

English Language Teaching Overseas

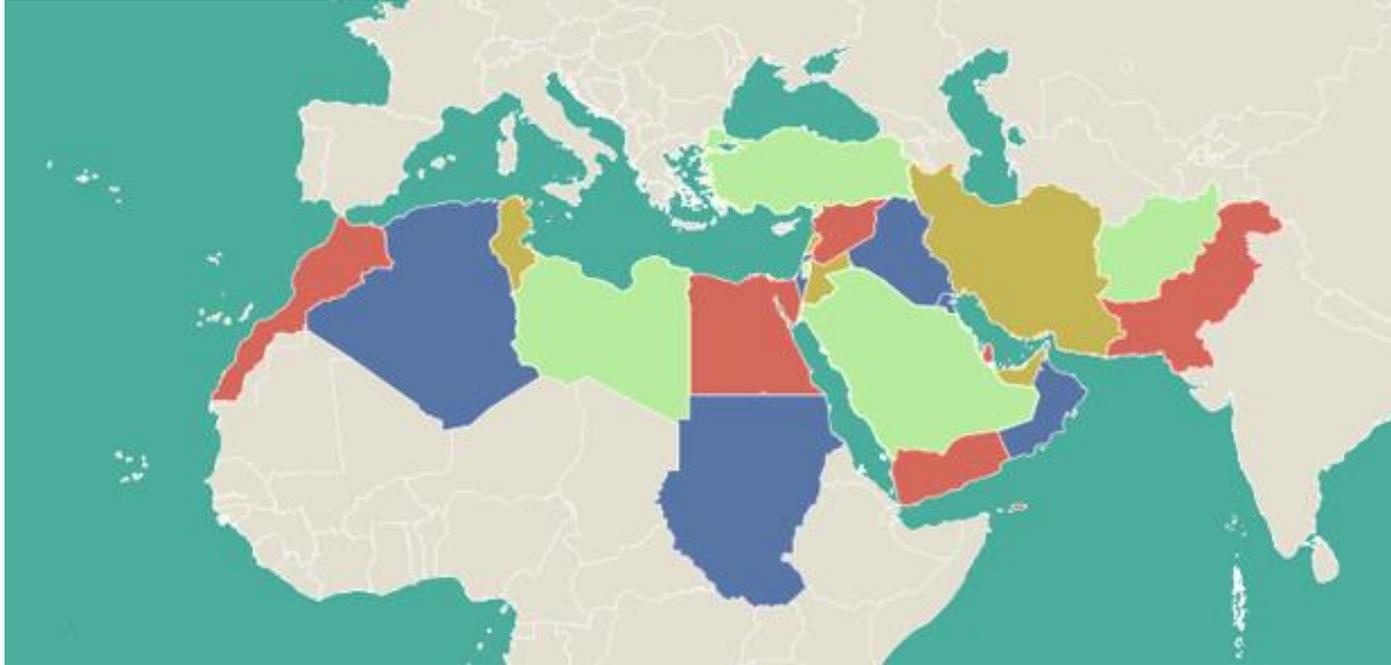
Part I

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Overview of Contextual Variables



There are many possible contextual variables that may shape your teaching practice in your target country.











Levels of Education

- Primary School (age 6-12)
- Preparatory School (age 12-15)
- Secondary / Academic (age 15 -18)
- Secondary / Technical (age 15 – 18)
- 2-year Community College
- 4-6 year University
- Adult vocational
- Teacher Training

Gender

- Single sex schools – male or female
- Co-ed schools

Students' Language Proficiency

- Zero proficiency (True beginners)
- False beginners
- High beginning
- Low/Mid/High Intermediate
- Low/Mid/High Advanced

Types of Schools

- Government Schools (MoE)
- Private Schools
- International Schools

University Systems

- English / US
- French
- Other

Teachers

- English taught by non-native teachers from that country
- English taught by non-native speakers from other Arab countries
- Native speaking English teachers
- Degree of teacher training
- Student discipline policies
- Predominant teaching methodologies
- Expectations of teachers

Other Variables

- Overcrowding of schools (or not)
- Typical classroom set up
- Attendance & drop out rates
- Student behavioral problems
- Student motivation to learn English
- English proficiency of non-native English teachers
- Time allotted to English instruction
- Use of technology
- Supply & quality of instructional materials

Your experience will
most likely be broader
than you expect.

Flexibility is key!

