

**Fulbright English Teaching Assistant
South Central Asia 2016-17**

Teaching Toolkit

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Warmers, Icebreakers, and Energizers

Warmers

Speaking focused:

- Telephone—Classic game where Ss are in a circle, and take turns to whisper a word from one S to the next. Hilarity ensues when the last S says the word aloud (good for focus on pronunciation).
- Interviews—Have pairs ask each other 1-3 questions on a topic of interest or a theme related to the day's lesson.
- Find 3 people—Have each S find 3 other Ss that fit a certain criteria (i.e. 3 people who like the same color, or 3 people that can't swim).
- 20 questions—T comes up with an object (person, place, or thing). Ss have 20 chances to ask T yes/no questions to find out the object. Can also be student led (the number of variations on this activity are only limited by your own creativity).
- Find your twin—Give Ss 3-5 criteria (i.e. favorite color, duration of sleep on the previous night, mother's height). Ss mingle and try to find the person whose answers are closest to their own.
- Mill drills—Any activity where Ss have to walk around the room and ask each other questions (these work best when either Ss have to try to talk to as many others as possible within a time limit, or have to ask a minimum number of people in a given time).
- Chain story—Ss go around the room adding sentences to a story. A good prompt for this is "Yesterday after school I..."
- Prediction—T shows some clues about the day's topic/theme, and has groups discuss and guess.
- Vocabulary description—T gives Ss vocabulary words on cards/paper (can be as pictures or text). Ss mingle and take turns describing and guessing vocab. Ss then switch cards and repeat with another partner. Good for review. Can also be played where instead of S1 providing a description, S2 asks questions to determine the vocab.

Listening focused:

- 2 truths and a lie—T tells the Ss 3 sentences (2 are true, 1 is a lie). Ss must guess the lie. This works best if the lie is as believable as the true statements. Can also be played in a 20 Questions format for added speaking practice (Ss ask questions to determine the lie). Once Ss get used to this game, a S can take the T's place, or Ss can play in pairs.
- Dictation—Have Ss listen and write down what T says. A fun variation involves replacing a key word with a nonsense word, and having Ss try to figure out what the real word is.
- Picture drawing from listening text—Have Ss either draw a picture following instructions (i.e. Draw a house. Next to the house draw a tree.

- Etc.), or draw what they think a scenario looks like (i.e. a short listening from in a train station). Can have Ss compare and discuss afterwards.
- Slap—T prepares a short story/talk, and writes a few key words on the board. While the T is talking the Ss have to either touch the words or make pre-decided gestures when the key words are said.
 - Simon Says—Classic game where a leader gives participants oral commands to touch different body parts/perform different movements. Those that do not correctly follow (or perform an action when leader has not started command with “Simon Says”) are out.
 - Instructions/calisthenics—T gives Ss a set of oral commands that they must follow (i.e. make a paper airplane, stretching exercises, etc.).

Writing focused:

- Back writing—Pairs of Ss write letters or words on each other’s backs and partner guesses.
- Speed writing—Ss must write continuously on a topic for a prescribed time. Ss cannot stop writing, but can write pauses into their text (i.e. I was walking down the street when I um went, no I saw a bird a blue bird in the sky...)
- Writing to music—T plays music (best if instrumental) and has Ss write on a topic.
- Word splash—T either elicits words to board or writes predetermined words on board. Ss must write and try to incorporate as many of the words as possible into their texts.
- Notes—Ss write notes back and forth with a partner.
- Sentence prompts—T puts a sentence fragment on the board that the Ss must continue (i.e. Last night when I got home...).
- Brainstorm list & compare—Have Ss individually brainstorm a list of words on a given topic. Pairs then compare their lists (can also compare with groups or whole class).
- Object description—Ss write a short description of an object in the room or in a certain vocabulary set. Partners then read and guess.

Reading focused:

- Missing text on board—T puts a text on the board with missing words. Ss (either alone or in pairs) must try to fill in the gaps.
- Headlines—T puts a news headline on the board. Ss must either write a short text on the topic, or write down what they think the text would be about.

Integrated skills:

- 3 things—Ss write 1 thing about the past or future on 3 cards. T redistributes 1 card to each S. Ss mingle and try to find a person who matches. When they find someone, they get another card. The S who collects the most cards wins.

- Routines—Set a standard opening routine for Ss (can be anything, i.e. Ask your neighbor how he/she is feeling today. Write down 3 things you want to accomplish today. Etc.)

Icebreakers

- Find Someone Who—T makes a worksheet of Find someone who... prompts. Ss mingle and try to find others who fit the criteria of the prompts.
- Interviews and presentations—Either T gives interview questions, or elicits questions from Ss to board. Ss interview a partner, and then present to class. During presentation phase, it is best to give the other Ss some thing to do (i.e. listen and see how many of the persons answers are similar to your own).
- Memory circle—Ss form a circle and go around saying their names. Each successive S must repeat all of the previous names (usually more fun if others can assist).
- Yarn circle—Like Memory circle, but T starts by saying name, holding on to the end of a piece of yarn, and while still holding on passing the ball to a S (not in order). Ss repeat until all Ss are holding a web of yarn between them. Last Ss then begins the process in reverse until the T has the rolled up ball of yarn.
- Personal information on paper—Have Ss write personally meaningful numbers and names on different parts of a blank piece of paper (i.e. write your mother's age in the top left corner, write the name of your favorite singer in the middle of the paper). Ss then pair up and ask each other questions about the information.
- Ability movement game—T dictates a number of statements describing abilities (i.e. I can speak 3 languages, I can swim, etc.). Ss must either move to a certain part of the room or make a gesture depending on if they can or cannot do the thing.

Energizers

- Snap—Ss stand in a circle where each S has his/her right pointer finger touching the next S's upturned palm. T talks on a topic, and when T says a pre-identified word all Ss try to grab the person to their left's finger.
- Stretching—T guides Ss through simple stretching exercises.
- Back writing—see above (writing warmers section).
- Tennis—Groups take turns saying words to make a sentence. Groups get maximum 3 seconds to contribute. When one group can't come up with a word the game starts over.
- Stand up if—T says a number of statements starting with "Stand up if..." (i.e. stand up if you ate rice yesterday). Ss stand up if true for them, and remain seated if not.
- Change your seats if—Same as "Stand up if", but Ss must change seats if true for them.

Find someone who...

- _____ is going to teach in India.
- _____ has taught or tutored writing.
- _____ graduated from college more than two years ago.
- _____ has traveled to more than three continents.
- _____ prefers tea to coffee.
- _____ is a vegetarian.
- _____ likes eating bitter food.
- _____ has taught in a public school.
- _____ can speak more than two languages.
- _____ wants to work for the State Department in the future.
- _____ plans to go to graduate school after his/her ETA assignment.
- _____ wears contact lenses.
- _____ has taught ESOL before.
- _____ is going to teach in Central Asia.
- _____ has never lived in the tropics.
- _____ has lived abroad.
- _____ has a TEFL certification.
- _____ has taught a subject other than English.
- _____ has worked in Africa.
- _____ majored in an education related field.
- _____ is named after a relative.
- _____ has worked with refugees.
- _____ played a sport in college.
- _____ is comfortable eating with his/her hands.
- _____ has never used an outhouse.
- _____ studied a language other than Spanish in high school.
- _____ would like to get married in the next five years.
- _____ can play a musical instrument.
- _____ has been to his/her country of assignment.
- _____ has done this activity (Find Someone Who) before.

Analyzing Language

I. Why analyze language?

- To discover the ‘components’ of the language you want to teach.
- To anticipate any particular problems of form, meaning, pronunciation or use from the students’ point of view.
- To then work out clear ways of introducing the language to the students, taking into account all the components and the likely difficulties.
- To be able to answer students’ questions in class.
- To select language which is useful to the students according to their level and needs.

II. The principles of analysis

Use your common sense first. Try to work it out before you go to a grammar book for confirmation.

Then use grammar books / dictionaries / reference books / course books and see if you agree with them.

Useful grammars / reference books:

Aitken, R. (2002). *Teaching Tenses: Ideas for Presenting and Practicing Tenses in English*. Brighton: ELB Publishing.

Cowan, R. (2008). *The Teacher’s Grammar of English: A Course Book and Reference Guide*. New York: Cambridge University Press.

Firsten, R. & P. Killian, (2002). *The ELT Grammar Book*. Burlingame, California: Alta Book Center Publishers

Larsen-Freeman, D. & Celce-Murcia, M. (2016). *The Grammar Book: Form, Meaning, and Use for English Language Teachers*. Boston: National Geographic Learning.

Murphy, R. (2012). *English Grammar in Use*. Cambridge, U.K.: Cambridge University Press.

Parrott, M. (2010). *Grammar for English Language Teachers*. Cambridge, U.K.: Cambridge University Press.

Swan, M. (2005). *Practical English Usage*. Oxford: Oxford University Press.

Thornbury, S. (2000). *How to Teach Grammar*. London: Pearson Education ESL.

Lesson Planning: The front page

Main objective

Your main objective is the most important part of your lesson plan. This is what you want the students to be able to do, or do better, at the end of the lesson that they couldn't do at the beginning ("SWBAT = Students will be able to ...). Think of your lesson as a journey, and your main objective as your destination. Once you've decided where you want to go, the journey is much easier to plan.

