



الأكاديمية المهنية للمعلمين

Professional Academy for Teachers

التطبيقات التربوية داخل الفصل للمعلم المساعد

مهارات تدريس اللغة الإنجليزية

دليل المتدرب

**Educational Applications for Novice Teachers
Complementary Material for teachers of English
(Innovative Classroom Practices)**

Trainee Manual

يناير ٢٠١٣

الدورة التكميلية: ١٨ ساعة تدريبية

برنامج دعم التعليم

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جمهورية مصر العربية

شهادة

الأكاديمية المهنية للمعلمين
Professional Academy for Teachers



تشهد الأكاديمية المهنية للمعلمين أن..

البرنامج التدريبي التطبيقات التربوية داخل الفصل للمعلم المساعد
"مبادرات تدريس اللغة الإنجليزية"

قد تم اعتماده بالأكاديمية المهنية للمعلمين بتاريخ ٢٠١٣/ ٦ / ٢٦

وفقاً لمعايير الاعتماد الخاصة بالأكاديمية.

مدير أكاديمية المهنية للمعلمين



ا. د. رمضان محمد رمضان

تم إعداد هذا البرنامج بواسطة مجموعة من المتخصصين في التربية والمعلمين والموجهين بدعم من برنامج دعم التعليم

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Introduction

The novice teacher has some fears before he/she takes his/her first steps to the class, he has fears of what he will see from his students. He remembers his first days, when he was a student , and the tricks he made to distract his colleagues' attention during the class time; his self confidence decreases when he thinks that these problems will face him at the class such as :

- * Most students are not responsive to the class
- * Less discipline, less management and no control on the problem-maker students
- * Complete silence when asking easy questions
- * Students are not satisfied with his answers on their questions

The topics in this manual try to answer most of these questions and lead the teacher to references that may help him to overcome such challenges and take him, step by step, to acquire the experience required to begin his career positively and properly to increase self-confidence and competences.

Goal

IMPROVING THE PERFORMANCE SKILLS OF THE NOVICE TEACHERS OF ENGLISH

Objectives

By the end of the three day workshop, trainees will be able to :

- * Explore expectations about the training sessions.
- * Compare expectations and the training topics.
- * Brainstorm the participants' ideas about the first saying .
- * Focus their attention on the importance of planning .
- * Explain what is meant by "proper planning "
- * Identify the steps of lesson planning
- * Define "objectives"
- * Raise trainees awareness for using teaching aids .
- * Identify the importance of using teaching aids
- * Identify the importance of organizing the teaching board.
- * Define "Teaching strategies".
- * Identify a few of teaching strategies.
- * Know the importance of the review stage.
- * Use some ideas for warm-up activities
- * Know more about the steps of " practice and homework".

- * Be able to assess their own performance.
- * Identify the similarities between listening and reading.
- * Identify the stages of presenting a listening lesson.
- * Be familiar with the pre-listening activities
- * Demonstrate a whole listening lesson from the Hello series.
- * Identify the rationale beyond teaching songs.
- * Identify steps for teaching songs.
- * Identify the steps for teaching reading.
- * Identify the rationale beyond teaching stories.
- * Demonstrate a reading lesson.
- * Identify the rationale behind teaching writing at an early stage.
- * Describe the process of writing in the hello series.
- * Identify the steps for teaching writing.
- * Present new vocabulary item
- * Use and present structure in class.
- * Evaluate the training

Training Agenda

THE 1ST DAY

SESSION	ACTIVITY	TIME	DURATION
SESSION 1	GETTING TO KNOW EACH OTHER - ICE-BREAKER	60 MS	9 :00 TO 10 :00
	ELICITING TRAINEES ' EXPECTATIONS	40 MS	10 :00 TO 10 : 40
	WHY PLANNING	40 MS	10 :40 TO 11: 20
	HOW TO PLAN A LESSON	40 MS	11 :20 TO 12 :00
	BREAK	30 MS	
SESSION 2	TEACHING LISTENING AND SONGS	160 MS	12 :30 TO 3 :30

THE 2ND DAY

SESSION	ACTIVITY	TIME	DURATION
	CONT. TASKSHEET 11 (PRESENTING LISTENING)	20 MS	
	ACTIVITY 16 (TEACHING SONGS)	20 MS	
	TEACHING READING AND STORY-TELLING	160 MS	
	DEMONSTRATIONS	60 MS	
	BREAK	30 MS	
SESSION 2	TEACHING WRITING	1:40 MS	

THE 3RD DAY

SESSION	ACTIVITY	TIME	DURATION
SESSION 1			
	TEACHING WRITING	120 MS	
	DEMONSTRATIONS	60 MS	
	BREAK	30 MS	
SESSION 2	TECHNIQUES FOR TEACHING NEW VOCABULARY	60 MS	
	STEPS FOR TEACHING STRUCTURE	60 MS	
	DEMONSTRATIONS	60 MS	

NOTE :

TRAINING DAY BEGINS AT 9 :00 AND ENDS AT 3 : 30 WITH A BREAK FOR HALF AN HOUR

Day one

Day one Objectives

- ✓ Explore participant's expectations about the training sessions.
- ✓ Compare participant's expectations and the training topics.
- ✓ Brainstorm the participants' ideas about the first saying.
- ✓ Focus their attention on the importance of planning
- ✓ Comment(2)
- ✓ Ask trainees to comment on the second sentence
- ✓ Explain what is meant by "proper planning "
- ✓ Identify the steps of lesson planning
- ✓ Define "objectives"
- ✓ Identify the importance of using teaching aids
- ✓ Identify the importance of organizing the teaching board.
- ✓ Define "Teaching strategies".
- ✓ Identify samples of teaching strategies.
- ✓ Know the importance of the review stage.
- ✓ Use some ideas for warm-up activities
- ✓ Know more about the steps of "practice and homework".
- ✓ Be able to assess their own performance.
- ✓ Identify the similarities between listening and reading.
- ✓ Identify the stages of presenting a listening lesson.
- ✓ Be familiar with the pre-listening activities
- ✓ Demonstrate a whole listening lesson from the Hello series.
- ✓ Identify the rationale beyond teaching songs.
- ✓ Identify steps for teaching songs.

