide a longer or more complex reading text amongst groups in the class. Each group summarises the ideas. They then teach each other what they have come to understand concerning their section of the reading. Students then write a summary of the entire text, including the section that they have not read but heard about from another student.

This is an extremely effective learning tool with regard to retention. Studies have revealed that we retain approximately 60% of what we experience directly or practise. More impressive however, is that we retain about 90% of what we teach to others.

- Creating various print media.
  - Students create their own holiday brochures
  - Students create their own newspaper or magazine articles, with the help of computers.
- Picture Stories.  
 Students are given one picture in the sequence from a picture story. Each student then writes a sentence about that picture. The students are then placed in groups and have to incorporate the pictures and sentences into the correct order to create a story. It is at this stage that changes can be effected in order to ensure the story makes sense.



Fig.5.4.

- Split Story Writing.  
Students are given the first paragraph of a story. They then have to add another paragraph to the story in order to continue the storyline. The students then pass their stories to the person next to them who in turn adds another paragraph. Alternatively, this activity may be done in a computer laboratory with students adding to a Word document. This can be a timed exercise with students changing computer workstations when requested. The stories can then be printed at the end of the lesson and read. This makes for some interesting stories and variations. Many follow-up exercises can be initiated such as correcting the mistakes etc.
- Story Starters.  
This activity is similar to the *Split Story Writing* activity above. The difference is that students are given the opening paragraph of a story and have to complete the story on their own. Here is an example:

### The Strange Machine



**My uncle is an inventor. One day, I was searching through the attic of my uncle's house. I found a very strange machine with many buttons, knobs, dials and levers. I had never seen a machine like it before. On one side, there was a button that said 'on.'**

- Real Letters.  
Students can write real letters to pen-friends, prisoners, government officials, companies or newspapers. Get the students to mail the letters, get responses and write back.
- Questionnaires & Surveys.  
Students could create their own questionnaires about any given topic e.g. What the students think of the canteen food. Once they have devised suitable questionnaires, they could run a real survey questioning other students and recording their responses. These responses could then be tabled in the form of a report and the results conveyed to the class.
- Long-term Projects.  
This is one good way of integrating writing work with other work. Students may finish with a completed newspaper, magazine, book or play.

## 2. *Speaking / Discussions / Communicative Activities*

We teach speaking as learners consider this particular skill as one of the most important and also the most challenging. Speaking communication is the most common way of building interpersonal relations. Furthermore, speaking is important if we want to get things done, find out information and give instructions.

Speaking is considered by learners as one of the most difficult skills as it involves real-time processing which means that learners don't have much time to formulate what they want to say and how to say it. Because of this, and the fear of making mistakes, students often avoid speaking and therefore never get the opportunity to build up confidence through practice. Students also avoid speaking because they fear being misunderstood due to poor pronunciation. This poor pronunciation often stems from previous learning experiences where there has been an emphasis on written accuracy with little chance to develop oral skills. Students may also, in many cases, have little opportunity to practise their English speaking outside the classroom environment.

### **Steps to Teaching Oral Skills:**

1. It is advisable to present and model language that is understandable and appropriate to the learners' proficiency level. This may be done in a number of ways. You could opt to:
  - use visuals, realia or other materials
  - use dialogue, or situation in dialogue, role play, information gap, questions and answers, drills (substitution, dialogue), opinion, etc.
  - explain new vocabulary and grammar
2. Check comprehension frequently by:
  - asking questions that require verbal and nonverbal responses
  - eliciting answers from individual students
  - allowing students to discuss (agree / disagree) with response
  - moving around the room and listening to responses
3. Give students **ample** opportunities to practise by:
  - providing materials for practice (realia, visuals, worksheets, etc.)
  - have learners practise in different groupings (pairs, small groups, whole groups, individually)

## Classroom Discussions

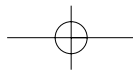
A class discussion is not as easy as one may think. Students may not have an interest in the topic you have proposed, no motivation or have a real fear of speaking in front of the class. These objections will need to be addressed if there is a chance of any worthwhile discussion happening. There may be a number of aims for a discussion; the main aim usually being an opportunity to improve fluency as opposed to accuracy. In order to ensure that everyone gets an equal opportunity to speak, it is a good idea to organise speaking activities into pairs, groups and whole class.

### At the Planning Stage

1. It is a good idea to attempt to lead the discussion naturally out of the preceding activity (e.g. reading or listening).
2. It may often be easier to begin with the personal e.g. *“Do you agree with...?”* or *“What would you do?”* and from there lead into the more general.
3. Have several leading questions prepared in case the conversation starts to dry up. Make sure that these questions are tailored to the particular age group and are interesting and that it would inspire conversation between yourself and a friend!
4. Even the most reticent students should be able to discuss something if it is directly related to their experience.

### Managing the Discussion in the Classroom

1. Definitely don't begin the discussion with *“We are now going to have a discussion!”* This often fails with students.
2. Decide beforehand how you want the group to sit. Sitting in a circle with yourself as a participant is a good idea. You may need a little time to get everyone up and moved.
3. Initially, try and assume a rather low-key role. Allow the students to provide their opinions without being tempted to lecture them on your stance.
4. Prepare to go ahead and manage the discussion by saying *“And you...Do you agree with..?”* and, if necessary interrupting a student who is dominating when it is obvious that the other students wish to speak.
5. Attempt to include everyone. Be aware of: the student who dominates the conversation on the one hand, and those who don't talk at all on the other.
6. Involve yourself in a genuine manner. React with interest to what is said even if it is rather mundane. Be flexible enough to allow a conversation to develop by asking appropriate questions. Do not, however, let the conversation stray completely off the point!
7. You should attempt to aim for a spontaneous exchange of opinions and ideas, which may be difficult at times.
8. Remember, spontaneity is destroyed if you constantly correct students. If a student is struggling for an expression or the other students don't understand what he / she is saying, quietly inform him / her of the correct expression. Do not correct slips of the tongue, but rather focus on recurrent mistakes in order to ensure that correction is productive.
9. Write on the whiteboard any new expression that has come up so that the students have a record. This should be done at the end of the discussion / lesson.



## Fluency before Accuracy

It is important to establish whether you are encouraging fluency or accuracy. Once this has been established, you can adapt your role in the lesson appropriately. If the main aim of the lesson is to encourage freer speaking and communication, then the teacher should adopt a less conspicuous role, thus allowing for a freer flow of language and ideas (fluency).

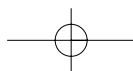
In order to set-up a communicative activity, you might consider:

- Setting the scene / introducing the topic (teacher centred)
- Allow the students to continue the activity with no interference (student centred)
- Follow-up task / feedback (teacher centred). Here, the teacher may write down a few sentences overheard during the activity on the whiteboard for discussion and correction. This may include further focus on specific vocabulary or grammar items. Students may be encouraged to come up to the whiteboard and offer corrections of their own.

## Ideas for Classroom Activities and Discussions

Through trial and error, you will find that many of the basic conversation games and activities used in language classrooms can be adapted to fit the needs of your particular course. This amounts to simply slipping content into activities commonly used in conversation classes. These are communicative activities designed to get learners to speak and listen to each other.

- “Find Someone Who...?”  
This activity is very easily adapted to almost any scenario. Students are given a handout which may be: Find someone who....
  - i. Is born in the same month as you.
  - ii. Who lives in your neighborhood.
  - iii. Has similar interests (sports / hobbies...).
  - iv. Is of the same age as you.
 This may then be followed up by a discussion in which students mention those people who share similar attributes.
- “20 Questions”  
This activity may be used to help students remember vocabulary related to a topic recently covered in class e.g. media and media related occupations. In this situation, each student pretends to have a job in the media. Students then ask questions in order to reveal his / her occupation. Example questions may be:
  - Do you work in the print media?
  - Do you work in the electronic media?
  - Do you appear on television?
  - Are you a sports reporter?
  - Are you an entertainment reporter?





- Interview a Partner.

This kind of activity is a useful way to break the ice at the beginning of a language course and allows the students to get to know one another. Students are placed in pairs and ask each other any questions they like. They may be given some time beforehand to prepare some questions. They note down any interesting answers. Students then introduce the student they interviewed to the rest of the class, telling them a little about him / her.

- Pyramid Discussion.

In this activity, you may present any situation to the students. Here is an example: You tell the students that they are on a cruise ship which has encountered problems while sailing in the Pacific. The ship is sinking and you have about 5 minutes to abandon ship. Luckily, there is a small island within swimming distance. They have five minutes to select 5 items to take with them before the ship disappears below the surface. Remind them that they have to swim to the island. The island has fresh water, but is uninhabited by humans.

- Each student is then given a few minutes to write down the 5 items that they wish to take along with them.
- Students are then placed in pairs and from their combined list of ten items, have to discuss and select the best 5.
- Students are then placed in 4's and have to select the best 5 items again.
- This process is repeated until there is only one group who have to discuss, argue and select the 5 best items.

- Picture Comparison.

In this activity the students work in pairs. One student is given picture A and the other student is given picture B. The students then have to find the differences between each picture without looking at the other picture. They have to describe the pictures to each other while sitting back to back. The students mark the differences on their individual pictures.

STUDENT A



STUDENT B



Fig.5.5. Picture comparison activity

Here is a selection of ideas to stimulate conversation and speaking:

- Speaking for one minute.  
For small groups. You have a list of subjects to talk about. e.g. Football, shopping, holidays, cooking. etc. You choose one person to start talking about the subject. If the person repeats a word, hesitates or makes a grammatical error, another person in the group can take over by saying 'error', 'hesitation' or 'repetition.' It is the teacher's job to decide quickly if the interruption is valid. The person who interrupts them must continue. The winner is the person talking at the end of the minute.
- Yes / No Game.  
Everyone must have played the game in which one person must avoid saying 'yes' or 'no' when asked many questions by the others in the group. The winner is the person who can survive longest. Strangely it seems to be less difficult for a non-native speaker to avoid saying 'yes / no.'
- Call my bluff.  
You need a big (bilingual) dictionary for this one. A student looks in the dictionary and finds a word which seems very obscure. That student gives a definition of the word to the others. The definition must be either 100% true or 100% false. When the student has finished the others must decide if the definition was bluff or true. The student receives a point for each person who is deceived.
- Ranking and Negotiating Games:  
If you look in almost any TEFL book you will find ranking games. A group of students have to decide what to take from a series of objects for a particular situation. e.g.: To get to the north pole, or survive on a desert island. Each student has 2 objects that they want to take. Each person must argue in favour of their own choices. The student with the most inventive argument wins rather than the most sensible idea.
- Women's Magazines.  
Do the questionnaires from women's magazines. The ones that find out if you are honest or not etc. Get the students to make their own questionnaires in groups and then try them out on each other.
- Speak about cards.  
Get some small cards and write a topic of conversation on each one. Give each group a pile of them. When a student turns over a card he must talk about that subject. This often leads to spontaneous conversations with the students forgetting about the game which in my opinion is excellent. Some ideas for topics are: The happiest moment of my life, the pets I have had, what happened to me last weekend, my ambitions, my ideal day etc. You should change the topics according to the class.
- Simon Says.  
Students should only obey the commands if you preface each one with Simon says. If you omit the preface 'Simon says' any student who obeys the command can no longer participate in the game. The last student to remain in the game is the winner. Simon says: "put your right hand / left hand / both hands on your right / left knee."

- What's a boogsy?

Think of any object and write down a number of sentences which describe certain aspects of the item. The word *boogsy* or any other nonsensical word is used to replace the actual name of the item. Now give each student in the classroom one or more of these sentences. The students then get together as a group and discuss the clues that they have been given. The students then send a representative up to the front of the class to write on the white board what they think the object is. Here is an example:

- A *boogsy* can be shared by two people.
- A *boogsy* is often taken to work by people.
- A *boogsy* often gets wet.
- A *boogsy* can be found in most countries.
- A golfer usually has a very large *boogsy*.
- A *boogsy* is not usually used indoors.
- A *boogsy* can be opened or closed.
- A *boogsy* can be carried.
- A *boogsy* is very difficult to use when it is windy.
- A *boogsy* is not usually expensive to buy.
- Black is a popular colour for a *boogsy*.
- A *boogsy* is very useful when it is raining.
- A *boogsy* appears smaller when you are not using it.



**Answer:** A *boogsy* is an umbrella!

### 3. *Drama and Role-play*

Using Drama in the classroom setting provides a useful and enjoyable medium for language discovery. Students can express themselves in a variety of ways and may be transported into a world of imagination. Students are able to shed their inhibitions, taking on the role of an entirely different character and escaping the shackles of culture and social expectations. Furthermore, these characters may find themselves in a new environment, totally removed from the constraints of the classroom. In this way, the classroom can be miraculously transformed into banks, airports, shops, bars, social gatherings etc. Drama and role-play can also be a very useful starting point for skills and systems based work, providing practice in specific language areas.

For successful role-play, there needs to be a good student-teacher rapport based on mutual trust. Without such an atmosphere the likelihood of success is diminished. There are a number of drama type activities which are utilised in the English language classroom:

#### **Types of Drama Activity**

- ***Role-play:*** In this drama activity, students either create their own scenes using their imaginations or they re-create a scene or environment with the aid of role-cards. These role-cards may include a little information regarding character and scene. It is important to ensure students are aware of what is going to take place and that they know what they have to do. Remember to check that students are comfortable doing what is requested in terms of culture.

Check that the students understand the scenario presented to them and that they understand the information on their role-cards. Always give the students sufficient time to read and understand what is written on their role-cards. Let the students discuss the role-cards amongst themselves and offer assistance where necessary.

Encourage the students to discard their role-cards prior to the role-play and rely on improvising. Here is an interesting example:

#### Customer and Manager.

Tell the students that they are going to do a role play. Then tell them that they will either take on the role of a customer or a manager at a hotel. The customer has a complaint and approaches the manager. Get the students to read the role cards, which will help them to think about what they are going to say, how they are going to behave and feel.

**Imagine you are the Customer:****Role-Card**

Loud music has kept you awake all night  
The tap in your bathroom drips continuously  
You got food poisoning from the hotel food  
The linen on your bed is dirty  
- How has this ruined your holiday?  
- How do you feel about this problem?  
-What do you want the manager to do about this problem?

**Imagine you are the Manager:****Role-Card**

Loud music has kept the customer awake all night  
The tap in the customer's bathroom drips continuously  
The customer got food poisoning from the hotel food  
The linen on the customer's bed is dirty  
- What are you going to say to the customer about their problem?  
- Is this problem the fault of the holiday company?  
-What solutions can you offer?

- ***Various Drama Games:*** Here, short activities are introduced, creating a hive of activity and a flurry of movement. These may be incorporated into a lesson as a warmer or filler. Here are a few ideas that you could try in the classroom:

**Questioning in Role or Hot Seating**

Questioning in role/hot seating involves one of the learners sitting on a chair at the front of the classroom. This student takes on the role of a well-known or famous individual. The other students in the class then have an opportunity to ask this “famous” person any questions about motives, character and attitude.

**Telephone Conversations.**

The class is divided into pairs. The learners sit with their backs to each other so that they can only hear their telephone conversation partner. The learners in each group are to imagine that they are two different characters. They have a telephone conversation. You could ask them to discuss a certain occurrence, have an argument about a particularly nasty situation or make a holiday enquiry. The options are endless!

**Toxic Emotions**

List some toxic emotions with the group - e.g.: apathy, angst, jealousy, anger, hate, envy, helplessness, etc. Write the emotions on pieces of paper. Ask the group to choose a line from a play they have been in or a line from a play they remember. As the leader, choose one of the emotion papers and pass it to someone while saying the line and using the emotion - ‘as if’ you were jealous, angry, apathetic, etc. The recipient of the paper can say their line using that same emotion or pick up another piece of paper and use the emotion listed.

### Shrinks

Before the class begins, write down different disorders (serious or absurd) or problems that someone might go to a psychologist for on little pieces of paper. Have students draw slips of paper. Split the class in half. For the first round, group A will be the shrinks and group B will be patients. For the second round, roles will be reversed. The shrinks can ask the patients any questions, except “What is your disorder?” in order to guess what the person is suffering from. If one of the shrinks guesses a patient’s disorder, the patient can join the shrinks and begin questioning the other patients. Sample disorders: claustrophobia, fear of bugs, nervous tics, fear of heights, etc.

### Bus Stop

Split the class into two groups for simultaneous group improvisations, or have one group be the audience and then switch with the other group. Students improvise that they are at a bus stop waiting for the bus to arrive. As each new passenger boards the bus, everyone on the bus adopts the attitude, personality, accent, movements, etc. of the new arrival until the bus is full. Then begin randomly letting passengers off the bus remembering to adopt the mannerisms of the passenger that boarded before the exiting individual.

### Movement Warm-up

Play music during this warm-up. Stand in a circle with enough space to move around. Begin moving your arm, then your leg, your other leg, your other arm, your shoulders, ribs, hips, knees. Start over - arm, leg, leg, arm, shoulders, ribs, hips, knees. Repeat 3-4 times going faster each time. Now ask students to put all their weight in their feet and walk around. How does it feel to move? Interact with each other. Now shift your weight to your hips. Does it change the way you walk or interact? Now shift weight to your chest and interact. Finally, find your own center of gravity. Walk around, interact, and pay attention to how others carry themselves.

### Physicalisation

In this activity, you decide either on an object or a scene. You shout out the object or scene and the students have to create the picture or object using their bodies. This is a great deal of fun and the students really get involved. It may be a good idea to time the students and change the scenes relatively quickly. You could get them to create an aeroplane or the scene at a car accident.

- ***Improvised Drama:*** Students are given free rein in terms of imagination and choice. In small groups they create a scene or story which they rehearse and act out for the rest of the class. Here are some examples of improvisation scenarios:

### Pair Playing

Each pair will become “roommates,” who both want the remote control for the television. One has it, one does not. The only tactic that is not allowed is the using of physical force to take the remote.

### Small Groups (3-5)

This improvisation would be for 3 players. It would involve two parents and a child. The subject would be about the child (junior high or high school) wishing to extend the curfew. The mother wants to protect her child, but she doesn’t want to smother him / her. The mother and child have gotten along well in the past. The father doesn’t want the child to stay past curfew because he believes it is dangerous. To top it all off; the child’s “new friends” aren’t the best of influences, and the father caught his child smoking while with them.

### Individual roles

Have the class create a “town.” Divide them into groups of three or four and assign them to different social groups in the town. For example one group is the governing body, another may be some local merchants. Each student must create a specific role in the group that they are assigned. Once that is established.. tell them someone is going to be murdered (leader will choose murderer and murdered)... and they must figure out who did it. In order to figure out who did the murder the students must interact with each other and develop their own relationship to the other townspeople as well as create their own characters.

### Ensemble

Make sure you have plenty of space. Create a horizontal barrier in the off center (i.e. closer to one end of the room than the other) of the classroom (or whatever space you are using) with chairs, desks, etc. On the side that has the greater distance from the barrier gather the players. Inform them there has just been a war going on, and the only shelter is on the other side of the room. The people who are able **MUST** help the people who are not to get to the shelter. Assign some injuries to most of the players (such as blindness, broken limbs, etc.).



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## ***Further Reading***

- **Writing**

R.White and V.Ardt, 1991, *Process Writing* (Longman).

The various forms of dictation are described by P.Davis and Rinvolucri (1988) *Dictation* (CUP).

- **Speaking**

P.Ur (1981) *Discussions that Work* (CUP) provides a classic account of various discussion activities.

On intervention during communication activities see T. Lynch (1997).

- **Drama and Role-Play**

K. Jones (1982) provides one of the best accounts of role-play and simulations for teachers.

F.Kippel, 1984, *Keep Talking* (CUP).

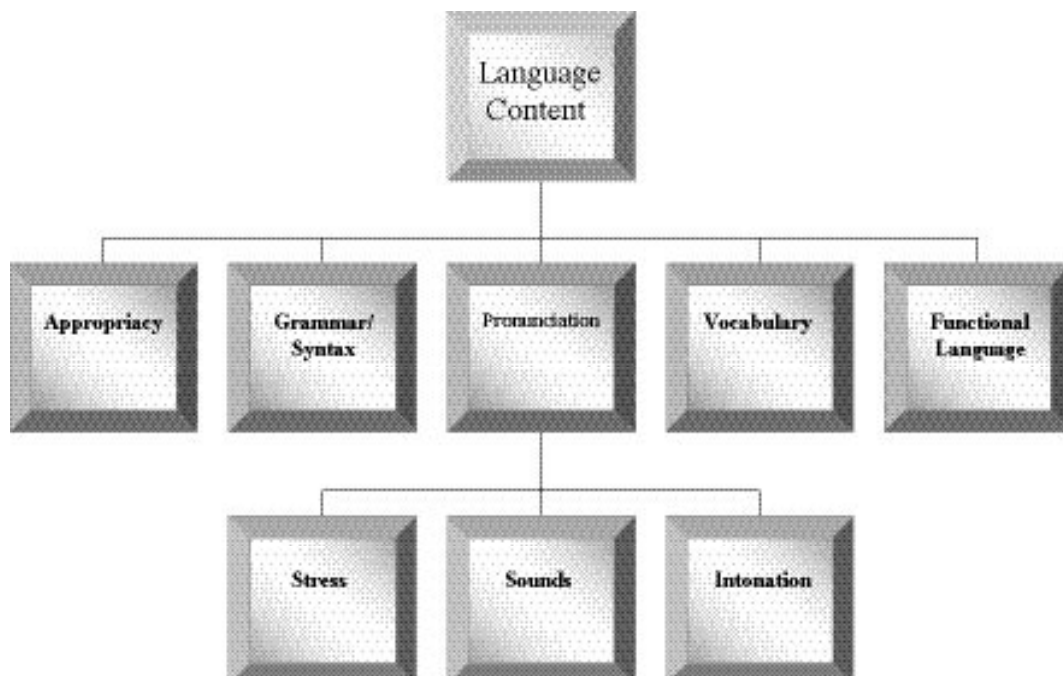
# Chapter 6: Language Systems

1. The Language Systems
2. Pronunciation
3. Vocabulary / Lexis
4. Grammar / Syntax

## 1. *The Language Systems*

It is important to incorporate Language Systems (Lexis or vocabulary, Grammar, Function and Phonology) in order to deliver a balanced and comprehensive English course. When analysing a particular language item, we could simply look at the individual words (vocabulary / lexis). We could also consider how these individual words interact with each other (grammar / syntax). We could further explore how these words sound (phonology) and how we go about using them in particular situations (function).

Here is a diagrammatic representation of how the English language is divided into Language Content.



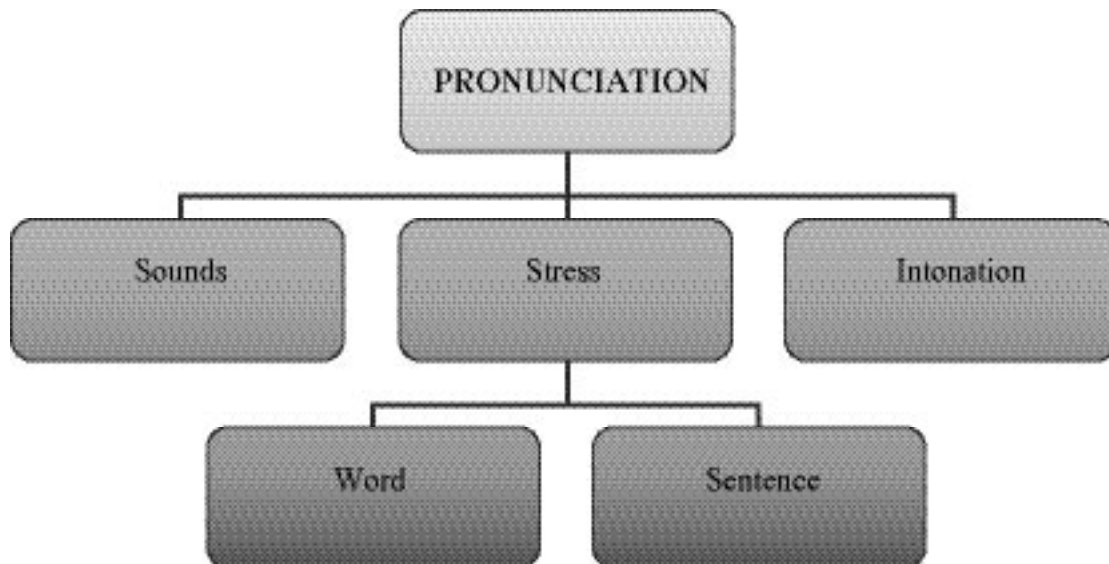
## 2. *Pronunciation*

Helping students to improve their pronunciation is very important. There really is very little point in students learning a new word, learning what it means and how to use it in a sentence, if no one understands them when they say it because their pronunciation is very poor.

### How good does pronunciation have to be?

- A learner's pronunciation should be intelligible and unambiguous.
- Good enough to satisfy his / her goals.
- Good enough to satisfy examination goals.

### The phonological system can be divided into the following areas

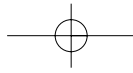


### Difficulties for Students

Students may have difficulties with either aspect of phonology for a variety of reasons for example:

#### Sounds

- The sound may not in fact exist in their native language.
- Two sounds may not be differentiated in their native tongue.
- Groupings of sounds or clusters may appear to be very strange.



### Word Stress

- There is no apparent rule here, unlike many other languages.
- The meaning of words are often differentiated solely by stress (e.g. decade / decayed).

### Sentence Stress

- It is important to note that English is in fact stress-timed and not syllable-timed, so it is necessary for students to identify stress in order to fit it all in.
- Meaning is conveyed by stress (e.g. a **red** Porsche / a red **Porsche**).

### Intonation

- Conveys the attitude and mood of the speaker. Faulty intonation can cause serious misunderstandings.
- English uses a wide voice range and students may not understand that a narrow range can make them sound bored / uninterested / rude.
- Intonation is often described as the “music” of the language.

We need to focus on aspects of pronunciation:

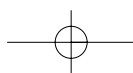
- When introducing new language.
- When correcting errors.
- Through specific awareness-raising activities.
- When clarifying what a student has said (i.e. when meaning has been obscured).
- Often and at all times!

## ***Sounds - The Phonemic Chart:***

Each language has its own set of sounds which exist in a particular relationship to one another. Refer to the Phonemic chart which represents the complete set of English sounds.

The symbols representing the different sounds of English are taken from the International Phonetic Alphabet. The English language contains forty-four sounds. It is these same symbols which are found in most learner dictionaries and which assists learners in finding the pronunciation of words for themselves. The phonemic symbols generally refer to British English and the symbols may be modified to cater for different accents.

The Phonemic chart is designed for permanent display at the front of the classroom so that it may be referred to during any lesson. It is important to stress to learners that the symbol is not the sound! The Phonemic chart can be used for all levels, helping teachers to develop a certain awareness of pronunciation and enabling you to respond to the pronunciation needs of your learners. It can be further utilized in conjunction with pronunciation materials from a course book. Refer to the following list below which contains all the letters of the phonetic alphabet, with examples of the words in which the sounds that they refer to are found.



## Phonetic symbols

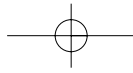
i	as in	see /si:/	ɜ	as in	fur /fɜ:(r)/
ɪ	as in	sit /sɪt/	ɔ	as in	ago /ə'gəʊ/
e	as in	ten /ten/	eɪ	as in	page /peɪdʒ/
æ	as in	hat /hæt/	əʊ	as in	home /həʊm/
ɑ	as in	arm /ɑ:m/	aɪ	as in	five /faɪv/
ɒ	as in	got /gɒt/	aʊ	as in	now /naʊ/
ɔ	as in	saw /sɔ:/	ɔɪ	as in	join /dʒɔɪn/
ʊ	as in	put /pʊt/	ɪə	as in	near /nɪə(r)/
u	as in	too /tu:/	eə	as in	hair /heə(r)/
ʌ	as in	cup /kʌp/	ʊə	as in	pure /pjʊə(r)/
i	as in	happy /'hæpi/			
p	as in	pen /pen/	s	as in	so /səʊ/
b	as in	bad /bæd/	z	as in	zoo /zu:/
t	as in	tea /ti:/	ʃ	as in	she /ʃi:/
d	as in	did /dɪd/	ʒ	as in	vision /'vɪʒn/
k	as in	cat /kæt/	h	as in	how /haʊ/
g	as in	got /gɒt/	m	as in	man /mæn/
tʃ	as in	chin /tʃɪn/	n	as in	no /nəʊ/
dʒ	as in	June /dʒu:n/	ŋ	as in	sing /sɪŋ/
f	as in	fall /fɔ:l/	l	as in	leg /leg/
v	as in	voice /vɔɪs/	r	as in	red /red/
θ	as in	thin /θɪn/	j	as in	yes /jes/
ð	as in	then /ðen/	w	as in	wet /wet/

Fig.6.1. Phonemic Chart and Key to Symbols.

## Problems with Sounds:

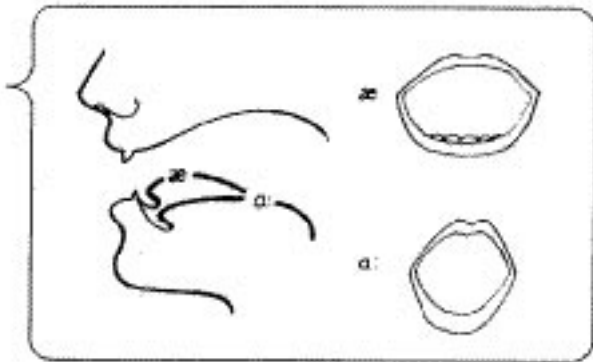
Trager in *The PD's: Pronunciation Drills for Learners of English*, outlines how useful it can be for a teacher to know which sounds used in English do not occur in other languages, such as the sounds made by *th* in the words *bath* and *bathe*. In addition, almost all ESL students will have trouble with the English /r/. Unfamiliar sounds may be some of the hardest to produce. Trager provides the following table which includes some of the classic pronunciation problems for students coming from specific language backgrounds:

Language Background	Difficult English Sounds/Spellings
<b>Malay</b>	Consonant clusters: ks; th. Vowel quality especially longer / double sounds versus shorter sounds. Sound / spelling confusion. Narrow range of intonation. Too many stresses in a phrase / clause.
<b>Arabic</b>	G/j; -ing; long e and long a; -oo; -ow; -oy; p;sh/zh/j; short a, e, & i; short e/long a; short i/long e; short o, short u/schwa; u; and all consonant clusters
<b>Chinese</b>	All vowels; b; d; g; h, sh, ch, j, zh; th-sounds; v; and most final consonants
<b>French</b>	H; oy; schwa; short e/long a; short i/long e; oo/short u; s, t, and th-sounds; sh/ch/j/zh
<b>Iranian</b>	Oo/short u; ow/aw; s and th-sounds; s clusters; short a, e, & i; short e/long a; short i/long e; short o/schwa; v/w; and all final consonant clusters
<b>Japanese</b>	All vowels; f, p, or b with l; s/sh/z/zh; th-sounds; unstressed syllables; and final clusters
<b>Korean</b>	All voiced sounds; short i/long e; short e/long a; oh and ow; oo; th-sounds; final b, d, g, and j; and l/r
<b>Spanish</b>	Short e/long a; short i/long e; oo, u, and schwa; b/v; final voiced consonants; y and j; s, sh, ch, z, and th-sounds; d; final m, n, and ng; s clusters and final consonant clusters
<b>Thai</b>	Short e/long a; short i/long e; schwa; oh and ow; th-sounds; l/r; sh/j/ch/s/z/zh; v and w; and final voiced stops
<b>Vietnamese</b>	Short a/short i/short e; long a; oo; p; y; r; sh/zh, k, ng; and final voiced consonants



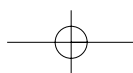
## Ideas for the Classroom:

- **Incorporation.**  
Encourage accurate and correct pronunciation in the classroom. Try and incorporate phonemic work into your grammar and vocabulary lessons. Here is an example of how to practise the pronunciation of a new lexical item:
  - Firstly, model or say the word yourself in a normal way. Then get the students to repeat it after you, all together like in a chorus until they get it nearly right.
  - Now, go ahead and model the word again, asking individual students to repeat the word after you.
- **Observation of Mechanics.**  
Get the students to watch how your mouth moves and the position of your tongue in the forming of various sounds.