Examples of main objectives are:

- To present and provide controlled and freer oral practice of the past simple in the affirmative, negative and question forms
- To present and provide controlled written practice of linking structures of addition and contrast (what's more, although ...)
- To revise/teach vocabulary relating to traveling and to provide controlled and freer oral practice
- To improve students' ability to listen for gist and for specific information in the context of TV news

Subsidiary objectives

Examples of subsidiary objectives are:

- To provide practice in reading/listening for gift/specific information (if, for example, your main objective is a language point and you are presenting it through a text)
- To improve students' writing skills (if, for example, the writing is freer practice of a language point)
- To improve students' awareness of intonation (if, for example, you're teaching some functional language)
- To revise yesterday's vocabulary on the topic of hobbies

Personal objectives

You might like to include objectives that relate to you as a teacher, rather than the lesson itself, so that you can also focus on your personal development. They could include such things as:

- To make sure I include all the students
- To stop talking so much
- To give clearer instructions

Assumptions

These are the things relating to your lesson that you feel you can safely assume your students will know. For example:

- The students will be familiar with past participles of the verbs used in the lesson.
- The students will be familiar with the present simple active (if, for example, you are teaching the passive)

Anticipated problems

These are the problems you think the students will have with the language you are going to teach. They can be problems of meaning, form, pronunciation and use (although remember that not every language item necessarily causes *all* these problems for your students.

This section needs to be done in some detail. For example “They’ll have problems with form” isn’t enough! You need to say *what* problems they’ll have with form – is it the question form, infinitive with or without ‘to’, word order, spelling, third person –s, etc. And of course for all problems there are

Solutions

These need to relate to your anticipated problems directly, and are a key to a successful lesson. If you have anticipated their problems accurately and devised solutions to these problems, then your students will benefit from your lessons. Again, these need to be considered in some detail, and the solutions written on your plan.

How will I assess their learning?

How will you find out if the students have achieved the objectives of the lesson?

Other things that go on your front page are:

Day & week (Monday, Week 2)

Length of lesson (45 minutes)

Level (beginners, intermediate, advanced)

Number of students expected (Important when planning group/pair work, getting photocopies, organizing role plays, etc.)

Materials and aids (These are the things you need, such as books, flashcards, tape, map of the world, music, handouts, dictionaries, flowers, etc.)

Lesson Planning: The procedure

Now that you've decided where you're going on your journey, what the problems that might lie ahead are, and what you're going to do about them, the next thing to decide is how to get there.

Stages

Each lesson needs to be broken down into stages. You can have as many stages as you like, depending on the lesson. A stage is simply what you decide to call a particular 'bit' of the lesson. Warmer? Presentation? Controlled practice? First reading task?

Each stage must have an *objective*, a reason why you're doing this in the class. What's more, this objective must in some way help the students to achieve the *main objective* on the front of the plan. If it doesn't, you might need to reconsider – perhaps you're getting side tracked.

Stage objectives

Examples of possible stage objectives are:

- To generate interest in the topic of television
- To give students a written record of the language
- To present the question form and short answer
- To provide controlled oral practice of the new vocabulary
- To practice listening for gist

Procedure

For each stage objective, you need to decide how you are going to achieve this objective; this is your teaching procedure. Your procedure says exactly what you are going to do in the class to achieve that particular stage objective.

Teacher column

Things you need to consider putting in your procedure are:

- Model sentences (sentences you are planning to use to highlight meaning / form / pronunciation / use)
- Concept questions (questions to check if students have the correct meaning of new language)
- Your boardwork
- Generating interest questions
- Instructions (at low levels)
- Vocabulary you are planning to pre-teach for skills work

Student column

In the student column you write what the students will be doing. This should include the interaction planned:

- T – S (teacher talking to the whole class)
- S (students working on their own)
- S – S (students working pairs)
- S – S – S (students working in groups)

Time

In deciding how much time each stage should take, ask yourself these questions:

- How **important** is this stage to the **main objective** of the lesson?
- How much time do I **want** it to take?
- How much time do students **realistically** need to achieve this stage objective?

CHECKING YOUR PLAN

When you've finished your plan, check the following:

1. Is there a variety of interaction in the lesson? If there are too many T – S stages, the lesson is probably going to be too teacher centered.
2. Is your plan logical, and does each stage follow on from the previous one?
3. Look at your plan *backwards*. Do the students have the necessary language or information to be able to do your final activity? For example, if the students are asking each other questions at the end, have they been taught the question and the answers?

Boardwork

Recommendations:

- Prepare boardwork in advance on the lesson plan.
- Start the lesson with a clear board (or with the class agenda on the side).
- Drawing: unless you can draw something quickly and accurately and involve the students while you are drawing it is advisable to use previously prepared visual aids.
- Divide the board into areas for different kinds of work.
- Use different colors of chalk/markers to differentiate texts (i.e. black for text, blue for annotation, green for correction).
- When introducing new items/language it is helpful to indicate both their meaning and grammatical function.
- Use correct punctuation; students will generally copy what you write verbatim.
- Likewise, only use capital letters when appropriate.
- Words should be evenly spaced, and writing done in a level line to facilitate reading.

Student Participation:

- Get students to provide examples.
- Get students to spell words out loud as you write.
- Get students to tell you stress and intonation patterns of sentences.
- When drawing, ask questions to elicit vocabulary, ideas, etc.
- Whenever possible, have the students take your place as board scribes.
- Always ask students if they are ready before you erase items from the board.

Discipline

Do

- Be consistent
- Make sure that the students know what is expected of them
- Expect a certain noise level when teaching children and young adults
- Make sure that you follow up on your disciplinary measures
- Address inappropriate behavior and bad language immediately

Don't

- Lose your temper
- Use your highest sanction immediately
- Make threats you are not going to carry out
- Use sarcasm
- Let one or two students dominate

Grouping students: Heterogeneous, homogeneous and random structures

What is the typical classroom seating arrangement? Are students seated in neat rows, in a U shape, in small groups of 4 or 5, at tables or at desks?

Teachers have long recognized the power of grouping students together for a variety of reasons: to collaborate with each other on a project, for cooperative learning opportunities, to work with a small group of students on a particular skill and more. But how do teachers decide how to group students together, and when is a particular grouping structure best given the learning or task at hand?

Students can be grouped in pairs, triads, in groups of four or five, in heterogeneous or homogeneous groupings. Let's explore some of these grouping configurations and consider when, why and how to use them to maximize student learning.

Heterogeneous vs. homogeneous groupings

The question of whether to group students by ability levels is an interesting one and extends to the school level as well as the classroom level. Some schools have found it desirable to cluster students based on various factors, such as achievement levels or English proficiency levels.

The danger in this scenario, of course, is tracking students into lower grouping configurations that often suffer from lower expectations and the inability to escape to higher groups or levels of achievement. Some argue, however, that by grouping students together with similar needs, the teacher can more efficiently target those needs the students have in common and help the student to achieve at higher levels.

The consensus in the education community is to have classrooms that are heterogeneous, wherein each student can learn from other students in the class. This is by far the most common scenario in schools today. Within these classrooms, then, how are students grouped or seated?

Both heterogeneous and homogeneous groupings have their place in the classroom. The general recommendation is to use heterogeneous groupings as a default. Seat students near peers that vary in levels of achievement, proficiency, gender, etc.

For example, consider seating students in groups of four. These groups can be seated in a variety of formats: four students at a small table, four desks pushed together, or students seated in rows that have been designated as a small group that will work together in specific scenarios.

These heterogeneous groups should include one student that is high achieving, two students that achieve at an average level and one student that is lower achieving. The idea is that each student benefits from having the other students in the group. The

richness of ideas and perspectives, as well as the shared learning help to benefit each student in the group.

Students in these groups can work together on a variety of tasks, including reading to each other, working with cooperative learning structures or group projects, as well as working independently. The teacher can then pull homogeneous groups of students for a variety of purposes.

Homogeneous groupings are a great way to help specific students with skills they need to work on. For example, you may have a group of high-achieving students come together to review their writing and expand on a particular aspect that you are working on, such as adding a counter claim to argumentative writing, increasing the number of citations, adding depth or details to the setting or characters, etc.

Another groups of students may need clarification on a particular skill in math. You might pull together a group of English learners with a particular proficiency level to pre-teach vocabulary. There are many reasons you could and should create homogeneous groupings.

It is important to keep in mind that these groups should be flexible groupings; students can enter and exit these groupings for a variety of reasons. Homogeneous groupings should reflect a particular need of the group of students. Because students have varying strengths and areas of need, these groupings should change to reflect those needs or strengths.

Random vs. intentional grouping

When grouping students either homogeneously or heterogeneously, consider the technique you will use to group them. In the past, teachers sometimes had names for the various leveled groups, and students quickly figured out who were the top students in the class and who were the lowest.

With flexible grouping strategies, students can be pulled into small groups for a variety of reasons. Teachers can simply call students by name to join a flexible, homogeneous group.

For random grouping of students, a multitude of tools and techniques exist to help teachers. Technology and simple-made or purchased tools are effective, as are simple techniques that do not require additional preparation. Several apps exist that can help with sorting and grouping students. Once a teacher has input the names of the students, the app will randomly sort students into groups of a designated number at the press of a button.

If technology use is limited in your classroom, other tools can be used. For example, teachers can create word cards with vocabulary words related to the area of study.

The teacher begins by writing a vocabulary word on an index card or similar slip of paper. On subsequent cards, the teacher writes synonyms, antonyms or otherwise related words. The students must then find the other students in the class who have the words that are related to their own word. Teachers may need to provide some vocabulary instruction on the related words if students are not familiar with them.

As an additional scaffold, and as an instructional activity, teachers can also color-code the words. Students with the same colored word need to find each other and discover how the words are related. Once students are in these groups, they can engage in other activities as well.

Teachers can also purchase collaboration cards to help them group students. These cards contain numbers, shapes, vocabulary and/or math problems that can be used to group students. For example, a teacher might say: "If you have a number 1 on your card, meet over here. All of the 2s will meet in this area," and so forth. The teacher might have students group by shapes such as "circles meet with squares, and stars with triangles."