Task sheet (1) Why lesson planning?

- In your groups, think of all the reasons for planning a lesson.
- You have 5 minutes to do this.

Teachers need to plan lessons for/to.....



Task sheet (2) Teaching Aids

- ✓ Look at these opinions .Work in pairs .Tick agree or disagree.
- ✓ Share your ideas with the whole group

You have 10 minutes to do this.

Opinions	Agree	Disagree
1-It takes up too much time and costs a lot of money to make visual aids		
2-The teacher can be a visual aid .		
3- The illustrations in the student book is quite enough.		
4- The teacher can use visual aids to teach pupils letters , numbers ,words and grammar		
5-Using visual aids takes up too much time . So teachers shouldn't use visual aids very often in class .		
6-The teacher needs to be a good artist making stick figure drawings .		
7-It is always quicker and more effective to use the BB.		

Task Sheet (3) Teaching Aids

- ✓ "Do you think learning aids are important for teachers and learners? Why? "
- ✓ Work in groups .Discuss the answer to this question.
- ✓ You have 5 minutes to do this

Yes /No

Because

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

Task Sheet (4) Board organization

- ☀ In your groups, look at Miss Missy's board.
- ☀ Write your comment about the organization of the board.
- ☀ You have 5 minutes to do this.

Review

2- mustn't
3- must

Answers :

1- must

4- mustn't



Circle the odd one out:-

1- boat-bus-listen-plane.

2-write-shout-talk-speak

Sign

Fire exit

noisy

Helmet

Small canal

Unit 2

Lesson 2

SB 8 AB 8

You must turn right.
You must wear a helmet .

You mustn't swim in a small canal .
You mustn't smoke here .




Today we will learn :
to read signs .
school rules .

Homework

AB p. 8 ex B

Comments:

- ◆
- ◆
- ◆

Task Sheet (5) Warm-up

 **Work in your groups. Think of some warm-up activities.**

 **You have 5 minutes to do this.**

-
-
-
-
-

Task Sheet (6) Lesson planning

- ❖ In your groups, write the following component opposite to definition.
- ❖ Lesson Components are: Objectives – Warm-up – Teaching aids – Teaching Strategies – Presentation –practice-Communication Skills-Assessment.
- ❖ You have 10 minutes to do this

Component	Definition
	How will I know that my students have achieved the objectives?
	Paves the way for the new material.
	This is how you introduce the new material
	What do I want my students to know or be able to do at the end of a particular lesson?
	What am I going to use to help students understand the meaning of the new language and achieve the objectives?
	This is the rehearsal of certain behaviours to consolidate learning and improve performance.
	During it the message should be conveyed across. It should be done in all directions.
	What I do to introduce any new material: grammar, vocabulary, a task, text, a concept?

Task sheet 7

❖ The following are jumbled listening activities; (Pre, during and post).

❖ Match the suitable activities next to the relevant stage.

❖ You have 5 minutes to do this.

Listening activities	Pre	During	Post
❖ What are the ideas that come to your minds when you listen to this title?			
❖ Noha and Ahmed, can you act the dialogue?			
❖ Listen and identify.			
❖ Choose another ending to the text.			
❖ Listen and write.			
❖ What can you see in this picture?			

Task sheet 8

Think in pairs for Five minutes.

A pre-listening activity should:



.....



.....



.....



.....



.....

Task sheet 9

☀ Work in your groups for ten minutes to design a pre-listening activity.

☀

☀

☀

☀

☀

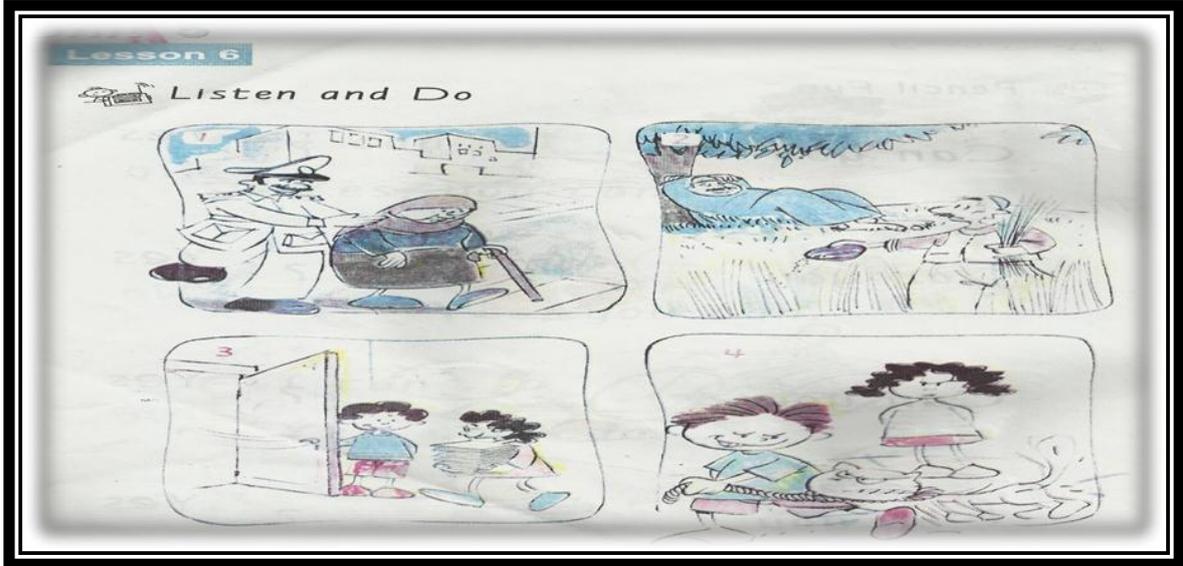
Task sheet 10

❖ Discuss the following ideas about the during-listening stage with your group. Write next to each idea.