**Fig.6.2.** Formation of sounds

- **Dictionary work.**  
This is a useful way of practising pronunciation and of demonstrating the benefits of knowing the phonemic script! Ask the students to look up words which are almost impossible to know how to pronounce such as 'thorough.' With the help of the phonemic script offered in the dictionary and the key to the phonemic script (Fig.6.1.), students work out the correct pronunciation.
- **Using Mirrors.** In order to help learners with pronunciation try using a mirror. If you have an entire class, you may suggest that they each have an individual hand mirror. When working with one student, hold the mirror so the student can see just your lips and his or her lips. Students will feel less self conscious if they don't see your eyes. Have the student shape his or her mouth the same as you do to pronounce whatever is giving them difficulty. It may take several tries in a session or many tries over a longer period for the student to be able to form the words correctly, but over time the student will make progress.



- Transliteration.

Write a letter to your students in the phonemic script and get them to use their knowledge of the phonemic chart to translate it

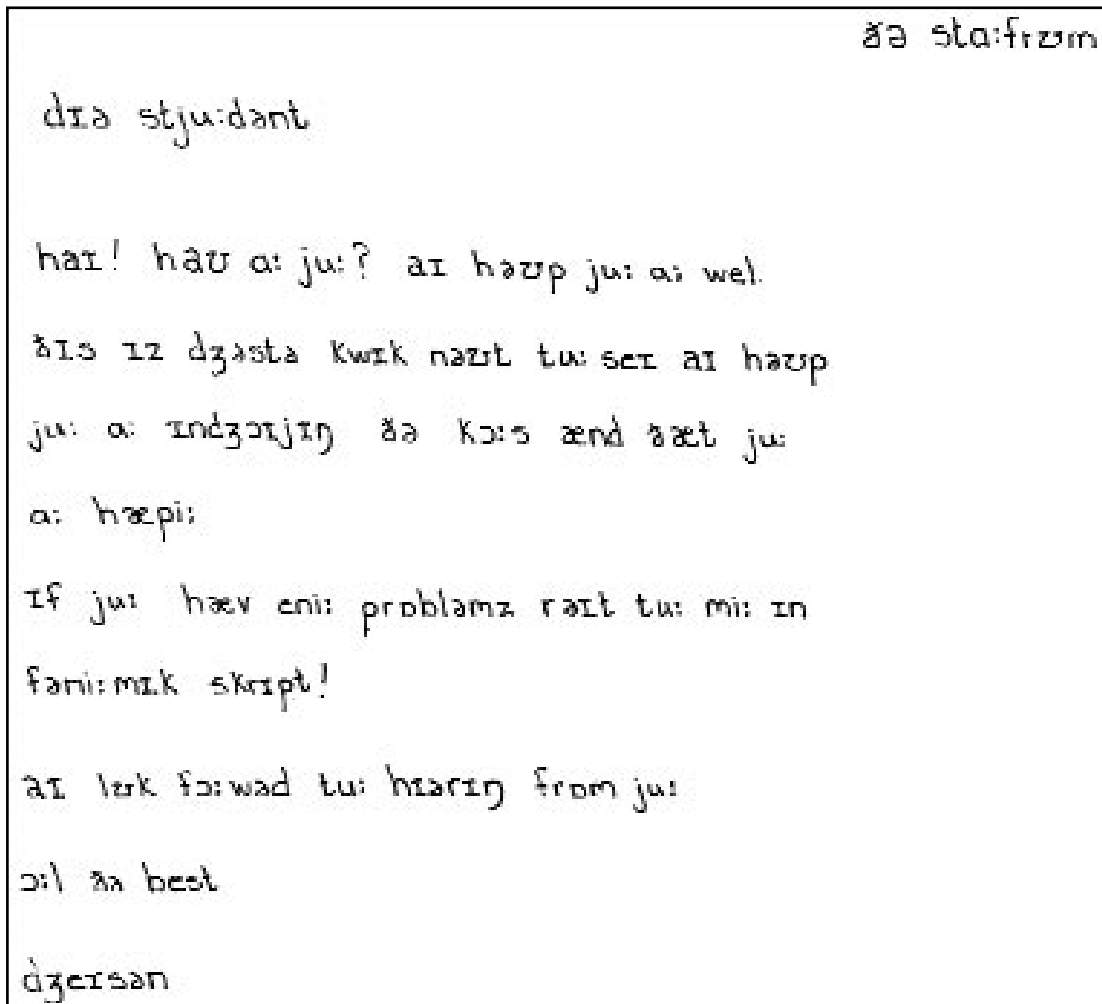


Fig. 6.3. Letter to your students.

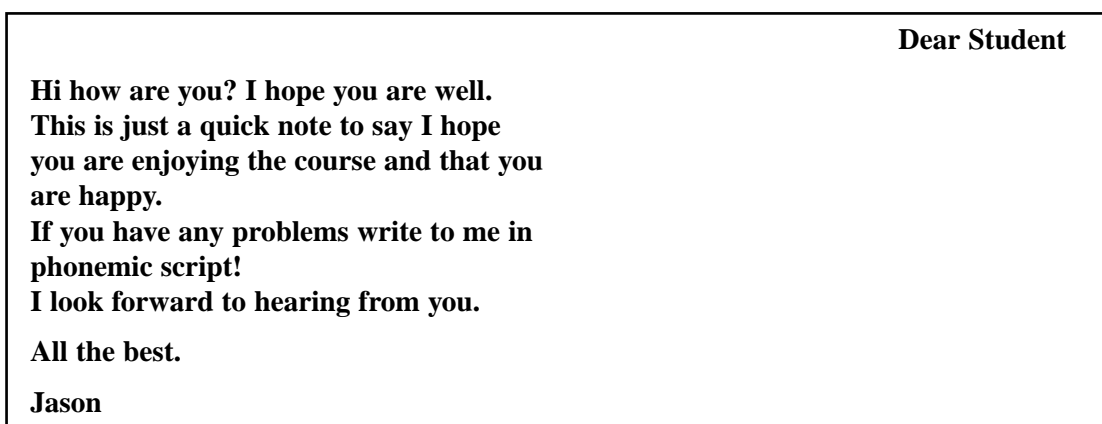
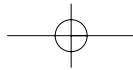


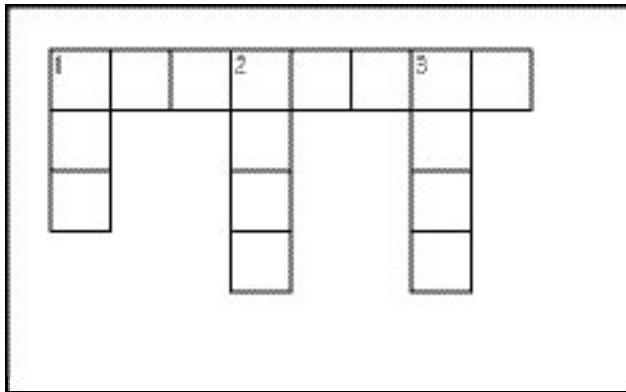
Fig.6.4. Translation of Figure 6.3.





- Phonemic Puzzles.

Produce your own crosswords which have to be completed using the phonemic script.  
Refer to the example below.



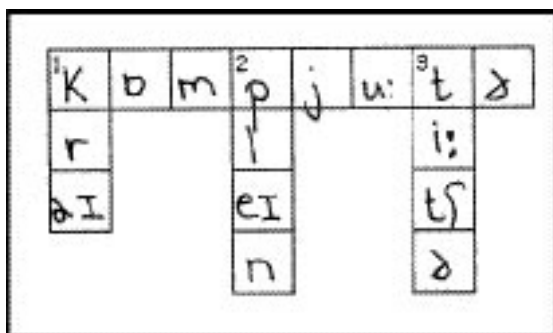
**Across**

1. Something you use to connect to the internet

**Down**

1. One does this when one is sad
2. Transport for the air
3. Someone who teaches

Answer:

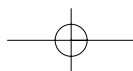


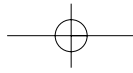
**Across**

1. computer

**Down**

1. cry
2. plane
3. teacher





- Minimal Pairs.  
You may choose two words with a very slight difference in sound (minimal pair). e.g.

1.	2.
/kʌp/ <b>cup</b>	/kæp/ <b>cap</b>

You say the word and the students say the corresponding number according to the pronunciation. e.g.

Teacher: **cup**

Students: **1**

- Tongue Twisters.  
These are an excellent way of getting students to actively listen and find the contrasts between different sounds. Tongue Twisters can be a lot of fun and you can encourage students to find further examples or make their own. e.g.

*She sells seashells down by the seashore.*

*Peter Piper picked a peck of pickled peppers.*

## ***Stress - Sentence and Word:***

### **Word Stress**

Stressed syllables in English are usually louder and are often pronounced at a higher pitch than other syllables. A syllable can be described as a group of sounds that are pronounced together. Syllables which are stressed have a clear vowel whereas the vowel in an unstressed syllable is usually shorter and reduced to /ə/. Explain to your students that in order to pronounce a word correctly, they must learn where the stress goes.

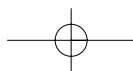
All the vowels listed in the Key to phonetic symbols (**Fig.6.1.**) can occur as full vowels. Stressed syllables always include a full vowel. Reduced vowels include /ə/ in *father* and /ɪ/ in *music*. The most common unstressed vowel is /ə/.

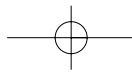
The stress pattern in English is not predictable although there are rules which may help students decide where to place the stress. (Stress syllables are marked with ◻ and unstressed syllables are marked with ◻.)

- Most nouns and adjectives are stressed on the first syllable.

e.g.      ◻ ◻  
**modern** (n)

◻ ◻  
**friendly** (adj)





- Some verbs are stressed on the first syllable and others on the second.

e.g.      □ □  
**carry** (v)

□ □  
**forget** (v)

- Words that end in –ion, –ity, –ic, and –ical usually have the main stress on the syllable before the ending.

□  
e.g.      **invention**

□  
**ability**

□  
**romantic**

□  
**physical**

### Ideas for the Classroom:

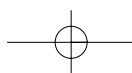
- Marking Stress.  
Write down words on the whiteboard and get students to mark the stress with □ and ◻. They should refer to the rules mentioned above.
- Noun-Verb Pairs.  
Teach noun-verb pairs where the noun is stressed on the first syllable and the verb on the second syllable.

□ ◻ □ ◻  
e.g.      **record / record**

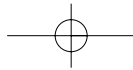
□ ◻ ◻ ◻  
e.g.      **permit / permit**

Write these noun and verb pairs on the white board. Get the students to decide which is a noun and which is a verb and then to pronounce each one correctly according to the syllable stress. Students could then complete gap fill sentences with the correct noun or verb: e.g. *The swimmer broke the world \_\_\_\_\_ for the high jump.*

- Exceptions.  
You could give your students additional words which end in –ion, –ity, –ic, and –ical, some of which do and some of which don't follow the rule as mentioned previously. Then ask the students whether the word follows the rule or not. Exceptions – *lunatic, television, intersection etc.*







### Ideas for the Classroom:

- Weak Vowels/ə/.  
Write a few sentences on the whiteboard and ask the students to mark every *schwa* in it.
- Conveying Content.  
Write a number of the same sentences on the white board and ask the students to highlight one word that could be stressed in each sentence in order to convey a particular content. e.g.

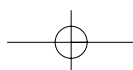
Ana wanted to buy the blue <b>dress</b> .	(not the sweater)
Ana wanted to <b>buy</b> the blue dress.	(not...)
<b>Ana</b> wanted to buy the blue dress.	(not...)
Ana <b>wanted</b> to buy the blue dress.	(not...)
Ana wanted to buy the <b>blue</b> dress.	(not...)

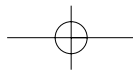
Now ask the students to consider how the changing of stress in the same sentence has an effect on its meaning.

### *Intonation:*

Intonation is used to convey meaning and can be considered the most significant aspect of pronunciation. The tone (the rise and fall of the voice) or intonation used by a speaker does not only convey meaning but may also tell us a lot about the speaker's attitude or mood. Intonation may also change depending on the particular situation or person. Intonation begins at a stress in a sentence and may either rise, fall or be flat. Students often speak English with a flat intonation, which can sound boring or may in some instances sound rude or offensive. Look at the following greeting and the effect the intonation has on the attitude conveyed:

<p><b>Rise</b> /</p> <p><b>Hi</b> (Pleasant Surprise)</p>	<p><b>Flat</b> —</p> <p><b>Hi</b> (Indifference)</p>	<p><b>Fall</b> \ <b>Hi</b> (Cold, lack of interest)</p>
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## Problems with Intonation

Students often experience problems with intonation for a number of reasons. As mentioned earlier, students often speak with a flat intonation as their mother tongue may have a narrower range. Students may also lack the confidence to mimic the various sound patterns in the classroom environment as they think that they sound funny. In many instances students simply don't hear the various sound patterns and need to train their ears to pick up the subtle differences in sound. Students are often more concerned with what needs to be said rather than how to actually say it. These problems can be overcome by applying a number of pronunciation exercises, activities and drilling.

## Ideas for the Classroom

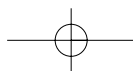
There are a number of ways in which you can assist students with the improvement of their intonation.

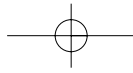
- Ask your learners to utter a sentence such as “You look wonderful!” several times, telling them what attitude [e.g. warmth, indifference, pride, hostility, boredom, interest] you wish them to communicate on each occasion.
- Get your students to listen to native-speaker-like pronunciation (tapes / video) and ask them to analyse the speaker's intonation: *Does she sound happy? How do you know?* etc.

### 3. Vocabulary / Lexis

Vocabulary is essential to convey meaning. A student can't convey all that much without grammar, but can't convey anything without the use of vocabulary. A tourist visiting an English speaking country will be able to effectively communicate a request for directions by merely saying to a person “train!” or “station!” A tourist with limited vocabulary yet with a good command of language structures will have difficulty getting their message across by saying ‘I'm looking for the.....’ and not finding the correct word.

A large proportion of vocabulary work is taught as part of either a reading or listening skills lesson. Students may encounter new vocabulary during the course of a skills lesson and you will need to select the vocabulary which is essential for understanding the tasks set. Pre-teaching new vocabulary will usually ensure that activities and tasks go ahead with limited disruption and a clear understanding of what is required of the students. Having said this, it is important to note that vocabulary can be taught on its own and not just simply as an add-on to a skills lesson.





Here is a basic lesson procedure for a vocabulary lesson:

**1. Warmer**

The teacher sets up a context, perhaps using a short story, which will illustrate the meaning of an item of language.

**2. Brainstorm / Elicit**

The teacher elicits language from the students regarding the particular topic or item. This language is written on a word spider on the white board.

**3. Oral Practice of Vocabulary**

The teacher checks understanding, highlights form and pronunciation and gives controlled practice (drilling).

**4. Written Practice of vocabulary**

The students work together to practise the specific item. This may involve matching pictures to the correct words or using the appropriate words in a gap-fill exercise.

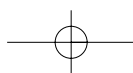
**5. Speaking / Communicative activity**

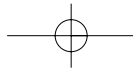
The students are given the opportunity to use these items, along with other language they know, in communicative activities. This may involve a role-play or class discussion.

### *Presentation of Vocabulary:*

It is estimated that the average native English speaker uses around five thousand words in everyday speech. Keeping this in mind, it is important to remember that your students won't need to produce every word they learn. Some of them, they will just need to recognise. (Productive vocabulary is that vocabulary that we tend to use on a daily basis. Receptive vocabulary refers to words that we understand yet do not use ourselves). Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

There are a number of practical linguistic considerations which you should keep in mind when presenting vocabulary items.





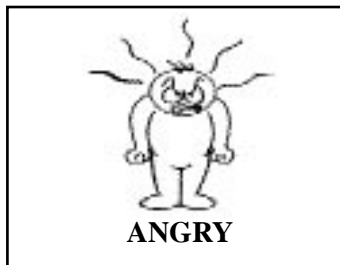
## Meaning of Words

The meaning of words is not as clear cut as we might assume. Different languages may interpret the meanings of words in different ways. Certain words in a given language may have no direct translation in another language. Other words may carry powerful feelings and emotions which are lost in translation. When presenting a new vocabulary item to your students there are certain important questions that you might consider for example:

- What does it mean?
- Do the students know other words which will help them get at the meaning of the target item?
- Does it have more than one meaning?
- What does the item not mean?
- Does the item have a limited range of meaning?
- In what sort of context might you find the item?
- Are there any connotations associated with the item?
- Once you have presented meaning, how can you check understanding?

The meaning of words may be presented to your students in a number of ways. You may consider:

1. Visual stimuli such as flashcards, photos, whiteboard drawings, realia (or the real thing) etc. These all help to create an association between the word and the visual stimulus and ultimately assist students with recall of these particular vocabulary items. A quick line-drawing on the board (“stick-man” type) could convey the meaning quickly and offer some measure of amusement to the students on witnessing your more ‘creative’ side.

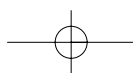


E.g. Flashcard

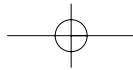


E.g. Whiteboard Drawing

2. Miming / Gestures to convey meaning. You may find it useful to demonstrate or mime the word to convey its meaning quickly.
3. Verbal means. This may involve a simple translation of the word into the mother tongue, a simple definition, examples, the use of concept questions, or ascertaining meaning from context.







- *Translation:* of a word may bring about its own set of problems. As words seem to ‘live’ within their own particular language there often isn’t a direct translation for a word or phrase, there is only an “equivalent”, sometimes not even that. Another problem which might arise if students translate words and you don’t speak their language, is that you won’t know if they’ve really understood or if they’ve translated it correctly.

One possible solution to this potential problem is to encourage students to guess the meaning of words they don’t know (from context) or to ask each other for help or to look it up in a monolingual dictionary instead. Try and avoid giving translations for new vocabulary yourself.

- *Definitions and Examples:* Try and avoid giving explanations, by illustrating by example or personalising. You may however give the students an explanation of the new word or phrase in English in order to save time as the initial focus of the lesson may be a skills activity. You may also find that dictionary definitions are often difficult and complicated and offer no assistance to the student. In such a case, it is better to paraphrase. It’s a good idea to give the students an example sentence or two containing the word or phrase so that they can see how to use it. You could give a prototypical example of a particular item to convey meaning e.g.  
Word: **bird** → use prototypical example → pigeon, dove, eagle

- *Concept questions:* are close-ended, demanding a “Yes, No” answer e.g.

The man had a **terrible** day! In order to convey meaning of the word “terrible” with the use of concept questions, you may ask the students the following:

Teacher: Did the man have a good day?

Students: No!

Teacher: Did the man have a bad day?

Students: Yes!

Teacher: So, the man had a .....

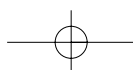
Students: Terrible day!

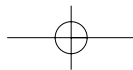
- *Meaning in Context:* This could be within a written text, audio, video or even a play and is by far one of the most useful and powerful ways to convey meaning. It is sometimes possible to work out the intended meaning of a word or phrase by looking at the context in which it is being used. Here are three types of context clues:

- Other key words / phrases in the sentence that point to the meaning of a word or phrase.

e.g. Climbing mountains, being in tall buildings and crossing high bridges frighten me because I have **acrophobia**.

The underlined words / phrase suggest a fear of heights (which is called ‘acrophobia’ – vertigo is only the dizziness or giddiness that is often caused by being in a high place).





- ii. Sentences that use comparison or contrast between words, suggesting that a word may mean the same (synonym) or the opposite (antonym) of another word.

e.g. One of our cats is very courageous and loves adventure; the other is *timorous*.

The way the sentence is written suggests that 'timorous' means the opposite of courageous – and it does. Timorous means 'fearful, faint-hearted.'

- iii. Words or phrases that follow another word closely and seem to re-name or define it.

e.g. *Bonsai*, the art of growing trees in small pots, is well known in Japan.

Quite simply, 'Bonsai' is defined in the phrase which follows the word. You could think of this as an adjective phrase as it describes the noun *Bonsai*.

Here's a suggested guide for practising using context clues:

- Read the sentence through carefully, first with, then without the unfamiliar word / phrase.
- Identify surrounding words / phrases that give clues and note which type of clue is present.
- Try to guess the meaning of the unfamiliar word / phrase using the context clues.
- Read the sentence, substituting your guess for the unfamiliar word / phrase.
- Check your guess in the dictionary to see how close you are.

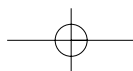
If students are able to deduce the meaning of a word or phrase through the context in which they see or hear it, then they are well on the path to becoming independent learners.

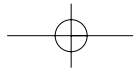
- Use of Dictionaries

Students should be encouraged to purchase an English-English dictionary and be taught how to use it properly. Students at the beginner level may however find the monolingual dictionary too difficult as the language used in the definitions may be too advanced. These students may very well rely on their bilingual or electronic translation dictionaries. From about the Intermediate level, students should be encouraged to use monolingual dictionaries.

Students should refer to their dictionary whenever appropriate during the lesson, though they should try to guess the meaning from the context first where possible. Dictionaries are important as they make the student less reliant on the teacher for explanations and make them more independent as responsible learners. Students should ensure that they choose a dictionary which includes the phonemic translation, which will help in their pronunciation. Stress marks will also enable the student to tell which part of the word to stress. Example sentences, usually written in italics, will show students how a word is used in context. Some learner dictionaries may also include pictures and illustrations. Refer to an extract from a dictionary for learners of English.

spineless / ***ˈspɪnɪləs*** / adj to lack courage or vitality: *He was considered spineless as he ran from the enemy.*





In order to get students confident with dictionary work and start to appreciate just how useful one can be, it may be a good idea to give them some words to look up and then discuss in pairs. The use of different dictionaries will also give the students the chance to develop a preference.

You could get students to look up some confusing words and ask them to find out the difference between them. (e.g. “job” and “work” in the sentences “I enjoy my job / I enjoy my work” - the nouns “job” and “work” mean pretty much the same here but there is a difference between them, what is it?) Another idea is to get students to look up words which are impossible to know how to pronounce such as “thorough.” Ask students to find the correct pronunciation using the phonemic chart and the phonemic spelling given in the dictionary.

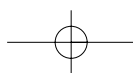
4. Peer Tutoring. You could put the students in pairs or small groups and get them to explain the words they don't know to each other. This is a good idea as students retain more of what they attempt to teach others than what they experience directly themselves. Ensure that students are explaining the meaning of words in English and aren't merely translating into their mother tongue.

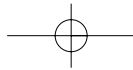
Remember that once you have presented meaning, it is very important to check understanding. You may very well encounter passive learners who are very content with letting the teacher do all the work for them without playing an active role in their own learning process. These students often “switch off” and do not attempt to remember anything. It is thus important to create an environment in which students can actively learn, take risks, practise new skills and develop self-confidence.

## Relationships between Words

Relationships between lexical items are extremely useful in assisting an initial understanding of the word and as a key to remembering and recording them. The meaning of words is often clearest when they are seen in relation to other words. A word may, for example, typically occur with other words (e.g. depend on). This is known as collocation.

Words often have an opposite (antonym) or a synonym (of similar meaning) which may provide clarity or meaning to a particular lexical item. For example, the word “terrible” may be explained to students as the opposite of “good” or as having a similar meaning to “bad.” It is also important to consider whether these meanings are exact or whether they are loose. Looking at the above example, it may be more correct to define the word “terrible” as “very bad.”





Another relationship which you may consider is whether there are a set of words associated with which the particular lexical item might be presented (e.g. boiling, hot, warm etc.)? Furthermore, are there any other words which sound the same (homonyms) or are spelt the same that might cause some confusion?

hair	hare	bizarre	bazaar	tense	tents
cents	sense	beet	beat	cruise	crews
heir	air	hoarse	horse	flower	flour
wait	weight	prince	prints	mist	missed
hear	here	plain	plane	plain	plane
eight	ate	foul	fowl	pain	pane
night	knight	pale	pail	meet	meat
deer	dear	nose	knows	bare	bear
flee	flea	sent	scent	some	sum
whole	hole	whale	wail	for	four
heal	heel	one	won	bored	board

Fig.6.5. Some Common Homonyms

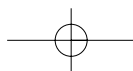
## Grammatical Considerations

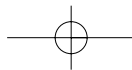
When looking at individual lexical items, you may consider how these individual words interact with each other (grammar / syntax). This may prompt you to think about what part of speech the lexical item is that you wish to present to your students (present, past, future or continuous tense?) Is it possible that other parts of speech may be formed from it and do students know these (e.g. adding **-ing** to *walk* to form the continuous form - *walking*)?

Is the item irregular in any way (e.g. in the past, plural)?

Have you considered whether the item is a countable (apple + *s* – apples)  
or an uncountable (money – money) noun?

Can a prefix or suffix be used with the lexical item (happy + **un** – unhappy / create + **tion** – creation)?





## Spelling and Pronunciation of Words

The spelling and pronunciation of individual words is important in terms of avoiding ambiguity and possible confusion in meaning. As mentioned in the earlier chapter on writing (Chapter 5) incorrect spelling may often give the reader the impression that the writer is careless and lacks education. One should also consider the differences between American spelling and British spelling. Here are a few examples:

American	British
aluminum	aluminium
analog	analogue
anesthesia	anaesthesia
archeology	archaeology
catalog	catalogue

**Fig.6.6.** Examples of American and British spelling differences

Pronunciation should be good enough to satisfy the learner's goals (Refer to the section on pronunciation in this chapter).

## Style of Words

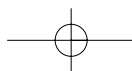
When looking at a particular lexical item, you might want to consider whether the item is formal or colloquial (characteristic of informal spoken language). In short, style is to do with variations in formality.

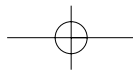
Style can be divided into the following useful categories:

<b>CASUAL</b>	Coming to the dance then?
<b>INFORMAL</b>	Would you like to go to the dance?
<b>FORMAL</b>	You are cordially invited to attend the dance this evening.
<b>FROZEN</b>	PLEASE PURCHASE DANCE TICKETS AT THE COUNTER.

Frozen style is the name that has been given to things like public notices which are universally recognised wherever you go in an English Speaking country.

Furthermore, you might consider whether the word "job" is specific, relating to a particular sector, profession or occupation (e.g. software, hardware)? Another consideration is whether there are any differences between the words used in British and American English (e.g. pavement / sidewalk).





## Considering Specific Lexical and Structural Errors

It is strongly recommended that teachers attempt to find out as much as possible about the typical linguistic difficulties that their students may face when learning English. This will enable the teacher to better understand the specific needs of their students and is a useful starting point for addressing these needs. This may be more difficult in a multilingual classroom. Refer to the typical lexical and structural errors of Malay Speakers (Malaysian):

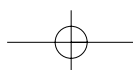
Lexical / Structural Errors	
<p><b>Noun Groups</b></p> <ul style="list-style-type: none"> <li>o Singular / plural –s</li> <li>o Countable vs. uncountable nouns</li> <li>o Possessive’s – omission of the ’s</li> <li>o Word building (choosing affixes)</li> </ul>	<p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>o Omission of endings (-s/-ed/-ing)</li> <li>o Omission of ‘be’ / unnecessary additional e.g. I am go... / He was been...</li> <li>o Formation and use of tenses</li> <li>o Continuous vs. simple forms</li> <li>o Active vs. passive use</li> </ul>
<p><b>Prepositions</b></p> <ul style="list-style-type: none"> <li>o General confusion</li> </ul>	<p><b>Clause and Sentence</b></p> <ul style="list-style-type: none"> <li>o Word order in direct questions</li> <li>o Tag questions (isn’t it?)</li> <li>o Omission of object e.g. I like.</li> <li>o Lack of use of relative pronoun</li> <li>o Overuse of complex forms at lower levels/ the reverse at higher levels</li> </ul>
<p><b>Adjectives / Adverbs</b></p> <ul style="list-style-type: none"> <li>o -ed added / omitted</li> <li>o -ly added / omitted</li> <li>o -Confusion with very / much / more</li> </ul>	<p><b>Choice and Range of Lexis</b></p> <ul style="list-style-type: none"> <li>o Outdated items e.g. spectacles vs. glasses</li> <li>o Often over formal</li> <li>o Style is mixed e.g. I have 2 siblings and 4 kids</li> <li>o Abbreviated forms</li> </ul>

## Ideas for the Classroom

There are many and varied vocabulary activities and exercises which are designed around the following common ideas:

- Memory Games

In this activity you may divide the students into two groups. Give each group a copy of the same picture. Tell them to look at it but do not tell them that they are expected to memorise the items in the picture. Give them a minute or two. Then take the pictures away from the groups. Each group nominates a spokesperson for their group. Now ask closed (Yes / No) or open (*How many people are in the picture?*) questions about the picture. After each group has discussed the question their spokesperson relays their answer to you. Points are awarded for correct answers.





**Fig.6.7.** Picture for Memory Game

- Gap fill exercises

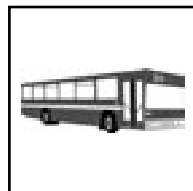
e.g. Fill in the space with one word only.

People have been diving without mechanical aids.....ancient times.

Answer: since

- Matching words to pictures

e.g. Write the correct word under each picture.



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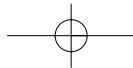
bus	taxi	motorcycle	aeroplane	boat
-----	------	------------	-----------	------

- Matching words to definitions

e.g. Match each word in the box with a suitable definition.

site	on-line	IT
------	---------	----

- o Information technology, the communication of information using computers
- o Place on the World Wide Web where you get information from specific computers
- o Connected to the internet



- **Matching words to other words** (synonyms / antonyms)  
e.g. Match the word on the left to the word with the opposite meaning (draw a line to join them as shown in the example).

ugly		old
fat		tall
young		beautiful
dangerous	—————	thin
short		fast
slow		safe

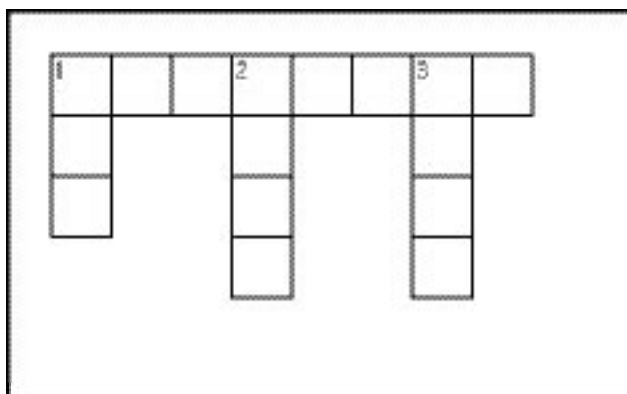
With this activity type, the student must link items from the first column to items in the second.

- **Error correction**  
e.g. Find the mistakes in the sentence and correct them.

Manchester United was the more better team on the night.

Errors must be found and corrected in a sentence or passage. It could be an extra word, mistakes with verb forms, words missing etc.

- **Crossword and word puzzles**  
Produce your own crosswords and word puzzles. Refer to the example below.

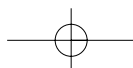


**Across**

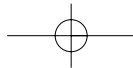
1. Something you use to connect to the internet [computer]

**Down**

1. One does this when one is sad [cry]
2. What you feel when cutting yourself [pain]
3. Fish which look like snakes [eels]



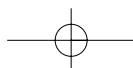


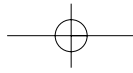


- Placing items into lists  
e.g. Look at the words in the box and put them under two headings: *jobs* and *subjects*.

accountant	actor	arithmetic	banker	biology	chemistry
dancer	doctor	economics	engineer	geography	history
journalist	languages	maths	nurse	physics	physical education
politician	secretary				

- Hangman  
I don't think this activity requires further explanation!
- Word story  
Choose a list of new words that the students have recently learnt. Divide the learners into two groups (Group A / Group B). Dictate the words to the students who then copy them down. The groups must now create a story using the words in the same order and form as dictated to them. The groups then read out their completed stories to the class.
- Back to the board  
Divide the learners into two groups (Group A / Group B). Group A sends one of its members up to the front of the class. This student sits on a chair with his/her back to the whiteboard and facing their group. The teacher then writes a word on the whiteboard. The learners in Group A then have 45 seconds to describe the word to the student sitting at the front of the class (without saying the actual word). If the student at the front of the class guesses the correct word on the whiteboard behind them within the allocated time, then Group A is awarded a point. It is now Group B's turn to send a student up to the front of the class.
- Kim's Game  
Prepare a shopping bag with an assortment of different objects. Divide the learners into two groups (Group A / Group B). Show the contents of the bag to each group very briefly before placing them back in the bag and out of sight. Each group must now create a list of the contents in the shopping bag. The group with the most correct is the winner. This game may alternatively be played using a list of objects displayed on the whiteboard and then erased.
- Miming an action  
Create two piles of cards. One pile should consist of cards with an adverb written on them and the other pile with verbs written on them. Divide the learners into two groups (Group A / Group B). Group A sends one of its members up to the front of the class. This student selects one card from each pile on the teacher's desk which are face down. The student may choose the following cards for example:





**RUN**

**SLOWLY**

The student must then mime the action to Group A who then have 45 seconds to guess the action correctly (Run Slowly). If the students in Group A guess the correct action within the allocated time, then Group A is awarded a point. It is now Group B's turn to send a student up to the front of the class. This can be great fun especially when students choose strange actions such as "sleep clumsily".