Teachers can also simply give specific criteria to group students randomly. For example, teachers might ask students to stand up and find someone in the room that has a similar color or style of shirt or shoes, has a birthday month adjacent to their own (December birthday can meet with someone with a November or January birthday), a similar number of siblings or other criteria.

Another technique is to have students go to one of the four corners of the room based on interest. For example, students can go to a corner that represents a favorite topic, author, vacation destination, future occupation interest, mathematical concept, cardinal direction, etc.

Each of these techniques requires that the teacher has a specific purpose for grouping the students. The purpose will dictate the number of students or participants per group.

Pairs, triads or groups of four or more

For students' "home" group, where they sit together for the majority of the time, it is recommended to have groups of four. With a group of four students, you can have two pairs or enough students to engage in a lively brainstorming activity where there are enough people to present a variety of ideas.

When the group gets to five students, the group may tend to split into two smaller groups of one pair and one triad, or a student may be too far away physically to hear everyone and may feel left out of the conversation. With groups of three, the conversation might be limited in scope.

That is not to say that triads are not an effective grouping size; triads can be beneficial

for a variety of reasons. Triads serve the purpose of having more students participate in conversation at any given time. Because the group is smaller, more opportunities to take turns talking or sharing ideas exist.

Students can also be given specific roles, and at times only three roles are desired. For example, one student might be assigned to be the reader, one the writer and one the reporter. Roles can then be switched throughout the exercise.

Many teachers are familiar with pairing students, especially using the "Think-Pair-Share" technique or "Turn and Talk." These simple techniques can be used throughout a lesson to increase student interaction. Having students work in pairs has the benefit of 50 percent of the students in the classroom talking at the same time.

Having students practice a speech, review a set of vocabulary words or content concepts, make a prediction, or share a personal connection benefits students by having only one person to speak with. Connections or predictions can then be shared in small groups or with the whole class.

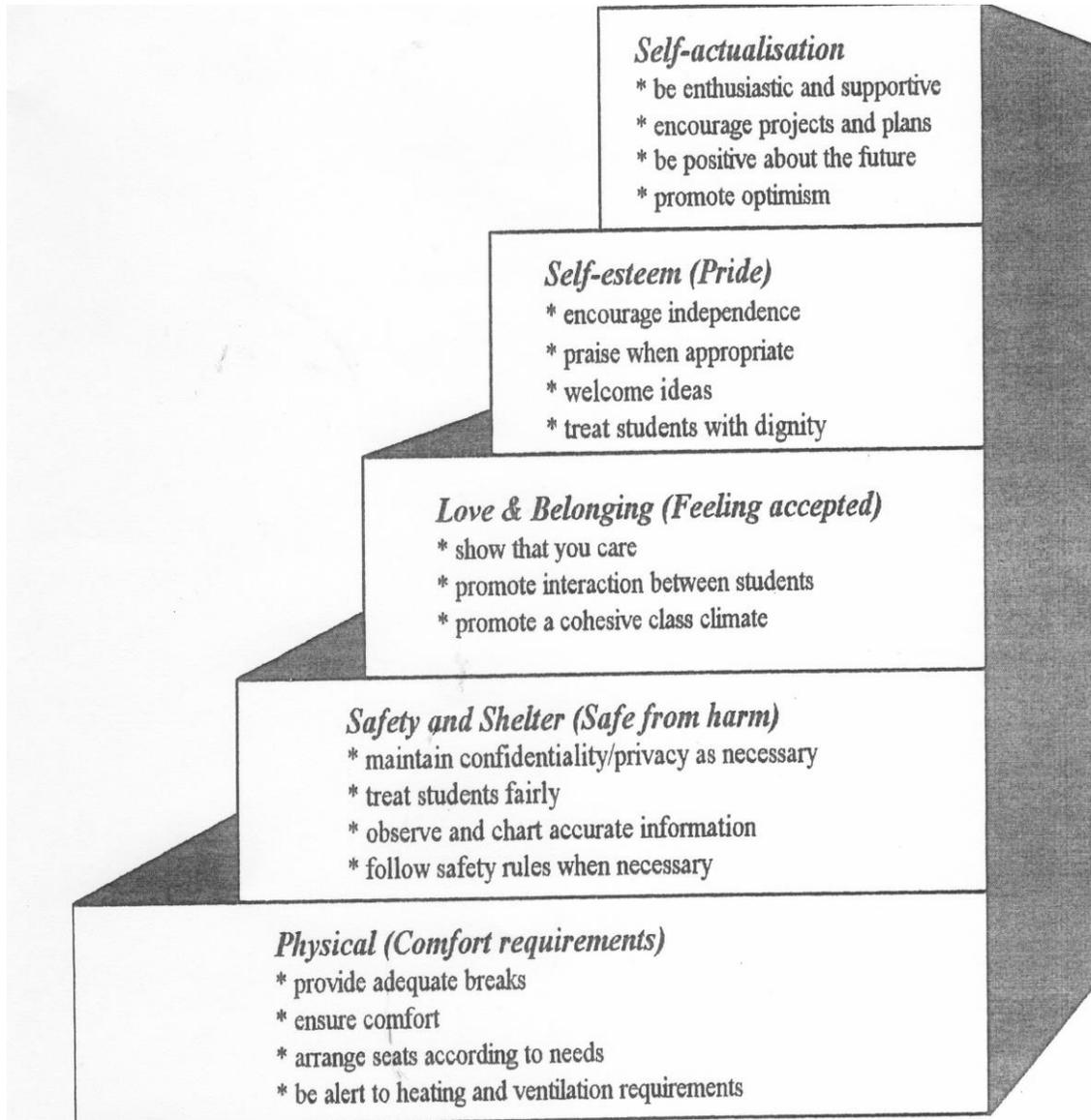
With any grouping strategy or technique, it is important to teach students how to interact with each other meaningfully. Simply having students talk in a group may not help them to reach the objectives for the lesson. In these scenarios you may have a student who dominates the conversation, for example, if specific structures are not put into place.

In order for students to have meaningful conversations, you will need to establish guidelines for who talks at what time, as well as the purpose of the conversation. Students might brainstorm a topic and randomly list ideas or they might take one idea and build on it in their group.

Erick Herrmann Wednesday, January 15, 2014 retrieved from <http://exclusive.multibriefs.com> on February 15, 2014

Maslow's Hierarchy of Basic Needs as Applied to the Classroom

Help students feel good about themselves and they might learn that much more effectively



Adapted from "Study Guide for Health, Social Care and Support Workers". Beverly Robertson

Teaching mixed ability classes

- 1) **Nomination versus open eliciting:** Choose appropriate questions for different individuals.
When nominating:
 - a. Ask the question before you give the name of the student. That way, everyone has to listen.
 - b. Consider how easy it is for the student to answer. If a weak student will struggle, perhaps ask a stronger student. If a weak student should be able to answer, then ask him or her.
 - c. Avoid making students seem foolish, and yet also avoid patronizing them by only asking very simple questions.
 - d. Nominate with variety. Be careful to avoid nominating the same selection of students, and try not to nominate in the same order as the seating arrangement.
 - e. If you call on a strong student first, you provide a model for the weaker students to follow.

- 2) **Error correction:** Be selective and sensitive to different levels.
 - a. A stronger S may be motivated by heavier error correction where a weaker S may be discouraged.
 - b. Think about when to give immediate feedback on errors and when to board examples at the end of the session (delayed feedback).
 - c. With delayed error correction, you can board some mistakes, and then give groups some time to figure out the errors.

- 3) **Pairwork:** mixed ability vs. like ability. You can pair strong with strong, weak with weak, or strong with weak.
 - a. In a very controlled activity, pairing strong with weak can work well.
 - b. In a freer activity, strong with strong and weak with weak can benefit all.
 - c. Variety in pairings is important - be aware of the general relationships between different students, and learn which students work well together.
 - d. Give students time to rehearse and gather their ideas before a role-play, task, or reporting to the whole class.
 - e. Stronger students teaching weaker students: Research in peer-tutoring reveals that students retain more knowledge when they teach another peer.
There is 'educational value' in mixed ability classrooms, as through their interaction, students can help and learn from each other (Penny Ur, 1991:305).

- 4) **Groupwork:** Groups can be of mixed levels or similar ones. In a smaller group, the weaker students tend to feel more able to contribute. If the group is working with a set of information, dividing the information between the students can force them to work together by giving each student an important role.
 - a. Assigning Roles: giving different level students different responsibilities/tasks within the group
 - b. Assigning competence: The teacher can raise students' status by praising lower level students for contributions within the group, and publicizing their ideas
 - c. Being responsible for others' learning: If a student from a group cannot answer a nominated question, have the group reconvene and help the individual to succeed on the second attempt
 - d. Activities with different responses: Students are involved in group work which requires different responses from different students in order to be completed, thereby catering to mixed levels and varied skills.
 - e. Activities to promote co-operative learning: Jig-saw Activities, Pair-of-pairs, Think-Pair-Share, Numbered Heads Together.

- 5) **Whole Class:** Whole class communicative activities allow multiple interactions between Ss of varying abilities.
- a. Give Ss time to rehearse and gather their ideas before a debate or a discussion.
 - b. For listening activities, pre-teach vocabulary for weaker Ss and give them the audio script on second listening. For stronger Ss, give the audio script to a vocabulary master to look up tricky words or expressions and explain them to others.
 - c. A mingle activity involves students talking or interacting with many different members of the class in a short period of time in order to achieve a task. This means that any one student will work with students at different levels - experiencing stronger and weaker levels of communication. This supports the weaker students and provides teaching opportunities for the stronger ones.
 - d. Activities to promote co-operative learning: Jig-saw Activities, the Inside-outside Circle, Line Drills, Find Someone Who, Team Games.