❖ You have five minute to do this.

Ideas	Agree	Don't Agree
My Ss need to listen to the tape only once.		
I pause the tape during listening when necessary.		
During listening, my students do not speak or ask questions.		
I start the lesson by playing the tape.		
I adjust the tape before getting into the classroom.		
My students should listen to do some activities.		

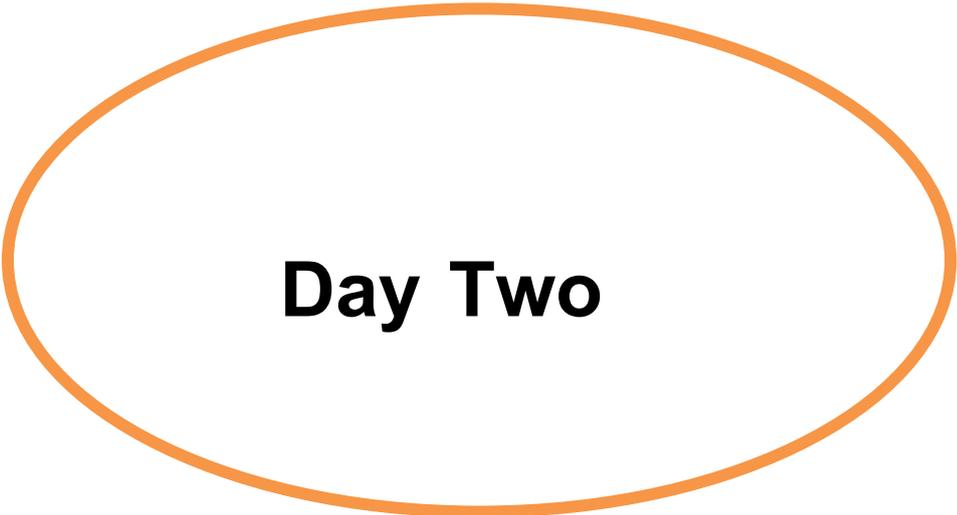
Task sheet 11



Look at unit 5 lesson 6

In your groups apply the previous three stages of presenting listening.
You have 15 minutes to do this

- ☼
- ☼
- ☼
- ☼
- ☼
- ☼
- ☼
- ☼
- ☼
- ☼



Day Two

Day two Objectives

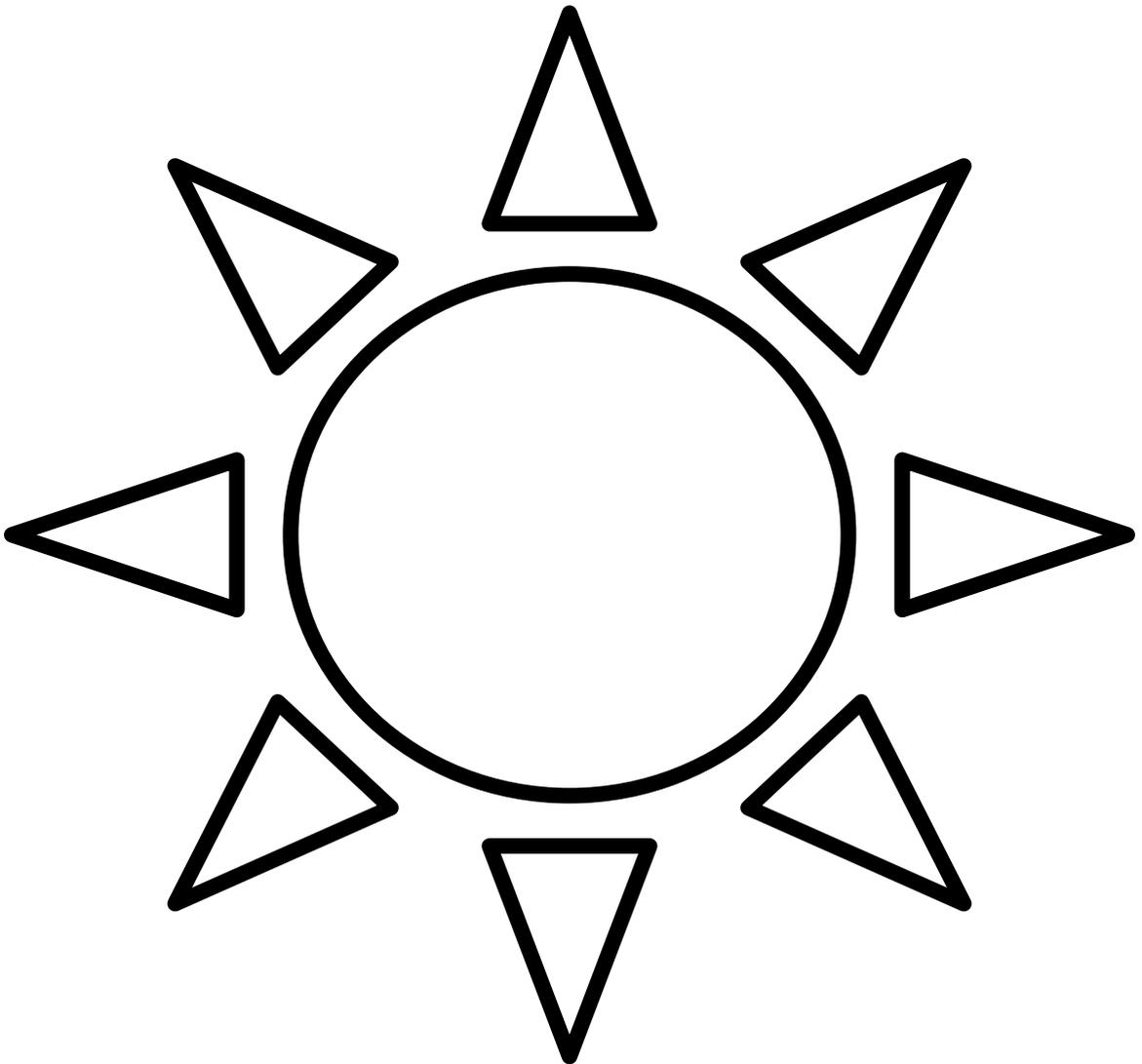
- ✿ Identify the steps for teaching reading .
- ✿ Identify the rationale beyond teaching stories.
- ✿ Demonstrate a reading lesson.
- ✿ Identify the rationale behind teaching writing at an early stage.
- ✿ Describe the process of writing in the hello series.
- ✿ Identify the rationale beyond teaching songs.
- ✿ Identify steps for teaching songs.