- Word Dictation

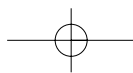
Choose a list of new words that the students have recently learnt. Divide the learners into two groups (Group A / Group B). Dictate these words to the students who then write them down attempting to spell them correctly. They may discuss each item amongst themselves. Each group then selects a member of their group to write their list of words on the whiteboard. A point is awarded for each correct word.

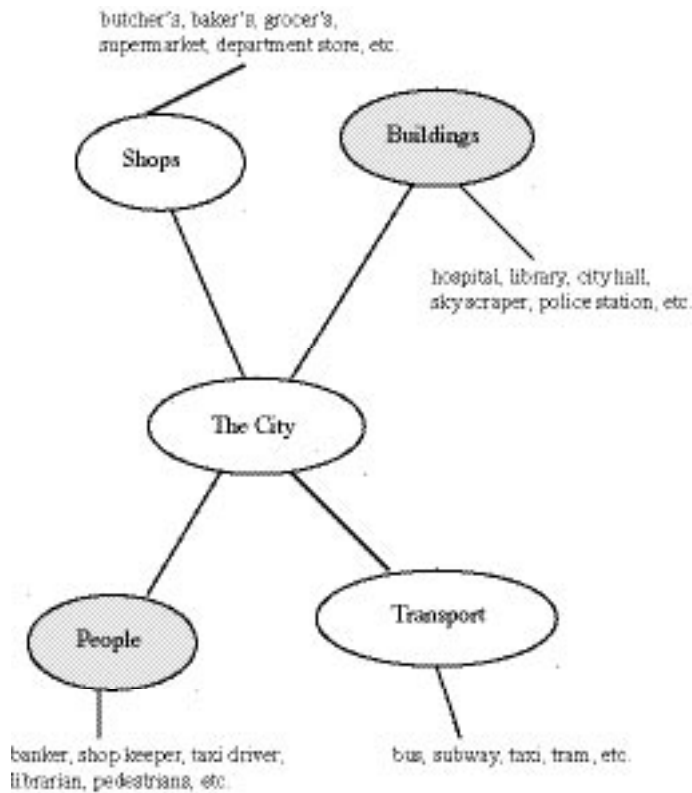
### ***Remembering Vocabulary:***

Research suggests that unless we use the information that is stored regularly, it will slowly disappear from our memory. You as a teacher therefore need to provide your students with the necessary tools to improve their retrieval ability. By giving the students opportunities to revise vocabulary in the classroom, you improve their memory capability.

Students often write new vocabulary items in their exercise books or specially designated vocabulary note books. These lists are often not looked at again and prove to be a waste of time. It is therefore a good idea to help students record new vocabulary learned for easy recall.

Learning a set or category is often easier for students to learn and remember than learning seemingly unrelated words in a list. Students could be encouraged to create word spiders (word maps) or tables where relationships between different words are visually presented in a diagrammatic format. Students could be left to decide for themselves where the new words fit on the plan.





**Fig.6.8.** Word Spider / Word Map

Other ideas that you may want to point out to your students are the benefits of adding things like:

- the phonemic transcription in order to aid them with pronunciation
- simple definitions or components of meaning,
- example sentences where the particular item occurs
- antonyms

### Word Table

You can give your students a piece of paper with several blocks on it. Their vocabulary words go in the upper left corner of each block, with a short definition in the box directly below. In the upper second block goes an antonym of the vocabulary word, and in the lower second block, a drawing of the definition of the word. The third lower block is reserved for the phonemic script. The fourth lower block is where the student writes a sentence using the word (in context).




No.	ITEM/DEFINITION	ANTONYM/PICTURE	PRONUNCIATION	SENTENCE
1	create	destroy		
	Bring into existence		Kri:ei:t	The company was created 25 years ago; "He created a new movement in painting".
2	sprint	walk		
	Run very fast, usually for a short distance		sprɪnt	He took a sprint around the track in record time.
3	purchase	sell		
	To buy or acquire something		pɜ:ʃɪs	The family purchased a new car.

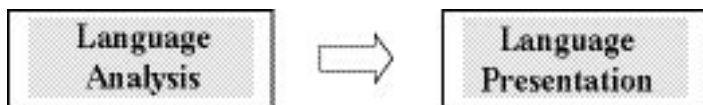
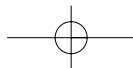
Fig.6.9. Word Table.

#### 4. Grammar/Syntax

Many lesson types may be integrated including more than one segment and held together by a unifying topic. These may include skills (reading, writing listening, speaking) and systems (grammar, vocabulary, function, phonology). School syllabuses and course books typically reflect this notion.

In the past, research suggested that a large proportion of the grammar taught in a grammar lesson was not in fact learnt. It was further suggested that students' grammar seemed to improve during a skills lesson. Many teachers decided to abandon the grammar lesson in favour of an integrated skills approach.

However, more recently there has been an acknowledgement that focusing on language systems (grammar, vocabulary, function, phonology) will indeed benefit the learner even if the learning of certain discrete items may not occur. We will therefore consider how one analyses (Language Analysis) a piece of language and then the most effective way of presenting the language (Language Presentation).



### Language Analysis

Here is a Checklist for analysing a piece of language for teaching purposes. It should be kept in mind that not all the categories mentioned will have relevance for all items. Certain categories, however, will be more relevant. But, **always** consider all of them.

- Firstly, does the structure have a name? (e.g. present simple, comparatives, embedded questions, etc.)
- **MEANING / CONCEPT:** What brief (but accurate) answer could you give to a student who says, ‘When can I say ‘.....?’ Again, it is a good idea to attempt to predict any problems with meaning that the learner may face. This may be much easier in a monolingual class where you compare it with the mother tongue. In some cases you may be able to present meaning with the use of pictures as shown below:



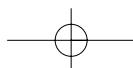
*We were going to go hiking in the mountains but.....*

- **FORM:** How is it formed (put together)? Keep this as simple and as clear as possible. Use boxes, tables and simple grammatical terms suitable for your students’ level. If you foresee any problems for the learners at this stage, then it is a good idea to list them and try to find solutions at the planning stage.

#### Present Continuous: analysis

Full Form		running	Negative Form		running
I	am		I	am ('m) not	
he	is ('s)		he	is ('s) not (isn't)	
she			she		
it		it			
you	are ('re)	you	are ('re) not (aren't)		
we		we			
they		they			

**Fig.6.91.** Substitution Table showing Form.



- **PRONUNCIATION:** If you say a sentence using this form at a neutral speed, are there any words that students may have difficulty hearing? Are the sounds perhaps squashed up (weakened), linked with other words, or lost? Are there any sounds or clusters of sounds your students might have problems with? (e.g. /p/ and /b/ for speakers of Arabic). Which words are stressed? Are there any special features of intonation that will need teaching?
- **FUNCTION:** One particular form may have different functions in different contexts. (e.g. 'That's John's car.' could function as a request – to go and open the door to a visitor – or a warning – to avoid crashing into it – or the language doesn't change, but the context and therefore the function does.
- **APPROPRIACY:** Would you say the register of the sentence is formal / informal / neutral? Is it language normally found in the written or spoken mode?
- **TEACHING IDEAS:** After you have gone through this process you then need to think of the most effective way of presenting the language, bearing in mind that if you have anticipated particular problems (of form, meaning, pronunciation, appropriacy) then you will need to plan in ways of helping your students with these aspects.

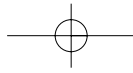
Here is an example of how each of the categories mentioned above can be applied to the analysis of an item of language.

'If I were you, I wouldn't touch it.'

<b>MEANING</b>	A hypothetical statement referring to present or future time. Speaker implies a certain distancing from him/ herself. N.B. 'touch it' – meaning?
<b>FORM</b>	IF + simple past, + WOULD + infinitive Conditional sentence: Type 2
<b>PRONUNCIATION</b>	'If I were you, I wouldn't touch it.' <i>/waɪ/</i> <i>wouldentouch</i>
<b>FUNCTION</b>	Giving advice. Warning is also implied here.
<b>APPROPRIACY</b>	'If I were you...' suggests a more formal situation. However, 'I wouldn't touch it' adds an informality – which indicates the situation.

### Language Presentation

After you have gone through the above process of analyzing a piece of language you then need to think of the most effective way of presenting the language, bearing in mind the potential problems faced by your students.



### Lesson Option 1

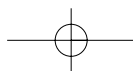
1. The teacher sets up a context, perhaps using a short story, which will illustrate the meaning of an item of language.
2. The teacher checks understanding, highlights form and pronunciation and gives controlled practice (drilling).
3. The students work together to practise the specific item either orally or written.
4. The students are given the opportunity to use these items, along with other language they know, in communicative activities.

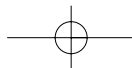
### Lesson Option 2

1. The teacher selects an activity which requires students to understand or use a specific language point or vocabulary.
2. The teacher monitors carefully and notices problems students have.
3. The teacher clarifies any difficulties with meaning, form or pronunciation and/or teaches any potentially useful language items which were avoided or unknown.
4. The teacher follows on with a similar activity to the first one. The students now have better resources to deal with some of the problems they may face.

### Lesson Option 3

1. The students read a text or listen to a tape. The teacher sets appropriate tasks to develop their receptive skills.
2. The teacher focuses them in on specific language points and clarifies meaning, form and pronunciation.
3. The students do a follow on exercise or communicative activity.





## Grammatical Terminology

Grammar is generally taught as part of a skills-based lesson but if you are considering teaching grammar structures in a grammar lesson, it may be advisable to be familiar with a number of common terms. The largest unit of language is referred to as *discourse*; but for practical purposes we will consider the basic sentence and the smaller units which make up the sentence as considered by Penny Ur (1997, CUP). Every complete **sentence** contains two parts: a **subject** and a **predicate**. The subject is what (or whom) the sentence is about, while the predicate tells something about the subject e.g.

**subject** + **predicate** = **sentence**

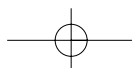
The man + is very shy = The man is very shy.

It is the ability of learners to recognize subjects and predicates that will help them to avoid one of the most common writing errors --the sentence fragment. The **complement** refers to the subject although it looks like an object e.g. *He is a good teacher*. The phrase *a good teacher* is the complement and refers to the subject. The **adverbial** is a word or phrase which provides further information e.g. *tomorrow, at work*.

The basis of the English sentence is the subject – verb relationship. This relationship consists of a number of patterns as shown in the table below:

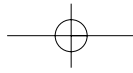
Pattern	Example
<b>S-V</b> (subject-verb)	The teacher is talking.
<b>S-V-O</b> (subject-verb-object)	The teacher loves her job.
<b>S-V-Adj</b> (subject-verb-adjective)	The teacher is tired.
<b>S-V-Adv</b> (subject-verb-adverb)	The teacher is here.
<b>S-V-N</b> (subject-verb-noun)	The teacher is a woman.

The **clause** may be thought of as a mini-sentence consisting of a subject and a tensed verb. It is possible for a sentence to consist of two or more clauses e.g. *I felt sorry for her, and I tried to help her*. On the other hand, the **phrase** is a smaller unit within a clause yet lacking the subject and/or the tensed verb. It functions in the same way as a single word e.g. *a tall building* (a noun phrase functioning as a single noun word).



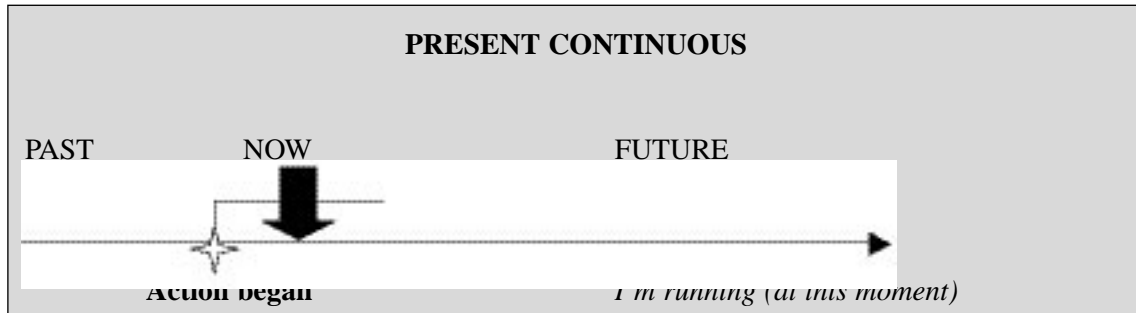






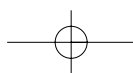
## Teaching Tenses: Time Lines

Time lines are a useful way to graphically represent the different verb tenses to your students. We go about showing the flow of time on a line with time flowing from the left (Past), through the present and into the future. It is on this line that we depict actions that took place and which will take place either side of the present (*Now*). Time markers (word or phrase) distinguish the future from the past and make the time reference very clear. Here is an example of a time line used as a visual aid to make the language more accessible to your students:



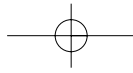
Here we view the present continuous. This particular example deals with a temporary action which began before the time of speaking, is continuing across it and is not yet complete. *I'm running.*

It should however be kept in mind that time lines may appear confusing to certain students. A useful activity may be to encourage students to create their own time lines when dealing with new tenses. An excellent book for further reference is Rosemary Aitken's *Teaching Tenses* (1995), Longman Group Limited. A list of English verb tenses, together with an example and form has been included for further reference. This may be copied and referred to in your early days of teaching until you become more familiar with them.



## Verb 'Tenses' in English

<b>ACTIVE</b>		
<b>VERB TENSE</b>	<b>EXAMPLE</b>	<b>FORM</b>
<b>Present</b>	I eat.	Base form (add -s for third person)
<b>Past</b>	I ate.	Simple past
<b>Present Continuous</b>	I am eating.	Present form of 'be' + [base form + -ing]
<b>Past Continuous</b>	I was eating.	Past form of 'be' + [base form + -ing]
<b>Present Perfect</b>	I have eaten.	Present form of 'have' + past participle
<b>Past Perfect</b>	I had eaten.	Past form of 'have' + past participle
<b>Present Perfect Continuous</b>	I have been eating.	Present form of 'have' + been + [base form + -ing]
<b>Past Perfect Continuous</b>	I had been eating.	Past form of 'have' + been + [base form + -ing]
<b>Modal + Base Form</b>	I will eat.	Modal + base form
<b>Modal Continuous</b>	I will be eating.	Modal + be + [base form + -ing]
<b>Modal Perfect</b>	I will have eaten.	Modal + have + past participle
<b>Modal Perfect Continuous</b>	I will have been eating.	Modal + have + been + past participle
<b>PASSIVE</b>		
(the verb "to be" in its active form + the past participle of the verb)		
<b>VERB TENSE</b>	<b>EXAMPLE</b>	<b>FORM</b>
<b>Present</b>	The food is eaten.	Present form of 'be' + past participle
<b>Past</b>	The food was eaten.	Past form of 'be' + past participle
<b>Present Continuous</b>	The food is being eaten.	Present form of 'be' + being + past participle
<b>Past Continuous</b>	The food was being eaten.	Past form of 'be' + being + past participle
<b>Present Perfect</b>	The food has been eaten.	Present form of 'have' + been + past participle
<b>Past Perfect</b>	The food had been eaten	Past form of 'have' + been + past participle
<b>Present Perfect Continuous</b>	The food has been being eaten.	Present form of 'have' + been + being + past participle
<b>Past Perfect Continuous</b>	The food had been being eaten.	Past form of 'have' + been + being + past participle
<b>Modal + Base Form</b>	The food will be eaten.	Modal + be + past participle
<b>Modal Continuous</b>	The food will be being eaten.	Modal + be + being + past participle
<b>Modal Perfect</b>	The food will have been eaten.	Modal + have + been + past participle
<b>Modal Perfect Continuous</b>	The food will have been being eaten.	Modal + have + been + being + past participle



## Problems Teaching Grammar

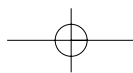
Many new teachers are daunted by the prospect of having to teach grammar to a class as they feel that their knowledge in this area is extremely limited. Many students who have studied some English are often aware of the various tenses and related terminology.

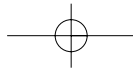
If a student asks you about a grammar point that you are unsure of, tell them you will get further clarification and *shed some light* on the language item during your next meeting. This will give you an opportunity to do some relevant research – **but** make sure that you do get back to your student! It may be comforting to know that you do not have to know all the English Grammar in order to teach it. You will learn as you attempt to teach it so always ensure that you plan your lessons adequately. The teacher's books which often accompany course books are often extremely useful in assisting the teacher explain and understand certain grammar points.

## Ideas for the Classroom

- Troublesome Grammar.  
For practice with troublesome grammatical structures, have an assortment of dittoed multiple choice and filling-the-blank exercises on the following areas:
  - Verb tenses
  - Prepositions
  - Question formation
  - Adjective placement
  - Modals

Prepare an answer key for self checking.
- Sentence Structuring.  
On index cards write a sentence or question, with each word on a separate card. On the back number each word card in sequence. The students must put the cards in the correct word order. They can check themselves by looking at the numbers on the back. Keep each set of cards in a rubber band or in an envelope.





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## ***Further Reading***

- **Pronunciation**

See T. Bowen and J. Marks, 1992, *The Pronunciation Book* (Longman).

See A. Underhill, 1994, *Sound Foundations* (Heinemann).

For a clear discussion about what pronunciation norms and models we should have our students strive for, see J. Jenkins (1998).

For charts and illustrations that are intended to be useful for teachers as they think about which sounds may be more or less difficult for different students with different language backgrounds and different physical characteristics to produce, see Trager, Edith Crowell and Sara Cook Henderson, 1956. *The PD's: Pronunciation Drills for Learners of English* (Culver City, PA: ELS Publications).

- **Vocabulary**

See M. McCarthy, 1982, *Vocabulary* (OUP).

For discussions of vocabulary meaning see R. Gairns and S. Redman (1986). This is probably still one of the best books about vocabulary for teachers.

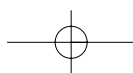
- **Grammar**

Rosemary Aitken, 1995, *Teaching Tenses* (Pearson Education Limited) offers ideas for presenting and practising tenses in English.

See P. Ur, 1988, *Grammar Practice Activities* (CUP).

See M. Rinvolucri, 1984, *Grammar Games* (CUP).

One of the most widely used of grammar books is Michael Swan's *Practical English Usage* (1995, OUP). Another is *English Grammar in Use* by R. Murphy (1994) which is hugely popular because of its mixture of simple rules and exercises.



## Chapter 7: Teacher's Survival Kit

1. First Day
2. Icebreakers
3. Warmers and Fillers
4. Jokes and Riddles
5. Games and Puzzles

### 1. *First Day*

The first day of class can be an extremely daunting experience even for the most experienced and 'seasoned' teachers amongst us. So, whether you are taking up a teaching post for the very first time, taking up a position at a new school or simply teaching a new group of students for the first time – these suggestions may assist you in coping with what may seem to be a potentially overwhelming occasion.

#### **Prior to the First Day**

- It is a good idea to visit your classroom prior to the first day of school so that you can familiarise yourself with the classroom layout (see Chapter 1) and equipment.
- Make sure that you have curriculum / syllabus outlines photocopied and ready to hand out to your students on the first day of class.

#### **The First Day**

The time on this day is usually taken up by administrative tasks and a fair deal of paperwork. More importantly though, this is when the tone for the class is set. It is therefore imperative to be on time and to be prepared. Here are a few simple guidelines:

- Introduce yourself and tell your students a little about your professional background and perhaps some interesting personal details (hobbies / interests).
- Distribute the curriculum / syllabus outlines and any other relevant documentation.
- Discuss the focus and content of the syllabus.
- Discuss your own expectations (grading, assignments, conduct etc.).
- Discuss required textbooks and if possible bring along a copy to show to your students.
- Having completed all the administrative tasks, it may be a good idea to attempt to create a sense of community within the class by: asking students about their expectations, taking the attendance register, asking students to introduce themselves.
- Prior to dismissing the class discuss what you will be looking at during the next class and perhaps give them a short preparatory task to complete.

## 2. **Icebreakers**

Teachers should have a repertoire of ideas and activities they can fall back on in the event of an ‘emergency.’ An ‘emergency’ may simply be that you still have time left at the end of a lesson because the main activity finished earlier than expected. You may on the other hand wish to break up two different activities or tasks with something to relieve the monotony. You could choose an idea from this ‘bag of tricks’ to use as a warmer to get students into ‘English mode.’ Whatever the intended use of such a ‘survival kit,’ you will soon come to realise that you’ll either be glad that you have one or certain that you need one.

Icebreakers are activities which are ideal for the first few lessons of a new class where the students are meeting each other for the first time. Such activities allow the students to use some English and hear the responses of others using English. Icebreakers also help students feel a little more comfortable in their new class. You as the teacher are also able to learn a little about the characters in the class, their names and some personal information about them. Here are some examples of various ideas that work well in the classroom and that can be used and adapted.

### **Ideas for the Classroom**

- Colour, Car, Character

In this activity you ask each student to write his or her name on the piece of paper. Under his or her name each student is to write a color which he or she feels fits his or her personality. Beneath the color the student is to write the name of a car that he or she thinks is appropriate to his or her self-image. Finally, under the name of the car, the student is to write the name of a fictional character with whom he or she identifies.

Then, one at a time, the group members introduce themselves by stating their names, color, cars and fictional characters. In the introduction, each student is to provide a brief rationale for each of his or her three choices.

The exercise continues until all of the students have introduced themselves by color, car, and character.

- What’s Different, Partner?

Ask everyone to team up with a partner (someone they haven’t met or who has the same color eyes). Ask them to turn back-to-back and change 5 things about their appearance, one which is very silly. Partners turn around when ready and try to guess the 5 things that have been changed.

This ice-breaker gets people to interact with one new person and helps everyone feel comfortable and part of the session. It also shows how observant we really are.

- 4 Facts

Each person writes down 4 facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is a lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie. The team sees how well they did.

This ice-breaker gets people to know one another very quickly and find things in common. Some of the truths and lies are so outrageous! This icebreaker can show how right or wrong our perceptions can be.

- Chinese Whispers

Divide the class into even rows. The last member of each row (at the back of the class) is taken out of the classroom. A “key” letter, word or sentence (depending on level) is given. The students run back inside, and whisper the “key” to the next student in their row. It is whispered down through the row until the last member writes it on the board. The first student to write it on the board correctly wins the point for their team/row.

- Birth Order

Put one of the following signs in each room corner: **Only Child, Oldest Child, Youngest Child, Middle Child**. Have participants go to the appropriate corner of the room based on their own birth order position.

When everyone is assembled, ask them to discuss what special characteristics their birth order has and how it is reflected in their personalities. Assign a recorder based on some criteria (i.e., person who was born the farthest from the meeting site, person who has been with the school the longest/shortest, person who is the tallest, etc.). Have groups report back.

This ice-breaker gets people moving and interacting with a larger group.

- The Mingle Game

Create a worksheet with space for 12-15 blanks. Ask participants to walk around the room collecting signatures from people who meet the criteria. A person can only sign the sheet once. If people finish early, have them help others finish their sheets. Collect completed sheets. Select 3 to win prizes.

The criteria you list can be easily adapted to any group. Here are some ideas. “Find someone who: is wearing contact lenses, has brown socks, saw \_\_\_\_\_ movie, has gone to Europe, plays a musical instrument, has an unusual hobby, etc.”

This ice-breaker also gets people moving and interacting with a larger group.



- Team Brainstorming

Ask teams to list: things that are round, things associated with a holiday, things that are red, things you can make out of tires or coat hangers, excuses for speeding, etc. No discussion, just list items! Assign a recorder. The team with the most wins. This activity helps everyone feel equal and sets the stage for activities on the course topics.

- Beach Ball Brainstorming

Announce a topic (things associated with a season, a holiday, the course content, the company, etc.). Then pass around an inflatable beach ball. Have everyone stand and pass the ball. When someone catches the ball, they shout out something related to the topic and then toss the ball to someone else. If the group is small, they can pass the ball in a circle chain.

This activity gets people up and moving, and is a fun one to do in the afternoon to break up a long session. It's guaranteed to wake everyone up!

### **3. Warmers and Fillers**

Fillers are short activities that a teacher can use in the classroom if the lesson has ended earlier than expected. Fillers can also be used as warmers at the beginning of a lesson or somewhere in the middle of a lesson in order to change the pace of a lesson or add variety. Fillers and Warmers may somehow be connected to the main content of the lesson or quite separate from it. It is a good idea for you to have a list of such activities available in your classroom in case of an 'emergency'! Keep changing your ideas, make changes to and adapt these ideas.

#### **Ideas for the Classroom**

1. Alter the pacing of your class. If you rush through your class at full speed, slow things down and take time to ask your students personal questions based on the materials you are using. If you tend to proceed at a snail's pace, prepare some additional activities and push yourself to accomplish more than you usually do.
2. Ask a student to demonstrate a dance, and assist the student in explaining the movements in English.
3. Ask students to name as many objects in the classroom as they can while you write them on the board.
4. Ask students to present to the class a gesture that is unique to their own culture.
5. Ask students to write one question they would feel comfortable answering (without writing their name) on an index card. Collect all of the index cards, put them in a bag, have students draw cards, and then ask another student the question on that card.
6. Ask your students if there are any songs running through their heads today. If anyone says "yes", encourage the student to sing or hum a little bit, and ask the others if they can identify it.
7. Assign students to take a conversation from their course book that they are familiar with and reduce each line to only one word.

8. At the end of class, erase the board and challenge students to recall everything you wrote on the board during the class period. Write the expressions on the board once again as your students call them out.
9. Begin by telling your students about an internal struggle between two sides of your personality (bold side vs. timid side OR hardworking side vs. lazy side), providing a brief example of what each side says to you. After a few minutes of preparation in pairs, have students present their struggles to the class.
10. Bring a cellular phone (real or toy) to class, and pretend to receive calls throughout the class. As the students can only hear one side of the conversation, they must guess who is calling you and why. Make the initial conversation very brief, and gradually add clues with each conversation. The student who guesses correctly wins a prize.
11. Bring a fork, knife, spoon, bowl, plate and chopsticks (if you have them) to class, and mime eating some different dishes, letting students guess what they are. Then let your students take a turn.
12. Bring an artifact from the student's culture to class, and ask them questions about it.
13. Bring in some snacks that you think your students haven't tried before, and invite the students to sample them and give their comments.
14. Call on a student to draw his or her country's flag on the board, then teach him or her how to describe the flag to the class (It has three stripes...).
15. Choose one topic (food, sports) and elicit a list of examples (food - chicken, pudding, rice). Then have your student come up with the most unusual combinations of items from that list(chocolate-beef or wrestling-golf).
16. Collaborate with your students on a list of famous people, including movie stars, politicians, athletes, and artists. Have every student choose a famous person, and put them in pairs to interview each other.
17. Come to class dressed differently than usual and have students comment on what's different.
18. Copy a page from a comic book, white out the dialogue, make copies for your class, and have them supply utterances for the characters.
19. Copy pages from various ESL textbooks (at an appropriate level for your students), put them on the walls, and have students wander around the classroom and learn a new phrase. Then have them teach each other what they learned.
20. Copy some interesting pictures of people from magazine advertisements. Give a picture to each student, have the student fold up the bottom of the picture about half an inch, and write something the person might be thinking or saying. Put all the pictures up on the board, and let everyone come up and take a look.
21. Describe something observable in the classroom (while looking down), and tell the students to look in the direction of what you described.
22. Draw a map of your country or another country that your students know well. By drawing lines, show students where you went on a trip, and tell them about it. Then call on several students to do the same. The trips can be truthful or fictional.
23. Draw a shape on the board, and announce that the school will soon be moving to a desert island. Invite students one by one to go to the board and draw one thing they would like to have on the island.
24. Draw a party scene on the board, and invite students to come up and draw someone they would like to have at the party.
25. Empty a bag of coupons onto a table, and have students find a coupon for a product that they have no need for.

## 4. *Jokes and Riddles*

Jokes and riddles may be utilized as warmers or fillers and are tremendous fun. Students enjoy the humour and often take the task of working out the answers quite seriously. A word of caution though – although jokes can help to break the ice, be careful how you use humour in the classroom. Try a few of these!

### **Jokes**

1. Q: What starts with “E”, ends with “E” and only has one letter?  
A: An envelope.
2. Q: If you drop a white hat into the Red Sea, what does it become?  
A: Wet.
3. Q: What do you call a boomerang that won’t come back?  
A: A stick.
4. Q: Where do you find giant snails?  
A: On the ends of their fingers.  
(Giants’ nails.)
5. Q: What travels around the world and stays in a corner?  
A: A stamp.
6. Q: What is white when it’s dirty and black when it’s clean?  
A: A blackboard.
7. Q: What goes “Oh, Oh, Oh?”  
A: Santa Claus walking backwards.
8. Q: What do elephants have that no other animal has?  
A: Baby elephants.
9. Q: What do you call a hippie’s wife?  
A: Mississippi.
10. Q: What did the ocean say to the beach?  
A: Nothing, it just waved!

## Riddles

1. Q: What has many keys but can't open any doors?  
A: A piano.
2. Q: What has 6 eyes but can't see?  
A: 3 blind mice.
3. Q: Who earns money driving their customers away?  
A: A taxi driver.
4. Q: What is orange and sounds like "parrot?"  
A: A carrot
5. Q: Can a kangaroo jump higher than the Petronas Towers?  
A: Yes, because the Petronas Towers can't jump!
6. Q: What do you call a deer with no eyes?  
A: No idea. (No-eye deer)

## 5. *Games and Puzzles*

Games are an excellent way of helping learners to take an active role in the learning process. Students often forget that they are learning when playing a game and this often motivates them. Remember, when managing a game in the classroom, that the rules should be very clear so that the focus does not detract from the purpose of using language. The best way of explaining the game is by demonstrating to the learners how it is played.

It is important to assess the learning value of the game and whether all students will be taking an active role and using the target language. Ask yourself if the game activates the language that you want to practise and do the learners possess sufficient vocabulary to make it work?

Word Games and puzzles can be incorporated into your lesson as warmers, fillers or as a separate vocabulary practice activity. Here are a few useful ideas which have been used successfully in many classrooms:

- Hangman  
This is a popular word game which needs no explanation. This activity can be incorporated into a lesson to review recent vocabulary that has been taught in the classroom.

- Word Search

In this activity, students are given a letter grid, followed by a list of words. The students have to find the words in the word search and either highlight them or draw an outline around them. You can incorporate recent vocabulary from a topic/ topics covered. You can choose to design the word search on your own or visit [www.puzzlemaker.com](http://www.puzzlemaker.com) which is handy program which creates the word search for you. An alternative activity would be to get the students to create their own word searches on the computers. These can be printed and given to other students to complete. Refer to the example below.