Motivating Teenagers and Young Adults

Some things to take into consideration:

- Vary the type of activity, focus, and pace of the lesson to help raise their interest and energy levels. Keep putting new demands on them and they won't have time to sink into the lethargy, boredom, and restlessness that long periods of one type of activity can induce.
- Motivate them with tangible goals that mean something to them, e.g., producing a newspaper or page of one, writing articles for pop magazines, preparing scripted interviews with pop stars, sports people, etc.; these things are relatively short and finite: don't embark on endless overambitious projects which will soon become a fight for YOU to finish.
- Choose the right materials for YOUR group. This is all-important. Maturity varies from group to group and within each group, from boys to girls, individual to individual, so don't think that something which worked perfectly for a colleague's group will work with yours. Try doing some projects that can enable students to work to their own level.
- Beware of too much discussion and opinion seeking. Some adolescents are very clear and articulate about their views, but others either haven't formulated them yet or dare not voice them. It can be "uncool" to know too much or participate too actively in the class. Keep opinion work to writing and you could be surprised at the strength of their feelings. With lower levels where writing is a problem, don't push too much; you can stick to a simple 'agree, disagree, not sure' type of activity.
- Take them seriously. Be interested in what they have to tell you before, during, and after the lesson (in any language: it all helps to build up the relationship) even if you don't like the band, actor, etc. that they are interested in. Be true to yourself, however; over-effusiveness and insincerity are easily recognized. If you don't agree with their views, ask challenging but non-confrontational questions.
- Bribery vs. appeal to their 'adulthood'. It may seem contradictory to mention them both here, but both can work; bribery in the sense of "We'll watch a video, listen to a song, etc. as soon as we've finished this"; appeal to adulthood as in negotiating class rules. This makes rules easier to enforce, but make sure that you agree with what you've negotiated; you'll lose trust and respect if you go back on the deal.

- Make them responsible for their own organization. Use a wall chart to tick off pieces of written work. Part of their homework should be organizing their papers and assignments on their own, at home. (Adolescents can seem deceptively mature and therefore we forget how disorganized they can be. Show it's important to YOU by remembering missing assignments, etc. and they'll learn to take the class as a whole more seriously).
- Be firm, fair, and consistent. NEVER issue a threat you're not totally committed to carrying out. Don't punish a student you think you can control, and then shrink from doing the same to a more powerful one. Be generous with praise, though understand that praising effort is much more motivating than praising ability (in fact, praising ability can sometimes be demotivating).

Stirrers and settlers for the primary classroom

Teaching in the primary classroom is very different from teaching teens or adults because of the amount of energy children have! Knowing how to channel this energy, or when to 'stir' and when to 'settle' children will help you achieve balanced lessons without children becoming over-excited on the one hand or bored on the other.

Teachers need to take many factors into consideration when planning a balanced primary lesson and it is important to plan varied lessons.

- Different kinds of activities to practise the different skills need to be balanced against each other.
- Teachers need to be aware that children have a much shorter concentration span than adults and this will affect the number of different activities we plan for a single lesson.
- Pace and timing are important considerations - at primary level it is better to use short, sharp activities so that children can sustain their attention. If concentration flags, change the activity. Teachers need to plan a balance of 'heads up' and 'heads down' activities, alternating the interaction patterns between individuals/pairs/groups and whole-class activities.
- Likewise teachers will need to take into account the learning styles of the different children in the class. Different types of activities will be more suited to visual/ auditory/ kinaesthetic /tactile learners.
- Finally, there is often a need to build in some 'quiet time' into a lesson. This time helps students as well as teacher sanity. Silent reading or an individual quiet activity can help prepare a class for learning - for example if they arrive after a noisy P.E. lesson. The teacher can take the opportunity during these kinds of activities to deal with classroom admin, check who knows what and/or give individual help where necessary.

Analyse a lesson!

Think about any lesson you have taught recently and analyse the pattern and balance of the lesson. Draw a graph with a horizontal and vertical axis. Write the activities you did with the class on the bottom axis and then plot the noise and activity level. Remember noise is not always negative! Then analyse your graph. Are there any parts of the lesson which needed more 'stirring' or more 'settling'? This technique is useful to evaluate a lesson you were not happy with and can help you to pinpoint the areas to plan in greater detail.

Settling students

'Settlers' are activities which are designed to calm students down and settle them into a routine. Basic classroom management and routines are essential to establish as a pre-requisite for learning. Make sure children know what the routine is when they arrive in class e.g. coats off, books out, files or folders on the desk/under the chair. This is especially important in larger classes or tight working spaces so that valuable teaching time is not lost.

Have a clear signal to get the children's attention and make sure children know what it is. Clap your hands, bang the board rubber, say a signal word clearly and hold up your hand - try not to just shout at your students.

Settler activities

Use simple vocabulary categorising or brainstorming activities. For example give children 12 words randomly across the board and ask them to put them into the correct category. Revise familiar lexical sets - clothes, colours, numbers, animals or reinforce the topic you are currently teaching. Ask children to add other lexical items.

- Prepare for listening or speaking exercises by asking children to copy simple prompts from the board. For example, give children a list of five food items to copy and ask them to add five more. Then use the list for simple pair work or listen and tick practice.
- **Wordplay activities**
Use matching activities with pictures and words or phrases, anagrams, missing letters, definitions games, jumbled sentences, wordsearches, crosswords. Children love puzzles so get them using their brains!
- **Whole-class listening activities or games**
Try doing a simple picture dictation asking children to draw a fun or crazy picture. With very young learners you could dictate a monster or alien to practise colours/parts of the body. With more advanced learners you could build up a crazy scene, practising all the prepositions.
- **Read and draw activities**
Give children a short reading text e.g. description and ask them to draw what they read about. For a good example see the worksheet 'My Ideal Room' on the Learn English Kids website. Go to <http://www.britishcouncil.org/kids-print-ideal-room.pdf>
- **Use stories or storybooks**
Practise your story-telling technique! Alter your classroom if you can for 'storytime'. Small classes of Very Young Learners can sit on the floor in a semi-circle round the teacher to enable you to exploit pictures and explain meaning.
With larger classes make photocopies and enlarge pictures of characters and places to stick up on the board as you tell or read the story.
- **Arts and crafts activities**
This type of activity requires thorough preparation! Introducing creative and design elements caters for a wide range of learner. Give clear instructions so that children can settle into the task once they start. Try making class wall displays, mini-projects, a class book or other cut and stick activities.

Stirring students

Let your students move around as much as possible. In large classes with a lot of furniture this will require some planning. Vary pairs and groups by assigning random numbers. With large classes organise 'Home' groups so that children move into these automatically for group work.

Encourage movement as much as possible. Even asking children to come out to the front and write an answer on the board provides variety and livens up dull exercises.

Stirring activities

- **Mingles or surveys**
Use games which encourage children to act with lots of others if you have the space. Activities such as 'Find someone who..?' are a good way of drilling without being boring. Try this game: Animal stickers. Prepare a sticker with an animal name for each child and stick it on their backs. Children walk around asking questions to find out what they are.
- **Use action/movement games**
Word circle games e.g. throwing the ball to revise interchanges or vocabulary sets are a useful way of getting all children moving and participating. Clapping and clicking games are good for larger classes as they involve movement without too much hassle. Any team games running to the board are extremely motivating because of the competitive element. Mime games are also a good way of getting children moving.
- Use TPR as a regular part of classroom routines and activities. For example in listening activities : Put your hand up when you hear ...!

- ***Use songs, chants and raps***
All children are motivated by songs and these kinds of activities are all-inclusive, catering for all levels of learner. Sing songs or say chants faster and faster to really stir them up! A really good example of this can be found in the Learn English kids website with the traditional song 'If you're happy and you know it'. Or divide your class into groups and allocate parts to sing or sing in a round.
- ***Use drama/acting out***
Puppets or masks can really bring alive a dialogue, role-play or story. Make simple masks out of paper plates for main characters. Bring in realia and props for children to use for acting out e.g. some real money and a bag for shopping. Have a dressing up box of simple props such as hats, glasses etc. Puppets or finger puppets can be used to liven up even the most boring dialogue, especially when accompanied by funny voices!
- ***Make the most of technology***
If you are fortunate enough to have a computer in the classroom exploit the free resources available on the internet fully. The [LearnEnglish Kids website](#) provides a huge range of games, songs and stories to liven up and 'stir' children. Another very useful site providing materials on a huge range of topics is 'Enchanted Learning'. Go to <http://www.enchantedlearning.com/>

Written by Sue Clarke, Teacher and teacher-trainer, British Council, Coimbra, Portugal

First published in 2008. Retrieved from <http://www.teachingenglish.org.uk/print/3108> on June 9, 2015

Managing a Class: Teacher Options & Decisions

questions to ask yourself before and while teaching

The Physical Environment

Seating

- How do you want the students to sit?
- What options are open to you for the classroom arrangement?
- What factors might influence your decision?
- Are you going to give the students opportunities to move during the lesson? Why/why not?
- Where are you going to place yourself?
- Are you going to stand, sit, kneel, crouch, etc.? Why?
- Are you going to be with or apart from the students? How will this affect the atmosphere?

Voice Projection

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

Aids

- Can all the students see the board/screen? Are you blocking it?
- Did you check the equipment beforehand?
- Are your visual materials big enough? Can all the students see them?

Rapport Between the Teacher and Students

Physical Position

- Where will you be?
- How does distance and position affect your relationship with the students?
- How are you going to monitor pair and groupwork without “looming”?

Eye Contact

- Do you concentrate eye contact on a few students? How does this affect the classroom atmosphere?
- How can you train yourself to share eye contact fairly?
- How will the seating arrangement affect ease of eye contact?