Experiences of ETA Alumni

Blue Sheet

- Discuss in groups at your tables
- Look at the two activities on the blue sheet
- What do they have in common?
- Come up with a list of 3-4 words you would use to describe the characteristics they have in common (i.e., adjectives that could describe them both)

Pink Sheet

- Look at the two activities on the pink sheet
- What do they have in common?
- Come up with a list of 3-4 words you would use to describe the characteristics they have in common (i.e., adjectives that could describe them both)
- Compare and contrast the activities on the pink sheet with those on the blue sheet. Do you see any differences?

Analysis of Activities

Exercise vs Communicative Activity

Blue Sheet

- Mechanical
- Language drill
- Emphasis on knowing the correct form
- Individual work
- One correct answer

Pink Sheet

- Need to communicate with others to do the task
- Real communicative context; real info is exchanged
- Focus on meaning
- Work in pairs or groups
- Emphasis on language use vs. knowledge about the language

Information Gap



Typical Activity Types in CLT

- Information gap activities
- Task-completion activities: Ss use their language resources to complete a task
- Information-gathering activities: student conducted surveys, interviews, and searches
- Opinion-sharing activities: Ss find out others' opinions, feelings & reactions to situations
- Information-transfer activities
- Reasoning-gap activities: Ss make predictions based on evidence

Communicative Language Teaching

Principles and Practices

- CLT is an approach to language teaching
- Meaning is paramount/ involve students in real or realistic communication
- Students need a desire and a purpose to communicate
- Early emphasis is on fluency, followed by accuracy
- Dialogues are not memorized (c.f. Audiolingualism)
- Drills are used only peripherally

Communicative Language Teaching

Principles and Practices

- Emphasis on language use vs. knowledge about the language
- Pair/Group work is central to its implementation
- Teachers cannot predict exactly what language students will use
- Use language forms appropriately in a variety of contexts and for a variety of purposes

Communicative Task or Not?



Communicative Task or Not?

1. After a brief explanation of the future tense, the teacher gives the students a list of sentences in the present tense and tells them to transform them into the future tense.
2. After a brief explanation of the future tense, the teacher gives the students a short paragraph describing what someone likes to do on the weekends. The teacher then tells the students to write their own paragraph about what they are planning to do this weekend.
3. After a brief explanation of the future tense, the teacher gives the students a short paragraph describing what someone likes to do on the weekends. The teacher then tells the students they are going to plan a get together this coming weekend. The students work in groups to draft a plan for what they are going to do as a group. After that, all groups work together to choose the best plan and decide what they are going to do.

Communicative Task or Not?

4. After a lecture on adjective endings, the teacher gives the Ss a text which has all the adjective endings removed. The Ss work in pairs to put the correct adjective endings back in.
5. After a brief presentation on sentence structure, the teacher gives the Ss slips of paper with individual words in them. The Ss work in groups to create their own story using the given words. Afterwards each group shares their unique story with the class.
6. The T gives the Ss a text about traffic problems. The Ss work in pairs to comprehend the passage. Then they are regrouped and each group represents a different governmental agency to come up with a plan to solve the problem. Finally, all groups must cooperate to consolidate their plans in one single plan of action.

Implications for Teaching

How do we prepare students for real-world communication situations in the classroom?

- Practice immersion learning
- Use authentic materials
- Practice task-based instruction
- Encourage students to discover things for themselves