### Crime

V	S	A	N	V	F	X	G	A	V	Q	K	V	P	X
F	U	T	C	I	D	R	E	V	W	B	Y	E	J	O
R	Q	F	S	Q	R	O	Z	B	Q	X	O	U	S	I
J	P	K	N	T	U	R	S	D	K	O	B	U	P	B
R	P	M	B	Y	G	I	L	O	R	O	B	H	T	D
Z	U	K	Q	F	M	M	T	D	R	P	E	G	E	N
U	I	R	V	E	L	M	D	T	O	J	S	O	S	T
K	M	A	I	X	J	I	R	E	A	K	M	O	T	L
S	S	G	G	Y	Q	D	N	Y	E	L	I	H	I	G
A	N	Q	R	Z	H	A	K	I	I	O	F	Y	M	A
B	I	T	N	W	B	F	K	Z	W	X	F	A	O	R
W	P	H	W	C	O	N	V	I	C	T	I	O	N	O
R	V	H	O	H	H	A	G	X	T	Y	V	K	Y	V
F	Q	J	D	D	Q	L	W	E	D	G	R	J	Y	C
X	V	J	H	V	R	D	P	M	Y	R	Z	L	C	O

**Find These Words:**

Acquittal  
Testimony

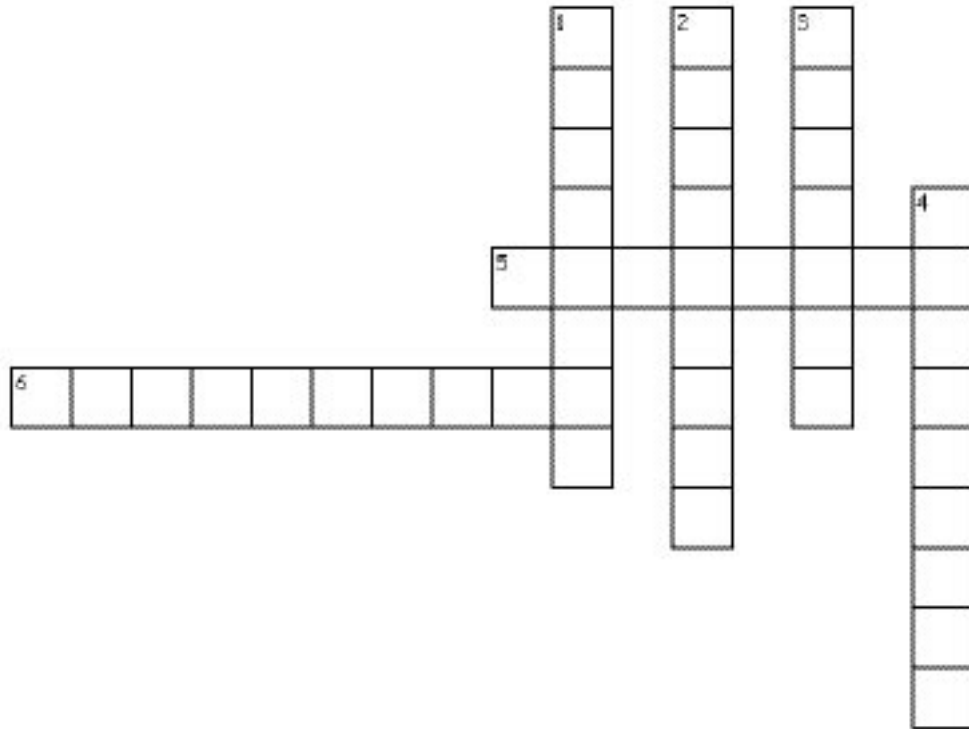
Conviction  
Verdict

Subpoena

- Criss-Cross Puzzle

This activity is similar to a conventional crossword puzzle. You can create a Criss-Cross Puzzle by going to [www.puzzlemaker.com](http://www.puzzlemaker.com) or by designing your own. Again, you could get the students to create their own Criss-Cross Puzzles. Refer to the example below.

### Criss-Cross Puzzle: Crime



**Across**

- 5. The killing of one person by another (Homicide)
- 6. A judgement of guilty against a criminal defendant (Prosecuted)

**Down**

- 1. A command to a witness to appear and give testimony (Subpoena)
- 2. Judgement that a criminal defendant has not been proven guilty (Acquittal)
- 3. The decision of a jury or a judge (Verdict)
- 4. Evidence presented orally by witnesses during trials (Testimony)

## Chapter 8: Assessment and Testing

1. Formal Testing
2. Progress Testing
3. Oral Testing
4. Exam Preparation Courses and Proficiency Testing
5. Proficiency Tests and Their Use in Primary & Secondary Schools
6. Placement Testing
7. IELTS
8. TOEFL

### 1. *Formal Testing*

Formal testing is important to both student and teacher and may be administered at either the start of a course; end of a course or at the end of a specific area of work such as at the end of a unit in a course book. There are various types of formal tests which will be discussed as well as what should be tested and the criteria for tests.

#### Reasons for Testing

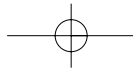
There are various reasons for testing:

##### For the teacher

- It shows the effectiveness of the teaching/learning
- It tells you what needs to be taught/learnt/revised
- It helps place the student in the school's grading system
- It is usually required by the school/institution

##### For the student

- It gives an idea of own progress which is motivating
- Revision/Consolidation
- Good for class dynamic
- Shows student there is something to learn, or problem areas to sort out
- Surprisingly, perhaps a high percentage of students either like or expect tests



## Types of Tests

There are four types of formal tests:

### Progress Test

A progress test may be administered either at the end of a particular unit, week, month, term or year. This type of test is usually prepared or set by the class teacher or someone else in the school in order to take account of the overall syllabus of the school.

### Proficiency Test

A proficiency test is a test which is set by an external examination body such as Oxford or Cambridge.

### Placement Test

A placement test is the test administered to new students entering the school. This test allows the new student to be placed in the correct class according to his or her level.

### Diagnostic Test

A diagnostic test is simply a test that a teacher may initially give to a class in order to find out what it is that they already know and to further assist in determining what the syllabus should contain.

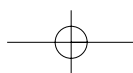
## What to Test?

- You can test specific items that you have taught in class such as vocabulary, structure, function, register and pronunciation
- You can test skills: reading, writing, listening and speaking
- You may also decide to test the general fluency and communicative efficiency of your students

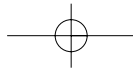
## Criteria for Tests

There are a number of considerations to bear in mind when setting a test or deciding whether a test is suitable or appropriate for your students. These will depend on the particular needs and situation of your students. Here are a few criteria to consider:

- Does the particular quiz test exactly what it is that you want to test or does it merely test memory?
- Which English skills are involved for the students to be able to successfully complete the test?
- Is the test reliable? Reliability concerns the extent to which test results are stable, consistent and accurate and therefore the extent of dependability for making decisions about students.
- Is the test long enough to be representative of what you want?
- Is the marking system objective or subjective? If there is simply one correct answer as in a multiple choice exercise, the scheme is objective. On the other hand, a mark for an essay or assessment of a student's oral fluency is likely to be subjective. This is because different assessors, examiners or markers could disagree on the level or standard of the work.







- Is the test easy to administer? Oral testing may often be a little tricky!
- Is the test culturally biased or fair?
- Is the test varied in format and interesting?

An important thing to remember when administering a test is to mark and return it quickly. Go over it with your students, check answers and give appropriate feedback and clarification. Avoid conducting tests in an atmosphere of fear or looming personal defeat or doom. This will only serve to undermine student confidence and self esteem.

## 2. *Progress Testing*

Progress tests are important for students. These tests assist students and teachers to measure progress in a specific textbook series. Teachers usually prepare their own progress tests, although many textbook series present a number of progress or unit tests.

A teacher may include all four language skills and systems when preparing a progress test. Most tests seem to focus on reading, writing, vocabulary and grammar. There are two ways of preparing questions for an internal progress test:

- Firstly, you can write discrete item questions which test specific individual language points.
- Secondly, you can write integrative questions where a number of items or skills may be tested in the same question.

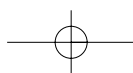
Discrete items are usually marked objectively, where there is clearly a correct answer and the same marks would be awarded by whoever was marking the question.

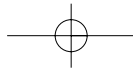
Integrative tests on the other hand tend to be marked subjectively.

A good test is one which appears fair and appropriate to the students. A good test should also not be too difficult to mark and should provide clear results.

### **Common Discrete Item Question Types:**

- Gap-fill  
e.g. Fill in the space with one word only.  
People have been diving without mechanical aids ..... ancient times.  
Answer: since





- Multiple choice  
e.g. Decide which word (A, B, C or D) best fits each space.  
The elephant has some ..... relatives called mammoths, which lived in the Stone Age.  
**A. far    B. distant    C. remote    D. distinct**  
Answer: **B. distant**

- Matching Pictures and Words  
e.g. Write the correct word under each picture. (see section on vocabulary in Chapter 6)  
[Pictures of various forms of transport]  
car      taxi      train      aeroplane      ship

- Matching Definitions  
e.g. Match the word in A with the definition in B (draw a line to join them as shown in the example).

- Changing form and keeping meaning  
e.g. For each question, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

You must do exactly what the manager tells you.

**carry**

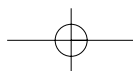
You must .....instructions exactly.

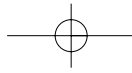
Answer: carry out the manager's

- Sentence Correction  
e.g. Read the lines below. Some of the lines are correct and some have a word which should not be there. If a line is correct, put a tick by the number on the answer sheet. If a line has a word which should not be there, write the word on the answer sheet.

1. When I was young, I lived in a place called Durban in
2. South Africa. I was been taken there by my parents when I was young.

Answer: 1. ✓  
2. been





- Changing a given word  
e.g. Read the text. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

I'm a great (1).....of bread. Whenever I smell freshly baked **LOVE**  
bread, it reminds me of my early (2)..... when I used to visit **CHILD**  
the little bakery that my grandfather owned.

Answer: 1. lover  
2. childhood

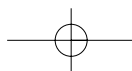
- True or False  
e.g. This kind of question may be incorporated in a reading exercise.  
Fernanda left the building on Wednesday evening? **True/ False?**

### 3. *Oral Testing*

Speaking communication is the most common way of building interpersonal relations and arguably the most important skill. One would therefore expect that testing oral proficiency would be commonplace, taking priority in any system of language testing.

This is however not the case with many schools neglecting to incorporate oral testing into their overall assessment of language proficiency. Those schools that do provide oral testing often 'weight' the different papers / skills with speaking receiving a disproportionate "weight". There are clearly a number of arguments for and against implementation of oral testing. Here are a number of arguments as expounded by Penny Ur in *A Course in Language Teaching* (1997, CUP).

ORAL TESTING?	
FOR	<ul style="list-style-type: none"> <li>• Speaking is one of the most important skills</li> <li>• A student may have good oral skills but be weak at writing. Would it not be unfair to only consider their writing?</li> <li>• If speaking is not assessed, this skill may easily take a 'back bench' in the classroom with little emphasis on developing this skill.</li> </ul>
AGAINST	<ul style="list-style-type: none"> <li>• Oral tests are difficult to implement and time consuming.</li> <li>• The criteria used for oral testing may be vague and not obvious. Does one test for fluency or accuracy?</li> <li>• The way in which these criteria are implemented may differ from examiner to examiner. This then raises issues of consistency and reliability.</li> <li>• There is usually very little time to make objective and reliable judgments in the short period of time in which a test takes place.</li> </ul>



Having outlined these arguments ‘for’ and ‘against’ oral testing, it is obvious that oral testing is not without its difficulties and that the overriding criticism relates to the issue of reliability. This issue may be overcome to a certain degree by providing adequate training for those teachers responsible for implementing the test. Furthermore, the oral tests can be subjected to expressed criteria for grading purposes. Oral testing may be recorded, circumstances permitting, and the assessment of the examiner moderated by another examiner to cross-reference. In addition, oral testing could be separately endorsed from the other language skills awarding grades of **1** (high) to **5** (low).

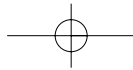
### Criteria for Oral Assessment

As mentioned previously, it is important to have specific criteria available to ensure that oral testing is as reliable as possible. Here are some assessment criteria which can be further modified to encompass specific criteria for vocabulary, fluency, structure etc.

GRADE	ORAL ASSESSMENT CRITERIA
<b>1</b>	Pronunciation is good and only slightly influenced by the learner’s first language. Very slight grammatical errors. Sometimes searches for words but the pauses are not too long. General meaning very clear. No effort required by examiner to understand.
<b>2</b>	Pronunciation is clearly influenced by first language. Pronunciation and grammatical errors causing minor confusion. Longer pauses to search for word or meaning. Fairly limited expression. Much can be understood although some effort needed for some parts. Some interpretation may be necessary.
<b>3</b>	Several serious pronunciation errors. Basic grammar errors. Unnaturally long pauses. Limited expression. Requires some effort to understand meaning. Interpretation is necessary and the learner has difficulty in explaining or making meaning clear.
<b>4</b>	A lot of serious pronunciation errors. Grave basic grammar errors. Unnaturally long pauses. Very halting delivery. Extremely limited expression. Learner finds it difficult to make meaning clear.
<b>5</b>	Learner is unable to answer. Almost impossible to understand. Cannot explain or make meaning comprehensible.

### Conducting the Oral Test

There are many different ways of conducting oral tests. One possible way is offered in this section which may be suitably adapted to suit the specific learning situation. Firstly, a wide range of Oral Assessment Cards and pictures should be made available. A suitable card should then be chosen by the examiner in such a way as to afford the learner the best possible chance. It must be kept in mind that the purpose of the Oral Test is not to test the learner’s knowledge of the topic / content, but to test language ability. Also remember that if the learner finds the particular topic too difficult or inappropriate, it would be perfectly permissible to simply move into more productive areas.



The topics that appear on the Oral Assessment Cards may cover those topics which have been covered in the classroom: family; friends; health; fitness; crime; travel etc. Here is an example of two Oral Assessment cards:

**ORAL ASSESSMENT CARD:**

1. Remaining Healthy

Discuss with the Examiner your views and opinions on staying healthy.

Consider the following issues / ideas:

- a healthy diet
- not drinking or smoking or taking drugs
- exercise and an active lifestyle

You are also free to consider your own ideas.

**ORAL ASSESSMENT CARD:**

2. Shopping

Discuss with the Examiner your views and opinions on shopping.

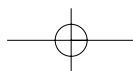
Consider the following issues / ideas:

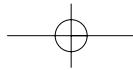
- do you like / dislike shopping?
- is shopping in malls better than at traditional / local markets?
- how will the way we shop change in the future?

You are also free to consider your own ideas.

Another alternative to using oral assessment cards is to use photographs or pictures. Students are required to study the pictures and then compare and contrast them, giving their own opinions. These pictures may depict landscapes, activities, groups of people or buildings. The students may refer to the pictures while talking. Here is an example of two pictures used for this purpose:

**PICTURE 1:**



**PICTURE 2:**

An Oral Test could proceed along the following lines:

**STAGE & PROCEDURE:****WARM-UP: (2-3 minutes)**

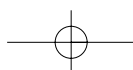
The purpose of this stage is to help the learner feel at ease and to relax. The examiner may choose to ask the learner a few questions about himself / herself. This section is informal and is not assessed. This is also a good opportunity for the examiner to consider what card topic might best suit the learner.

**PREPARATION: (2-3 minutes)**

At this stage the examiner gives the Oral Assessment Card or pictures to the learner. The learner may clarify anything that he / she does not understand. The learner then has 2 – 3 minutes to study the card or pictures and prepare his / her ideas. No notes should be made by the learner.

**ORAL TEST: (5-8 minutes)**

The examiner or the learner may commence with the conversation.



## 4. *Exam Preparation Courses and Proficiency Testing*

### **Proficiency Tests**

Testing is important in the School environment. We will look at the use of commercial tests and the various exam preparation courses that your School may offer. These tests are used to measure overall language proficiency and include reading, writing, speaking and listening.

Proficiency testing can help students in at least two ways. Firstly, such tests can help create positive attitudes and motivation within the ESL classroom. Students experience a sense of accomplishment and this contributes to a positive tone.

Secondly, these tests assist students in mastering the language. They are helped when they study for exams and when these exams are returned to them and discussed. They also confirm areas that each student has mastered and those requiring further attention.

The Oxford and Cambridge Proficiency tests are the most widely used of all types of commercial ESL exams. These tests reveal overall ability in the language as well as capabilities in a specific area (such as listening). Proficiency tests can also show if a person is ready for certain kinds of schooling work. Furthermore, the Oxford and Cambridge Proficiency tests are both valid and reliable. Validity is normally taken to be the extent to which a test can be shown to produce scores which are an accurate reflection of the candidate's true level of language skills. Reliability concerns the extent to which test results are stable, consistent and accurate and therefore the extent to which they can be depended on for making decisions about the student. More importantly, the commercial proficiency tests provide **legitimacy** to the levels instituted by the School as a whole.

### **Exam Preparation Courses**

An exam preparation course in any school should include the following:

- Language work that is relevant to that required in the exam
- Activities and tasks that will raise the general language awareness, ability and skills
- Specific practice on examination techniques and skills (writing essays, answering multiple choice questions etc.)
- Study skills work (e.g. using grammar books, tapes and dictionaries etc.)

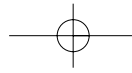
Students are more inclined to improve their English from balanced work on all skill areas as well as on grammar and vocabulary. Assisting students in learning the basic techniques for studying is extremely important. Problems do arise, however, when too much time is devoted on exam techniques and not enough on the other areas. Students clearly need to be familiar with the form of the exam, but constantly doing practice tests alone will not in itself help the students to learn very much. A much more balanced approach for a ten week exam course might be to give the students a lot of general language work and study skills in weeks one and two in order to provide them with the foundations for working successfully through the course. As the course progresses, the study skills could be reduced and much more specific work on typical language problems could be done. Following this, work could be gradually introduced on examination techniques. This can be increased through the course, building up towards 'mock tests' a week or two prior to the exam.

Levels	Cambridge ESOL Exams	Oxford ARELS Exams
Mastery (Upper Advanced)	<b>CPE</b>	<b>Diploma</b>
Effective Proficiency (Lower Advanced)	<b>CAE / IELTS / BEC-Higher</b> (Business)	<b>Higher Certificate</b>
Vantage (Upper Intermediate)	<b>FCE / BEC- Vantage</b> (Business)	<b>Preliminary Certificate</b>
Threshold (Lower Intermediate)	<b>PET / BEC Preliminary</b> (Business)	
Waystage (Elementary)	<b>KET / FLYERS</b>	
Breakthrough	<b>MOVERS</b>	
Beginner	<b>STARTERS</b>	

**Fig. 8.1.** shows the popular exams run by the Oxford and Cambridge Boards and their appropriate levels. This is an approximate guide to comparative levels.

If a School is granted permission to act as a registered Cambridge or Oxford Testing facility, then it can host these examinations. The School can purchase Proficiency Practice Tests for these exams. These tests include audio tapes or CDs and are photocopiable for classroom use. Each book includes a few complete tests, covering all the language skills. A large range of practice tests and learning resources are produced by independent publishers in the U.K. and overseas. Several titles specifically linked to the exams are available. You can log onto <http://www.cambridgeesol.org/support/publishers.htm> or [www.oup.com/](http://www.oup.com/) for a list of publishers offering materials relating to the Cambridge and Oxford exams. You can also log onto <http://www.cambridgeesol.org> for free downloads of example Cambridge Proficiency Tests (YLE, KET, PET, FCE, CAE, CPE, IELTS).





The Cambridge and Oxford Proficiency Tests are also held by external examining bodies such as The British Council and other Language institutes and schools. These examinations can be taken at authorized centres worldwide. Most schools and students choose and prefer the Oxford and Cambridge ESOL exams because the certificates are well respected and recognised by many educational organisations and employers around the world. Many students take these exams to prove they have the required language skills for a wide range of careers. Employers may even use the Oxford or Cambridge ESOL exams as an integral part of their professional development plan.

Most tertiary institutions accept the higher level Oxford and Cambridge ESOL exams as sufficient evidence that a student has the prerequisite language skills to follow a course taught in English. Oxford and Cambridge ESOL exams have also been accredited by various education authorities in many countries within their national education systems. They are also recognised by many government agencies, immigration authorities and other professional bodies.

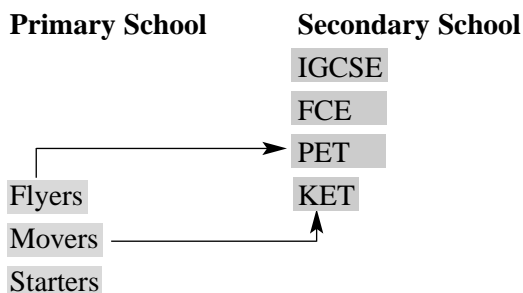
## 5. Proficiency Tests and Their Use in Primary & Secondary Schools

### Proficiency Tests for Primary Schools

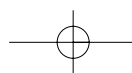
The Young Learners English (**YLE**) tests are an extremely enjoyable and non-threatening way of assessing the English of children between the ages of 7 and 12. These children will be in the Primary school. These tests comprise of three levels:

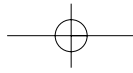
- Flyers
- Movers
- Starters

These tests are a great and gentle introduction to proficiency testing which children find highly motivating. They can act as a bridge to the tests students will encounter in Secondary school. As the highest level test, **Flyers** is roughly equivalent in language level to the **KET** (Key English Test) found in the secondary school. It can serve as either an appropriate bridge to KET or a step leading to PET (Preliminary English Test), as learners move into the secondary school.



**Fig.8.2.** Primary School Levels with reference to Secondary School Levels





The tests involve 3 sections. The **Reading and Writing** paper and the **Listening** are simply a paper and pencil test. The **Speaking** section is a face-to-face test lasting between 5 and 10 minutes.

### Marking and Grading

There is no pass or fail for the YLE tests. Students may be awarded stars or School crests depending on their performance (5 stars/crests to 1 star/crest). Students who perform well on one of the tests may then attempt the next level. A student in the final year of Primary who performs well on the Flyers may, at the discretion of the teacher and in collaboration with the Secondary ESL Department, enter the Secondary school at the Elementary Level or the Intermediate Level.

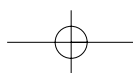
## Proficiency Tests for Secondary Schools

The Cambridge ESOL (English to Speakers of Other Languages) tests, which are of interest to us in the Secondary school, include the Key English test (**KET**), Preliminary English Test (**PET**) and First Certificate in English (**FCE**). Of further interest to us is the International General Certificate in Secondary Education (**IGCSE**). This of course is the English as a Second Language paper which is offered by two separate examining bodies: Cambridge International Examinations (**CIE**) and Edexcel.

The IGCSE ESL syllabus is a two year course for examination at age 16-plus. The rationale for the English as a Second Language (ESL) paper is based on the widespread use of English as the medium of instruction and as the language of commerce or entertainment.

Students will be required to receive a “C” for the **IGCSE ESL** paper in order to meet the English language requirements for British/ Australian Universities.

Failing this, students will have to sit the Cambridge International English Language Testing System paper (**IELTS**), which is used to indicate that proficiency may be high enough for college or university work. We will also look briefly at the Test Of English as a Foreign Language (**TOEFL**), which is geared towards testing English level prior to entering an American university.

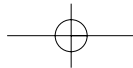


## Cambridge ESOL (UCLES)

## Primary &amp; Secondary Schools

Level	Test	Test	Level
Advanced	Proficiency (CPE)		
Post Intermediate	Advanced (CAE)	IGCSE (CIE / Edexcel)	Proficient
Upper Intermediate	First Certificate (FCE)	FCE	Advanced
Mid Intermediate	Preliminary English Test (PET)	PET	Intermediate
Low Intermediate	Key English Test (KET)	KET / FLYERS	Elementary
Breakthrough	Movers	MOVERS	Breakthrough
Beginner	Starters	STARTERS	Beginner

**Fig.8.3. \*An approximate guide to comparative levels – Cambridge ESOL & Primary / Secondary Schools.**



### \*Key English Test (KET): Elementary

#### Test Format

##### Reading and Writing

9 parts, around 56 questions  
70 minutes

##### Listening

5 parts, around 25 questions  
30 minutes

##### Speaking

2 parts  
8 -10 minutes

Although the KET exam is at a basic level, it helps students to ascertain their strengths and weaknesses.

#### Marking and Grading

Each skill carries 25% of the total marks. The final mark a student receives in the test is an aggregate of the marks obtained in each of the three papers (Reading, Writing, Listening and Speaking). A 'pass' ordinarily corresponds to approximately **70%** of the total marks and will enable a student to move to the Intermediate Level.

### \*Preliminary English Test (PET): Intermediate

#### Test Format

##### Reading and Writing

9 parts, around 56 questions  
70 minutes

##### Listening

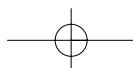
5 parts, around 25 questions  
30 minutes

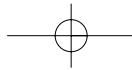
##### Speaking

4 parts  
10 – 12 minutes

#### Marking and Grading

Each skill carries 25% of the total marks. The final mark a student receives in the test is an aggregate of the marks obtained in each of the three papers (Reading/ Writing, Listening and Speaking). A 'pass' ordinarily corresponds to approximately **70%** of the total marks and will enable a student to move to the Advanced Level.





### \*First Certificate in English Test (FCE): Advanced

#### Test Format

##### Reading

4 parts, around 35 questions  
75 minutes

##### Listening

5 parts, around 25 questions  
30 minutes

##### Writing

90 minutes

##### Use of English

75 minutes

##### Speaking

14 minutes (approx.)

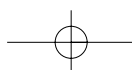
In order to pass the FCE, students will need to have a good command of vocabulary, and be able to build an argument and use appropriate styles for a number of different situations.

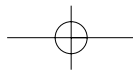
#### Marking and Grading

The five FCE papers total 200 marks, after weighting. Each paper is weighted to 40 marks. A student's overall grade is based on the total score in all five papers. A 'pass' ordinarily corresponds to approximately **60%** of the total marks and will enable a student to enter IGCSE.

Once a student has passed the Advanced test (FCE), it may be presumed that the student has the necessary language skills to enter the IGCSE course (Proficient). A student may sit for the IGCSE ESL paper either in October/ November or in May.

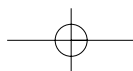
The Cambridge Certificate in Advanced English is mapped at the same level as the IGCSE ESL qualification (Level 2 of the British National Qualifications Framework –NQF). One must keep in mind that this information is informal and is not based on academic research. This is because the Cambridge ESOL qualifications and Cambridge International Examinations / Edexcel are designed with different objectives and candidates in mind and therefore set out to test different skills and knowledge bases.

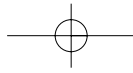




<b>*IGCSE ESL (CIE)</b>	
<b>Core Curriculum</b> <b>Grades available: C to G</b>	<b>Extended Curriculum</b> <b>Grades available: A* to E</b>
<p><b>Paper 1</b> (1 hour 30 min) Reading/ Writing</p> <p><b>Paper 3</b> (approx. 30 min) Listening</p> <p><b>Oral communication (10 -15 min)</b> Candidates will normally, in addition, take Paper 5 or 6 (Oral Test / Coursework).</p>	<p><b>Paper 2</b> (2 hours) Reading/ Writing</p> <p><b>Paper 4</b> (approx. 45 min) Listening</p>
<b>Marking and Grading</b>	
<p>The Reading and Writing Paper forms 70% of the 'main' grade while the Listening Paper forms 30% of the 'main' grade. Speaking is separately endorsed on a scale of 1 (High) to 5 (Low). In other words, the 'main' grade is not affected by it in any way.</p>	

<b>*IGCSE ESL (Edexcel)</b>	
<b>Grades available: A* to G</b>	
<p><b>Paper 1</b> (2 hours) Reading/ Writing</p> <p><b>Paper 3</b> (approx. 12 minutes) <b>*Optional</b> Oral communication</p>	<p><b>Paper 2</b> (45 minutes) Listening</p>
<b>Marking and Grading</b>	
<p>The Reading and Writing Paper forms 70% of the 'main' grade while the Listening Paper forms 30% of the 'main' grade. Speaking and Listening is separately endorsed on a scale of 1 (High) to 5 (Low). In other words, the 'main' grade is not affected by it in any way.</p>	





## International Recognition of IGCSE ESL

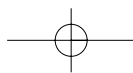
The IGCSE English as a Second Language Examination at Grade C or better (extended) is included in the UK Universities and Colleges Admissions Service's (UCAS) list of qualifications that may be acceptable as evidence of proficiency in English. It is also recognised by the British Association of Lecturers in English for Academic Purposes. Many Universities have signaled that they would be happy to accept applicants with IGCSE ESL qualifications. Not only is it accepted in the UK, the exam is also recognised by many institutions in the USA, Canada and Australia. Applicants are however advised to confirm the entry requirements with their preferred institutions.

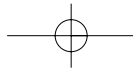
## Internal and External Proficiency Test Sources

Cambridge Proficiency tests can be implemented in one of two ways, depending on the Primary or Secondary School requirements. We will examine both internal and external proficiency test sources. Firstly, we will have a look at the internal use of proficiency tests by schools; the implications and legitimacy. Secondly, we will discuss external proficiency examinations, examination venues and dates.

The YLE, KET, PET and FCE can be tested internally by Schools. This testing, however, is merely for assessing students' proficiency levels within the framework of the school environment. The International School can purchase Cambridge Practice Tests for the YLE, KET, PET and FCE. These tests include audio tapes or CDs and are photocopyable for classroom use. Each book includes a few complete tests, covering all the language skills. Certain parts of the tests may be omitted in order to ensure they are not too long for classroom use. The advantage of this form of testing is that it is relatively inexpensive. The disadvantage is that the testing process is only recognised within the school and lacks legitimacy outside the school. Students who wish to transfer to another school will not have a Cambridge certificate certifying their level of English Proficiency. They will therefore have to be re-tested for English proficiency prior to admission. A large range of practice tests and learning resources are produced by independent publishers in the U.K. and overseas. Several titles specifically linked to the exams are available. You can log onto <http://www.cambridgeesol.org/support/publishers.htm> for a list of publishers offering materials for Cambridge ESOL exams. You can also log onto <http://www.cambridgeesol.org> for free downloads of example Cambridge Proficiency Tests (YLE, KET, PET, FCE).

The Cambridge Proficiency Tests are held by external examining bodies such as The British Council. The Cambridge ESOL examinations (YLE, KET, PET, FCE) can be taken at authorised centres all over the world. There are over 2000 centres in 135 countries. These centres must meet high standards of professional integrity, security and customer service, and are subject to inspection by Cambridge ESOL. A School wishing to administer the Cambridge Proficiency Tests for certification may contact an authorised centre in their area. In most cases, special arrangements can be made for the authorised centre to administer the tests at the school premises. If you log onto <http://www.cambridgeesol.org/centres/index.cfm>, you can search and contact an authorised centre in your area. They will be able to help you with dates, venues, costs and any special arrangements required.





Schools wishing to offer the IGCSE ESL Examination can contact either Cambridge International Examinations or Edexcel directly or by logging onto their websites at: <http://www.cambridgeesol.org/support/publishers.htm> or <http://www.edexcelinternational.org/home/>

## 6. Placement Testing

Placement Testing will accurately determine the English Proficiency level of a student when first entering the ESL Programme or determine whether a student is at the right level prior to registering for an exam preparation course. This is however only used to establish the initial level of the student.

One method of placing students into applicable levels according to their English Proficiency is through use of the Oxford *Quick Placement Test*. The Oxford 'Quick Placement Test,' was produced in collaboration with the University of Cambridge ESOL Examinations (formerly UCLES).

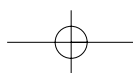
### Quick Placement Test

There are two versions of the *Quick Placement Test*. There is an electronic version and a pen and paper version. This electronic test is quick, reliable and easy to administer. It takes approximately fifteen minutes to complete and students answer about 25 multiple-choice questions. The test covers listening, reading and grammar. The computer presents a question and then assesses the student's response. The results are instant and no marking is required. The results are presented in terms of the ALTE (Association of Language Testers in Europe) Framework and the Common European Framework, which relate the different language examinations taken across Europe to each other and to a common descriptive system.

The six descriptors are Beginner, Elementary, Lower Intermediate, Upper Intermediate, Lower Advanced and Upper Advanced. Figure 8.4 shows how the ALTE levels and descriptors correspond to the Common European Framework and the range of Cambridge ESOL Examinations. If a student is placed at Level 2 on the QPT, that student should be placed in the Lower Intermediate Level according to the Common European Framework (refer to the table below). There is a 50-use CD ROM Pack and a 250-use CD ROM Pack available for the *Quick Placement Test*.

A paper and pen version of the test is also available, consisting of 60 questions and taking approximately 30 minutes to complete. Answer sheets can be marked quickly using the overlays provided.

For more information about the Quick Placement Test and how to order, visit <http://www.oup.com/elt>.





<b>ALTE Level</b>	<b>Common European Framework Description</b>	<b>Common European Framework Level</b>	<b>Oxford &amp; Cambridge Examinations</b>
5	Mastery (Upper Advanced)	C2	<b>CPE / Oxford Diploma</b>
4	Effective Proficiency (Lower Advanced)	C1	<b>CAE / IELTS / Oxford Higher Certificate</b>
3	Vantage (Upper Intermediate)	B2	<b>FCE / Oxford Preliminary Certificate</b>
2	Threshold (Lower Intermediate)	B1	<b>PET</b>
1	Waystage (Elementary)	A2	<b>KET / FLYERS</b>
0.5	Breakthrough	A1	<b>MOVERS</b>
0	Beginner		<b>STARTERS</b>

**Fig.8.4.** Common Reference Levels & Comparisons – Different Qualifications

## **ALTE**

ALTE (Association of Language Testers in Europe) is an association of providers of European foreign language examinations, and includes some of the main international providers of language testing. ALTE aims to clarify how qualifications achieved in different languages correspond to each other and what they mean in practice.