Using Students' Names

- How can you remember all their names quickly? Is this important?
- What should you do/not do if you forget a name?
- What is the problem with nominating a student before you ask a question?
- Why is it important that the students know each other's names? How can you promote this?

Personal Engagement & Interest

- If you appear bored, cold, or discontented, how will this affect the students?
- Are you really listening, responding, and showing interest, or are you only “half there” and focused on yourself than the students?
- Are you responding to the PEOPLE in the class, or have they become amorphous students to you? Do you show genuine interest in their lives?
- How have you felt when your teacher is genuinely enjoying him/herself?

Encouragement

- How do you feel if something you think you have done goes unacknowledged?

Clarity

- How can you make your instructions/explanations as clear and easy to understand as possible?
- How can you make sure the students have understood?
- Is “Do you understand?” a sufficient check of understanding?
- Might the amount you are saying actually obscuring the message?

Motivation

- How are you going to motivate students’ interest in the topic/lesson/activity?

Waiting time

- How do you feel when the teacher goes so fast you never have time to think?
- Are you afraid of silences in the class? Why?

Students’ Sense of Belonging to a Group

Teacher Involving All Equally

- Have you ever felt left out of a class? Why?
- What can the teacher do to help make the class more inclusive? What is outside of his/her control?

Expressing Their Own Personalities

- What aspects of your character, experience, or opinions would you want to share with a group? Initially? With time and familiarity?
- What would you never want to share?
- How would you feel if you were never given a chance to express yourself?
- How can you provide opportunities for self-expression?

Constitution of Groups

- How can you prevent students always sitting in the same seat?
- What ways can you reorganize the students? At the start of class? For particular activities?

Teacher Talk

ideas for maximizing students' speaking opportunities by minimizing teacher talk

- elicit whenever possible
- be lean of speech
- use gestures instead of words
- demonstrate in place of explaining
- don't always comment on student's utterances
- put your fingers to your mouth when you get the urge to jump into a conversation
- record yourself to check the amount of talking you are actually doing
- don't be afraid of silence and noise
- keep your language to a minimum when students are doing an activity
- don't interrupt group/pair work—the idea is for the students, not the teacher, to get speaking practice

WAIT-TIME

Analysis of a first set of more than 300 tape recordings showed mean wait-time to be on the order of one second. After a teacher asks a question students must begin a response within an average time of one second. If they do not the teacher repeats, rephrases or asks a different question or calls on another student. A second potential wait-time is involved. When a student makes a response, the teacher normally reacts or asks another question within an average time of 0.9 seconds.

When mean wait-times of three to five seconds are achieved through training, analysis of more than 900 tapes shows changed valued on ten student variables:

1. The length of response increases.
2. The number of unsolicited but appropriate responses increases.
3. Failures to respond decrease.
4. Confidence as reflected in decrease of inflected responses increases.
5. Incidence of speculative responses increases.
6. Incidence of child-child comparisons of data increases.
7. Incidence of evidence-inference statements increases.
8. The frequency of student questions increases.
9. The incidence of responses from students rated by teachers as relatively slow increases.
10. The variety in type of moves made by students increases.

Budd Rowe, Mary (1974). "Wait-time and rewards as instructional variables, their influence on language, logic and fate control: Part One – Wait-time" from *Journal of Research in Science Teaching* Vol. 11, No. 2, p. 81.

Classroom Management Resources

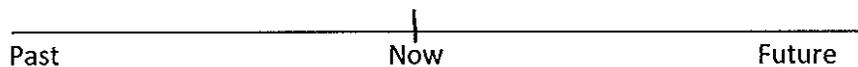
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TIME LINES

Time lines are simple diagrams which are used to illustrate/check the sometimes complex relationships that exist between tense and time in English.

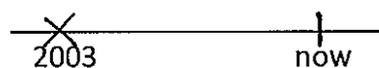
Format

- The basic diagram consists of a straight line which can be labeled as necessary.



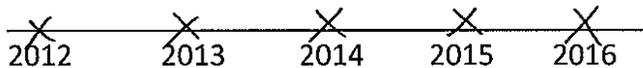
- Crosses can be used to represent single or repeated events or actions

London



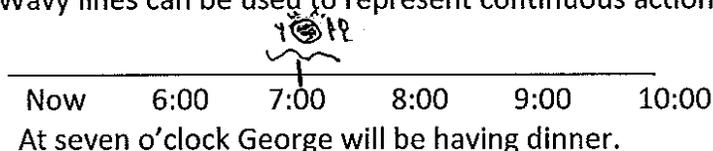
John went to London in 2003.

London London London London London



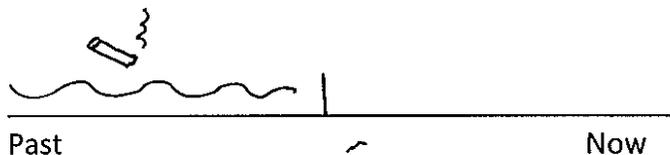
John goes to London every year.

- Wavy lines can be used to represent continuous actions.



Examples

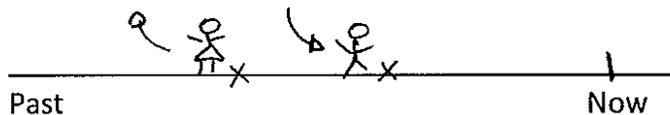
- He used to smoke.



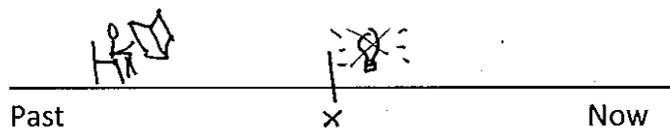
- She's been living here for for 20 years.



- She'd already left when I arrived.



- I was reading when the lights went out.



- He's worked here since 2009.



- I'll have finished it by Friday.



The Speaking Skill

In the classroom, oral practice activities are used to:

1. Develop the students' speaking skills
2. Consolidate/practice the concept and oral form of previously resented language (structures, functions, lexis)

The speaking skill consists of:

LINGUISTIC COMPETENCE intonation)	* Correct pronunciation (sounds, stress and <ul style="list-style-type: none">• Correct use of grammatical structures• Correct use of vocabulary
COMMUNICATIVE COMPETENCE choices of	* Awareness of social context and making language appropriate to context (register) <ul style="list-style-type: none">• Being able to cope with unpredictability• Being able to initiate and sustain a conversation

Incidental oral practice takes place all the time in the classroom – students ask questions, answer questions put to them by the teacher, greet one another, ask for pieces of paper, etc. Impromptu (i.e., unplanned) discussions may arise from a text being used, from the weather, from the day's news, etc. There are also specific oral practice activities which the teacher should integrate into the teaching timetable.

What factors are involved in a piece of spoken discourse in real life?

1. It usually involves more than one sentence.
2. It is usually in the form of a dialogue.
3. There is a purpose to speaking, i.e., we want to achieve some result / have an aim in mind.
4. The operation takes place in real time (no time to practice)
5. There is an information gap.
6. There is an element of choice in what we say.
7. The direction the dialogue takes is to some extent reliant on feedback which may be unpredictable.

Consider a conversation you had today. How did these factors operate?

Implications for the classroom

We must create an environment where the above factors exist.

We must try to make the classroom communicative (even if artificially so).