Task sheet (12) Reading lesson

- ✿ Choose any reading lesson from the Hello series.
- ✿ Work in your groups to design a pre, during and post- reading activities.
- ✿ Each group is to design an activity for each stage.
- ✿ Choose a spokesperson to demonstrate your product.
- ✿ You have 60 minutes to do this.

Task sheet (13)

- ❖ **Work in your group(s).**
- ❖ **In your opinion, why should children be taught writing at an early stage?**
- ❖ **You have 15 minutes to do the task.**





Day Three

Day three objectives

- ✿ Identify the steps for teaching writing .
- ✿ Present new vocabulary item
- ✿ Use and present structure in class.
- ✿ Evaluate the training

TASK SHEET 14

The table below shows the three stages of teaching writing.

- ❖ In your group fill in the gaps with some of the techniques that could be relevant to each stage.
- ❖ You have 30 minutes to finish with the task.

Stages of the Writing Lesson	Techniques at Each Stage
Pre-writing Stage	<p>a.).....</p> <p>b.).....</p> <p>c.).....</p>
Writing Stage	<p>.....</p> <p>.....</p>
Revising/Editing Stage	<p>Three types of Correction:</p> <p>a.)</p> <p>b.)</p> <p>c.)</p>

Task sheet 15 Teaching Vocabulary

- ❖ What do you think about the opinions of these teachers?
- ❖ Tick agree or disagree.
- ❖ You have 30 minutes to do this

Opinions	Agree	Disagree
1-I try not to teach too many words in a lesson .about 7 words are enough for most students to be able to use actively.		
2-I don't teach my students every new word in a text. I only teach content words important for comprehension.		
3-I always teach new words in the same way; a picture or explanation in Arabic.		
4-I usually resort to translation as it is the best way to teach all new words .		
5-When teaching new words, I try to teach them in word families, BB &chalk, book & pencil.		
6-Asking, "Do you understand?" is the best way to check if students have understood a word.		
7-Ss keep repeating the new words even if they don't understand the meaning.		
8-I sometimes ask my Ss to read words aloud to check their pronunciation.		

Task Sheet (16) Teaching Vocabulary

❖ In your groups plan to introduce the following words in different ways. Each group should be ready to present for the whole group. The other groups should take the role of the pupils in class.

❖ You have 30 minutes to do this

❖ The list of words

❖

Huge / an umbrella / a bunch of flowers /swim /a doctor

Huge.....
.....

Umbrella.....
.....

**A bunch of
flowers**.....
.....

Swim.....
.....

A doctor.....

Task Sheet (17) Teaching grammar

- ❖ Work in your groups to present a grammatical point you have already taught in the Hello series using the steps agreed upon.
- ❖ Be ready to present it.
- ❖ You have 30 minutes to do this.

Task sheet (18) Exit ticket

Three things you liked:

☀

☀

☀

Two things you still need to learn:

☀

☀

One suggestion:

☀

Supplementary Reading material

Lesson Planning

Why should we have lesson planning?

- To prepare the material O.O mentally and in writing.
- To decide what we will do and how we will do it.
- To anticipate problems and how we can solve them.
- To manage time properly among the stages of the lesson.
- To evaluate teaching and improve it.
- To consider individual differences and differentiation (Giving different work to different students).

Learning Objectives:

They should be specified to recognize new vocabulary, structures, phonics, ideas, thoughts etc.

Psychomotor objectives:

They are mainly concerned with attaining various skills and familiarizing Ss with them letting them draw, use a dictionary, get information from tables and graphs, get into pairs (public or private).

Affective Objectives:

This is the development of abilities and orientations

Here are some examples:

- Realize the Ss' responsibility for their work
- Support honesty.
- Be free from superstition and bad customs
- Refuse dependence on others.
- Think freely and respect opinions of others.
- Increase the interest in science and concern in investigation.

Objectives should include:

Performance: Behavioral verb (demonstrate, select, analyse, apply etc)

Condiitions: Circumstances under which learners will perform the task (resources, references, books etc)

Criterion: The standard by which u judge, decide about or deal with these learning objectives (to ensure that knowledge, attitudes and skills were met).

Notice that Objectives should be procedural and show the ability of your Ss to do by the end of the period.

Objectives should be SMART. What does it mean?

S: Specific

M: Measurable

A: Appropriate

R: Relevant

T: Time-bound

Contents are the ideas and thoughts in your book

Characteristics of a good content:

- Age appropriate
- Accessible (simple and clear but challenging)
- Reasonable and up-to-date)
- Skills-based.
- Attitude based input
- Graded in difficulty.
- Applicable to socio-cultural environment

Criteria of sequencing content:

- Simple to complex
- Chronology
- Priority needs
- Pre-requisite Learning
- Whole to part and part to whole
- Spiral sequencing

Warm-up

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

We all know that starting the lesson with a good hook activity sets us up for a better chance of success. It captivates the students and draws them into the lesson

We can say that warm up is important because it:

- Creates expectation to be on alert watching and waiting for whatever coming.
- Activities vocabulary through questioning and answering technique.
- Gets Ss involved and that is a dominant facto in language learning.
- Checks what the Ss already know relating the material to their schemata (background experience)
- ❖ Some ideas for warming-up activities
- Brainstorms: is an active learning strategy in which students are asked to recall what they know about a subject by generating terms and ideas related to it.
- Compare and contrast - two or more pictures.
- Discussing the pictures or illustrations in the Ss books .
- The Evocative:

This is done by giving the students an evocative quotation, photo, scenario or song. Then ask a question that requires the group or learning team to think it through and give you their best answer.