## **The Council of Europe**

The Council of Europe developed the Common European Framework of Reference for Languages in order to provide a practical tool for setting clear standards to be attained at the various levels of learning and for evaluating outcomes in an internationally comparable manner. One of its aims is to assist partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. The European Framework has developed common reference levels, providing teachers and curriculum planners with orientation points.

This six-level scale (A1, A2, B1, B2, C1, C2) makes it easier to communicate the system to teachers and school managers. These Level Descriptors are as follows: For more information about the Council of Europe, go to <http://www.coe.int/portfolio>.

C2	Student can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Student can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
C1	Student can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
B2	Student can understand the main ideas of a complex text on both concrete and abstract topics. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	Student can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure etc. Can deal with most situations likely to arise whilst traveling in an area where English is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
A2	Student can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
A1	Student can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Fig.8.5.** Level Descriptors – Council of Europe

## 7. IELTS

This test is designed to assess a student's ability to understand and produce written and spoken language in an educational context.

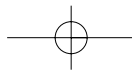
These include:

- Reading and written academic or training language
- Writing assignments in appropriate style for university study or within a training context
- Listening to and comprehending spoken language in both lecture format and informal conversational style
- Speaking to colleagues and lecturers on general and given topics in formal and informal situations.

There are two versions of the **IELTS** test, the Academic Module and the General Training Module. The Academic Module is designed for entry into a British university or institution of higher education offering degree and diploma courses. The General Training Module is designed for entry into secondary school or vocational training courses. All candidates take the same Listening and Speaking modules but may choose between the Academic or General Training versions of the Reading and Writing sections of the test. Refer to **Fig.8.6.** for the test format.

<b>Listening</b> 4 sections, about 40 questions 30 minutes + transfer time		
<b>Academic Reading</b> 3 sections, about 40 questions 60 minutes	or	<b>General Training Reading</b> 3 sections, about 40 questions 60 minutes
<b>Academic Writing</b> 2 tasks 60 minutes	or	<b>General Training Writing</b> 2 tasks 60 minutes
<b>Speaking</b> 10 - 15 minutes		
<b>Total test time</b> 2hrs 45 min.		
<i>The two tests do not carry the same weight and are not interchangeable.</i>		

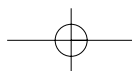
**Fig. 8.6. Test Format**

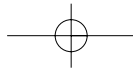


## How is IELTS scored?

The student's result will consist of a score in each of the four skills (listening, reading, writing, speaking) which is then averaged to give the Overall Band Score or final mark. Performance is rated in each skill on a scale of 9 to 1. The nine overall Bands and their descriptive statements are as follows:

<b>9 Expert user</b>
Has full operational command of the language: appropriate, accurate and fluent with complete understanding.
<b>8 Very good user</b>
Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
<b>7 Good user</b>
Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
<b>6 Competent user</b>
Has generally effective command of the language despite inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>5 Modest user</b>
Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
<b>4 Limited user</b>
Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
<b>3 Extremely limited user</b>
Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
<b>2 Intermittent user</b>
No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
<b>1 Non user</b>
Essentially has no ability to use language beyond possibly a few isolated words.
<b>0 Did not attempt the test</b>
No assessable information provided.





### What is the Pass Mark?

There is no fixed pass mark in IELTS. The institution that the candidate wants to enter will decide whether the score is appropriate for the demands of the course of study or training they want to undertake. As a general rule, scores below Band 5 in any one skill are considered too low for academic study; scores above Band 6 are deemed to be adequate to good. Overall Band scores of 5 or 6 are borderline and may not be acceptable at many institutions.

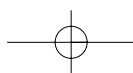
## 8. TOEFL

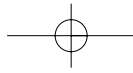
Students who plan to study in the U.S. will not be interested in British examinations. We will therefore look at the American ESL proficiency test (Test of English as a Foreign Language). This test is co-sponsored by the Educational Testing Service. The purpose of the **TOEFL** is to indicate English proficiency to colleges and universities, primarily in the United States and Canada. The test consists of three separately timed sections:

- Listening comprehension
- Structure and written expression
- Reading comprehension and vocabulary

Students take the test on a computer, and before the test begins, candidates are given a tutorial to familiarise them with the computer and the test programme. The first two sections of the test, Listening and Structure, are computer-adaptive, with the difficulty of the questions depending on how well candidates answered preceding questions. The questions in these sections are in multiple choice format. The third section, Reading, contains mostly multiple choice question, but there are also tests of discourse markers, insertions of missing sentences, etc. Finally, candidates write an essay on a single topic. TOEFL also has an Internet-based test. The TOEFL is given only on set dates and at approved testing centres.

Scoring of the TOEFL is complicated. Most universities around the world recognise this exam as an indication of English language proficiency, and increasingly employers, too, are using this test. Different universities will stipulate different scores for entry purposes, depending on the type of course and the status of the institution. Visit the Learners and Test Takers section of the TOEFL Web site at [www.ets.org/toefl](http://www.ets.org/toefl) for further information.





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## ***Further Reading***

- **Testing**

Harold. S. Madsen, 1983, *Techniques in Testing* offers an in depth look at testing language sub-skills and communication skills.

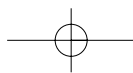
The best and most accessible books on testing in general are A. Hughes (1989) and C. Weir (1993).

Visit <http://www.cambridgeesol.org>.

This is the Cambridge ESOL site with information on the Cambridge ESOL exams.

Visit <http://www.oup.com/elt>

This is the Oxford University Press site which has useful information on ESL resources and the Quick Placement Test.



# Chapter 9: Technology in the Classroom

1. Using Technology in the Classroom
2. Using Overhead Projectors
3. Using Multimedia Projectors
4. Using Electronic Whiteboards
5. Computer Assisted Language Learning (CALL)

## 1. *Using Technology in the Classroom*

There has been a huge shift in classroom presentation in recent years. New technologies and equipment have been developed to make teaching and learning more diversified and interactive. Whiteboards and overhead projectors are being replaced by various technological apparatus such as multimedia projectors, Smart Boards and software applications. Teachers can benefit from these new technologies by using them for a number of purposes such as: planning, assessment and further professional development. Teachers can also access a vast pool of web resources.

We have already looked at the use of the board in Chapter 1 and tape recorders, video and television in Chapter 4. We will now briefly look at the following elements of technology in order to give a basic overview of a few options available to teachers in the classroom and how they can be used. These are namely:

- **Overhead Projectors (OHP)**
- **Multimedia Projectors**
- **Electronic Whiteboards (Smart Board)**
- **Computers**

## 2. *Using Overhead Projectors*



Although there is a move to increased use of more advanced technology in the classroom, the overhead projector still has its merits. This piece of equipment, although not extremely high-tech, it is still extremely easy to use, versatile, reliable and above all – cheap!

## Ideas on Using the OHP

Here are a few ideas to help you make more effective use of Overhead Projectors in the classroom:

- A good idea when using the OHP is to write on the acetates as you proceed, thereby pacing your class. In this way, it will be difficult to get too far ahead of your students. If your writing isn't as readable as it should be, then perhaps you should use prepared transparencies and ensure that your students have sufficient time to copy things down.
- When preparing transparencies prior to a lesson, make sure that you have the correct transparency available for the intended purpose. For example, transparencies can be made in photocopiers and some laser printers. Using the wrong transparency in a photocopier will cause it to melt and may damage the drum.
- Transparencies that are prepared prior to a lesson can serve as an outline for your lesson. You can build your lesson around a few basic points placed on the OHP. Further points or ideas can then be added using water-soluble ink. This can then be wiped off and the transparency reused for another lesson. Paper copies of the transparency can also be given to students as lesson notes.
- Students need to be able to read your writing from the back of a class so remember to write large. Do not try to fit too many points onto one transparency.
- Try and use different colours for emphasis or to distinguish between different points. Colour copiers or printers make this task possible.
- Keep the light in the classroom partly illuminated while using the OHP so that the students are able to take notes and so that you can monitor students' progress or understanding.
- When using numerical data, it may be easier to express these in a chart or graphical form as they will be easier to interpret and understand.
- Layering: With the use of an OHP, you can reveal information placed on a transparency at your own pace. This information may be in the form of a picture, table or piece of text, to which you can add further details by placing another slide on top of the first.
- Text Work: You could display a text with a number of blanks/gaps. Students are encouraged to predict the words which go in the blanks. You may choose to reveal the story/text as the students guess the correct words. The whole text is revealed once the students have predicted all the missing words.



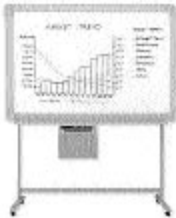
### 3. *Using Multimedia Projectors*

Today, more teachers are making use of multimedia projectors than ever in the classroom. It is these multimedia projectors that are far becoming the centrepiece of classroom technology as they directly engage students and add tremendous impact to a lesson. Multimedia projectors can be linked to computer screens and used for presentation purposes, looking at websites and for display purposes.



**Fig.9.1.** Multimedia Projectors

### 4. *Using Electronic Whiteboards*



The Electronic Whiteboard is an interactive whiteboard that has the combined power of a projector, computer and whiteboard. As teachers work, they touch the board to highlight points and add information with an electronic stylus. SMART Board presentations can also be saved as files and used in any other way a file can be used - printed as handouts, e-mailed to students or other teachers, or posted to a website. These Electronic whiteboards are often referred to by such brand names as Smartboard or Mimio Board.

Electronic whiteboards assist teachers in their lesson planning, support various learning styles, and provide a great tool for graphic representation. They are also extremely useful in engaging students. A teacher can also divide students into small groups allowing them to manipulate the board themselves, thereby involving students in their own learning and generating a great deal of interest. Students can use the electronic whiteboard for project work such as student-created picture books.

## Ideas for the Classroom

- Writing  
The teacher can utilise the Electronic White Board for interactive story writing, collaborative writing and revising.
- Language Review  
The teacher invites students to come up to the Smart Board and make changes using editing and proofreading marks. They can also use the highlighter tool to highlight nouns, verbs, adjectives, etc.
- Grammar practice  
Write a few sentences on the Electronic Whiteboard. Scramble the words and ask the students to put the words together to make their own sentences.
- Growing stories  
Ask your students to come to the Smart Board at different times during the day to add an original sentence to a story. You could begin with a prompt or have students begin the story themselves.
- Literacy  
The teacher reads with the class, drawing attention to key parts from the text. The students are then invited to come up and highlight or underline words in the word and sentence level work. Key phrases, dialogue and manipulation of text can be used by the students as a board activity or as a follow up in their exercise books.
- Daily newsletter  
Write a daily newsletter with your students. As a class, you can discuss what you have learned on that particular day and write a paragraph about it. Students use the on-screen keyboard to help with writing the article. Add digital camera pictures, clipart, etc. At the end of each week, print the newsletter for students to take home.
- Spelling rules  
Type in your spelling list in separate text boxes. Have students group the words and then make their own rules for how the groups are similar. This activity could also be performed in groups with each group having a unique page of words. This could also be done with grammar rules, such as the rules for creating plurals. Put several sample words on the board, have the students group the similar words and write the rules for creating plurals.
- Beginnings and Endings  
Teachers type the part of the word to be studied (such as “ing”) in a different color. Then, the teacher types the base parts in separate boxes and have students drag the boxes to create unique words.

## 5. **Computer Assisted Language Learning**

Use of computers in the language classroom has its advantages and challenges and can make a significant contribution to language learning in the classroom. One must however resist getting caught up in the technology at the expense of sound pedagogical principles and methodology.

### **Approaches to Instructional Technology**

Technology used in the support of teaching and learning falls into two main approaches as identified by Rosen, in *Using Electronic Technology* (2000).

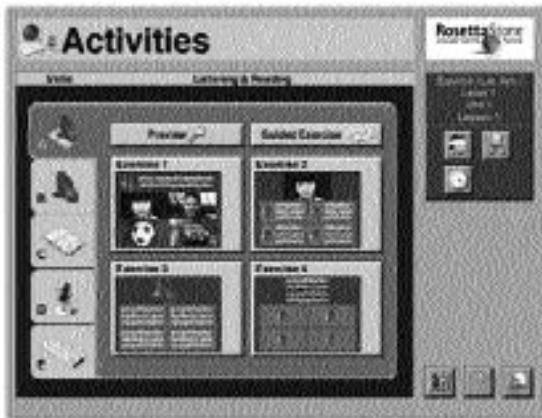
- Instructivist Approach – In this approach, learners make use of computer-assisted instruction, such as drill and practice software, to acquire knowledge of skills. It may also include ideas on teaching learners to use computers as tools.
- Constructivist Approach – In this approach, students develop further knowledge by actively connecting and assimilating new information with what they already know. This process is done through either project-based or student-centred learning. This further involves asking a question, researching it, publishing the results and then presenting them.

Rosen acknowledges that both approaches have value in the ESL classroom and that teachers often use a combination of the two approaches to make learning meaningful and motivating.

### **Computers and Their Uses**

The internet can provide a plethora of authentic materials for use within the classroom environment. Various books can be purchased which outline internet based lesson plans, activities, web quests and projects.

There are also language programs which can be purchased and loaded onto the school server. These programs offer students the opportunity to practise various skills interactively and allow their progress to be monitored. These skills include speaking, listening, reading and writing. In this way, a teacher can accurately plot the progress of individual students, identify their strengths and weaknesses and take the necessary steps to address any problem areas.

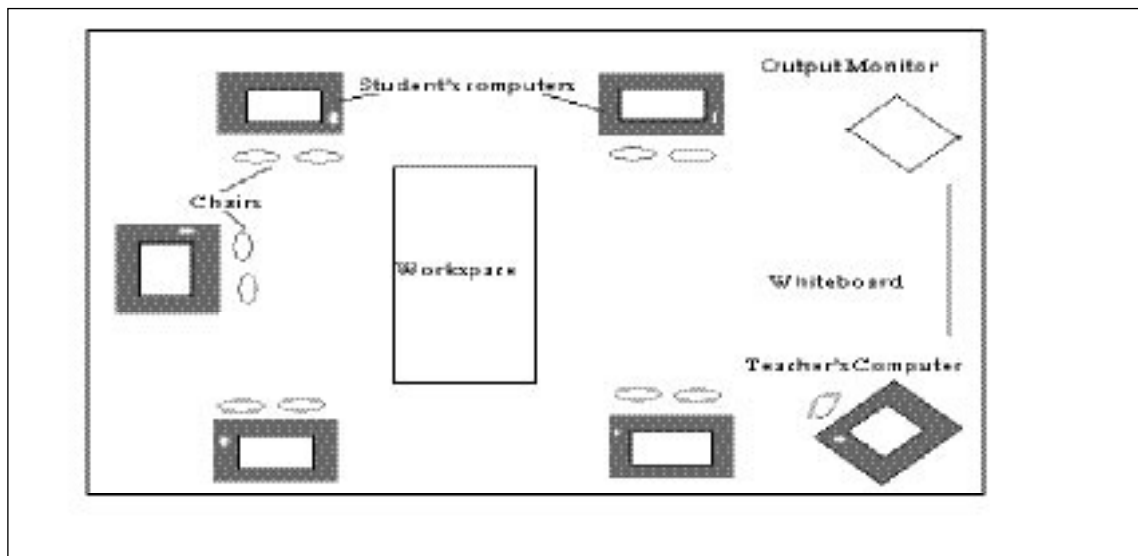


**Fig.9.2.** Screen Capture: *Rosetta Stone* Language Software.

Students can also use software such as Microsoft Power Point and Publisher to create class presentations, create their own brochures, newspaper articles, magazines and questionnaires. Furthermore, students can be encouraged to email pen friends from different parts of the world.

### **CALL Centre Layout**

CALL Centres should allow for a layout which is conducive and optimum for class interaction and language learning. Usually, the teacher's computer is linked to a projector for an overhead display for students to follow. Flat screen LCD displays or monitors which are imbedded beneath the work surface under a glass panel allow for sufficient space for books, dictionaries, electronic dictionaries etc. Refer to an example of a CALL Centre Layout below:



## Potential Problems

Gavin Dudeney in *The Internet and the Language Classroom, 2000* (CUP) highlights the fact that the use of the Internet in the ESL classroom can present its own set of problems and annoyances. He goes on to mention that these can, to a certain degree, be overcome by good planning practices and a sound practical approach. Internet access can be very slow at certain times of the day. This may be exacerbated by the fact that students and staff may be logged onto the school system. If certain multimedia files are required for use in the ESL classroom, it may be pertinent to download these files and save them on the hard disk before the lesson. This would mean that you won't have to rely on a fast connection because the files will be stored on your computer.

Dudeney offers certain measures to ensure students are using the equipment for the required purpose:

- Ensure that students are clearly aware that the CALL Centre should be appreciated and not abused
- Ensure that the teachers and technicians are the only people who are able to set passwords
- Scan the hard drives regularly for images from web pages. Regularly check the computer hard drives of those you suspect of downloading questionable pages or files.
- There should always be a teacher on hand to supervise Internet access.
- Keep a close watch on students who giggle continuously, as it is a sure sign that they are up to something. Also, keep a watchful eye on students who reboot their computers when you appear.
- Constantly check the Netscape Cache and Explorer Temporary Internet Files directories for suspect files.
- Request that technical staff assist you in implementing measures to protect students from accessing undesirable information on the Internet.

## English Language Learning Centre (ELLC):

If possible, an English Language Learning Centre (ELLC) should be established by schools to help students improve their English and enable them to become independent, life-long learners. The ELLC may however take on another name or form besides the one suggested. The general principle underlying the concept should however remain the same. The English Language Learning Centre may comprise of the following:

- A Self-access Centre
- A Language Laboratory and Multimedia Centre
- A Library

The ELLC should provide a place where students can go and study by themselves or with fellow students (Self-access Centre). Students will find that doing activities outside the classroom will facilitate language learning.

Also, the ELLC should attempt to offer both a language laboratory and multimedia interactive computers with internet connection. This Centre should be open for general use, and always staffed by someone who is able to assist and advise students. There should be a number of multimedia interactive computers, equipped with CD-ROM, headphones and microphones. Internet and email should also be provided for all students. Software programs should be readily available for grammar practice, word processing and Cambridge exam preparation. The language laboratory should offer materials specially designed to enhance pronunciation and listening skills. The ELLC needs to stock a wide range of graded readers and books. Cassettes and CDs should be available on loan for use in the language laboratory and home use.

## **Ideas for the Classroom**

- **Making Puzzles:**  
This is a great activity for vocabulary revision. Students visit [www.puzzlemaker.com](http://www.puzzlemaker.com) where they are able to design and print their own professional looking word searches, crosswords and cryptograms. Get students to find words that have recently been learned in class and make puzzles using these words. Students print their puzzles and swap with someone in the class. The students must now attempt to complete another student's puzzle!
- **Penpal Exchange:**  
Organising an email penpal exchange with other students in another country can be an extremely rewarding and motivating experience for students. This also provides a 'real' reason for students to practise their writing skills. Visit [www.world-english.org/](http://www.world-english.org/) and follow the appropriate link to find out more about penpal exchanges.
- **Holiday Activities:**  
Get students to research information on the internet about a country they have not but would like to visit. Students could then design and write their own postcards, prepare holiday brochures, leaflets, letters and posters. They could even do a role-play based in a travel / tourist office.
- **Monitoring the Weather:**  
To prepare learners, review weather expressions (e. g., hot, cloudy, rainy). Teach or review the formula for converting Fahrenheit and Centigrade temperatures. Choose the cities that the class will monitor and locate them on the map. Decide whether to monitor the weather daily, weekly, or monthly. Ask learners to suggest some web sources for weather or brainstorm some keywords for finding weather sites through a search engine. Decide what information will be tracked (e.g., temperature, precipitation, or other conditions). Record the information on a chart in the classroom; groups may choose to keep individual charts for different cities.

- Web Quests:  
Web quests can be found on the web, or teachers can create their own for students. A Web Quest, as defined by the creator, is an inquiry-oriented activity in which the students get information from resources on the internet. Below are some web quests that you may find interesting:
  - Florida Jigsaw. This web quest explores Florida through six areas of social studies – history, geography, economics, ecology, geography, and government.  
<http://webquest.org/questgarden/lessons/01324-050909174319/index.htm>
  - Reading the World with Information Trade Books. This web quest involves teachers in an in-depth evaluation of information trade books suitable for classroom use. It will culminate in the development of a list of “The Fabulous Five Information Trade Books” at each grade level. <http://webquest.org/questgarden/lessons/00317-050622152835/>
  - The Nutrition Resort  
<http://webquest.org/questgarden/lessons/01249-050908184535/>
  - Mission: UN. This web quest is designed to help students to understand language in its current form by way of researching its past, extrapolating forward to predict its future.  
<http://webquest.org/questgarden/lessons/01477-050912141500/index.htm>
  - Zoo Keeper for a day. This web quest allows students to explore different zoo animals. They will also choose what animals they would like to have in their zoo.  
<http://webquest.org/questgarden/lessons/02218-050920141343/index.htm>



**Fig.9.3.** A screen capture of the Web Quest: Zoo Keeper for a Day.

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## ***Further Reading***

- **Computer Assisted Language Learning (CALL)**

For an overview of the use of computers in language learning, see M. Warshauer and D. Healey (1998).

An excellent book on the Internet and what it offers to teachers and students of EFL is D. Teeler (2000).

Gavin Dudeney, 2000, *The Internet and the Language Classroom* (CUP) offers excellent ideas for using the internet in the classroom. Many lesson plans and activities are provided.

For an illustration of the two approaches to Instructional Technology read the article *Teaching ESOL Using Work Processing: A Communicative Approach*. In *Focus on Basics Vol.4, Issue C, World Education/NCSALL: Boston, MA* by Steve Quann & Dianna Satin.

See Rosen, David, 2000, *Using Electronic Technology in Adult Literacy Education*. In Comings, John, Garner, Barbara, and Smith, Christine (eds), *Annual Review of Literacy and Learning*, Vol. 1, San Francisco, CA: Jossey-Bass.



# Chapter 10: Marking Schemes and Report Writing

1. Correcting Student's Work
2. Assessment Criteria and Comments
3. Report Writing

## 1. *Correcting Student's Work*

### Marking Schemes

When speaking, mistakes often don't matter especially if people can understand what you mean. Unfortunately, this is not the case when you are writing. In keeping with the notion of maintaining transparency within the classroom environment and **demystifying** the learning process, it is suggested that marking schemes should be clear and understood by the students. It is important that students have access to these marking schemes. Teachers should:

1. Ensure a consistent system and standard of marking across the board.
2. Ensure that marking is regular (It is not however always necessary to close mark the whole of every student's work every time).
3. Ensure that both effort and achievement are recognised.
4. Encourage and involve pupils and students, especially those who may be underachieving, by providing supportive guidelines for improvement.
5. Encourage comments which should be:
  - Legible to the pupil / student
  - Intelligible to the pupils / students
  - Useful (clarify areas for improvement)
  - Encouraging and / or constructive.
6. Ensure that pupils / students and teachers are aware of the pupils' / students' standard of work and progress.
7. The system should be clearly communicated to all pupils / students.

When marking homework, class work and tests, teachers should where possible attempt to mark students relative to their ability within the level rather than use an absolute scale. This enables weaker students to experience success, which is vital to their motivation and development.

## Correction Codes

A piece of work with teacher's comments and corrections can be very helpful. It may be a good idea to use correction codes to indicate where an error is and what type of error it is. This leaves it up to the student to do some work in order to find the corrections for themselves. This may seem preferable, but it is important that the students understand your set of codes. Refer to **Fig.10.1.** for an example of a set of correction codes.

Correction Codes	Meaning
P	Punctuation
T	Tense
Sp	Spelling
WO	Word order
WW	Wrong word
^	Missing word / words
?	Unclear meaning
S/P	Singular / Plural form wrong
( )	This is not necessary

**Fig.10.1.** Correction Codes.

Here is an example of correction codes used on a student's written work:

Sp	James was even following his father Charles McCarty with a gun. When James met his father they were
Sp	angry, each <u>others</u> . But when James came back, he
T	had found his father dying. Also he said that his father had <u>saw</u> something about a rat before he died. Charles had been hit with the back of a gun. And a piece of grey coat was seen next
Sp	to the body but it's <u>disappeared</u> . Miss Turner has been interviewed and she <u>said</u> that James is not the
WW	<u>murdered</u> . Holmes has <u>investigate</u> the place of the murder and went to see the young man in prison but
Sp	he <u>learned</u> nothing from him. We will report further
P	on this murder next <u>meanday</u> .
	Thibault Jeremy

When correcting students' writing:

1. Don't correct everything / too much.
2. Try to focus on certain things e.g. correct past tenses when students have written a story; concentrate on organisation of ideas into suitable paragraphs when they've written a composition.
3. If possible, let students know before they write what to focus on, and then focus your correction on that.
4. Always give some personal comment / reaction to the content, as well as to the language.
5. Sometimes don't correct the language at all, just respond to the content.
6. When students are writing in class, help them / correct their writing while they write.
7. Encourage students to write a final draft after they have edited / improved / changed / corrected.
8. Get students involved in helping each other with correction / improvement.
9. Don't use a red pen. Try using another colour – green?

**Here are a few ways....**

1. Write the corrections on the students' text.
2. Use the correction code as mentioned above. Underline the problem and put the symbols in the margin. Be sure the students know the code and that some class time is given to working on the corrections.
3. Use the correction code and write a number beside each error / problem. On a separate sheet of paper write your corrections. Give the texts to the students and let them try to do the corrections and when they have finished, give them the piece of paper with the corrections as a check.
4. Let the students read each other's texts and make a note of anything they don't understand. Then they work with a partner to make it clearer.

## **2. *Assessment Criteria and Comments***

### **Assessment Criteria**

It is important to let students know how their writing will be assessed. One method is to formulate certain assessment criteria such as:

- **Content:** This takes into consideration whether the student has in fact answered the question correctly and not included too much irrelevant information. The writing task may also prescribe a certain word limit.
- **Language:** This considers the range of vocabulary used, accuracy of grammar, spelling and punctuation. It may also include appropriacy, register and style.
- **Presentation:** This considers handwriting, neatness, layout and format.

Here are examples of mark schemes and criteria for the Content area and Language area. Examples of students' writing tasks, the teachers / examiners comments and the marks awarded have also been included to provide a useful example marking guide.

**Content Area:**

Mark	Criteria
5	All content elements are covered appropriately. Message is clearly communicated to the teacher.
4	All content elements are adequately dealt with. Message is communicated successfully.
3	All content elements have been attempted. Message requires some effort by the teacher. <b>Or</b> One content element has been omitted but others clearly communicated.
2	Two content elements have been omitted, or unsuccessfully dealt with. Message is only partly communicated to the teacher. <b>Or</b> Script may be slightly short.
1	Little relevant content and / or message requires excessive effort by the teacher, or too short.
0	Totally irrelevant or totally incomprehensible or too short.

**Language Area:**

Mark	Criteria
5	Very good attempt: <ul style="list-style-type: none"> <li>• Confident and ambitious use of language</li> <li>• Wide range of structures and vocabulary within the task set.</li> <li>• Well organised and coherent, through use of simple linking devices.</li> <li>• Errors are minor, due to ambition and non-impeding use of language.</li> </ul> Requires no effort by the teacher.
4	Good attempt: <ul style="list-style-type: none"> <li>• Fairly ambitious use of language.</li> <li>• More than adequate range of structures and vocabulary within the task set.</li> <li>• Evidence of organisation and some linking sentences. Some errors, generally non-impeding.</li> </ul> Requires only a little effort by the teacher.
3	Adequate attempt: <ul style="list-style-type: none"> <li>• Language is not ambitious, or if ambitious, has mistakes.</li> <li>• Adequate range of structures and vocabulary.</li> <li>• Some attempt at organisation; linking of sentences not always maintained.</li> <li>• A number of errors may be present, but are mostly non-impeding.</li> </ul> Requires some effort by the teacher.

2	<p>Inadequate attempt:</p> <ul style="list-style-type: none"> <li>• Language is simplistic / limited / repetitive.</li> <li>• Inadequate range of structures and vocabulary.</li> <li>• Some incoherence / erratic punctuation.</li> <li>• Numerous errors, which sometimes impedes communication.</li> </ul> <p>Requires considerable effort by the teacher.</p>
1	<p>Poor attempt:</p> <ul style="list-style-type: none"> <li>• Severely restricted command of language.</li> <li>• No evidence of range of structures and vocabulary.</li> <li>• Seriously incoherent; absence of punctuation.</li> <li>• Very poor control; difficult to understand.</li> </ul> <p>Requires excessive effort by the teacher.</p>
0	<p>Achieves nothing: language is impossible to understand, or totally irrelevant to the task.</p>

Sample Question and Comments:

In this sample question, the students needed to write an email to an English speaking friend named Max. They had to explain to him that they had just joined a club and that they would like their friend to go there with them. The content elements that needed to be covered are as follows:

- i. explain the kind of club you have joined
- ii. suggest that your friend Max come and visit the club
- iii. mention what you could do there together

The following sample answers with marks and comments can be used as a guide when marking.

*Sample A:*

Hey Max ,  
 I've just enter the Tennis club and I would like to introduce you to it because it's very .  
 We can do maths together ( two against two ).  
 Also we can do some tournaments . I suggest you to join . There is a lot of gentle people .  
 If you want you can just come and visit the club and if you like it you can join it . It's on the monday evening at 4:30 .  
 I hope you'll come ! Bye ! see you there .  
 Thibault Jeremy .

Content: 5  
 Language: 4

*Comment:* All the content elements are adequately dealt with and the message is communicated successfully on the whole. There is a more than adequate use of structures and vocabulary. Well done and keep up the good work.

*Sample B:*

Dear Max,

Hello! How are you?

I'm quite fine. I've just joined a computer club. I can learn the photoshop. You are interested in it, aren't you? I have been in this club for 3 days, but I learnt how to make the image brighter and darker. It is so exciting club that you should be in. You will be able to make your own timetable, if you join this club.

I want to do some things with you. If you join in it, I'll be very happy and enjoy it!

best wishes,  
Erica

*Content:* 5

*Language:* 3

*Comment:* The student has covered all the elements appropriately and the message has been clearly communicated. This is a good attempt although the language used is unambitious.

Sample C:

Max:

Hi Max! How is everything going on? I am fine recently, because I have just joined a club near my house. It's called "Costmotor". It is a very nice place for people to study. I suggest you should visit this club, and have fun with us. We can chasing, singing, and dancing together. Whereas, the important thing is we can learn things from this club. Hope you're in good health!

Love  
Sabrina

Content: 4

Language: 3

Comment: All the content elements are covered adequately and the message is communicated successfully, on the whole. A number of errors are present but these do not impede general understanding.

Sample D:

Dear Max

Hi! How are you? I have joined a tennis club. It has a lot of fun! There is 20 people in tennis club. If you have interested in tennis club, you have to come and join us! We can play practice and match. See you at school! Bye!

Hisashi

Content: 3

Language: 2

Comment: Although all content elements are attempted, the script is slightly short. The language is simplistic and there is an inadequate range of structures and vocabulary.

Sample E:

Dear Max

Hi, Max I am very happy to send mail however my brother use all the day. I have to explain my club because it is really cool. Do you like cars don't you? I think you will love it. When we meet, find many kind of car pictures and cut. Then mixed that picture for make a good car and make like a real by computer. After we can make very nice car which cannot buy in this world. I hope you to join the club.

Love  
Raymond

Content: 3

Language: 1

Comment: All the content elements have been attempted, but the message requires some effort by the reader. This is seriously incoherent and there is an absence of punctuation.

### Comments

It is important to include a comment on students' written work. These should be useful and should clarify areas for improvement. Comments should also be encouraging and/or constructive. Refer to the assessment 'slip' below which may be filled in, cut-out and attached to a student's written work.

ASSESSMENT	MARKS
Content ( / 5 )	4
Language ( / 5 )	4
Presentation ( / 5 )	5
Total ( / 15 )	13
<b>Comment:</b>	
01 Oct '05	





### 3. *Report Writing*

#### **Areas to be Covered**

The following areas should be covered:

- Aptitude
- Progress in comparison with ability
- Understanding of the skills and concepts being taught
- Performance in examinations / class, in comparison with ability
- If performance is below expectations what must the student do to remedy the weakness. This should be done in the form of a target.

A report may start with an agreed 'Curriculum Statement'. This outlines the work that has been covered. Reference should be made to the student's performance in the test or examination, giving particular praise when a student has performed well. Other areas of overall student performance should also be considered, such as:

- Conduct / Behaviour
- Homework
- Reading
- Speaking and Listening
- Group Work
- Writing

Refer to the two examples of School ESL Reports.