Criteria for Communicative Task Design

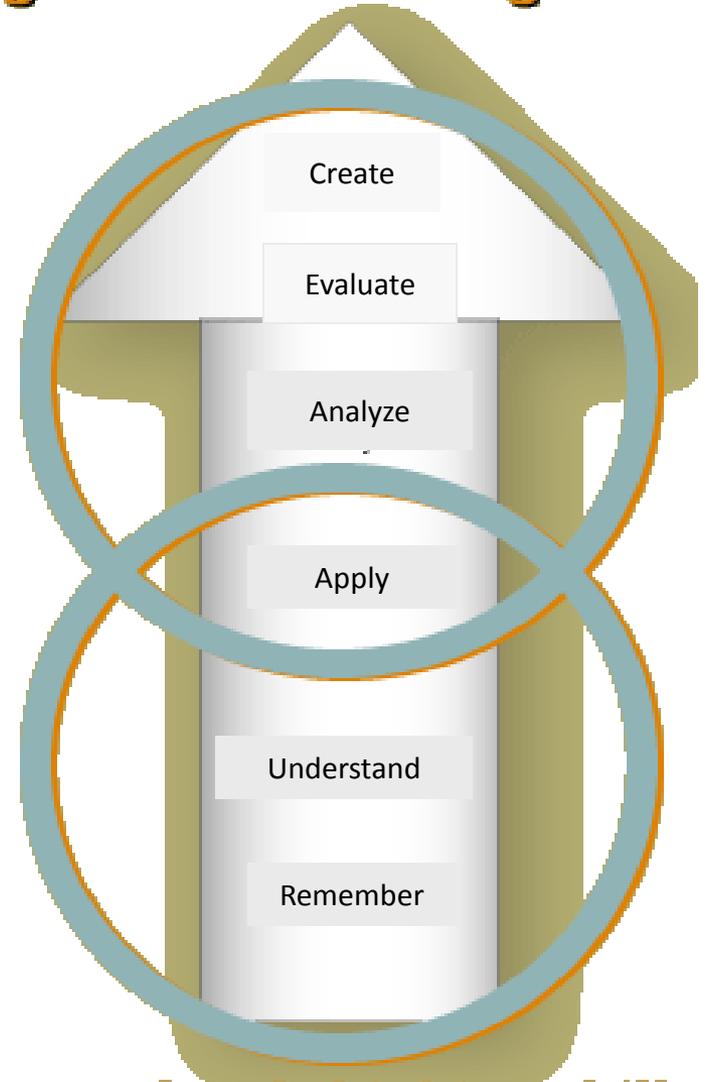
- Real Life Purpose or Goal
- Tangible product
- Multiple Outcomes
- Real-life Relevance
- Primary Focus on Meaning(rather than linguistic form)
- Higher Order Thinking Skills

Revised Bloom's Taxonomy of Thinking Processes

HOTS

LOTS

Higher-level thinking skills



Lower-level thinking skills

Break



Teaching the Four Skills

Frustrations and challenges in teaching listening



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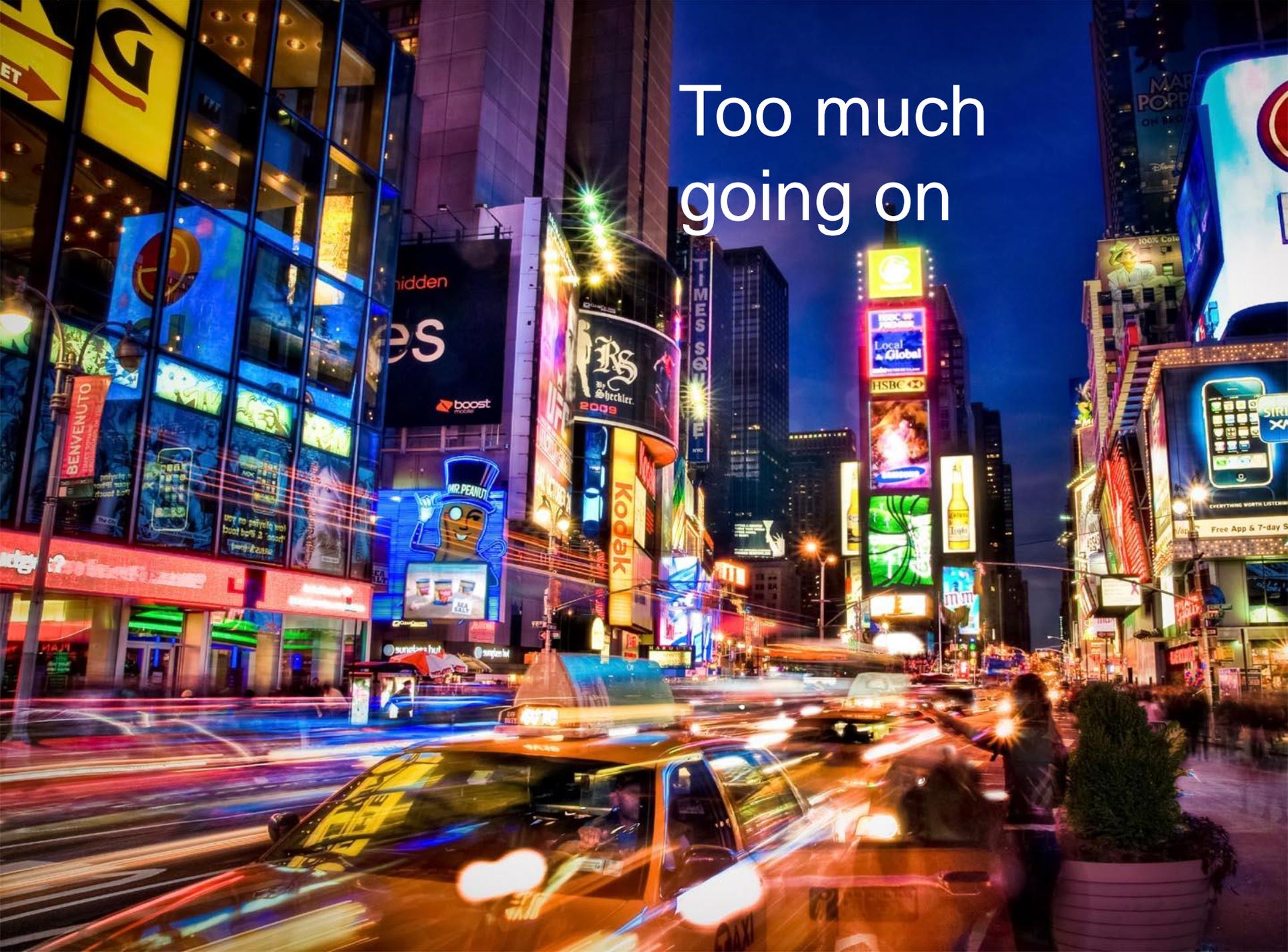
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How is spoken language different from written language?