- Word splash

I use this one pretty often as it doubles up as a vocabulary builder. Students are given a list of words relating to the topic that you are about to teach and asked to guess how these words relate to the topic at hand. Try to choose words that they have never heard of to get them thinking!

- Free Association

This is when the teacher calls out a word or a phrase and the students can either call out a word or sign the word that first comes to mind. For example in a health class a teacher may call out "fast food" and the students may call out or sign "McDonalds". This strategy stimulates the students to think about the topic in question and generates interest among the students. In other words, it works both as a warm up and a hook!

- Three Words

This is a fast warm up that's easily adaptable to any topic. Ask your students to come up with three words they associate with the new topic. The value in this for you, as a teacher, is that you'll discover very quickly where your students' heads are. Are they excited about this? Nervous? Unenthusiastic? Completely confused? It's like taking the temperature in your classroom

- Think – Pair – Share: an active learning strategy that engages students with material on an individual level, in pairs, and finally as a large group. It consists of three steps.
- Opening Question: One useful strategy is to open the lesson with a question. Present an "opening question" on the board, give students a moment to think about their response, and then ask a few members of the class for answers.
- Focused listing: is a strategy in which students recall what they know about a subject by creating a list of terms or ideas related to it..
- Three Words

This is a fast warm up that's easily adaptable to any topic. Ask your students to come up with three words they associate with the new topic. The value in this for you, as a teacher, is that you'll discover very quickly where your students' heads are. Are they excited about this? Nervous? Unenthusiastic? Completely confused? It's like taking the temperature in your classroom

Learning Aids:

Non-verbal language (body language; hands, arms and facial expressions), realia, classroom objects and furniture, drawing, wall charts, posters, flash cards, pictures, mimes and gestures.

Why do we use them?

- Ss' attention is focused.
- They save time and effort.
- They establish organization
- They satisfy all the needs of different learning styles whether auditory, visual or bodily kinesthetic.
- They add variety/ emphasis to presentation
- They r things through which Ts avoid verbalization and stress on sensation..
- The receiver retains the message better.

Stages of learning a skill through instruction:

- Presentation (verbalization)
- Practice (automatization)
- Production (autonomy)

Presentation: It is what the T does to introduce any material: structures, vocabulary, phonics, a task, a concept etc. It is the first step to mastery.

Presentation

A-Changes in the language classroom

The role of the teacher in language classroom has evolved over the past fifty years. This change was partly as a result of changing objectives in foreign languages teaching due to the increase need for communicative skills in the second language .

It has also been the result of increased knowledge coming from the field of psychology about how language learning takes place .

The teacher's role has changed from that of a " lecturer" to that of a " facilitator" whose job is to provide opportunities for the students to learn to use and function in the target language.

The language classroom is now student-centered , more supported by psychological research that has made clear some of the conditions that help and support students learning .

The goal of the teacher with communicative objectives may be thought of as creating an interesting, active, student-centered classroom with activities based on meaningful use of the language

B-The meaning of presentation

The term presentation describes what the teacher does to introduce new material.

Although “new material” is usually thought of as structures and vocabulary, the process can apply to the introduction of a task, a test, a concept, or any new material that will be put to use.

It is usually followed by some kind of practice of the new material to consolidate it, with the goal of devolving mastery.

Traditionally the teacher’s role in presentation was seen as the expert “giver of information “ (lecturer) and the student’s role as that of “receiver of information “(listener , or perhaps note- taker).

However, the information (know as “input “) that the teacher presents is not necessarily heard, seen and understood.

Unless the student actually pays attention, perceives, understands, and remembers it , ”input” does not become “intake”

When it is recognized that the activities of learning activities primarily being done by the learner, the teacher’s role in presentation changes somewhat.

Of course, the teacher still is the one with the new knowledge to present.

But he/she also realizes that it is important to be effective in making possible for the learner to take in the new material .

- The teacher’s role adds the task of doing what he/she can to shape the material and the presentation so that :-
 - 1- the attention of the student is focused on the new material
 - 2- the new material is clearly seen and/or heard
 - 3- the material fits into the students’ background knowledge so that it is comprehensible.
 - 4- the new material is memorable

Behaviours of a good presenter:

Dress

- Dress slightly more formal than your audience.
- Dress comfortably and in layers (if necessary)
- Inquire about your colors and best dress style for your type.
- Pay attention to your shoes and belt.
- Allow your dress to complement your message, not overpower it.
- Be aware of scent and hair spray.
- Be aware of cultural specific-colors.

Voice:

- Vary the level of your voice. Create emphasis by raising and lowering it.
- Change the pace of your voice to add interest.
- Use intentional pauses.
- Be enthusiastic and energetic but not overly.
- Clearly enunciate your words.

- Tape record yourself.
- Imagine telling a story
- Paint visual images

Eye contact:

- Allow 2-4 seconds per contact.
- Connect with your audience.
- Allow one thought per person in a small group
- Look with clarity and intensity.
- Listen to the audience with your eyes.

Posture:

- Drop your shoulders (down and back) and loosen your neck muscles.
- Imagine a straight line connecting your head to the ceiling.
- Raise your rib cage so you can breathe fully.
- Unlock your knees to allow the flow of Oxygen to your brain.
- Level your pelvis so you aren't too far forward or back.
- Plant your feet firmly about hip distance apart.

Movement:

- Make your movement deliberate.
- Avoid pacing around the room.
- Move forward or lean into the audience to invite opinion.
- Take steps back to indicate transition into new content.
- Allow yourself to take up space and use your body as part of the presentation.