**TEACHER COMMENTS:**

**Speaking and Listening**

Mirta is a pleasing student with a cheerful disposition who works very hard in class. She has made some interesting contributions in class. Mirta is, however, shy and not confident in her speaking ability. This lack of confidence may slow her progress. Frequent speaking practice and active listening will enable Mirta to improve these skills.

**Reading**

Mirta reads both narrative and expository texts confidently and with appropriate pacing and intonation. She is making good progress with her pronunciation. She is able to recall major points in texts and make predictions about forthcoming information. She is beginning to extract appropriate and significant information from texts. She is starting to guess meanings of new words from context. However, she sometimes has difficulties trying to distinguish between main and supporting ideas.

**Writing**

Mirta has been making good progress in her writing skills. Mirta needs to improve in her use of tenses, word order and spelling. She often experiences problems in the application of grammatical structures in her work. Mirta needs to extend her vocabulary through further reading and writing.

**Target**

- Frequent speaking and listening practice.
- Read more books, newspapers and magazines to extend vocabulary.
- More writing practice.

**ASSESSMENT GRADE:** 72%      **Teacher's Name:** Mr. Lilo

**CLASS AVERAGE:** 60%

**TERM 1 REPORT 2005/2006**  
**ESL**

**NAME:** Fenton  
**LEVEL:** Intermediate

# SCHOOL REPORT

**TEACHER COMMENTS:**

This term, the Intermediate class has concentrated on language skills development, with particular emphasis on Reading for gist and specific information. Further emphasis has been placed on Writing; selection of key words and determining meaning from context.

Fenton scored 65% for the Reading and Writing test and 75% for the Listening test. He has performed extremely well this term which is clear evidence of all the effort he has displayed.

During lessons Fenton has worked well and approached each task with enthusiasm ensuring that the work produced reflects his ability. Fenton has produced an excellent standard of homework which enables him to reflect on the work covered in class and to continue to improve his level. Fenton has shown an understanding of the key themes and ideas in the texts studied and has been able to explain their main points. During Oral tasks, Fenton has been keen on sharing ideas with the rest of the class but needs to make his responses more detailed. When working in groups, he is able to participate well and discuss ideas with other members. Finally, in his written work, Fenton is starting to show a growing understanding of the use of punctuation which is helping him to write in a more detailed way.

**ASSESSMENT GRADE:** 72%      **Teacher's Name:** Mr. J. Geysler

**CLASS AVERAGE:** 60%

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**Mr. J. Geysler**

## Comment Banks

It may be a good idea for teachers to develop their own comment ‘banks’ under various areas of student performance. This will make it easy for the teacher to select a relevant comment from each area, thereby covering all the required aspects. These can be written out or simply copied and pasted for those students using a computer- based reporting system. Refer to an example of a teacher’s comment ‘bank’ below:

### A. STUDENT PERFORMANCE AREA: BEHAVIOUR

- During lessons, (forename) has tended to demonstrate a reluctance to read and work independently which has hampered (his/her) progress over the past year.
- During lessons, (forename) has often failed to comprehend the relevance of activities and therefore does not attempt them to the best of (his/her) ability.
- During lessons, (forename) has worked well and is motivated and enthusiastic. However, at times, immature behaviour has had a negative effect on the quality of work that (he/she) has produced.
- During lessons, (forename) has worked well and approached each task with enthusiasm ensuring that the work produced reflects (his/her)ability.
- During lessons, (forename) has worked with high levels of motivation and attempted to complete each task to the best of (his/her) ability.

### B. STUDENT PERFORMANCE AREA: HOMEWORK

- Homework is crucial to improving performance. (Forename) unfortunately, has often failed to complete it on time.
- Homework is crucial to improving performance. (Forename) unfortunately, has often produced a poor standard of work which does not reflect (his/her) ability.
- Homework is crucial to improving performance. (Forename) completes the work on time but does need to devote more effort to it to ensure it aids (his/her) learning
- (Forename) should be pleased with (himself/herself) as (he/she) has regularly completed homework on time to a good standard. This will enable (him/her) to improve the level (he/she) works at.
- Throughout the year, (forename) has produced a high standard of homework which has aided (his/her) understanding of the work covered in class.
- (Forename) has produced an excellent standard of homework which enables (him/her) to reflect on the work covered in class and to continue to improve (his/her) level.

### **C. STUDENT PERFORMANCE AREA: READING**

- (He/She) has demonstrated a basic understanding of the texts studied this year, although has found it difficult to explain their main points.
- (He/She) has shown an understanding of the key themes and ideas in the texts studied this year, and has been able to explain their main points.
- (He/She) has shown a good grasp of the key themes and ideas in the texts covered this year and has been able to explain their main points and provide evidence.
- (He/She) has an excellent grasp of the key themes and ideas in the texts studied this year and has been able to explain how they communicate their meaning through their use of language and structure.

### **D. STUDENT PERFORMANCE AREA: SPEAKING & LISTENING**

- In oral tasks, (forename) has often been reluctant to share ideas, both in whole class and small group situations.
- During oral tasks, (forename) has been keen to share ideas with the rest of the class but needs to try and make (his/her) responses more detailed.
- When taking part in oral activities, (forename) has been able to offer detailed opinions and is starting to make insightful comments.
- During oral tasks, (forename) has grown in confidence during the year and now takes an active role in group discussions, offering valuable and insightful comments.
- (Forename) has regularly contributed positively to whole group discussions and drama work, and has been able to encourage peers, offering valuable and insightful comments.

### **E. STUDENT PERFORMANCE AREA: GROUP WORK**

- When working in groups, (he/she) often finds it difficult to concentrate; resulting in (his/her) learning, and the learning of others, suffering.
- When working in groups, (he/she) can be easily distracted by others resulting in a lower standard of work than would otherwise be possible.
- When working in groups, (he/she) is able to participate well and discuss ideas with other members. This results in a more secure understanding of the work.
- When working in groups, (he/she) is able to participate well, listening to the views of others before coming to (his/her) own conclusion.
- When working in groups, (he/she) is able to participate effectively and take different views into account before reaching a conclusion.

#### **F. STUDENT PERFORMANCE AREA: WRITING**

- Finally, in (his/her) written work, (forename) needs to further develop (his/her) skills as (he/she) often finds the tasks very difficult and needs support to produce even basic sentences.
- Finally, in (his/her) written work, (forename) is starting to show a growing understanding of the use of punctuation which is helping him/her to write in a more detailed way.
- Finally, in (his/her) written work, (forename) often asks for advice on how to approach tasks and acts upon direction, showing thought and care. The accuracy of (his/her) writing is improving steadily.
- Finally, in (his/her) written work, (forename) is capable of producing thoughtful, creative and accurate pieces of work.
- Finally, in (his/her) written work, (forename) shows flair and an awareness of how to capture the reader's attention.
- Finally, in (his/her) written work, (forename) produces pieces which are increasingly more advanced and (he/she) has begun to experiment with more sophisticated punctuation and paragraphs.
- Finally, in (his/her) written work, (forename) approaches each task with enthusiasm and maturity. (He/She) demonstrates a wide range of vocabulary and style which will be further strengthened by more independent reading.

#### **G. STUDENT TARGET AREA: RECOMMENDATIONS**

- Study outside of class time to review vocabulary and practice structures will lead to more rapid skill development.
- Engaging others in English conversation, both in and outside of class, will help improve both speaking and listening skills.
- Reading English language books and magazines will improve both vocabulary and grammar.
- Increased class participation is important to be able to use the language fluently in practical situations.
- Close attention to pronunciation and intonation will make spoken English more easily understood.

# Chapter 11: Literature in the Classroom

## 1. Novels in the ESL Classroom

## 2. Poetry

### 1. *Novels in the ESL Classroom*

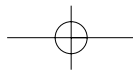
Dr. Willi Real, in his article *Teaching English Novels in the Foreign Language Classroom*, highlights the complexities of dealing with novels in the ESL classroom. He goes on to say that when tackling novels, it must be assumed that students have a certain command of basic grammatical structures and vocabulary and also have experience in extensive reading and guessing meaning from context. Furthermore, he mentions that students should understand that literary texts are to be read on different levels: the literal level and the metaphorical/symbolical/ironic etc. levels and that constant referral to a dictionary would undermine the reading experience.

### Choice of Literary Text

What is a suitable literary text for second language learners? Well, as mentioned before, language difficulty is an important consideration as this may restrict access if learners can't gain a basic level of comprehension. Another consideration is access on an experiential level, whereby students identify with the feelings, thoughts and ideas of the author. This self-discovery in turn, leads learners to appreciate and enjoy the text.

Carter and Long in *Teaching Literature* (Longman, 1991), add that it is difficult to separate literary and language competence and that they will always be dependant on one another. The enjoyment of literary text however, does not always need to be inhibited by language difficulty as a text that is both motivating and exciting may help learners overcome these barriers. Many teachers opt for the use of graded or simplified readers (Refer to Chapter 4: *The Receptive Skills*). These, in themselves, can help advance literary competence by offering well-constructed and interesting material. Literary competence is defined by Carter and Long as 'the ability to infer a message' (p.6).

It is this literary competence which may or may not develop in second language learners depending on their exposure to literature in their first language. A teacher who selects materials which are motivating and which instills a desire to read and interpret may indeed stimulate such competence. Classical literary texts such as Shakespeare may however not always be the best choice for encouraging such motivation.



## Language-based Approach to Literature

Linguistic analysis of literary texts has its place in the second language classroom especially with advanced learners. One of the main areas of concern when one considers such literary analysis is a propensity for it to be teacher-centred. This may, on one level, offer some analytical tools necessary for students to apply to other texts, but undermines the students own experience of the text.

A language-based approach is essentially concerned with the processes of reading where methods from the language teaching classroom are applied to the teaching of literature. It is precisely these learner-centred activities which aim to assist learners in their exploration of literary texts (Refer to some of the activities in the section: Use of Readers, Chapter 4).

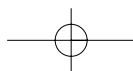
It must be remembered that reading literary texts is not simply an extension of language teaching. If this were the case, the pleasure of reading literature may be lost.

### Student-centred classes

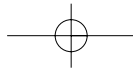
Traditionally, the teaching of literature has been a teacher-centred process, allowing for limited opportunity for students to contrive their own ideas and feelings towards a literary text. A student-centred approach encourages learners to develop their own opinions, feelings and responses to a literary text. It is then envisaged that learners will be able to apply these proficiencies to further reading of texts for their own benefit.

This would of course involve uninterrupted (if possible) reading of the text by the learner and subsequent disclosure of their responses to the teacher or the other students. Pre-reading should be seen as desirable for a number of reasons. Firstly, if one wishes to interpret the first part of the literary text, it is important to know the context of the whole. It is only in this context that various aspects such as irony etc. become apparent. Secondly, in addition to reading a literary text on their own, students should be encouraged to read for gist (general meaning) and not for specific detail. This could be complemented by students completing a reading journal (Refer to Chapter 4: *The Receptive Skills*, for an example) in order to reflect on what has happened in the literary text up to that point and to predict/hypothesize about how the text may continue. Students could in this way draw parallels with their own experiences, films or television thereby identifying with certain characters and their patterns of behaviour.

Learners will thus be able to make their own value judgments instead of simply accepting the judgments and opinions of the teacher (not that the teacher is wrong). It is argued by Carter and Long that the mere fact that students are able to formulate their own judgments and opinions concludes that the students must have read the text. This would undoubtedly 'have been in itself a literary experience' (p.25).

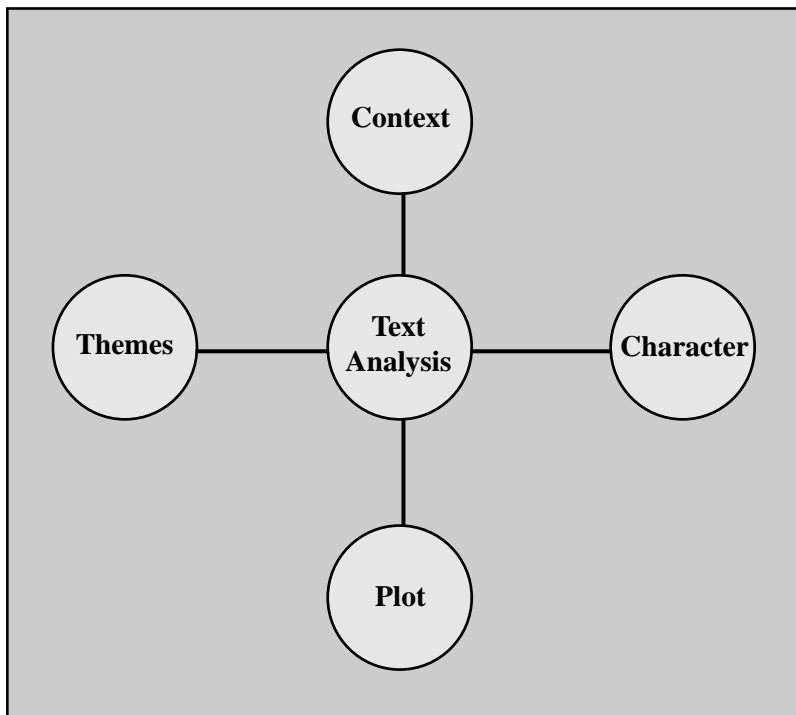




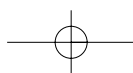


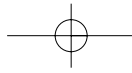
## Textual Analysis

In analysing a text, a teacher may choose to use open questions which could either be answered orally or in writing. Brainstorming is a useful technique when interpreting a literary text, paving the way for textual analysis. This may be extremely helpful when students consider different character traits. Mind maps are also useful in facilitating memorisation. Another option is for teachers to make use of visual means in order to represent various aspects of the novel or text. This could be in the form of time lines or flow charts. All the elements of literary texts can be illustrated in some way and there are many options to realise variation in text analysis.



- Context:  
The context of a text simply refers to **when** and **where** it is set. It is important that learners understand the context as it usually affects the plot, characters and themes of the novel. Some background information where possible may be a good idea for example, if looking at *Oliver Twist* by Charles Dickens. Looking at the Industrial Revolution and the life of the common people at the time could be a useful starting point.





- **Plot:**  
Dr. Marilyn H. Stauffer in her article, *Outline on Literary Elements* (1991) defines the plot simply as the sequence of events in the novel which may involve the characters in some sort of **conflict**. This sequence of events is often referred to as the narrative order. These events may occur **chronologically** (in the order in which they happen) or as a **flashback** (when the author goes back in time) or as a **flash forward** (opposite of a flashback). There may even be a lapse of time (when the story skips a period of time). Plots may include further elements such as **suspense, coincidence, foreshadowing** (hinting as to what will happen later), **inevitability, sentimentality** etc.

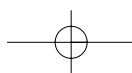
Most plots have the following common elements (Five stages of the Master Plot):

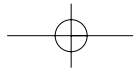
<b>5 STAGES</b>	<b>Exposition:</b> tells when and where the story takes place and who it is about (explanation / description).
	<b>Complication:</b> the main character is faced with a problem (difficulty / obstacle / snag).
	<b>Conflict:</b> overcoming the problem makes life difficult (argument / disagreement / dispute).
	<b>Crisis:</b> things become as bad as they can get (emergency / predicament / disaster).
	<b>Resolution:</b> someone sorts the crisis out – happily or unhappily (solution / answer / outcome).

The plot can be depicted visually in a number of ways using tables, reading journals, time lines or flow charts:

Chapter	Day / Time	Location	Characters	Main Events	Time the scene takes

**A Table**

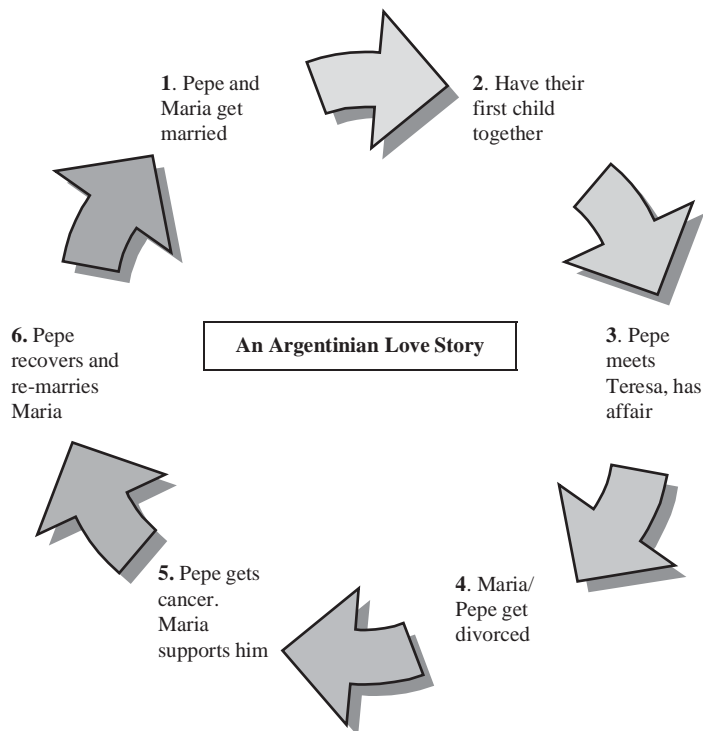




## An Argentinian Love Story

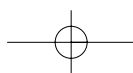
1986	Pepe and Maria get married
1988	They have their first child together
1991	Pepe meets Teresa and has an affair
1996	Maria finds out about affair and divorces Pepe
2001	Pepe is diagnosed with cancer. Maria supports him
2003	Pepe recovers and re-marries Maria

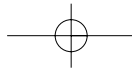
### A Time- line



### A Flow Chart

- Character:**  
Character involves appearance; strengths and weaknesses; feelings and behaviour towards other people. It also involves how other people feel about the character; their personality when with different people; how the character changes / develops during the novel.





Many different types of character may appear in a novel. Central to all novels is the **protagonist** (who is the central figure in the novel's plot) and the **antagonist** (the force in conflict with the protagonist). The opinions of the learner about the character are also relevant. When looking at character analysis, it may be a good idea to provide the learners with a comprehensive list of adjectives from which to choose and arrange in order of importance.

Character Name	Function	Appearance	How they Behave	Personality

**A Character Table**

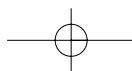
- **Theme:**  
A theme is the fundamental meaning of the story, where an important statement about society or the people it comprises, is made. There are essentially two different types of theme – an explicit theme (openly stated) and an implicit theme (not directly stated). Often, many themes are explored in a novel. They may include: dreams and plans; friendship and loneliness; power; loss and sadness etc.

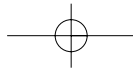
## Literature in English

English literature usually refers to literature which has been written by authors of English nationality. 'Literature in English' as a term to describe the diversity of literature written in the English language, is growing in popularity. This refers to literature in the following contexts: Malaysia, Singapore, Philippines, Australia, USA, Canada, South Africa etc.

This raises the question, 'should second language learners not be exposed to literature in English thereby requiring less cross-cultural adaptation?' What about authors whose native language is not English but who have chosen to write in English in order to express themselves? Some of these authors have in fact been nominated for prestigious international literary prizes.

English is an international language, giving access to a world readership. In many multicultural countries such as Malaysia and Singapore, English is often institutionalized in government and other institutions. This has created a number of different varieties of English as these countries have brought their own nuances and peculiarities to the language. Should these not be explored by looking at the writing of local authors?





## 2. Poetry

Poetry is often considered by students as something which is mysterious. Teachers are seen as those with the so-called ‘magical’ solution. The teacher explains to the student what the poem means and the students diligently attempt to reproduce the same meaning. If students are to be encouraged to think both analytically and critically, they will need to understand the meaning of poetry. This genre of literature offers the greatest opportunity to ‘think’ and may mean anything to anybody.

Poetry is not only an excellent vehicle whereby students can begin to develop focusing skills but students can transfer what they have learned into their own writing. In order to ensure that students approach poetry in such a way as to promote a genuine interest, they have to be comfortable with it. Having said this, students will also require the necessary tools (figurative language, rhythm, imagery etc.) in order to discuss or analyse the poem. Refer to the list of common terminology used in exploring poetry:

### Terminology / Explanation

**Alliteration** is where the sound of the first letter of each word is repeated. E.g. *With beaded bubbles winking at the brim.*

**Assonance** is where the sound of the words is repeated (consonant sounds)

**Couplets** - a pair of lines whose end words rhyme. Example -  
“Eenie Meenie Miny Moe, Catch a tiger by his toe.”

**Hyperbole:** gross exaggeration for effect; overstatement.

**Imagery** is where the use of certain words conjures up a mental picture. Images are very concrete “word pictures” having to do with touch, smell, taste, sound, movement, and especially sight.

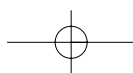
**Irony** is a situation in which one thing is said but another is actually meant, or in which the outcome of a situation is the opposite of what one would have expected it to be.

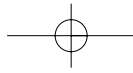
**Metaphor** is a comparison where something is described as if it really is the thing it is being compared to, e.g. *Her hair is a cascading waterfall.*

**Onomatopoeia** is where the sound of a word reflects its meaning (e.g. ‘buzz’).

**Oxymoron** is where words that are opposite in meaning are put together for effect.

**Paradox** occurs when two things that should not be able to exist at the same time are said, in a poem, to exist at the same time. For example, it is impossible that it be both night and day, both spring and fall, both past and present at the same time. If, however, one were to say that night and day coexist in a poem, one would be expressing a paradox. Example: *One short sleep past, we wake eternally, And Death shall be no more; Death, thou shalt die.* (from “Death Be Not Proud” by John Donne)





**Personification** is a kind of metaphor, and it means to speak of an impersonal thing, such as a season, a natural element, any object, a country, etc., as though it were a person.

**Prose** is ordinary writing as distinguished from verse.

**Rhyme** is the repetition of identical sounds, particularly at the ends of lines of verse. (refer to *Eve of St. Agnes* by John Keats).

*She hurried at his words beset with fears,*

*For there were sleeping dragons all around,*

*At glaring watch, perhaps, with ready spears*

*Down the wide stairs at a darkling way they found.*

**Rhythm** is the regular pattern of strong and weak beats in verse. E.g. ‘The *sea* is calm tonight.’

**Simile** is a comparison which compares one thing with something else (uses ‘like’ or ‘as’).  
E.g. *Her hair is like a cascading waterfall.*

**Stanza** - a set of lines in a poem, separated from other stanzas with an empty line.

**Symbolism** means what it is, but at the same time it represents something else, too.  
**For example**, “the straw that broke the camel’s back” is a **symbol** of a last, remaining bit of patience with a difficult, ongoing situation.

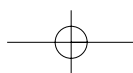
**Synonyms** are two words that can be interchanged in a context.

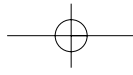
**Tone** consists of the attitude of the speaker toward his subject matter. It involves practice working with the other elements--especially under- and overstatement, language, irony, imagery, the meanings and connotations (implications) of words--of poetry to judge the tone of a poem.

**Verse** is a piece of poetry or a line of metrical text.

Literary writers and academics have continuously disagreed over exactly what a poem is. It is however generally agreed that poetry may be defined as the use of words which:

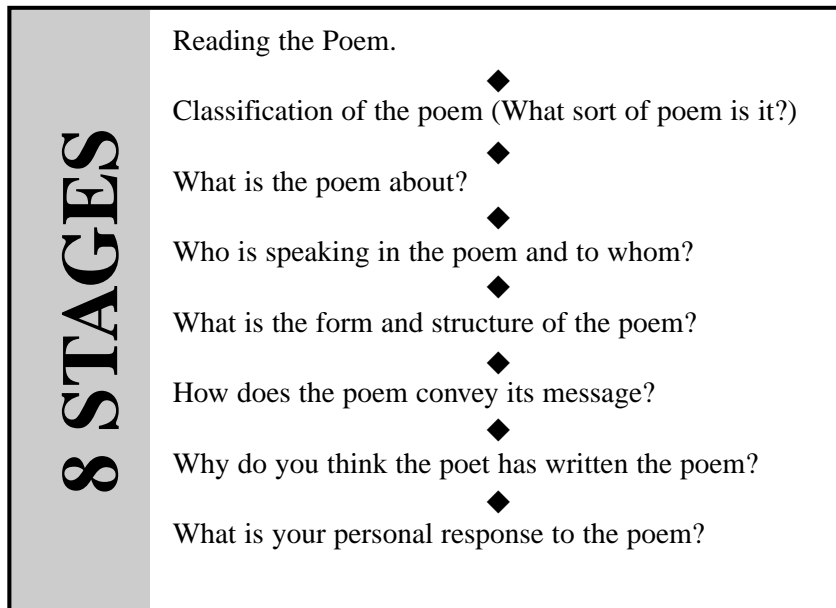
- give added meaning by the way in which they are arranged
- are used in unfamiliar ways
- create associations and interesting comparisons
- create pictures and images
- use rhyme and rhythm for effect
- give life-like characteristics to objects
- create sounds





## Exploring a Poem

Poems are meant to be read out aloud! It is thought by some people that by critically analysing a poem, the enjoyment associated with reading it will be substantially degraded. An opposing view, however, is that by analysing a poem you enhance your enjoyment of it by becoming more aware of the poet's meaning. This allows you to think about its true meaning as opposed to simply receiving the words passively. A good beginning involves asking questions that apply to most poetry. In order to analyse a poem, the teacher may wish to consider the following categories or stages in their presentation:

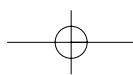


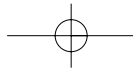
### 1. Reading the Poem:

Firstly, read the poem through at normal reading pace and preferably – out loud. Now ask the students whether there is anything that strikes them immediately and what is their emotional response if any. Encourage the students to then read the poem through a second time, a little more carefully. Are there any additional ideas or thoughts that strike you? You may wish to look at the title of the poem and consider whether it is strange, whether it correlates well with the subject matter of the poem.

### 2. Classification of the Poem:

To begin with, the teacher may wish to convey to the students the sort of poem that they are going to look at and who wrote it. (The particular poem may be a dramatic monologue, limerick, sonnet or haiku etc.). Is it an epic, a long poem about a great person or national hero? Is it a lyric, a short, musical verse? Is it a narrative, a poem that tells a story? Is it a haiku, an intense, lyrical three-line verse of seventeen syllables? Is it confessional? For example, does it examine personal memories and experiences?





### **3. What is the Poem about?**

Here, the teacher might ask the students what they think the poem is about. A brief description of the main idea of the poem may be offered in a few sentences – remember this is just a very brief outline. Further ideas will be revealed when you focus on specific aspects of the language used.

### **4. Who is Speaking in the Poem and to whom?**

The teacher may wish to ask students if it is the poet's voice speaking in the poem or whether it is the voice of someone else. In addition, you might consider whether the poet is speaking to you, the reader, or reflecting to himself / herself or even talking to the world in general.

### **5. What is the Form and Structure of the Poem?**

The teacher may wish to discuss exactly how the poem is laid out on the page and how many lines there are. Are there any patterns, short lines or long lines? How many stanzas are there? What is the central idea in each line or stanza? Furthermore, the teacher may consider the various sounds in the poem. Does the poem rhyme and is there a rhyming pattern? (E.g. **ABAB**). The rhyme scheme of a poem affects the rhythm and structure of the poem. Rhyme is also used to achieve emphasis. Rhyme scheme in modern poetry is much less rigid than in more traditional poetic forms. Why has the poet chosen this particular rhyme or rhythm to express his/her ideas?

### **6. How does the Poem Convey its Message?**

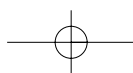
Here we look at the way in which words are used and how they affect the overall meaning and impact of the poem. Of particular interest is the use of imagery conjured by the use of similes, metaphors and personification. An image used in a poem is anything that the poet makes you see. The images are linked to the theme of the poem and ultimately the message the poet is trying to convey. This can be taken a step further by asking students which images are particularly striking and why. Does the poem use alliteration or assonance and how does its use affect the sound of the poem? Does the poet use any particular tense (present, past, future) and if so, does this present any further insight into meaning? Punctuation is also important as it tells the reader how the poem is supposed to be read. The poet's choice of certain words is extremely important as they are often carefully chosen by the poet in order to create a certain effect or tone.

### **7. Why do you Think the Poet has Written the Poem?**

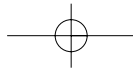
When considering why a poet has written a particular poem, it is essentially the mode or tone of the poem that we need to look at. For example, is it happy, sad, thoughtful, deep, emotional, mocking etc? Is the poet trying to share something with the reader or offer some sort of message?

### **8. What is Your Personal Response to the Poem?**

The teacher elicits from the students their reactions to the poem and how it made them feel. Did the poem move them in any way or change their views or challenge the way they view certain issues? Did you enjoy the poem and do you think it is effective in conveying its message?



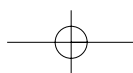


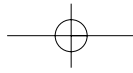


## Types of Poems

Here are guidelines to different types of poetry:

1. **Lyric**: subjective, reflective poetry with a regular rhyme scheme. It reveals the poet's thoughts and feelings thus creating a single, unique impression.
2. **Narrative**: non-dramatic, objective verse with a regular rhyme scheme and meter, which relates a story or narrative.
3. **Sonnet** (lyric): a rigid 14 line verse form, with variable structure and scheme according to type:
  - A. Shakespearean (English): 3 quatrains and concluding couplet in iambic pentameter, rhyming abab cdcd efef gg or abba cddc effe gg.
  - B. Italian (Petrarchan): an octave and sestet, between which a break thought occurs. The traditional rhyme scheme is abba abba caca caca the sestet, any variation of c,d,e.
4. **Ode** (lyric): elaborate lyric verse, which deals seriously with a dignified theme.
5. **Blank Verse**: unrhymed lines of iambic pentameter.
6. **Free Verse**: unrhymed lines without regular rhythm.
7. **Epic**: a long, dignified narrative poem, which gives the account of a hero important to his nation or race.
8. **Dramatic Monologue**: a lyric poem, in which the speaker tells an audience about a dramatic moment in his/her life and, in doing so, reveals his/her character.
9. **Elegy** (lyric): a poem of lament, meditating on the death of an individual.
10. **Ballad** (lyric): simple, narrative verse which tells a story to be sung or recited; the folk ballad is anonymously handed down, while the literary ballad has a single author.
11. **Idyll or Pastoral** (lyric): lyric poetry describing the life of the Shepherd in pastoral, idealistic terms.
12. **Villanelle** (lyric): a French verse form strictly calculated to appear simple and spontaneous: five tercets and a final quatrain, rhyming aba aba aba aba abaa. Lines 1, 6, 12, 18 and 3, 9, 15, 19 are refrain.
13. **Light Verse**: a general category of poetry written to entertain, such as lyric poetry, epigrams, and limericks. It can also have a serious side, as in parody or satire.
14. **Haiku**: Japanese verse in three lines of 5, 7, and 5 syllables, often depicting a delicate image.
15. **Limerick**: humorous nonsense verse in five anapestic lines rhyming aabba: a-lines being trimeter and b-lines dimeter.





## Annotating a Poem

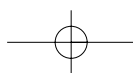
When teachers annotate a text, they simply add commentary or notes. Another term used to describe an annotation is a gloss, or notes to a text included in the margins. The word annotate comes from the Latin, “to note down.” Quite often editors annotate poems, providing context for understanding a poem when that context is unfamiliar to the reader. By providing footnotes, the editors allow the reader a richer, more refined understanding of the poem. Teachers can annotate a poem in the classroom to make its meaning more accessible to the students.