Oral practice activities

DRILLS – repetitive
↓
- Inventive

DIALOGUE BUILDING
NARRATIVE BUILDING

ROLE PLAY
SIMULATION

DISCUSSION - structured
↓
- open

**Accuracy based
correction**

High

Fluency based

Low correction

Accuracy versus fluency

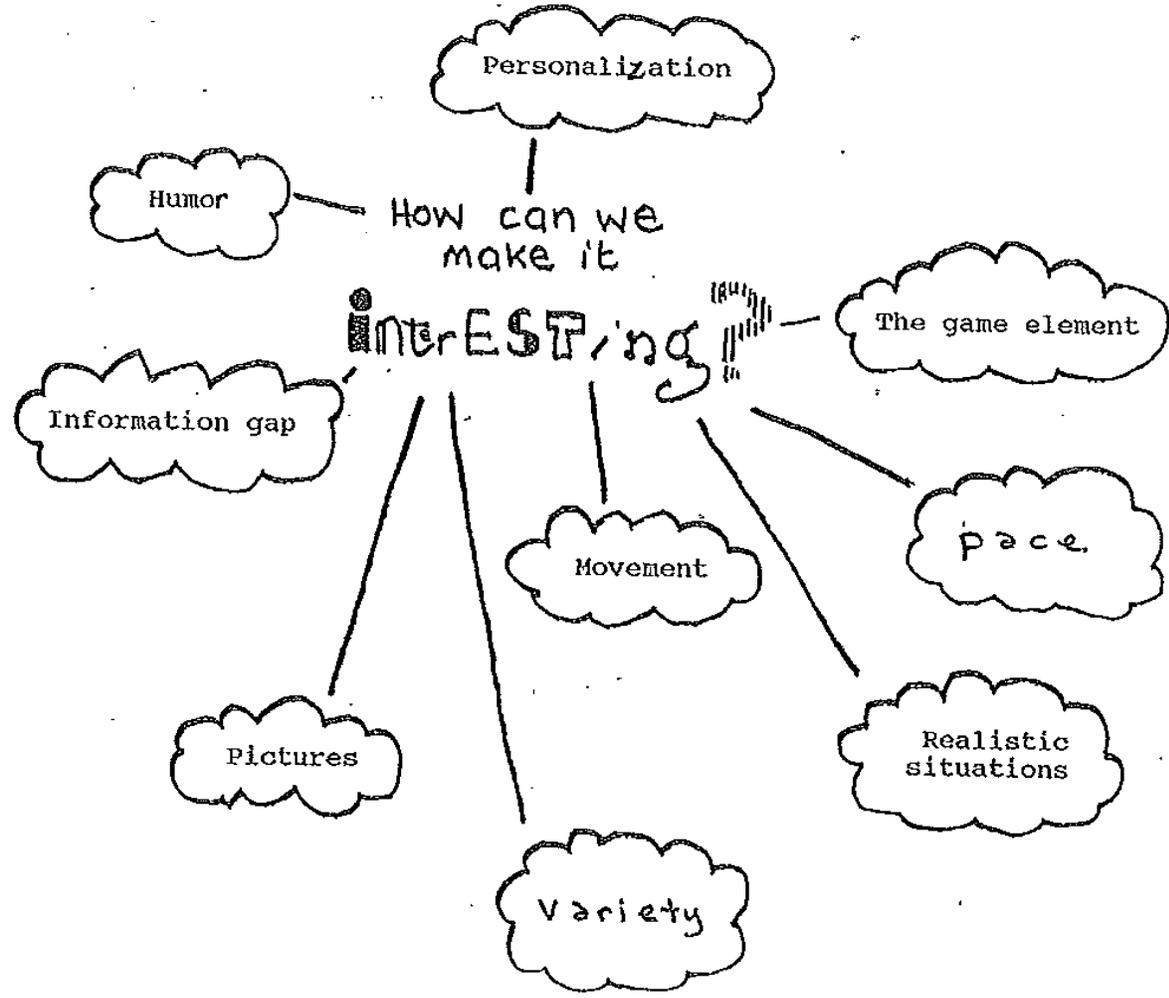
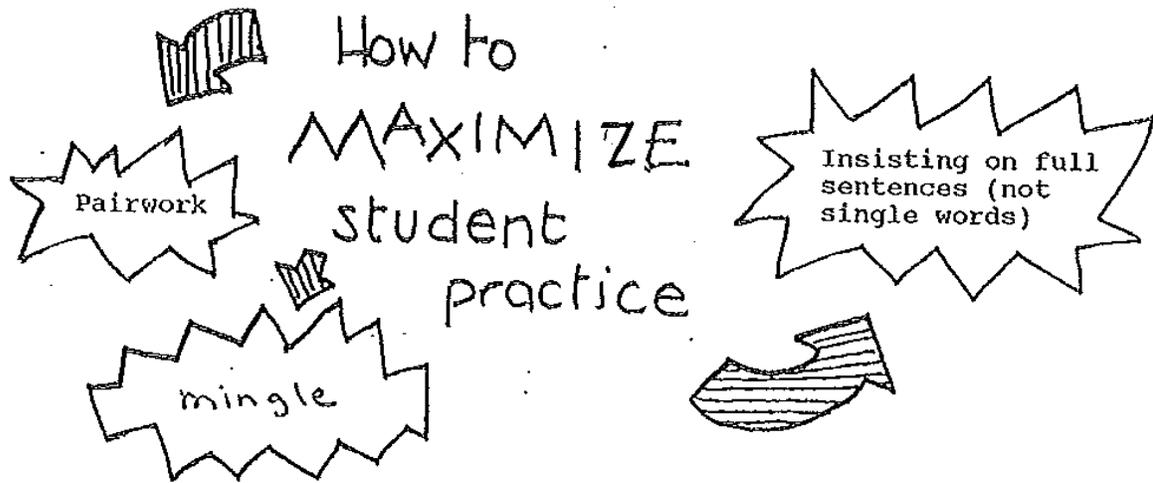
There has been much debate over the years about the amount of classroom attention that should be given to language in isolation, as opposed to language in use for real purposes.

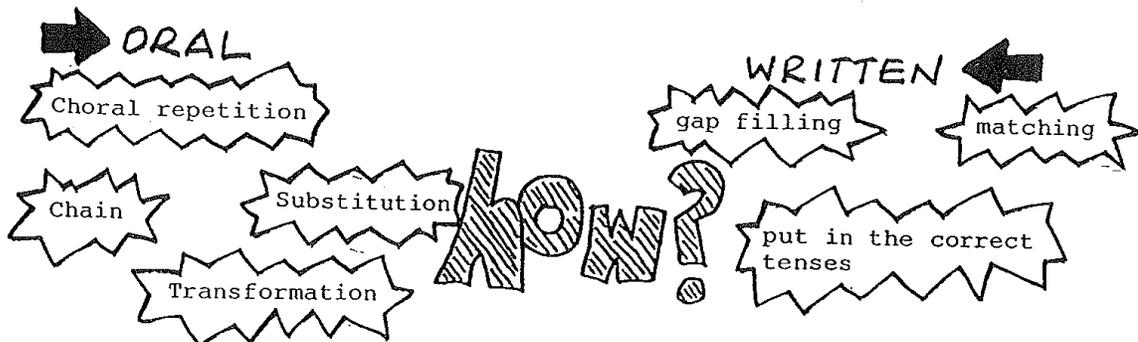
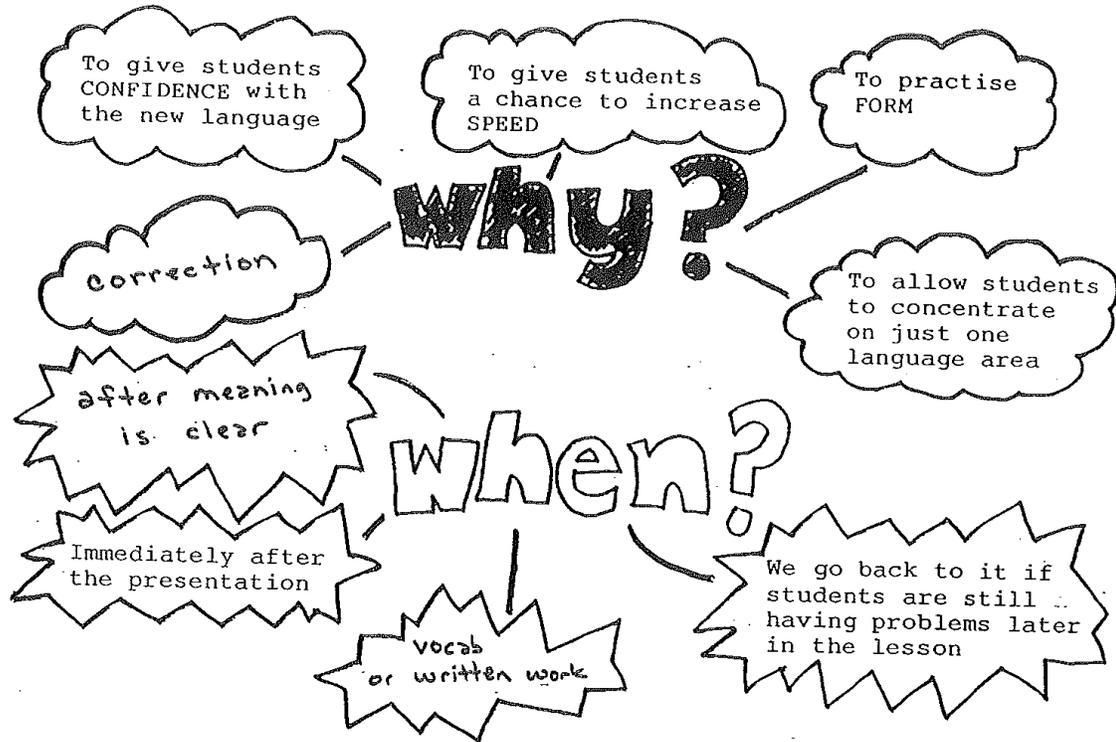
Accuracy work consists of presenting new structures, new functional exponents, and new lexis and their controlled practice, as well as remedial work and pronunciation practice.

Fluency work consists of the performance of real, or realistic, tasks which require language. In the classroom such tasks are realized as skills work, where the students' attention is on meaning, not form.

Without doubt, both have their place in language learning. As a result of previous experience, students often equate language learning with learning grammar, and although this is not very useful as an end in itself, it is an excellent means to an end. Time spent focusing on the component parts will enable students to generate appropriate sentences of their own. However, language consists of more than the sum of its parts, and that is why fluency work is also important. It increases students' confidence in their language use outside the classroom, and through their involvement in the task and the interaction with other language users, the processes of language acquisition and assimilation are taking place.

CONTROLLED PRACTICE	<ul style="list-style-type: none"> • Sentence modelled by tape / teacher • Substitutions as required • Students have <u>no</u> control over the language 	<ul style="list-style-type: none"> • Corrections “on the spot” • Teacher based • Pronunciation highlighted
↓		
LESS CONTROLLED PRACTICE	<ul style="list-style-type: none"> • Questionnaires, personalized discussion questionnaires, gap-fill, written practice • SS have <u>limited</u> amount of control over language, but need to use target structure 	<ul style="list-style-type: none"> • Teacher/student based • Open pairs / closed pairs
↓		
FREE(R) PRACTICE	<ul style="list-style-type: none"> • Discussions, roleplay, etc. • They <u>may</u> or may not use target language 	<ul style="list-style-type: none"> • Students integrate target language into language already known
↓		
“PURE” FLUENCY PRACTICE	<ul style="list-style-type: none"> • <u>NO</u> specific language required 	





Semi-controlled activities

These activities are characterized by:

- Limited speech yet more language possibilities
- Their meaningfulness: they are message oriented
 - The target language is used as a means of *communication*
 - As opposed to language-oriented
- Active involvement by the students

What does successful learner-participation depend on?

- Interest in the type of material
- Relevance to themselves (personalization) and their increasing abilities
- The amount they feel they are learning

Helpful questions to ask when analyzing a semi-controlled activity:

1. What level is it for?
2. What's being practiced (what is the target language)?
3. What do the students need to know first?
4. What else can the students contribute?
5. Is the activity closer to controlled or to freer?
6. Is there an *information gap*? An *opinion gap*? A *reasoning gap*?
7. How could you make it more interesting / relevant?
8. What instructions are needed?
9. How / when would you correct?