Gesturing:

- Start your arms by your side. This is a resting position.
- When you make a gesture make a point use one or both hands to create a gesture.
- Vary your gesture to people involved.
- Make your gesture larger than normal. Do what comes normally, then exaggerate it.
- Take up space. (space=power)
- Observe gestures you like and incorporate those into your presentation.
- Be aware of cultural-specific gestures (Gesturing Around the World)

The Technique of Elicitation

- Elicitation involves questioning and other techniques for getting students to contribute to the process of presentation , instead of the teacher simply giving the information .
- Elicitation techniques include more than just asking direct question

- 1-silence to allow students time to think
- 2-prompts with half-finished sentences
- 3-emphasis on the incorrect part of response by employing question intonation.
- 4- prompts employing gestures and facial expressions

Stages of Presentation:

Attention:

It is the first step in understanding and remembering. If a presentation doesn't get and keep a student's attention, the new material has no possibility of being taken in or grasped.

To maintain Ss' attention:

- Use attractive and interesting material.
- The new material shouldn't be too detailed, comprehensive or beyond the Ss' reach.
- Elicit when you present the new material especially with groups of mixed ability

Perception

- The learners need to be able to see and/or hear the presentation clearly the ability of the students to see or hear the new material needs to be checked with them before going too far in the presentation .

Understanding

- New material , by definition , is something the students may not have met before .in order to understand it ,new information has to be linked to what the learner already knows about the language (the form) and about life (the meaning)

■ **Short term memory:**

- The new material should be memorable.
- Not all learners respond to the presented material in the same way.
- For some learners what they see is more memorable, while for others what they hear is more memorable
- Movement such as gestures, miming, or acting can also make it more likely that something will be remembered.
- Choose something which causes personal response in the viewer.
- In this respect, the material should be.....

1-Fresh :The T creates a topic of his own

2-Entertaining : The material should be made interesting to be taught in a non-threatening atmosphere.

3-Meaningful: The material should be related to the Ss' lives and past experience.

4-Colourful: The color is a feature of the lesson.

5-Dramatic: With power point, words and images on the screen. Sometimes they appear instantly, out of nowhere.

6-Unique: The topic should be unique and different from that usual.

Presentation in the Egyptian classroom

- Modern technology is available for use in classroom presentation in most , if not all ,schools in Egypt now . Computer can be used to support every stage that the learner goes through in an effective presentation, attention , perception , understanding , and short-term memory .
- Although planning dramatic and unique presentations may take time and effort, the rewards for both the teacher and student are great because of increased interest and excitement for both.

ITEMS TO KEEP IN MIND WHEN PRESENTING A LESSON

Effective use of verbal responses

- Effective use of nonverbal responses (gestures)
- Fluency in the use of questions
- Use of voice inflection and nonverbal cueing
- Stimulus variation
- Use of time and timing
- Use of examples
- Closure
- Eye contact
- Acceptance of student answers
- Listening
- Use of names
- Pertinence of lesson
- Climate (relaxing but interesting)
- Overall creativity
- Effective use of body and hands
- Mobility
- Questions clear and understood

Key vocabulary:

We have three types of vocabulary in the Hello series:

1-TPRable Words : (TPR stands for total physical response0. These are the words which can be modeled and easily understood without translation. TPR teaches with commands. TPR is not really a method and can be used for certain words. E.g. stand up, sit down, touch your eyes, point to the teacher, put your hand on your head.

2-Easily taught words: Those words are similar to those in our mother tongue e.g. computer, garage, television, mechanic, doctor, Zarafa, camera etc.

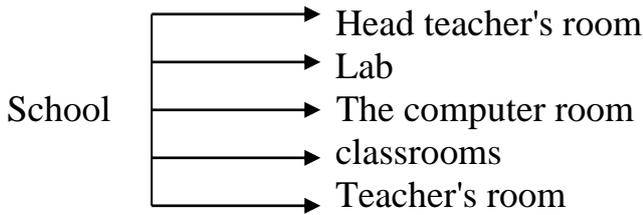
3-Low Frequency Words: These are words which rarely happen in the language. e.g. blood, screen etc.

How can realia be taught?

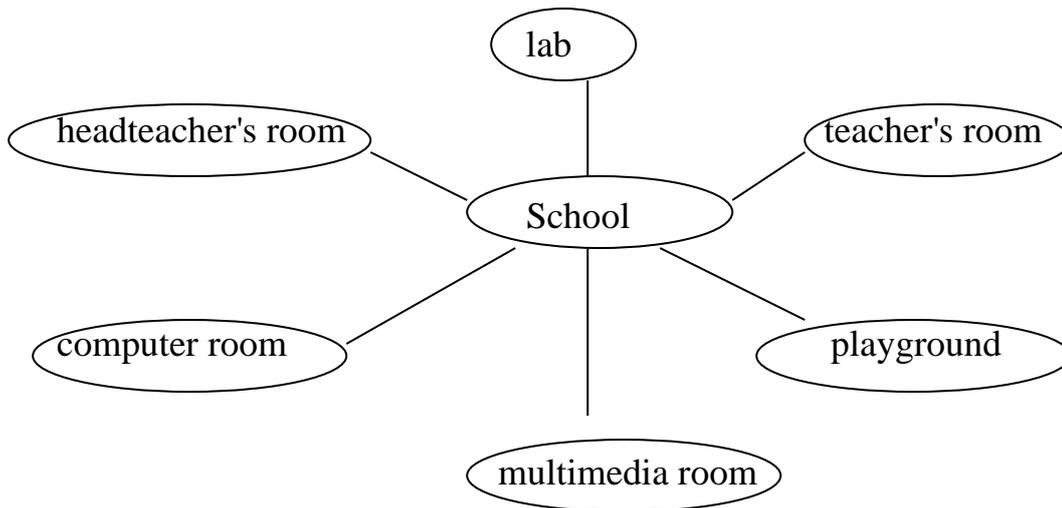
1-Realia (real objects) drawing, miming and gestures, synonyms and antonyms, context, guessing, visuals (pictures, flash cards, wall charts, posters).