- Real time/speed control
- Reductions, blends, false starts
- Loose organization of speech:
 - short, vague language
 - non-fluent
 - little subordination
 - use of gestures and body language

Too much
going on



Listening Strategies:

Bottom-up Strategies

- Text based: relies on the language in the message (sounds, words, grammar that creates meaning)
- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns.

Listening Strategies:

Top-down strategies

- Listener-based (taps into background knowledge of topic, situation or context, type of text, language)
- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

How do listeners extract meaning from a listening text?

- Figure out the purpose for listening. Activate background knowledge of the topic, anticipate content, use appropriate listening strategies
- Attend to the parts of the listening that are relevant to the identified purpose & ignore the rest
- Use top-down and bottom-up strategies to construct meaning
- Check comprehension

make a difference

entrepreneurs

opportunities

reward

entrepreneur

achievement

the job you always wanted

people

thinkers
individual

growth

the world

make their mark

impossible

stay connected

opportunity

change

think

business

economy

better

creating jobs

the economy

creates

doers

success
overcome

discover new ways of doing things

our world

possible

new ways

risk

making a better world

solve society's oldest problems

clear vision

innovation

changing people's lives

a single brilliant idea



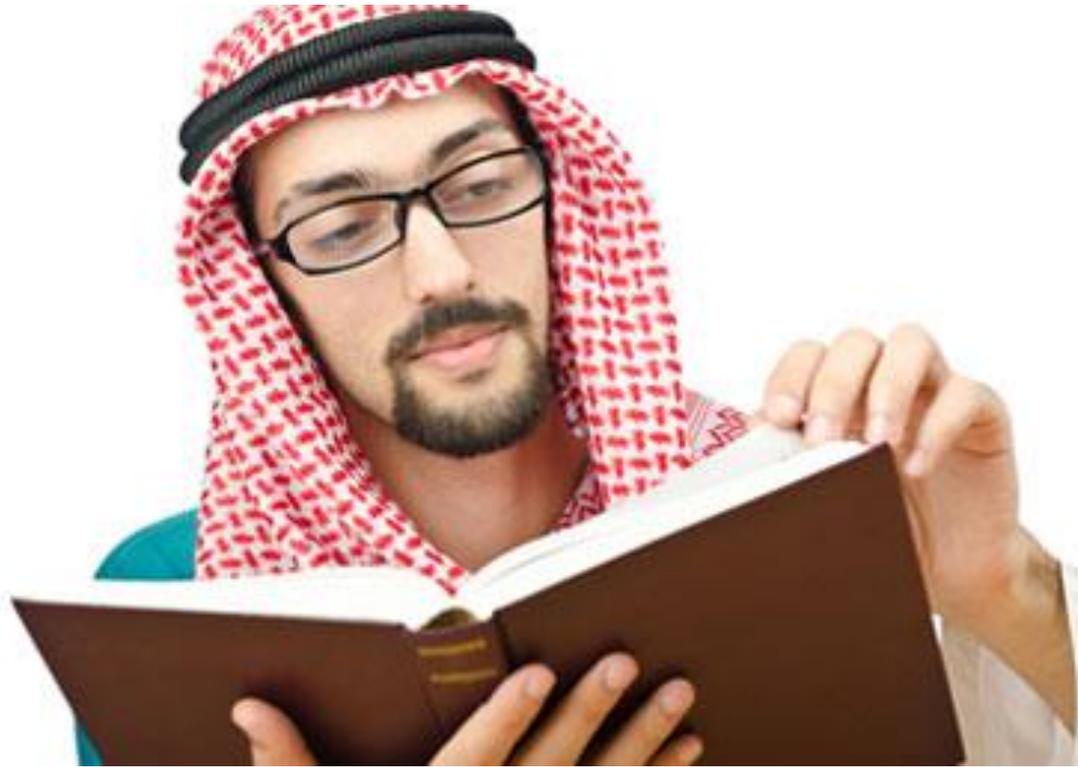
Sample Listening Activity

Faiza Hajji, Moroccan engineer turned social entrepreneur (Inside Africa, CNN)