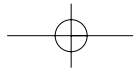
Below is an example of an annotated poem for use in the classroom:

<i>He and She</i>		
<b>Simile: suggests their happy chatter</b>	<p>We are best friends, a <u>fit like kettle to cup</u>,            And the boiling need to <u>brag and boast</u> was poured away.            We talked <u>as fast as a racing horse</u>, every word a winner.            I dug into my <u>pocketed fears</u>,            A kid showing his precious marbles,            But the only thing she laughed at was my doubt.            She praised <u>my sky scraping dreams</u>,            High rise <u>hopes</u> in a young head.</p>	<p><b>Simile: suggests they are compatible like a matching pair of items.</b></p> <p><b>This word suggests his fears were kept hidden deep inside</b></p> <p><b>Metaphor: dreams that have no limits, as though they reach for the sky</b></p>
<b>Alliteration</b>	<p>One night we wandered backstreets,  <u>Infatuated</u> with neon, <u>addicted</u> to architecture.  <u>Tipsy</u> with talking, we swayed through busy avenues,            ‘Til we came to a churchyard <u>crushed in</u> a corner.            All was sweet and silent,            Save for the murmur of a million shifting feet.            An old street lamp <u>splashed yellow</u> into shadow.            A fat oak tree <u>squatted like a leafy Buddha</u>,</p>	<p><b>Unusual word choice: Makes them seem as though they are drunk with each other’s company</b></p> <p><b>This word makes it seem like the churchyard has no room in the city</b></p>
<b>Simile</b>	<p>And <u>gravestones kept themselves to themselves</u>,            Their stone epitaphs seeping into green.            We sat on the wall, between present and past,            Best friends <u>for now and for now and forever now</u>,            Where the <u>cobbles were pearls</u> beneath our feet.</p>	<p><b>Gives a good picture of the light and how it stands out against the darkness</b></p> <p><b>Repetition emphasizes the importance of friendship</b></p>
<b>Personification: suggest the silence of the graveyard</b>		
<b>Metaphor:</b>		
<i>Andrew Fusek Peters</i>		

## Ideas for the Classroom

Inform your students that there are many ways to write a poem; inspiration can be found anywhere. The important thing to remember about writing poetry is that it doesn’t have to be clear, with an obvious meaning. Students should be encouraged to revise their poems - they can rearrange words or lines, try a new perspective, or implement a poetic device they hadn’t tried. Here are some poetry writing exercises to help you get started!





- Cut-out Poem

Get your students to cut words out of newspapers and magazines. Unique words are preferable. When they have a substantial collection of words, tell them to spread these out on a blank piece of paper. They should have another piece of paper ready to write the poem on. Now they should arrange the words on the blank piece of paper. Remind students that they don't have to use all of them, and that they can add their own "connector" words to complete their ideas. When they have a draft of a poem, students should write it on the other piece of paper. They shouldn't worry if their poem seems vague or confusing. It's okay, that's the beauty of poetry! It is often the later drafts of this poem that are the best. This exercise is often more effective if done with the help of a partner or a teacher (to cut out words for you).

- Number Poem

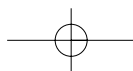
This exercise can be a lot of fun. Get your students to pick a phone number that has significance for them and write it down. They should then use the number for their title. Their poem will have as many lines as their phone number has numbers. Each line will have the number of syllables as the number it corresponds with. For example, if you use 426-3213, the first line will have four syllables, the second line will have two, and the third will have six, and so on. The contents of the poem should relate to the phone number your students chose.

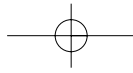
- Story Poem

Get your students to write a poem that tells a story. Often it is easier if it is about something that actually happened to them. It doesn't have to be an epic poem (Epic poems are very long poems that tell an entire story).

- Memory Poem

Tell students to take a piece of paper and write the words sight, smell, touch, hearing, and taste on it, leaving plenty of space between each word. Then, they should pick a memory to write about. It can be anything, as long as your students remember it vividly and it has some importance to them. Now tell them to think of the memory. What do you see? Write down words or phrases that describe what you are seeing under "sight". What do you smell? Write down words or phrases that describe what you smell under "smell". What did you touch? Write down words or phrases that describe what you feel under "touch". What do you hear? Write down words or phrases that describe what you are hearing under "hearing". Finally, what do you taste? Write down words or phrases that describe what you taste under "taste". Now, on a separate piece of paper, get your students to combine the words and phrases from the five senses list to create a poem about the memory.





- Simile Poem

Get your students to write a poem that contains three similes. It sounds easy, but they will have to decide if all the similes will describe the same thing or three different things. Sometimes it is difficult to describe one thing three different ways. However, if your students choose three different things, they must find a topic under which to combine them.

- Made-up Poem

First, read “Jabberwocky”, by Lewis Carroll. Then get your students to write a poem using words that they have invented. Their invented words should convey some meaning, either by the way they are used or the way they sound. One method of creating words is to combine two words.

- Step by Step Poem

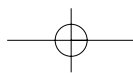
Get your students to follow the steps outlined in order to write their own poem:

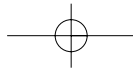
Step One: To begin writing this poem you will need a collection of various items to look at. You could either have a teacher or a partner gather items for you, or you could use a more natural collection of items in your bedroom, for example. Pick one item and write a stanza of poetry about it.

Step Two: Next, choose a person, either one of your parents or a person who is like a parent to you. Write a stanza about this person. Try to find something specific about this person to write about. Use details.

Step Three: Then, write a stanza about yourself. (This is difficult for many people!)

Step Four: Find a title for your poem that somehow ties all three stanzas together.





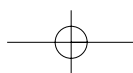
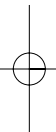
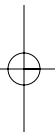
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## ***Further Reading***

- **Literature**

For further insights into teaching literature in the ESL Classroom, see *Teaching Literature: Nine to Fourteen* by Michael Benton and Geoff Fox (1995, OUP).

Also refer to *Teaching Literature* by Ronald Carter and Michael N. Long (1991, Longman)



# Chapter 12: Malaysian Context and Practice

*Contributed by Fatimah Hashim  
Faculty of Education, University of Malaya*

- 1. Introduction**
- 2. English Language Teaching in Malaysian Schools**
- 3. Objectives for Primary and Secondary English Language Education**
- 4. Using Themes in the Curriculum**
- 5. Establishing Curriculum Outcomes**
- 6. Implementing the Syllabus**
- 7. Teaching the Skills**

## **1. Introduction**

The new challenges and demands on schools and teachers emerge from new and heightened expectations of schools, advances in research on teaching and learning and the need to manage classrooms that are diverse in terms of ethnic, linguistic and cultural backgrounds. These challenges and demands require new capacities and knowledge on the part of teachers. The current situation is both dynamic and varied. In Malaysia, teachers' work is now more clearly defined with respect to specified objectives set out for schooling and in relation to the policies and measures taken to achieve these objectives. No doubt teachers must be able to accommodate continuing change - in the content of what is to be taught and how it can be taught best.

As nations seek to be more productive and economically competitive, education becomes an instrument more closely serving the national interest. In Malaysia national goals for education have been described in terms of developing more productive, literate, intelligent, technologically competent workers.

## 2. *English Language Teaching in Malaysian Schools*

Among the objectives of teaching English in schools are to enable students to:

1. form and maintain relationships through conversation and correspondence; take part in social interactions;
2. obtain, process and use information from various audio-visual and print sources; and present the information in spoken and written form;
3. listen to, view, read and respond to different texts, and express ideas, opinions, thoughts and feelings imaginatively and creatively in spoken and written form; and
4. show an awareness and appreciation of moral values and love towards the nation. (KBSM English language syllabus, Ministry of Education, Malaysia 2003)

The intent is to equip students with communicational ability and a competency to perform language functions, using correct language forms and structures. The syllabus is arranged according to themes drawn from familiar contexts; including the contexts of the home and school, the community, and so on. These themes provide the context through which the language skills and language content are to be taught in an integrated manner.

This movement towards integrated curriculum is a move away from memorization and recitation of isolated facts and figures to more meaningful concepts and the connections between concepts. As learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts, with an experiential component, the syllabus emphasises thinking skills, skills of learning how to learn, ICT, values and citizenship, multiple intelligences, knowledge acquisition as well as preparation for the real world. This is to engage students in learning when they make connections across disciplines and with the world outside the classroom.

## 3. *Objectives for Primary and Secondary English Language Education*

These are the objectives as outlined in the syllabus:

### **Secondary School**

Level	Objectives ( by the end of the level, learners should be able to: )
Form 5	<ul style="list-style-type: none"><li>• talk about their experiences and exchange ideas with friends and relatives</li><li>• ask questions and respond to questions with relevant answers</li><li>• make plans and arrangements with friends to do something or go somewhere</li><li>• obtain information from various sources and present these ideas to friends orally and in writing</li><li>• read widely and enjoy poems and short stories</li><li>• show an awareness and appreciation of moral values and love towards the nation</li></ul>

Level	Objectives ( by the end of the level, learners should be able to: )
Form 4	<ul style="list-style-type: none"> <li>• make conversations and talk on various topics with friends</li> <li>• interact with people and develop skills in forming and maintaining friendship by expressing care and concern and willingness to help, and creating a sense of togetherness</li> <li>• give feedback on products and services and respond appropriately to feedback given</li> <li>• obtain information from various sources including factual material and present the information clearly and accurately to others</li> <li>• read and respond to poems and stories</li> <li>• act appropriately in social situations</li> <li>• show an awareness and appreciation of moral values and love towards the nation</li> </ul>
Form 3	<ul style="list-style-type: none"> <li>• make friends and talk about themselves, recount experiences and enquire about the person they are talking to</li> <li>• make enquiries about services and products and place an order for the product, request for the service</li> <li>• socialise with friends and in groups make plans and arrangements for joint activities</li> <li>• obtain information from various text types such as instructions and notices and obtain factual information on a topic from short texts and present the information briefly to others orally and in writing</li> <li>• read and enjoy poems and stories</li> <li>• act appropriately in social situations</li> <li>• show an awareness and appreciation of moral values and love towards the nation</li> </ul>
Form 2	<ul style="list-style-type: none"> <li>• talk about their experiences</li> <li>• ask details about the services a facility has to offer</li> <li>• make plans and arrangements with friends to do something or go somewhere</li> <li>• obtain information from newspaper articles and other texts and present the ideas to friends</li> <li>• read and enjoy poems and stories</li> <li>• be able to use the correct expressions in certain social situations</li> <li>• show an awareness and appreciation of moral values and love towards the nation</li> </ul>
Form 1	<ul style="list-style-type: none"> <li>• make friends and talk about themselves, recount experiences and enquire about the persons they are talking to</li> <li>• make enquiries about services and products and place an order for the product, request for the service</li> <li>• socialise with friends and in groups make plans and arrangements for joint activities</li> <li>• obtain information from various text types such as instructions and notices and obtain factual information on a topic from short texts and present the information briefly to others orally and in writing</li> <li>• read and enjoy poems and stories</li> <li>• act appropriately in social situations</li> <li>• show an awareness of moral values and love towards the nation</li> </ul>



## Primary School

Level	Objectives ( by the end of the level, learners should be able to: )
Year 6	<ul style="list-style-type: none"> <li>• talk a little about their friends and family confidently and express concerns about growing up</li> <li>• sing songs, recite simple poems and tell simple stories</li> <li>• give directions and instructions as well as follow directions and instructions</li> <li>• ask and answer questions</li> <li>• read and understand simple texts</li> <li>• read and understand simple stories and give opinions on the story</li> <li>• write simple messages, letters, descriptions, stories</li> <li>• show an awareness of moral values and love towards the nation</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• talk a little about their likes and dislikes in relation to everyday matters, and on solving problems in everyday life</li> <li>• sing songs, recite simple poems and tell simple stories</li> <li>• follow simple instructions and directions</li> <li>• ask and answer simple questions</li> <li>• read and understand simple texts</li> <li>• read and understand simple stories and talk about the people and events in these stories</li> <li>• write short paragraphs</li> <li>• show an awareness of moral values and love towards the nation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• talk a little about their likes and dislikes in relation to everyday matters, and on personal hygiene</li> <li>• sing songs, recite simple poems and tell simple stories</li> <li>• follow simple instructions and directions</li> <li>• ask and answer simple questions</li> <li>• read and understand simple texts</li> <li>• read and understand simple stories and talk about the people and events in these stories</li> <li>• write short paragraphs</li> <li>• show an awareness of moral values and love towards the nation</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• talk about their hobbies</li> <li>• sing songs, recite poems and rhymes</li> <li>• follow simple instructions and directions</li> <li>• ask and answer simple questions</li> <li>• read and understand simple information on plants, trees and buildings around the home</li> <li>• read and understand simple stories and talk about the people and animals in these stories</li> <li>• write simple sentences</li> <li>• show an awareness of moral values and love towards the nation</li> </ul>

Level	Objectives ( by the end of the level, learners should be able to: )
Year 2	<ul style="list-style-type: none"> <li>• talk about themselves, their family, their friends and what they do</li> <li>• sing children’s songs, recite nursery rhymes</li> <li>• follow simple instructions and directions</li> <li>• ask and answer simple questions</li> <li>• read and understand simple information on simple subjects</li> <li>• read and understand simple stories and talk about the people and animals in these stories</li> <li>• write simple sentences</li> <li>• show an awareness of moral values and love towards the nation</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• talk about themselves, their likes and dislikes and their family</li> <li>• sing simple songs, recite nursery rhymes</li> <li>• follow simple instructions and directions</li> <li>• ask and answer simple questions</li> <li>• read and understand simple stories and talk about the characters in the stories</li> <li>• copy accurately and write simple sentences</li> <li>• show an awareness of moral values and love towards the nation</li> </ul>

#### 4. *Using Themes in the Curriculum*

The syllabus suggests themes and topics drawn from current issues. Examples of themes for the secondary school syllabus include health, social, science, technology and environmental issues. A theme is more than a series of activities; it is a way to facilitate student learning and understanding of conceptual connections. The curriculum is a means, not the end result. To achieve this end of deeper understanding and thorough learning, lessons need to be designed well. Teachers are expected to make connections and develop learning experiences and assessments built around the connections.

#### 5. *Establishing Curriculum Outcomes*

The syllabus specification sets out what all students should know, understand, value and be able to do as a result of the English lessons they undertake in schools. The aim is to provide a structure around which teachers can build educational programmes for English language learning that ensure students achieve agreed outcomes.

Specifications identify common learning outcomes for all students, whether they attend government or non-government schools. Thus they establish learning outcomes for all students, regardless of who they are, which school they attend, where they are from, or what approach their school takes to help them achieve those outcomes (for details on the outcomes specified, please refer to the syllabus documents). Schools and teachers are expected to use the syllabus to develop their own learning and teaching programmes according to their circumstance, ethos and the needs of their students.

It must be noted that the Curriculum / Syllabus Specification does not prevent schools from offering programmes that enable students to achieve outcomes additional to those specified in this document.

### ***Caution***

When preparing lessons, the specification of lesson outcome statements need to be exercised with care. The following are some areas of concern.

- *An unmanageable number of outcomes:* the development of extensive lists of tasks to be addressed with consequent assessment and recording of achievements or progress - avoid such checklists on the grounds of their unmanageability in practice; their potential to atomise teaching and learning, with a consequent loss of a holistic overview of the subject, its purpose and interrelationships and, the potential to reduce assessment to a simplistic process of marking-off outcomes against checklists.
- *Too few outcomes:* leading to a loss of specificity about the content of the subject and what is required learning.

However, syllabus/lesson outcomes support more student-centred approaches to teaching, shifting the emphasis from practices focusing from what is taught to what is learned. The focus on syllabus outcomes allows teachers to concentrate more on the specifics of what is expected of students, to judge the success of their teaching and to adjust their practices accordingly - thus the flexibility to choose the strategies most suited for their students to achieve the outcomes.

When outcomes are shared with students, they often see the benefit in knowing what is expected of them. This can lead to more effective student-teacher collaboration, with students negotiating their own learning against the expected outcomes - to enable students to take more responsibility for their own learning.

## **6. Implementing the Syllabus**

The ESL school curriculum promotes inclusivity - the same set of learning outcomes applies to all groups of students, while allowing some flexibility in progression rate. Teachers of disadvantaged groups may need to formulate additional pointers that acknowledge students' cultural, social and economic backgrounds.

Implementing the syllabus means that when teachers and schools design and develop English language learning and teaching programmes to suit student needs, they must ensure these programmes include learning opportunities and enriching experiences for their students aimed at achieving the outcomes set out in the document. How a school structures learning opportunities in terms of time and the range of courses and programmes provided, remains the school's responsibility. This will depend on the school or teacher's assessment of students and their particular needs.

Realising the mandatory parts of the curriculum specification does not mean that students are required to focus on all of the learning outcomes in each year of their schooling. There will be times when particular learning outcomes will need to be emphasised. However, over the entire period of schooling of each student, it is expected that he or she will have been given engaging and enriching learning experiences to achieve those learning outcomes.

In planning the units for teaching, the teacher first determines the theme or area of interest, the unit objectives, and the contents that are necessary or desirable to carry out the final tasks. The teacher also plans the process, like determining the communication and enabling tasks that will lead to the final tasks. The teacher selects, adapts or produces appropriate materials for the learners, structures these materials, and sequences them to fit into the time allotments. Finally, the evaluation instruments and procedures are planned. For example, if the function or theme taught or learned is to describe people or describe physical characteristics, then the specific objectives for this unit might be to write a simple description of a person, give information orally describing a person, ask questions to find out the physical description of a person, or understand a simple written or spoken description, of a person. The activities can consist of pairs or groups asking and answering questions describing a person. The teacher can also use songs or videos to generate ideas. Linguistic forms can be vocabulary and grammar. Evaluation may be in written or spoken form, such as describing the person. Questions can be written after which another student answers the questions based on a song which has been heard or a video which has been seen by the whole class (see chapters 3, 4, 5 of this book).

## 7. *Teaching the Skills*

There are, in general, four language skills, each based upon the modality of emphasis. These are the Listening, Speaking, Reading, and Writing skills. Generally speaking, it is emphasised that we first teach listening, then speaking, then reading and writing. However, in real life situations of language communication, these skills are interdependent in many ways, even though they can be taught independently to some extent.

However, we must remember that a successful English language teacher should be first of all competent in and comfortable with the methods to be used. The teacher tends to select different teaching strategies from different methods, and blends them to suit the needs of the materials and students.

It is important that students get ample opportunities to practise English in the class as well as outside the classroom, even as it is important for them to have time and freedom to digest, reflect on and analyse what has been exposed to them. Internalisation of the linguistic structures and their ready and easy retrieval for communication can be achieved in many ways.

Committed teachers continually learn new techniques from their peers and their students, as they interact with them. Teachers need to know the new directions in teaching of English to speakers of other languages which are debated in the journals and demonstrated in new textbooks. The teachers' own English speech, pronunciation, and writing should be as close to the "standard" as possible, or native-like. Teachers may use regional characteristics of English to inform and entertain, but should be able to switch to the "standard" for presenting their lessons.

Teachers should have a good command and conscious knowledge of the grammatical structures of the language and should be at home with the grammatical terms used to describe the structures. Most of all, teachers should be sensitive to the background and the needs of the class.

# Chapter 13: Professional Development

1. Describing Teachers
2. Further Teacher Learning
3. Observation as a Learning Tool
4. Evaluating Your Teaching

## 1. *Describing Teachers*

In this section, we will briefly describe broad categories of teachers. It is difficult however to strictly categorise teachers under certain headings as teachers will find various aspects of each category true for them and their own particular personality types. These categories therefore have very vague lines of separation as teachers often flutter between categories. It is important to be able to categorise your teaching style in the broader sense as this will help you to determine how you see yourself now and what kind of teacher you envisage yourself becoming. The basic premise of this book is to equip you with the working tools to achieve your future goals.

### I. The Presenter:

This category of teacher presents information to students as a 'lecturer' would. They, more than often, have an in depth knowledge of their particular subject area, yet may lack a wider understanding of teaching methodology. *Presenters* often convey information in an extremely interesting and often entertaining manner. Students, however, often do not find themselves interacting on a personal level and may feel uninvolved and unchallenged.

### II. The Facilitator:

This teacher, like the *Presenter*, has a sound knowledge of a particular subject area. This teacher also has a firm grounding in teaching methodology, and may still therefore convey information as a lecturer would, but they also draw on a number of interesting options and activities to help facilitate student learning in the subject area. The *Facilitator* attempts to promote a student-centred, interactive environment.

### III. The Communicator:

Again, like the *Facilitator*, this teacher has an acute awareness of both subject matter and teaching methodology. This teacher also has an understanding of the student as a person and relates to their individual personalities and backgrounds that they bring to the learning environment. This teacher responds to these issues and factors when planning their lessons in order to create a good rapport and atmosphere. The *Communicator* may be seen as someone who creates the conditions which are seen as necessary for an effective learning environment.

#### 2. *Further Teacher Learning*

The truth about teaching is that the more established one becomes in one's job, the less willing one is to take risks and try something completely different. Teachers have a lot to learn from each other and from a wide array of courses and workshops on offer throughout the world.

Ways for you as a teacher to further improve and develop could include:

- Reading articles, magazines and books highlighting ESL Teaching Techniques and ideas. Try them out in your class!
- Exchanging useful ideas and lesson plans with other teachers
- Attending a Professional Training Course
- Attending Conferences and Seminars
- Observing other teachers in the classroom

#### **In Service Education and Training (INSET)**

One should be continuously teaching and learning. A great way of learning is for a teacher to observe a colleague's lesson and then do an exchange observation. This should not be done to judge each other, but to learn from each other. Another equally successful way of learning within a school is to exchange lesson plans and activity ideas that have worked well within the classroom. You should share your knowledge, especially in those areas where you display a particular strength or interest. This sharing of ideas may be in the form of in-service-training (INSET), whereby you or another teacher prepares a short presentation to the English teaching staff outlining ways of teaching certain skills or systems. This may include the sharing of successful lesson plans and activities with those in the school. INSET programmes such as these are also instrumental in creating improved relationships and greater sense of cohesion.

## Professional Training Courses

It is highly recommended that teachers without a 'TEFL' qualification should complete a relevant certification course. Such a qualification will provide the teacher with the necessary skills needed to teach English to children, teenagers and adults in a School environment. Furthermore, a relevant qualification will provide a solid basis in the fundamentals of language teaching practice and the confidence to take control of young ESL learners in the classroom. There are a number of good 'TEFL' qualifications available such as those offered by Trinity College and the University of Cambridge (Cambridge ESOL). The Cambridge teaching awards are the best known and most widely taken TESOL/TEFL qualifications in the world.

The Cambridge CELTA (Certificate in English Language Teaching to Adults) is possibly the most well known initial TESOL/TEFL qualification. The CELTA can be extended to the young learner. This extension course is the CELTYL (Certificate in Language Teaching to Young Learners). This extension course enables the teacher to develop the skills and knowledge gained from the CELTA course and transfers them to the young learner teaching environment. Successful candidates are awarded with an endorsement certificate confirming the additional award of the Young Learner extension. The CELTYL qualification may be taken as a separate course if a teacher does not possess the CELTA qualification. These courses may be taken full-time (typically 4 to 5 weeks) or part-time (over a few months).

For a teacher who has substantial experience of teaching English to speakers of other languages and wishes to undergo further training, the DELTA (Diploma in English Language Teaching to Adults) may be the next step. The DELTA will deepen one's understanding of the principles and practice of teaching. It will also examine a teacher's current practices and beliefs and assist in applying the results of learning and reflection to one's current teaching position and more senior roles. This course is offered full-time, part-time or via distance learning.

These courses are offered by individual centres throughout the world, based on specifications produced by Cambridge ESOL. For further information regarding course content and participating centres, visit: <http://www.cambridgeesol.org/teaching>.

Although the Cambridge ESOL qualifications (CELTA, CELTYL and DELTA), may be considered as basic entry level qualifications for the ESL teacher in a School, one must consider one's motivation for enrolling in further educational courses. Apart from the obvious educational value, does enrolling in a course offer the individual further career prospects, promotion or the promise of a pay rise? If a teacher wants to pursue a course to further their practical teaching skills within the classroom and acquire more confidence in their teaching capabilities, then taking one of the Cambridge ESOL courses is a good idea. If a teacher in a school is seeking promotion or a pay rise by pursuing a course of further education, then a different approach is necessary. Although promotion within a school is given to individuals who display exceptional leadership qualities, a Masters Degree is definitely a 'feather in one's hat.' Masters Degrees take various forms; MA in Education (MA.Ed), Masters in Education (M.Ed), or Masters in TESOL (M. TESOL). Many Universities offer these postgraduate degrees on a part-time basis or via distance learning. They may be awarded by completing coursework, a thesis or a mixture of the two. Some of these Masters Degrees may be completed totally via distance learning or by a mixture of distance learning and on-campus lectures.

## Conferences or Seminars

Attending seminars is a great way to keep abreast of the most recent developments in ESL teaching methodologies. It is also a good opportunity to meet teachers from other schools and to share ideas and experiences. Seminars are plentiful and notices are usually sent to school managers outlining the seminar's content, venue, host and dates.

### 3. *Observation as a Learning Tool*

One should be continuously teaching and learning. An effective way of learning is for a teacher to observe a colleagues lesson and let them do an exchange observation. This should not be done to judge each other, but to learn from each other.

Observation of other teachers is certainly an excellent method of making oneself aware of all the options and possibilities. Observations may provide useful insights for personal reflection and post lesson discussion with the ESL teacher. In the correct environment where there is mutual respect and where teachers are supportive of one another, a post-lesson discussion may be an invaluable way of moving forward and improving. Observations could include:

- Observing a more experienced teacher's lesson
- Observing a colleague's lesson
- Asking someone to observe your lesson
- Observing a trainee teacher's lesson

You should fill in an observation form or keep some record of your observation. This should be discussed with the teacher observed.

## Criteria for Lesson Observation

The criteria for effective lesson observation could include the following aspects:

- Classroom

Here, the observer could consider whether the environment is organised and whether it is in fact conducive to effective learning.

- Planning

The observer may wish to consider whether the teacher's planning has displayed clear learning objectives and suitable teaching strategies. The planning should, amongst other things, include evidence that the aims of the lesson have been addressed.



- Teaching

The observer may wish to consider whether the pace and timing of the lesson was appropriate. Furthermore, the observer should take note of whether the students were challenged and motivated. In addition, was the teaching clear and did the students have the opportunity to interact in a meaningful way? Does the teacher display good subject knowledge and enthusiasm?

- Student's Learning and Progress

The observer may wish to consider whether the students have established a good rapport with the teacher and are comfortable with taking risks. Are the students willing to engage in productive conversation and interaction? Are the students productive in the classroom, do they work at an acceptable pace and enjoy the lesson? Do the students demonstrate what could be considered as acceptable behaviour?

Here is an example of an observation form. It should be discussed with and signed by the teacher observed.

### **CLASS OBSERVATION**

This form is designed to help the ESL Manager / Teachers effectively evaluate another ESL Teacher.

<b>LESSON OBSERVATION</b>	
<b>CLASSROOM MANAGEMENT</b>	<b>Notes on seating, use of space, whiteboard, equipment, visual aids etc</b>
<b>CHOICE OF ACTIVITIES</b>	<b>Notes on activities used, student involvement</b>

<b>LESSON OBSERVATION</b>	
<b>TEACHING</b>	<b>Teacher-student rapport. Personal atmosphere generated by the teacher. Was the timing appropriate?</b>
<b>PLANNING</b>	<b>Clear learning objectives and aims in the lesson plan? Have these been achieved?</b>
<b>UNEXPECTED PROBLEMS</b>	<b>Are the students motivated? Are they taking an active part in their own learning? Are the students productive in the classroom?</b>
<b>OTHER ISSUES / COMMENTS</b>	<b>Other notes regarding the lesson</b>

**Signatures:**

**Teacher:**

**Observer:**

## 4. *Evaluating Your Teaching*

A good ESL instructor continually evaluates his or her teaching to ensure that students are learning effectively. The form below “Self-Evaluation for the ESL Teacher,” should be considered as a checklist of points to keep in mind. **Tick** one of the boxes next to each statement:

<b>SELF-EVALUATION FOR THE ESL TEACHER</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>
1. I know my students’ names, and I greet each student as he or she enters the room.			
2. I provide a comfortable, risk-free environment.			
3. My lessons have a purpose, and I make sure my students understand that purpose.			
4. I plan my lessons to meet my students’ needs and goals.			
5. My lessons directly relate to my students’ lives.			
6. I give my students lots of opportunities to read, write, listen to, and speak English.			
7. I use a variety of activities that accommodate different learning styles (visual, aural, oral, and kinesthetic).			
8. I use a variety of teaching materials (handouts, pictures, audiotapes, charts, objects, etc.).			
9. My lesson plans include a warm-up/review, presentation, practice, and application.			
10. I make sure my students understand what has been taught before I move on to the next topic.			
11. I model activities before asking my students to complete a task.			
12. I give positive feedback and encouragement to my students.			

NOTE: If you ticked “Always” or “Often” most of the time, you are well on your way to providing a student-centred, interactive learning environment. If you frequently circled “Seldom,” you may need to explore ways to involve your students in more communicative and dynamic activities.

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## ***Further Reading***

- **Peer Teaching**

See W. Assinder (1991) and D. Britten (1991) for an insight into peer teaching.

- **Teaching Associations**

Two of the most well-known international teachers' associations are:

- (IATEFL) The International Association of Teachers of English as a Foreign Language (<http://www.iatefl.org/>).
- (TESOL) Teachers of English to Speakers of Other Languages (<http://www.tesol.edu/>).

- **Teaching Journals**

English Language Teaching Journal (ELTJ) is a journal for teachers covering topics such as methodology, class management and theory. Published jointly by the British Council and Oxford University Press. (<http://elt.oupjournals.org/>).

# Chapter 14: Management Strategies

*Contributed to by Ana Bizet  
Marketing Graduate*

1. **The ESL Manager**
2. **An Overview of the ESL Programme**
3. **Philosophy, Aims and Objectives**
4. **Development Plans and Target Setting**
5. **ESL Policies and Procedures**
6. **Recruiting ESL Teachers**

## 1. *The ESL Manager*

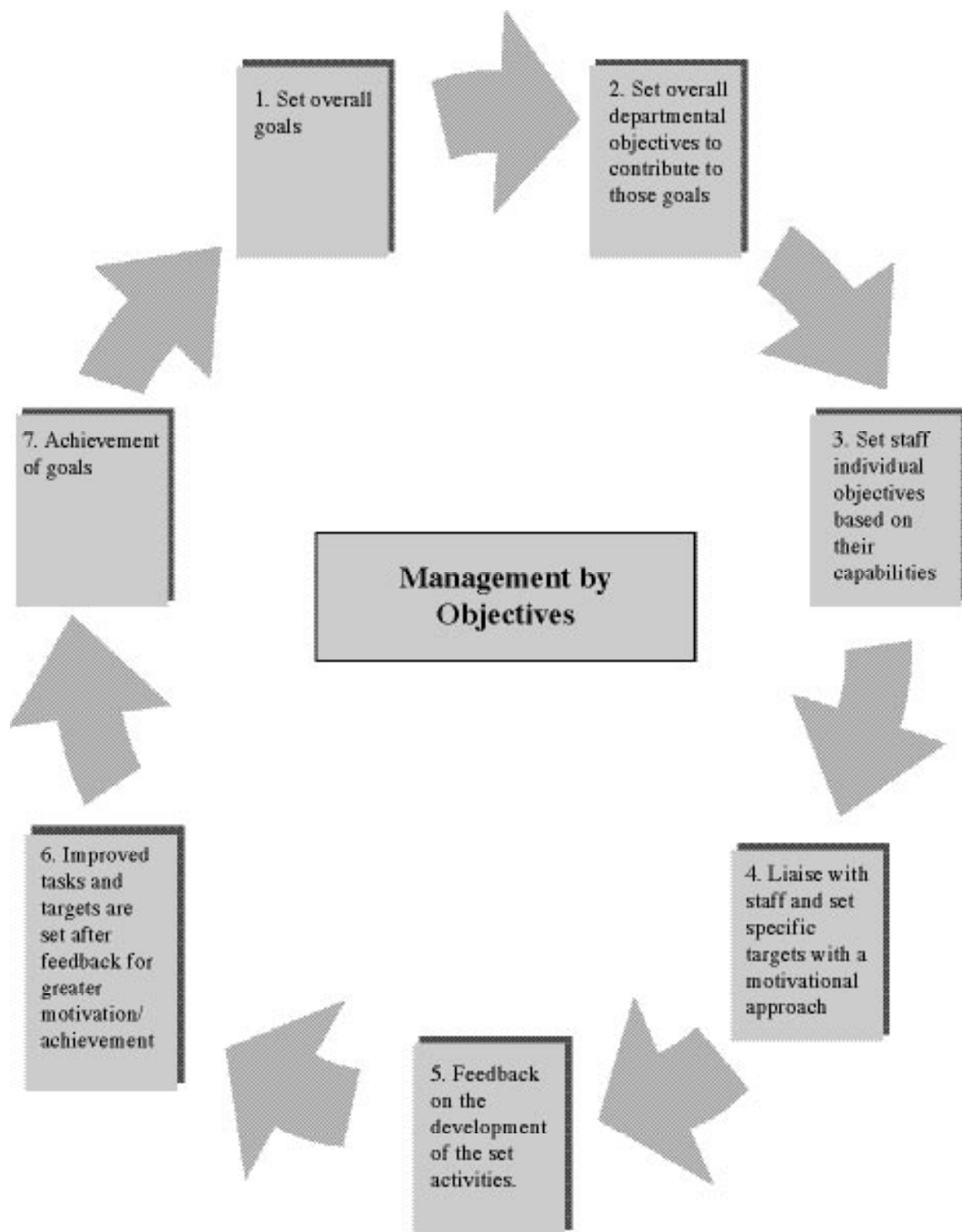
This chapter is aimed at current ESL Managers / Department Heads or teachers aspiring to become ESL Managers. Heads of the ESL Department or ESL Managers are integral figures in any ESL Department, as they are ultimately responsible for providing the leadership, direction and motivation necessary for success.