Points to bear in mind about **FREER SPEAKING / FLUENCY ACTIVITIES**

BEFORE

- Lead in to and generate interest in the topic under discussion. There should be some link with what has previously been taught we rarely discuss things “out of the blue.”
- Make sure the activity has a clearly-defined purpose.
- Do the students have the language necessary to do the activity?
- Give the students thinking time; they may need time to formulate their ideas.
- Check that students know exactly what to do.

DURING

- Arrange the classroom furniture so that students can see / hear each other easily. What form of interaction is most appropriate? Pairs? Groups? Whole class?
- While students are talking, keep a low profile if possible (out of direct eye contact), BUT ...
- Be prepared to prompt with ideas / language as necessary.
- It's useful to note down important errors or examples of good English to be dealt with later.

AFTER

- Get some kind of feedback on the discussion. This should not be longer than the discussion itself did the students agree / find the solution, etc.?
- Have a brief correction slot. Include examples of good English.
- Does the activity lend itself to some kind of follow-up (written homework, further reading, etc.)?

WHY DO STUDENTS SOMETIMES NOT TALK?

Because they have no reason to.

Because they don't know anything about the topic.

Because they don't know what to do.

Because they're embarrassed / shy / hungover.

Because the task was too vague / unmotivating.

Because they haven't got the language to do so.

Free(r) Speaking Activities

Why are freer speaking activities important?

Because:

- They allow students to practice the language in a wider context than the Controlled Practice stage.
- They are fluency-based.
- They recycle known language and allow the teacher to diagnose what needs to be worked on.
- They allow students to make the language their own.
- They are a bridge between the classroom and the real world (the classroom is a safe environment).
- They give students a chance to speak – they might not have this outside the classroom.

How do we make Freer Speaking activities successful?

- By giving a situation / context in which the target language will occur naturally.
- By controlling the environment, not the language.
- By giving a minimum of input, which is maximized through the management of the activity.
- By giving students a goal, a reason for doing the task.
- By making the activity relevant to students' interests.
- By being sensitive to group dynamics (layout / grouping, etc.)

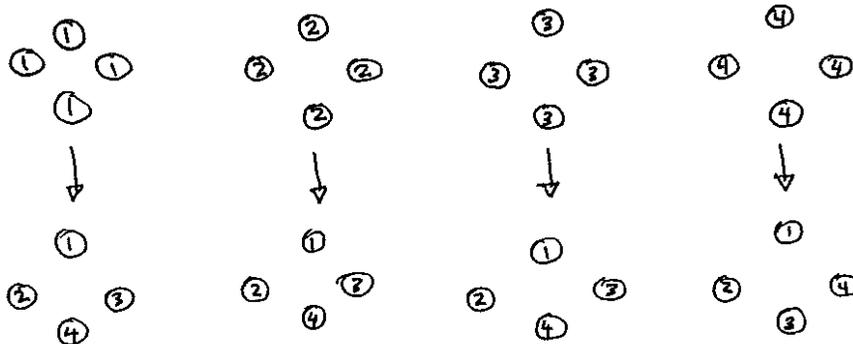
FREE SPEAKING ACTIVITIES

Problems	Solutions
SS are unable to express themselves	Pre-teach necessary vocabulary, useful structures, language of argument/debate
SS have no interest in the topic, lack motivation, or the issues are too wide	Careful choice of topic (NOT teacher's own hobby horse). Build up the situation carefully, allowing time and providing a medium to prepare students' thoughts.
SS dry up	Provide sufficient preparation time. Use group and pair work to spark off ideas. Teacher can provide prompts.
SS are unclear of the aims of the activity	Careful setting up. Clarify the situation. Clear instructions.
Quiet vs. dominant SS	Careful allocation of roles (for example, give chairperson role to a dominant student). Previous preparation could involve all quiet SS in one group.
Dependency / over-reliance on teacher	Particularly at lower levels – gradually wean SS into these types of activities, a little but often. For example, start off lessons with fluency warmers.
SS make many errors	Note down errors during the activity and select the significant errors for a correction slot at the end of the activity. This could then provide direction for the content of the next lesson.
Anti-climax to activity	If SS don't reach a decision (for example in a discussion), is this important? To wrap up, take a class vote on the issue, or allow a few moments for silent reflection and then SS discuss how they felt about their role, etc., in the activity.

A Recipe for Roleplay

1. Pre-teach / review any expressions / functions / vocabulary students may need.
2. Set the scene / establish a background or context.
3. Establish the different roles (don't give away too much!).
4. Assign roles / let students choose their roles.
5. Put students into groups / pairs with other students who have the same role.
6. Give students role cards with:
 - Clear instructions
 - A clear task to accomplish
7. Allow students sufficient preparation time (set a time limit!).

8. Regroup students, for example:



9. Role play – provide a task / goal.
10. Monitor and note down any mistakes – as well as examples of particularly successful language.
11. Feedback, e.g., pull ideas together.
12. Correction slot.

Oral Error Correction Techniques

"I have gone to the bazaar yesterday."

Repeat the student's error with a rising intonation and a questioning facial expression: *I have gone to the bazaar yesterday?*

Recast the student's error in the correct form (but without signaling that you are correcting): *Oh, so you went to the bazaar yesterday.*

Ask the student a **question** about the grammar (or pronunciation, word use, etc.): *So, do we use present perfect or past simple with definite time?*

Give a hint about the error and ask student to correct: *It was yesterday—exact time—what's the correct form?*

Spell out the utterance on your **fingers** (each finger represents a word/phrase), and highlight the error by pointing to the finger that represents the issue: *Point to the fingers that represent 'have gone' and say 'tense'.*

Highlight the grammar, but without saying the issue, and let the student correct: *Think about the grammar—the verb.*

Tell the student the correct way to say the utterance: *No, it's 'I went to the bazaar yesterday.'*

Reformulate the student's utterance correctly without stating that an error was made: *I went to the bazaar yesterday.*

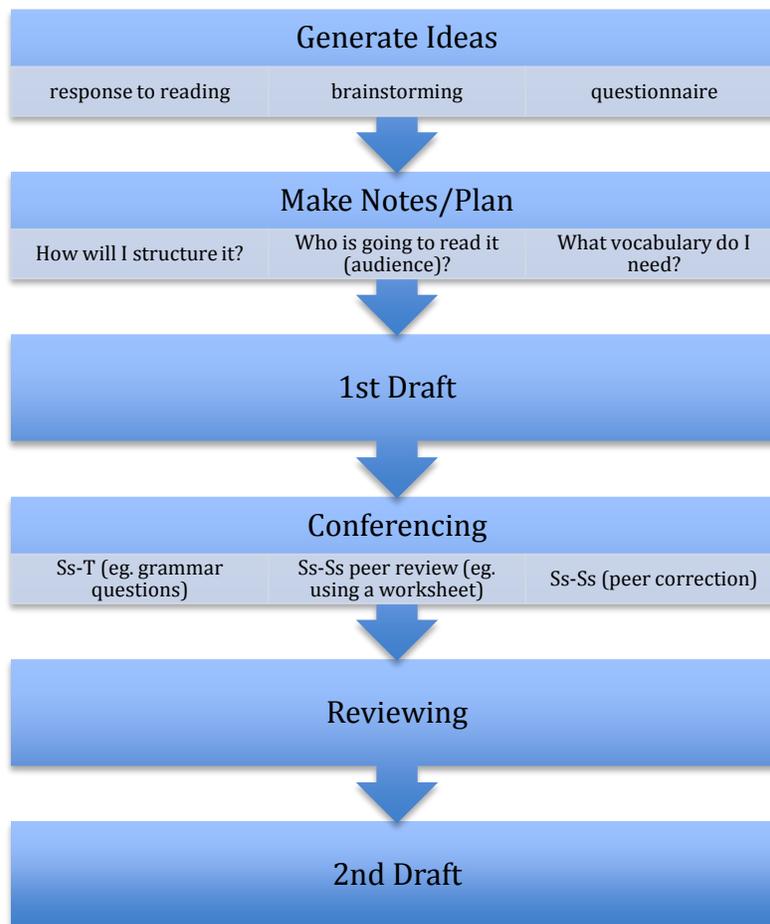
Speaking Resources

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- Ladousse, G. (1983). *Speaking Personally: Quizzes and questionnaires for fluency practice*. Cambridge, UK. Cambridge University Press.
- Maley, A. & Duff, A. (1978). *Drama Techniques in Language Learning: A resource book of communication activities for language teachers*. Cambridge, UK. Cambridge University Press.
- Thornbury, S. (2005). *How to Teach Speaking*. Harlow, UK. Longman.
- Ur, P. (1981). *Discussion that work: Task-centered fluency practice*. Cambridge, UK. Cambridge University Press.

Process Writing

The process approach to writing focuses on how writers create good writing and on the composition process they go through. This approach also emphasizes the audience and stresses that ideally any piece of writing should fulfill some kind of communicative purpose, either real or simulated. A typical series of lessons would involve three phases: rehearsing, drafting, and revising. In the rehearsing stage, students would collect ideas on a particular topic and begin to consider the audience and purpose of the writing task. Drafting involves moving from initial attempts to sketch out different sections of a composition towards an overall draft. Audience and purpose are an important consideration here. At the revising stage, the students would evaluate what has been written and make the necessary amendments. Support activities for the students here could include peer correction, peer review, heuristic questions, or teacher-led controlled practice exercises in areas of common difficulty.