Ways of using the BB to explain vocabulary

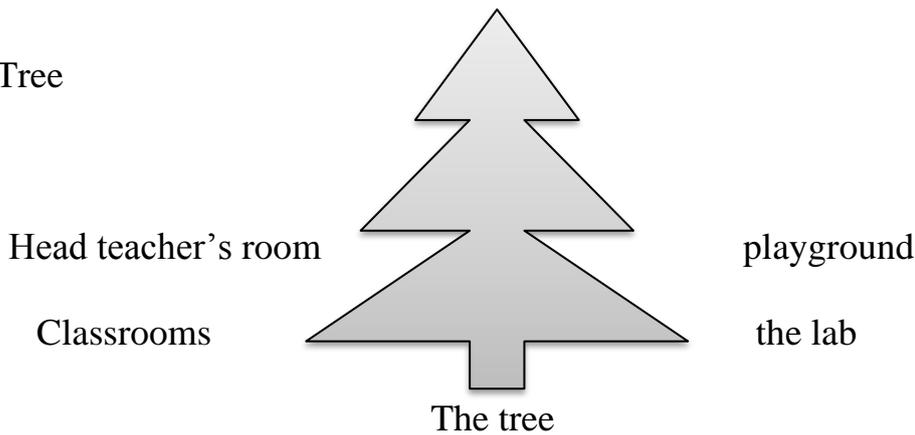
1- The fork:



2-Bubbles Network or Spider's Diagram:



3-The Tree



Teaching Structure

Three Steps to an Easy Grammar Lesson

4-The table:

Food	drinks	vegetables	Animals
Meat and potatoes	Milk	Potatoes	Giraffes
Fish and rice	Orange juice	Tomatoes	Monkeys
Some cakes	tea	Onions	Camels

Teaching English grammar can be fun, challenging and not that difficult. First put away the idea that teaching grammar consists of doing endless boring exercises that have no relation to actual communication. Grammar actually puts language structures into use and leads to better English. Repetition is crucial so that the student reaches the desired point of natural and free communication

STEP 1: THE GRAMMAR STRUCTURE

Start with examples of the structure. Elicit a few sentences in which it appears, or tell a story or act out a telephone conversation. At this point, you are showing the structure and your students are perceiving it.

Isolate the structure and explain it. Write it up on the board and explain the rules that govern. Leave this on the board for the whole class and write it on the board again in future sessions if necessary. Make it clear, concise and short. An alternative to this is to get students to work out the rule for themselves

STEP 2: PRACTISE THE STRUCTURE

There are many types of practice activities to fix the structure in students' short-term memory: play with questions and answers, or let students devise parallel examples.

Extend to an activity that permits the students to use the form in a fun situation, e.g. games, role-plays, interviews, to put the grammar into use in active communication.

If necessary, go back to the explanation - this time in a more detailed way, now that students have seen and used the form

STEP 3: NOTES AND WRITING

Give time for students to take notes and memorize the structure.

Practice to consolidate and fix the language in their longer-term memory.

Repetition is fine - but keep it light and varied with fun activities taken from your favorite TEFL books.

Error Correction:

Errors according to the native approach are an evidence of creative ability in using language and experimenting with it.

- As Bob says to err is human.
- Children tend to overgeneralize in their development of using rules.

- An example of overgeneralization is the use of "ed" morpheme to all verbs whether regular or irregular.
- We goed to school is a good example. Also, he fought against the enemy.

Techniques of error correction:

Correcting spoken errors:

Self-correction: How is it done?

The T helps the Ss to self-correct by gesturing or asking for repetition or with a questioning (rising) intonation.

Why self-correction?

- Ss will think about the use of their language.
- They will remember to avoid the error

Peer Correction:

How is it done?

The T calls on other Ss to correct the error.

Why peer correction?

- It helps to keep all the class involved while an individual is Answering a question.
- Learning becomes cooperative and Ss can learn from each other.
- It reduces T's domination, which can be demoralizing.
- It makes Ss responsible for their learning and encourages independence.
- It makes the learning process less intimidating.

Drilling:

Drilling can be done with the whole class, rows and individuals.

Why drilling?

- To address an error made by many Ss.
- When the T doesn't want to draw the attention to the S who has made the error.

Expansion:

How is it done?

- The T expands on an incomplete or partially correct answer.
- He may repeat the answer and expand on it by adding on important information at the end.

Why expansion?

It acknowledges that the S was correct in some aspect while it provides some additional relevant information:

Correcting written errors:

- Working out a scheme
- Peer correction
- Teacher correction

Listening:

Why is listening a difficult task?

- The pupils have limited experience listening to comprehensible oral English.

- While listening they have to reflect on meanings of individual words. They need to understand almost immediately what the speaker says.
- Listening is easily affected by distracters such as the noise or day dreaming. Any disturbance will result in understanding and non-comprehension.
- Discrimination among sounds, stress, rhythm and intonation.
- The listener is not listening at own pace. If he lost attention even for a moment, he may lose parts of the message.
- Ss cannot recognize abbreviated and reduced forms of words, word order and key words.
- Ss have to guess the meaning from verbal and non-verbal contexts. They have to use their background knowledge or schemata.

The three stages of listening:

1-Pre-listening:

To prepare the Ss for the target language activating their background experience and explaining vocabulary. The T thus analyses the title, the picture, the diagram, discuss content, vocabulary and organization.

2-Listening: It is the process through which the pupils listen to the tape twice.

The first listening is for general comprehension and getting the main idea.

- Ss compare the predictions that they made at the beginning of the lesson with what they actually listening to.
- An important part of the listening is being able to predict what the speaker may say next.
- This helps Ss to develop their listening skill and become actively involved in listening.