Successful management is the process by which a manager plans, organises and controls in order to achieve the desired goals for the particular ESL Department. A manager should plan those activities that need to be carried out in order to achieve those specific objectives that contribute to the overall departmental goals.

A manager should organise those planned activities within time frames suitable for their completion. The manager should also ensure appropriate staffing for each activity. A manager should lead staff towards achieving the desired objectives, which is why a manager requires great communicational and motivational skills.

A manager should constantly control the development of all activities in the Department in order to identify early problems that can become detrimental to Department success.

A '**Management by Objectives**' leadership style can be very successful in summarising the main managerial activities.



**Fig. 14.1.** Management by Objectives

## **Responsibilities of the ESL Manager / Director of Studies**

It is crucial that the Head of Department in a school is seen to be a trusted and reliable “go-between” Teachers and Management. In this role, the Head of Department creates an environment of trust and provides a platform for teachers to air their concerns and grievances. The Head of Department may either resolve these problems or present possible solutions to Higher Management for an equitable resolution. These problems may include issues of working conditions, pay, work visas and other problems.

The Head of Department should also be responsible for curriculum and course content, including the resources and textbooks. He / she should also be responsible for providing the teacher with class lists, a timetable and examination dates. Furthermore, professional review and teacher development is another important responsibility of this post.

### **Managerial Responsibilities:**

**Liaison between teachers and upper management**

**Dealing with teacher complaints / issues / concerns**

**Curriculum and course content**

**Resources and books to be utilized**

**Timetables and class lists**

**Examination dates and preparation**

**Dealing with student complaints / concerns**

**Providing teachers with deadlines for reports etc.**

**Organizing placement testing of students**

## **2. *An Overview of the ESL Programme***

The ESL programme unites the important skills of reading, writing, speaking and listening. In particular, good oral work enhances pupils’ understanding of language in both oral and written forms and of the way language can be used to communicate. It is also an important process, through which pupils read and compose texts, and is relevant to teaching across the whole curriculum. Skills, especially those that focus on reading and writing non-fiction texts, should be closely linked to and applied in every subject.

It is better that ESL students work from the familiar to the unfamiliar. Some of the topics used are Home, Family, Likes and Dislikes, Food, Sports, Recreation, Clothes, Colours, Countries and Nationalities, Pets and Animals, Weather and Transport. These areas provide a wide range of descriptive and communicative vocabulary and an opportunity to practise and use basic structures as well as many other language skills. These topics can be reviewed as students progress through the ESL programme, in order to suit their growing interests.

## ESL students should

- read and write with confidence, fluency and understanding;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- operate effectively in spoken language;
- have comprehensive knowledge of basic language structures and should be able to use them appropriately in most situations.

### **3. *Philosophy, Aims and Objectives***

An ESL Department or Faculty should have a clearly laid out Philosophy, defined Aims and realistic Objectives. An example has been presented which may be referred to when structuring your own. Many of the points may not be relevant in to your school and its particular circumstances. These may simply be ignored and substituted with pertinent and relevant points of your own.

#### **Philosophy**

- Language learning is an individual process, which consists of both formal input from the ESL teacher and informal input from other students, friends and family.
- We recognise that the most effective learning occurs when students are exposed to English in their daily operations outside of the ESL classroom. We aim to increase the amount of English spoken in the school outside the classroom using activities and incentives.
- ESL students may be very bright and enthusiastic, but are frustrated by their shortfalls in language. Our approach, teaching methods and materials are designed with the specific needs of these students in mind.
- Fluency in English can take several years, and students will need support for a period after leaving the intensive ESL programme.
- ESL students will follow a progressive programme, allowing them to be integrated into mainstream classes as soon as possible.
- The ESL programme will need to be flexible, as students will be joining the course at different times of the year. Furthermore the students will have very different language abilities, and the programme should target their individual requirements.
- To identify those students with learning difficulties.



## Aims

- To identify all students who need to be placed in the ESL programme.
- To provide an ESL programme that will provide students with the level of English skills required to meet their academic and social needs.
- To ensure the rapid integration of new students into the school community.
- To support mainstream teachers and ensure the subject matter is made more accessible to the students with weaker language abilities.

## Objectives

- To devise an accurate method of assessing ESL students upon entry to the school, and on a continuous basis throughout their time at the school.
- To help all ESL students decide the best choice regarding academic options. In some cases students will be encouraged to withdraw from mainstream subject classes and use this time to attend ESL classes.
- To group students into one of three different language levels.
- To liaise very closely with mainstream subject teachers to identify students who will benefit from an ESL program.
- To design a database highlighting the ESL need requirements of all students.

## 4. *Development Plans and Target Setting*

The ESL Department should meet regularly to discuss the ‘vision’ of the Department, targets, actions and projected implementation dates. The Development Plan is essential to ensure that the Department grows, develops and keeps abreast with current ESL trends. The development plan should include short, medium and long term targets and should be continuously updated, amended, extended and reviewed. Targets should be Specific, Measurable, Attainable, Realistic and Time Related (SMART targets).

The Development Plan may include the following areas:

- Curriculum Development and Resources
- Policy Objectives
- Assessment and Testing
- Administrative and Management Policies
- Physical Substructures
- ICT and Computer Assisted Language Learning (CALL)
- Professional Development

Refer to an example Development Plan below:

Aim	Course of Action	Responsibility	Requirements	Effectuation Date	Reappraisal Date	Success Criteria
<b>Curriculum Development and Resources</b>						
To provide a curriculum and Schemes of Work for all the Year levels	Review the current curriculum and resources in use	Head of ESL Department and teacher currently delivering this course	Various ESL Resource books – refer to brochures by various Publishers and the Internet.	Sep-05	Mar-06	Enhanced Student performance in the ESL exams

<b>Policy Objectives</b>						
To establish a clear entrance policy for ESL Students in the ESL Programme	Liaise with the Admissions Department and SMT to formulate a formal policy	Head of Department and teacher currently delivering this course	Head of ESL Department	Sep-05	Mar-06	A clearer understanding of admission requirements across the board

<b>Assessment and Testing</b>						
Develop effective placement tests and proficiency tests to establish English proficiency/ levels	Review current placement tests and proficiency tests	Head of ESL Department	Cost of Oxford Quick Placement Test? Information regarding Cambridge ESOL Tests and practice tests	Sep-05	Mar-06	Accurate placement of students in various levels. Standardisation of level expectations

Aim	Course of Action	Responsibility	Requirements	Effectuation Date	Reappraisal Date	Success Criteria
<b>Administrative and Management Policies</b>						
Create an effective system for maintaining paperwork on students in support classes	Create forms for recording progress of students and organise a filing system	Head of Department and all teachers involved in Support Teaching	None	Sep-05	Mar-06	Student progress in Support classes can be effectively monitored and recorded
<b>Physical Substructures</b>						
Provide a functional learning environment	Plan changes to the current ESL classroom setups	Whole Department in planning phase. To liaise with the senior management	New classroom space and design. Refurbishing	Sep-05	Mar-06	Improved learning environment for students and acquisition of language
<b>ICT and Computer Assisted Language Learning</b>						
Provide a CALL Centre within the ESL Department	Liaise with ICT Department for possible workstation setups.	Head of Department and teacher currently delivering this course	Quick Placement Test software. 'Rosetta Stone' language software	Sep-05	Mar-06	Students effectively using ICT for language learning.

## 5. *ESL Policies and Procedures*

Clearly laid out ESL Policies and Procedures should define the nature of the ESL programme in a school. These structures outline the day-to-day procedures necessary for the running of the Department. These Policies and Procedures should cover:

- The various programmes (Levels / Year Groups) and support systems offered by the ESL Department
- The placement procedures for students entering the ESL programme
- The assessment procedures for moving students between levels and to the mainstream (Proficiency Testing)
- The ongoing assessment of students for determining how they are coping with the curriculum (Progress Testing)
- Reporting procedures
- Marking and record keeping

<b>ESL PROGRAMME</b>	<b>ASSESSMENT</b>	<b>REPORTING</b>	<b>MARKING / RECORDING</b>
As applied to the various age groups and the Proficiency Levels of the students.	Placement- Quick Placement Test. Term Level Assessment - Cambridge Proficiency Test (Starters, Movers, Flyers, KET, PET, FCE). Regular Progress Tests. Local / National Curriculum tests or examinations.	Term Reports. Individual contact with parents if necessary. Parent consultations every term.	Teacher's record book / mark book. Copies of student's reports kept in student file.

**Fig.14.2.** ESL Policies and Procedures

## 6. *Recruiting ESL Teachers*

Besides difficulties in locating and identifying high quality teachers, the hiring process can prove challenging as well. Teachers may well possess the relevant qualifications required yet lack the classroom experience. When a school is faced with these challenges, it is necessary for School managers to have the skills to spot applicants' potential. A School Manager should look for applicants who possess strong work ethics and communication skills. High turnover of teachers costs schools money in terms of recruiting and training and it also diminishes a school's ability to carry out long term planning, curriculum revision and reform. Job dissatisfaction is a major reason for ESL teachers leaving a School – low salaries and lack of School administration support being cited as contributing factors. Other reasons for teachers leaving include poor working conditions, weak financial incentives and growing job demands.

Schools that provide high levels of support for new and existing teachers, through mentoring or teacher-induction programmes, may in fact experience higher rates of teacher retention. Through such programmes, teachers may develop effective teaching strategies and stronger classroom management skills, often resulting in increased job satisfaction.

### **Recruitment: The Interview**

It is definitely a good idea to have a structured approach to the interviewing process if you wish to recruit appropriate staff for your organisation. Here are three easy steps helpful in recruiting of suitable staff:

#### Step 1: Preparation

It is always a good idea to refresh your memory by looking at the applicant's Curriculum Vitae (C.V.) prior to the interview. Review the original job specifications as advertised.

Now, decide what questions you would like to ask during the interview including the sequencing. Some other considerations may be to ensure that candidates for the same post are interviewed by the same person thus ensuring fairness.

#### Step 2: Structuring the Interview

It is important to make the applicant feel at ease and relaxed right from the start. This can be done by beginning with a friendly introduction of the interviewers and having the interview in a quiet location. Then, it may be a good idea to outline the interview process i.e. what you'll talk about first and what you'll be moving on to. After this, begin with the simple questions and with the applicant's most recent employment. Try to discuss things in a chronological order:

- The Past – their qualifications and previous employment
- The Present – their current employment situation and opinions relating to current ESL issues
- The Future – the short and long term goals and further aspirations

Remember to take notes during the interview! Thank them for attending!

### Step 3: Post Interview

This is when you write down your initial impressions and views of the applicant. You will be surprised how much you forget if you attempt to do this at a later date or after the entire interviewing process. Now, follow up on those requests for references.

### Example questions for the interview

- How would you motivate a class of students?
- What do you think are your strengths / weaknesses as a teacher?
- What would you do in the first ten minutes of your first lesson with a new class?
- How do you decide whether a lesson has been successful or not?
- What course books or materials have you used in the past? Then probe by asking:
  - What did you think of them?
  - Did you supplement / adapt?
- Have you ever taught a class of different abilities?
- Have you ever been in a class of different abilities? How did the teacher deal with this?  
What did you think of that way of handling it?
- What levels have you taught? Which do you like / dislike? Why?
- Have you worked with people of a different culture? What did you think of this?
- How do you deal with deadlines?
- What aspects of your teaching would you prioritise for development?

# Chapter 15: English for Specific Purposes

1. ESP and Business English
2. Needs Analysis
3. Business Communication Courses
4. Tutoring

## 1. *ESP and Business English*

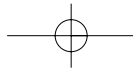
When teaching ESP (English for Specific Purposes) or Business English, the teacher simply continues teaching all the English that they already know how to, but incorporate vocabulary, examples, topics and contexts that are relevant to the students particular needs. The term “specific” in ESP refers to the specific purpose for learning English. This may include EAP (English for Academic Purposes), which prepares students at tertiary level for further academic studies where English is used as the medium of instruction. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies.

The techniques are fundamentally the same as those used when teaching a general English course. If you do not have the appropriate texts, tapes etc, then it may be possible to get the students or corporate client to provide them. There are also many course books designed for ESP and Business English.

These specially designed courses benefit the corporate client as they provide a flexible and responsive approach to the changing client needs, ensuring a high quality and well-balanced course. The client also receives individual attention from a highly qualified and experienced ESL teacher.

Businesses usually require custom-made courses specially designed to suit their specific requirements. Clients may include banks, government agencies, hotels and multinational companies. These ESP or Business programmes are either offered at the school, university / tertiary institution or on the company premises. These specially designed courses should be suited to new recruits, middle management, top-management executives and company front-line staff. A good starting point for an ESP (English for Specific Purposes) course is a “needs analysis” or a “client map.” It is impossible to teach a student’s specific needs until it is ascertained exactly what they are. A typical “needs analysis” might be a questionnaire that the client and teacher discuss and complete together. This may include an analysis of the client’s English usage profile, their expectations and needs, what it is they exactly want and what it is that they don’t have. The process of providing a custom-made course for a corporate client is as follows:

- Initially, on first contact with the client, a detailed interview is set up to establish the client’s specific requirements



- The students' levels are then established through the school's placement testing system
- The course outlines, method of instruction and materials are then designed in consultation with the corporate client
- A custom-made course will then be designed making careful use of both core textbooks and other supplementary materials
- A schedule is then negotiated with the corporate client

## 2. *Needs Analysis*

There are essentially two different types of needs analysis and syllabus design. The first is product oriented which is primarily concerned with what the learner should know or be able to do as a result of instruction. The other is process oriented which is concerned with the processes by which learners will learn.

A Needs analysis can be very informative and:

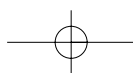
- will allow you, the teacher, to determine the course content and methodology
- will identify certain needs and deficiencies
- will assist the teacher in assigning students to different groups
- will help in determining the course length and intensity
- can provide more accountability
- can help you to market the course as a sophisticated and necessary product

There are, however, a number of related problems:

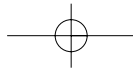
- there may be conflicts between the perception of needs (the student, the sponsor, the teacher) that may be difficult to accommodate
- there may be a conflict between preferred teaching and learning styles
- are students able to articulate their needs and expectations?
- can set up unreal expectations and learners' needs may not be met

To acquire information for needs analysis, you can:

- look at records (documentary evidence)
- provide questionnaires
- conduct interviews
- conduct observation in the classroom







### 3. **Business Communication Courses**

In today's business climate and with the advent of globalisation, communicating well in English means gaining a competitive advantage in ever changing and expanding world markets. Offering high quality courses to individuals seeking to get ahead in their careers is an important and expanding market area. Business success rests to a large extent on the ability of individuals to communicate effectively in English. Business writing skills and communication will help students to understand the changing nature of business communication and pinpoint and eliminate errors in their Business Strategies.

Business Communication Courses may be offered at Pre-Intermediate, Intermediate and Upper Intermediate levels and should provide a balance of English for Business and General English. The courses should further aim to improve and expand students' vocabulary, increase their grasp of Business phrases and functions whilst giving them a good grasp of grammar, writing and vocabulary.

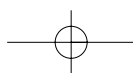
In addition to offering Business Communication Courses, a school can also provide one day Business Communication Workshops. These workshops are aimed at getting students up to speed with the English skills required to perform at the highest levels in their careers. The workshops may cover a range of topics and skills for business people from negotiation skills, to effective presentations, to customer relations. These workshops could include:

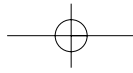
- Business Writing Essentials
- Successful and Effective Business Presentations
- Managing Your Time Effectively (Time Management)
- Telephoning Skills for Reception and Front Line Staff
- Success: For Secretaries and Administration Professionals
- Communicating with Confidence
- Writing and Preparing Effective Business Reports
- Customer Care Essentials
- Business Writing for Managers
- Holding Effective Meetings and Discussions

#### **Ideas for the Classroom**

Here are a few ideas to get you started:

- **Business Letter Writing:**  
For this activity you will need a book of model business letters in English. These are often available on the internet. Make one copy of 10 different letters (depending on the number of students in your class). Make enough so that each pair has one. You may wish to concentrate on a specific type of letter, such as cover letters or letters of complaint, or else mix the different types of letters.





One student can look at the letter, the other cannot. The student with the letter reads it to the other student, who takes dictation. The reading student should not look at the writing student's written work. At the end, have the student compare his or her written work to the original, looking for mistakes and correcting them. This can be a good lead-in to writing business letters, and is a nice way of including dictation without them always doing dictation from the teacher or a tape.

- Crazy Resume:

For this activity bring a resume to class, and discuss resumes for a few minutes. Ask the students what goes on a resume. Next, have all students quickly (10 minutes) write a resume in English. Encourage exaggeration. Next, have them work with partners taking turns interviewing each other for jobs. Choose the jobs: possible (fun) choices are McDonalds, KFC, Gas station attendant, NASA Astronaut, CIA spy, Military General, Model etc. Review frequently asked interview questions beforehand (the students will know the questions in their native language for the most part). After everyone has been interviewed and been the interviewer, query the class on their success: did the applicant get the job? How did they do?

- Telephone Phrases:

There are many phrases and idioms used when talking on the telephone. Print a number of these on blank business cards, such as: "Please hold and I will ring Mr. Bizet's office", and "I'm sorry, but Ms. Albina is not in her office right now. Would you like to leave a message?" The students are then grouped into pairs. Each student gets about five cards depending on the size of the class and the number of cards printed. In turn, they turn over the top card and have to initiate a telephone conversation with their partner, somehow and somewhere working in the idiom / phrase on their card. The partner does not see the phrase. This means they have to think of a situation, and steer the conversation in such a way as to be able to slip in the idiom / phrase. The first team to use up all their cards is the winner.

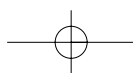
You will have already introduced telephone idioms and they will have done some conversation practice before playing the game.

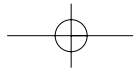
- The Replacement:

Ask your students to imagine they have to interview a candidate who will do their job while they will be away on extended leave. They have to come up with a list of questions related to their job. Divide the class into two groups, the interviewers and the candidates. Each interviewer now asks his or her questions to all the candidates and has to choose which one would be able to do his or her job best. Then the interviewers become the candidates.

- Forming a Company:

For this activity, divide the students into groups of five to six. Now ask them to open their own company. They have to decide on what kind of goods or services they are going to produce or provide. The students also have to decide on the company structure and what departments are needed to run the company. Furthermore, they should outline the different duties of each department in product manufacturing and sales. After the discussion, group representatives do a presentation in class. This activity can be developed to include written work such as reports and business plans. This may well become an extended project!





## 4. **Tutoring**

Tutoring is an extremely beneficial approach to education. Students who work one-on-one with a professional teacher have positive learning experiences, improved attitudes and self-perception, leading to increased confidence, and better grades. Students report feeling more confident and enthusiastic and parents feel more relaxed and secure knowing their child is receiving professional one-on-one support. Tutoring can also be extremely rewarding on both a personal level and financially. Here are some guidelines for tutoring:

### **Get to know your student**

When meeting your student for the first time, it is important to take some time to get to know your student on a personal level. Try and establish some common interests and initiate positive communication. Make sure you are able to say your student's name correctly and that your student knows your name.

### **A constructive learning environment**

Ensure that your tutoring takes place in a relatively quiet location with little or no distractions. Check that you and the student have everything needed for the lesson to avoid interruptions.

### **Establishing an appropriate level**

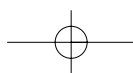
It is a good idea to begin tutoring at a level your student can cope with and one that provides a certain degree of success. After listening and observing your student for some time, you will be able to establish his / her level. Be prepared to be flexible in your teaching methods and approaches to suit the particular student's personality and learning needs. It is important to assess the students's strengths and weaknesses to formulate an approach which will best help them improve. It is also important to remember that some students are quiet and reserved and may take some time to open up to you so take heed of the subtle ways in which they may try and tell you what they are thinking, how they feel and whether they really understand.

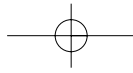
### **Beginning**

Once you have established areas of weakness and have formulated a step-by-step plan for helping the student, ensure that the student understands what needs to be done. This will give you and your student clearly defined objectives to work towards and will provide the student with a sense of progress and success every time one of the set goals has been accomplished.

### **Motivate your student**

It is essential that you attempt to keep your student motivated. This will involve a certain measure of creativity and imagination. Furthermore, try and divide your lesson into a number of short sections to maintain interest and change the pace. You may wish to begin with a "warmer" to set the tone and transition into your lesson. This may be followed by ten minutes of reading, ten minutes for a fun communicative activity, then 15 minutes for writing etc.





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## ***Further Reading***

- **ESP**

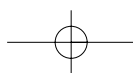
For further insights into teaching English for Specific Purposes, see *English for Specific Purposes* by T. Hutchinson, and A. Waters (1987, CUP).

- **Syllabus Design**

See *Syllabus Design* by D. Nunan, (1988, OUP).

See *The Learner-Centered Curriculum* by D. Nunan, (1988, OUP).

Also refer to *Learning Purpose and Language Use* by H. Widdowson, (1983, OUP)



# Chapter 16: Resources and Appendix

1. Course Books and Publishers
2. Internet Resources
3. Employment Opportunities for ESL Teachers
4. Appendix

## 1. *Course Books and Publishers*

Your school may or may not prescribe a textbook for the ESL course you are to deliver. If the school does prescribe a textbook you can still be flexible in your choice of supplementary class activities in order to deliver an exciting and varied curriculum. A huge range of course books, practice tests and learning resources are produced by independent publishers in the UK and overseas to help prepare students for the Oxford and Cambridge exams. For a list of publishers offering materials related to the Oxford and Cambridge exams, visit <http://www.cambridgeesol.org/support/publishers.htm> or [www.oup.com/](http://www.oup.com/).

Catalogues can be requested from, and orders placed with, the various publishers. Most bookstores keep a wide range of ESOL related resources on their shelves and there are many online bookstores which sell ESL books. Visit <http://www.eflbooks.co.uk> for an online catalogue of ESL titles.

## 2. *Internet Resources*

A web guide for teachers and covering computers, resources, lesson plans, grammar, listening, poetry, drama, reading, writing and much more. It gives the addresses of relevant web pages that you can visit: <http://www.webguidesforteachers.com/Subjects/TESL.htm>

This is the Cambridge ESOL site with information about the Cambridge ESOL exams. You may also check for accredited examination centres throughout the world: <http://www.cambridgeesol.org>.

This is the Oxford University Press site which has useful information on ESL resources and the Quick Placement Test: <http://www.oup.com/elt>

Cambridge University Press's on-line International dictionaries, including a useful dictionary of idioms: <http://dictionary.cambridge.org/>.

The Guardian newspaper's educational pages. Useful for teachers, parents and students: <http://www.educationunlimited.co.uk/netclass/o,5477,67364,00.html>.

A very useful resource for teachers in particular, which has a large number of links to specific language and literature pages: <http://www.english1.org.uk/language.htm>.

A specialist grammar and writing site – particularly good for ESL professionals and advanced level students: <http://webster.comnet.edu/grammar/index.htm>.

Learn English through the British Council web pages. There is a useful summary of the various ESL ability levels, and links to good interactive learning sites also: [http://www.learnenglish.org.uk/welcome\\_english.html](http://www.learnenglish.org.uk/welcome_english.html).

The Learning English homepage of the BBC's World Service department. This site is updated with new activities regularly and is particularly useful for extended vocabulary: <http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>.

NATE's homepage – The National Association of Teaching English – will keep you up-to-date with UK curricular developments. It contains some useful resources too: <http://www.nate.org.uk>.

The ESL web-ring is a good place to start a search for specific ESL sites. There's a regularly updated ring of over 100 ESL sites which are generally useful and reliable: <http://nav.webring.org/cgi-bin/navcgi?ring=esloop:list>.

An ESL site for students and teachers containing useful resources and relevant links – The On-line Writing Lab at: <http://owl.english.purdue.edu/handouts/esl/eslstudent.html>.

The following sites are extremely useful for the ESL teacher. They include lesson plans and activities for use in the classroom:

<http://www.english4teaching.co.uk>

<http://www.teachit.co.uk>

<http://www.englishzone.com>

The following selection of sites may be useful for CALL related issues:

<http://www.athel.com>

<http://www.cti.hull.ac.uk/eurocall/ecabout.htm>

<http://www.latrobe.edu.au/www/education/celia/celia.html>

Center for Applied Linguistics

Better known as "CAL," this site sponsors on-line chats with ESL experts on a variety of topics. It also provides articles on bilingual education, refugee concerns, and reviews of new teaching materials.

<http://www.cal.org>

#### CNN Newsroom and Worldview for ESL

[http://lc.byuh.edu/CNN\\_N/CNN-N.html](http://lc.byuh.edu/CNN_N/CNN-N.html)

Real reports aired on CNN are formatted as cloze exercises on this Web page. Students may fill in answers and obtain immediate results. Most of these exercises are suitable for intermediate to advanced level students.

#### Dave's ESL Cafe

<http://www.eslcafe.com>

Arguably one of the most user friendly sites online, Dave's ESL Cafe offers a chat room for students and teachers, a graffiti wall for students, and a message exchange board. The Cafe also includes pages on phrasal verbs, current slang, idioms, and quizzes on a variety of topics. For teachers there are idea pages, job boards, a bookstore, and links to other ESL Web sites.

#### The ESL Loop

<http://www.linguistic-funland.com/esloop>

The ESL Loop is a list of sites relevant to English language teaching and learning on the World Wide Web.

#### ESL/EFL Lessons, Games, Songs

<http://www.eslgames.com/>

While the makers of this site are intent upon having you purchase their book, they nevertheless offer a few worthwhile ideas on how to incorporate music, songs and games into the classroom.

<http://www.manythings.org>

This site features games and quizzes (try the "Flash Hangman") for students-from beginners to advanced.

#### Internet TESL Journal

<http://iteslj.org/>

The Internet TESL Journal is a user-friendly site for teachers. This electronic journal includes scholarly articles and research papers in the area of ESL/EFL. There are lists of teacher tips, ideas on teaching techniques, sample lessons, lesson plans, handouts, project ideas, and links to other ESL sites.

#### NCLE

<http://www.cal.org/ncle>

The National Clearinghouse for ESL Literacy Education features ERIC Digests online. These materials cover a wide range of topics on ESL literacy education.

### 3. *Employment Opportunities for ESL Teachers*

There are many employment agencies and internet job sites offering jobs for ESL teachers at English Language Schools throughout the world. English Language Schools advertise their vacancies on the following web sites:

<http://www.jobs.edunet.com/iatefl/>. This is the IATEFL Electronic Jobshop.

<http://www.tefl.com/jobs/>. This is the TEFL Professional Network.

<http://eslcafe.com/jobs>. This is Dave's ESL Café jobs page.

There are many employment agencies and internet job sites offering jobs for ESL teachers at Primary, Secondary and International Schools. The *Teachers Education Supplement (TES)* is a publication advertising jobs for secondary school teachers, school managers and administration staff at schools in the United Kingdom and internationally. The TES website has a jobs section which is updated weekly: <http://www.tesjobs.co.uk>. One can browse the jobs advertised, free of charge. The Council of International Schools website also advertises teaching and administrative vacancies which can be viewed free of charge: <http://www.cois.org>.

Another useful way of finding a suitable job at a Primary, Secondary or International School is to enter a search on the internet for Primary, Secondary or International schools in a particular region or country. Once you have located appropriate schools, enter their websites and view their job opportunities/vacancies. Many schools will first advertise their job vacancies on their websites prior to advertising on a job site. Some International schools will only hire candidates after a personal interview at one of the International Job Fairs held every year. For further information regarding the venues and times of these International Job Fairs, visit one of the abovementioned recruitment sites which regularly display such information.



## 4.

## Appendix

### Common Spelling Rules

#### When to Double Final Consonants

The final consonant of a word is often doubled when adding *-ed*, *-ing*, *-er*, *-est* in the following cases:

- Double final “b, d, g, l, m, n, p, r and t” at the end of words:  
rob - **rob**bing  
sad - **sad**der  
big - **big**ger  
travel - travel**l**er  
skim - skim**mm**ing  
win - win**nn**er  
pop - pop**pp**ing  
prefer - prefer**rr**ed  
hit - hit**tt**ing
- Double the final letters where there is the following pattern “consonant - vowel – consonant” at the end of a word. For example: travel – ‘vel’ v - consonant - e - vowel l - consonant.
- Words of more than one syllable have their consonants doubled **only** when the final syllable is stressed.  
begin - begin**nn**ing BUT open - opening  
defer - deferr**rr**ing BUT offer - offering
- When words have more than one syllable and end in ‘l’ British English **always** doubles the ‘l’, even in the case of unstressed syllables. American English, on the other hand, the ‘l’ is not doubled when the syllable is unstressed.

**British English** - travelled

**American English** – traveled

#### Final -E

Leave off the final ‘e’ in the following cases:

- When the word ends in ‘e’ adding a suffix that begins with a vowel (this is usually the case, although there are exceptions such as “outrageous”).  
make - **mak**ing  
note - **not**able
- Do not leave out the final ‘e’ when a word ends in ‘ee’.  
agree - agree**ee**able
- Words ending in ‘ge’ and ‘ce’ do NOT drop the final ‘e’  
encourage - encourag**ee**ment  
embrace - embrac**ee**able

### **‘IE’ and ‘EI’**

This is a common spelling problem, even for native English speakers. Probably the best thing to do is remember this rhyme:

*I before E except after C*

relief

thief

believe

### **BUT**

perceive

receipt

ceiling

### **‘Y’ and ‘I’**

When adding an ending to a word that finishes in ‘y’, the ‘y’ usually changes to ‘i’:

- Most nouns and verbs that end in ‘y’ have plural or third person singular conjugations that change to ‘i’.

party - **parties**

hurry - She **hurries** to work.

- When changing the word form (for example from adjective to adverb)

happy - **happily**

lazy - **lazily**

easy - **easier**

- Do NOT change the final ‘y’ to ‘i’ when ‘y’ is preceded by a vowel

stay - stays

enjoy - enjoyed

#### **EXCEPTIONS:**

say, lay, pay - said, laid, paid

- Do NOT change the final ‘y’ to ‘i’ when followed by ‘-ing’, ‘-ism’, ‘-ish’.

boy - **boyish**

try - **trying**

### **‘IE’ to ‘Y’**

When a word ends in ‘ie’ change to ‘y’ before adding ‘-ing’

die - **dying**

lie - **lying**

### **Swallowed Syllables - Three Syllables Pronounced as Two Syllables**

Aspirin - *pronounced* - *asprin*

Different - *pronounced* - *diffrent*

Every - *pronounced* - *evry*

### Swallowed Syllables - Four Syllables Pronounced as Three Syllables

Comfortable - *pronounced* - *comftable*

Temperature - *pronounced* - *temprature*

Vegetable - *pronounced* - *vegtable*

### Homophones - Words That Sound the Same

two, to, too - *pronounced* - *too*

knew, new - *pronounced* - *niew*

through, threw - *pronounced* - *throo*

not, knot, naught - *pronounced* - *not*

### Same Sounds - Different Spellings

‘Eh’ as in ‘Let’

let

bread

said

‘Ai’ as in ‘I’

I

sigh

buy

either

### Silent Letters

**B** - comb, dumb

**D** - sandwich, Wednesday

**G** - sign, foreign

**GH** - daughter, light, right

**H** - why, honest, hour

**K** - know, knight, knob

**L** - should, walk, half

**P** - cupboard, psychology

**S** - island

**T** - whistle, listen, fasten

**U** - guess, guitar

**W** - who, write, wrong

### Unusual Letter Combinations

**GH = ‘F’**

cough, laugh, enough, rough

**CH = ‘K’**

chemistry, headache, Christmas, stomach

**EA = 'EH'**

breakfast, head, bread, instead

**EA = 'EI'**

steak, break

**EA = 'EE'**

weak, streak

**OU = 'UH'** country, double, enough

### List of Common Irregular Verbs

Present	Past	Past Participle
be	was, were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
deal	dealt	dealt
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard

<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke (waked)	woken (waked)
wear	wore	worn
win	won	won
write	wrote	written

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