A typical process approach



Written Error Correction

Ideas/Suggestions:

- Don't correct everything/too much.
- Try to focus on certain things, e.g. correct past tenses when students have written a story; concentrate on the organization of ideas into suitable paragraphs when they've written a composition.
- If possible, let students know before they write what to focus on, and then focus your correction on that (as above).
- Always give some personal comment/reaction to the content, as well as to the language.
- Sometimes don't correct the language at all, and just respond to the content.
- When students are writing in class, help them/correct their writing while they write.
- Get students involved in helping each other with correction/improvement with structured peer correction and peer review activities.
- Don't use a red pen.

Peer correction marking scheme:

S	Spelling	I like to eat <u>hambergers</u> . S
T	Tense	I <u>go</u> to the park yesterday. T
WO	Word order	I like <u>very much pizza</u> . WO
Ag	Agreement	The boys <u>is</u> happy. Ag
P	Punctuation	<u>Im</u> happy today_ P P
G	Grammar	He gave me good <u>feedbacks</u> . G
WW	Wrong word	She is interested <u>on</u> cooking. WW
RW/WF	Right word, wrong form	I am a very <u>responsibility</u> person. RW/WF
^	Missing word	She went <u>the</u> store. ^

Ideas and resources for teaching writing

Writing activities:

Structure/Analysis

- **Cut-Up Text reconstruction:** Students order a cut-up text. This can be used to analyze clauses, linking, sequencing, format, etc.
- **Linking/Transition Word placement:** Students write in linking words in blanks (cloze). Can give word bank/choices, etc. Can do with any sort of transitional structure (conjunctions, linking clauses, sentences, paragraphs)
- **Fold & Write:** Students fold paper into 8 sections. Write first sentence on top fold, then fold over and write first clause of second sentence, then pass to the next student who repeats: Good for modeling/reinforcing sentence patterns, especially conditionals.

Idea Generation

- **Papers in a hat:** Teacher puts writing topics in a hat. Students pick and write about it.

Instant Writing

- **Object description:** Ss choose an object in the room and write a short description of it; then either pass or post the papers for other Ss to read & guess (writing down their ideas).
- **Chain writing:** Each S writes a sentence and passes; Next S reads what was written before, writes, and passes. Can do as sentence-by-sentence or timed (pass every 30 seconds). Afterwards Ss can pass around and read whole piece and/or correct. Start Ss off with a provocative sentence fragment, i.e. with line "Mary saw John across the room..."

Board activities

- **Sentence construction board race:** Divide the class into 2-3 teams. Team members take turns, writing one word each. First team to construct a complete sentence with full group participation wins.
- **Sentence volley:** Version 1: 30 second time limits: Teams write sentences back and forth; Version 2: 2 teams, rotating scribes writing each word (team A writes first word, team B second...); Version 3: 2 teams, rotating scribes, 10 seconds per turn, team with most (intelligible) words wins.

Collaborative (can employ a scribe position or have Ss take turns writing)

- **Classic expansion:** Teacher gives Ss a starter sentence. Groups expand the sentence by taking turns to add words (on board or on paper): ex. 1) The girl saw the cat. 2) The little girl saw the cat. 3) The little girl barely saw the cat. Etc.
- **Directions/rules/instructions (can be turned into a note passing game):** Have groups write instructions, directions, or rules for a process or activity.
- **Dictogloss:** Teacher dictates a short text at normal speed (Ss cannot write until after dictation). Repeat. Ss, in groups, then try to reconstruct in their own words.

Interactive writing

- **Dear Abby:** Elicit common issues to board for idea generation. Next have each S write down a problem on a piece of paper (form: Dear Abby, ... What should I do?). Teacher collects pieces of paper and redistributes. Give Ss 5 min to write a response. Post or pass and read. Version 2: Ss write problem at top of paper, and post paper on wall. Ss then walk around room and write suggestions on papers.
- **Dialog journals:** Teacher-Student or Student-Student back and forth dialogs over time. Read the short article at http://www.cal.org/caela/esl_resources/digests/Dialogue_Journals.html for more detailed information.

Drawing and creativity

- **Cartoons:** Erase text from speech bubbles and have Ss fill in with their own.
- **Captions:** Have Ss write funny captions to odd/indeterminate pictures.

Poetry

- **Frame poems:** Give a frame (see below) and a theme (i.e. food, cats, school):
I love... because...,
I love... because...,
I love... because...,
But I hate... because...
Ss fill out the frame. Can also use other stems (think, need, want, play, etc.), and change second word as well (i.e. when, as, during, while, etc.)
- **Metaphor poems:** Have Ss think of person and write about them through metaphors based on food, then weather, then furniture, then transport, clothing, part of house, color, food, animal, time of year, etc.
i.e. You are my jelly-filled donut. You are a fluffy white cloud on a clear day. Etc.

Online resources:

OWL: the Purdue online writing lab
owl.english.purdue.edu

Internet TESL Journal writing resource site
iteslj.org/links/ESL/Writing/

University of Chicago grammar and writing resource portal
writing-program.uchicago.edu/resources/grammar.htm

Print resources:

- Harmer, J. (2004). *How to teach writing*. Upper Saddle River. Pearson ESL.
- Byrne, D. (1988). *Teaching Writing Skills*. Harlow. Longman
- Hedge, T. (1988). *Writing*. Oxford, UK. Oxford University Press.
- Tribble, C. (1996). *Writing*. Oxford, UK. Oxford University Press.
- White, R. & Arndt, V. (1991). *Process Writing*. Harlow, UK. Longman.

Materials Assessment and Resources

Questions to help assess relevance/utility/fit of materials:

1. What skills and/or language points are being practiced?
2. Would your students find it interesting/enjoyable?
3. How does the activity/material engage students in the learning process?
4. Have you ever used a similar activity or material? What was the outcome?
5. How could this activity/material be incorporated in the classes you teach?
6. How could you adapt it to meet the needs of your students?
7. How effective is the activity/material in producing the desired outcome?
8. Are there more efficient or effective ways to present and practice the same language/skills?
9. How much preparation is required?
10. Is there enough practice provided? How could you provide more practice?
11. What other activities could you create using the same materials?
12. What other content could be practiced with the same type of activity?

Aspects of an activity you can change to better meet your students' needs & abilities:

1. Timing
2. Level of difficulty
3. Grouping
4. Content
5. Materials/medium
6. Target language
7. Teacher role
8. Student roles
9. Activity goals
10. Rules

Ways to adapt materials or an activity:

1. Add extra stages (i.e. more speaking practice; a stage to generate interest)
2. Change the tasks to work on different skills
3. Personalize practice activities
4. Make material more visually engaging
5. Add more pronunciation activities
6. Make activities more communicative (i.e. turning a solo written Q&A activity into a pairwork activity)
7. Take the activity off the page and make it more interactive (i.e. photocopy an ordering exercise, cut it up, and have Ss reorder the cut ups instead of just marking the order on the original)
8. Reorder activities in the textbook
9. Edit texts and exercises (i.e. insert student's names or local places in a story)

Materials Resources (Print):

- Lewis, G. & Bedson, G. (1999). *Games for Children*. Oxford, UK. Oxford University Press.
- McKay, P. & Guse, J. (2007). *Five-minute activities for Young Learners*. Cambridge, UK. Cambridge University Press.
- Ur, P. & Wright, A. (1992). *Five-minute activities: A Resource Book for Short Activities*. Cambridge, UK. Cambridge University Press.
- Wright, A., Betteridge, D. & Buckby, M. (2006). *Games for Language Learning*. Cambridge, UK. Cambridge University Press.

Materials Resources (Online):

Audio & Video

English Central—Videos with interactive subtitles and pronunciation assistance
englishcentral.com

English Learner Movie Guides—Movie synopses, vocabulary explanations, and cultural references as well as discussion questions
eslnotes.com

ESLvideo.com—repository of videos with accompanying quizzes
eslvideo.com

Voki—Create speaking avatars
voki.com

Audio Boo—Voice recording
audioboo.fm

Forvo—Multilingual pronunciation dictionary (claim to have “*All the words in the world. Pronounced*”)
forvo.com

Online Collaboration Tools

Pbworks—Create classroom wikis
pbworks.com

Glogster—multimedia content repository/creator
edu.glogster.com

Mentimeter—Live polling tool for use with mobile phones
mentimeter.com

General English Teaching Resources

One Stop English—Vast English teaching resource site
onestopenglish.com

Dave's ESL café—Teacher forums, teaching ideas, and job listings
daveseslcafe.com

ESL Partyland—Many lesson plans, lesson ideas, and printable materials
eslpartyland.com

English Grammar—Grammar activities and resources
englishgrammar.org

5 Minute English—Ready made lesson plans covering a number of topics
5minuteenglish.com

Pink Monkey—Free literature summaries and study guides
pinkmonkey.com

ESL Resource Center—Activities, materials, and forum from the NEA
nea.org/tools/lessons/esl-resource-center.html

Iteslj—The Internet TESL Journal. Has many ESL resources.
iteslj.org

The Center for Applied Linguistics (CAL)—The *Resource Center* has a wide variety of short briefs on all areas of English language education
cal.org

Teaching English—British Council site with many resources and materials that also offers online professional development opportunities
teachingenglish.org.uk

BBC Learning English—Online lessons for English learners
bbc.co.uk/learningenglish

Voice of America (VOA) Learning English—Leveled audio and video news resources & transcripts
learningenglish.voanews.com

American English—State Department Office of English Language Programs resources
americanenglish.state.gov

TESOL—Worldwide English teachers association, with many free resources
tesol.org

Materials Creation

Bubbl.us—Create downloadable mindmaps
bubbl.us

Timetoast—Create timelines or timeline outlines
timetoast.com

Quizlet—Digital flashcard repository/creator
quizlet.com

Duolingo (teacher portal)—Create online learning materials
duolingo.com

Canva—Create free downloadable infographics
canva.com

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