The second listening is to enable Ss to provide responses to the questions that will be discussed in the post listening

Post listening: to reinforce and consolidate Ss' comprehension and retention of the message through answering questions.

Types of activities in listening:

Listen and point, listen and identify, listen and write, listen and match, listen and follow instructions etc.

Reading

Reading depends mainly on:

- Vision
- Cognitive skills
- Memory skills

Types of memory:

1-Working memory (short term memory)

(20-30 second)

This is moment to moment memory

2-Episodic memory.

(Memory of place and time of an event)

3-Procedural memory

(Previously learned motor habit)

4-implicit (unconscious) memory.

(Recognition of prior experience)

Dyslexia: Lack of ability to read and this may be due to some bad habits.

What are the Ss' bad reading habits:

1- Miscues : Ss make word interpretation error.

2-Skipping : They skip words when they read or substitute a similar unknown words.

3-Regression: going back to read what one hasn't absorbed.

Span of Regression

In silent reading fixations of the eye are fewer in number than in oral reading and span of recognition is wider.

4-Making noises: Ss use their lips. This may interfere with the Ss' understanding of the text.

5-Understanding words: This also hinders the reading process and deprives the Ss of guessing; a skill that should be encouraged.

The two main factors of reading are understanding and rate of reading.

Reading skills:

Skimming:

-Skimming consists of quickly running one's eyes across the whole text to get the gist.

- This enables Ss to guess or predict the main idea or purpose of the text.

Scanning:

This involves searching for some particular piece of pieces of information in a text. A good scanning ability enable Ss to find specific details without having to read the entire text.

Stages of reading:

Pre-reading:

Setting the scene for the reading by conducting activities related to the reading as well as skimming for the main idea.

During reading:

- It is done with a purpose
- It includes reading for specific information activating the Ss' background knowledge and guessing the meaning of words from contexts.

Post reading: It includes

- Checking Ss' comprehension specifying areas for further emphasis, focusing attention on the main points of the reading.

Teaching handwriting:

There are five components a teacher should keep in mind when teaching handwriting:

- Shape and directions: this refers to the basic shapes that reoccur in the letters and the direction in which they are written.

- Correct letter and number formation: This includes aspects such as the slop or slant of letters.
- Size-this refers to both to the size of individual letters and to the size of letters in relation to one another.
- Writing on the line-the main part of all letters in English " walk on the line. Some letters go up and some go down

Two approaches of writing:

1-The product approach: It emphasizes the outcome i.e. presenting the Ss with a model and expecting them to produce something similar to it without much attention on how to do it.

2-The process approach includes.....

- helping Ss to understand their creative and composing processes.
- letting Ss what they want to say as they write.
- giving Ss time to write and rewrite.
- Placing importance on the process of revision.
- Giving Ss feedback throughout the writing process not just on the final product
- Encouraging feedback from both the instructor and peers.

Advantages of the process approach:

- It helps Ss to improve their writing and language skills.
- It reduces the T's correction time.
- It allows the T to comment specifically without demoralizing the Ss by their notebooks covered with red.

The process approach includes topic elicitation, brainstorming and reading, revising, self correction and peer feedback.

The process approach in writing;

It focuses on the steps which create writing instead of focusing primarily on the final product.

What are the three stages of writing?

Pre-writing:

To prepare the Ss to write by helping them generate ideas.

Writing:

To help the Ss select and arrange ideas they will include in their writing.

Post writing:

To edit and revise writing.

Cubing:

In cubing, you have students think of a topic from six points of view, like the six sides of a cube :

- Describe it (tell what it looks, smells, feels , sounds like....)
- Compare it (compare/ contrast it to something else that is similar/ different)
- Associate (think of things that are like the topic-metaphors)

- Analyze it (classify the topic-what ground does it fit in? What groups are included within it?)
- Apply it (show the topic in action).
- Argue for or against it (children take each of the two sides and discuss)

Teaching songs:

There are two factors why we teach songs:

Linguistic factors:

- To enlarge the vocabulary background of children.
- To develop pupils' listening and speaking skills.
- To introduce and familiarize children with the target language culture.
- To improve children's pronunciation
- To teach various language functions
- To recall grammatical points.
- To develop auditory discrimination.

Affective Factors;

- To add fun to learning
- To motivate children to participate-even shy ones.
- To help teachers get closer to their children.
- To stimulate children's interest in the new language
- To create a lively atmosphere in the language classroom.

Suggested steps in presenting a song:

Step 1: Prepare the students:

- Tell them what the song is about using visuals and gestures.
- Play a recording so that students know what they are working toward.

Step 2 : Go through the words:

- Make sure that the Ss understand the words, or at least they understand the key words for singing the song meaningfully and with enjoyment.
- Place new vocabulary in context and illustrate the meaning with gestures and visuals.
- There should be little new vocabulary in any new song, and the new words should be presented several days before introducing the song.

Step 3: Speak the song line by line:

- Say the song one line at a time and have students repeat the words. If your song is on the board, track the words with a pointer/ruler

Step 4 : Sing a line at a time:

- Sing the song to the students one line at a time and have the students sing it back.
- Practice each line several times until the children can sing it independently. Then, practice it two lines at a time, and finally put the entire song together.
- If the song is longer than four lines , it is preferable not to teach it whole in a single period but divide it into sections and concentrate on the refrain at first.

Step 5 : Add Rhythmic Accompaniments:

Begin to add rhythmic accompaniments such as scalping, finger snapping for stamping or hand shuffling

Material Designers

- | | |
|--------------------------------------|--------------------|
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| 2 – Inas Ahmed Salim | - Damietta |
| 3 – Eman Sadik El-Dally | - Damietta |
| 4 – Eman Ahmed Manadello | - Damietta |
| 5 – Naglaa Fathy Radwan | - Damietta |
| 6- Mohamed El Mahdy | - Port Said |
| 7 – Daad Mohamed Abdel Raheem | – Giza |
| 8 – Mary Samir Hanna | - Minia |

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