1. Pre-listening?

2. During listening?

3. Post-listening?



Teaching Reading

Reading Microskills

(Bottom-up processing)

- Discriminate letters and spelling patterns
- Retain information in memory while reading
- Read quickly or slowly, depending on the purpose of reading
- Recall the meaning of vocabulary words
- Understand grammatical relationships (e.g., morphology, word order, pronoun reference, active vs. passive voice)

Reading Macroskills

(Top-down processing)

- Understand the relationship between ideas as signaled by cohesive device (e.g., First, As a result)
- Recognize different genres of texts
- Identify the communicative function of a text (e.g., comparing, persuading)
- Make inferences
- Distinguish between fact/opinion, literal and implied meanings
- Use reading strategies

The Reading Lesson

- Pre-reading
- During reading
- Post-reading

The Reading Lesson

Pre-reading: Prepare students for reading.

- Activate students' schema (i.e. prior knowledge) on the topic of the reading or the genre of the text.
- Build students' knowledge of the topic.
- Set a purpose for reading.
- Teach vocabulary that will appear in the text.

During Reading

Students read and practice reading strategies, such as

- Making predictions
- Skimming for main ideas
- Scanning for details
- Guessing words from context or from word parts
- Making connections to experience and background knowledge

After Reading

- React to the text.
- Summarize the text.
- Apply information from the text to complete other tasks.

Designing a Reading Lesson

Referring to the reading text on the handout:

Task A: What pre-reading activities could be done to introduce this lesson?

Task B: Which reading skills could learners use while reading this text? Write two reading comprehension questions.

Task C: What post-reading activities could learners do to apply the information from the reading?

**Frustrations and
challenges in
teaching speaking**



Sample Speaking Activity

Strip Story

1. Get in groups of 10
2. Each person take one strip of paper
3. Take a minute to memorize your sentence. You should be able to say your sentence without looking. Then put away your strip!
4. Form a circle. The group task: discover the correct order of the narrative.
5. Say your sentences & focus on listening to each other. Find the correct order (10 minutes)

Sample Speaking Activity

Strip Story (analysis)

- What did you have to do in order to complete the task?
- In what ways does this activity exemplify the principles and practices of Communicative Language Teaching (that we discussed in the beginning of the workshop?)

Top 4 Principles behind this kind of practice

1. Ss learn to speak & listen by actually speaking & listening.
2. Primary focus is on meaning.
3. Repetition supports Ss in achieving fluency & accuracy.
4. Provides opportunities for Ss to work on fluency & accuracy leading to proficiency.

A close-up profile of a woman's face, looking towards the right. Her mouth is open, as if she is speaking or shouting. The background is a blurred view through a car window, with bright sunlight creating a lens flare effect. The overall mood is one of intensity or passion.

Working with speaking

Power Tools



Using language to get
more language

Controlled to less controlled activities

control

Repetition and drills

A row of five frozen popsicles on wooden sticks. From left to right, the colors are green, red, yellow, pink, and orange. The popsicles are slightly out of focus, with the pink one in the foreground being the most prominent. The word "Variety" is written in white text across the lower part of the red and pink popsicles.

Variety

Dialogs

FIVE STAR COMMUNICATION
NO: 26, INGAM STREET, COLOMBO 02.


Dialog

Using dialogues

- Read and look up
- Partners make mistakes on purpose
- Strip stories – reconstruct the dialogue after hearing it
- Personalize the dialogue
- Voice variations
- Physical variations: standing, moving in line, back to back, etc.

Information gap activities





Free
conversation

A close-up photograph of a woman wearing a white hijab and a white garment, looking down at a newborn baby. The baby is wearing a pink and white outfit and a pink headband. The woman's expression is gentle and focused on the baby. The background is softly blurred, showing hints of greenery and a white object, possibly a bowl or a container.

Cultural differences

Directness and indirectness





**Nonverbal
communication**



Teaching Pronunciation

Segmentals

Consonants

Vowels

Suprasegmentals

Word stress

Sentence stress

Linking

Reductions

Intonation

Teaching Writing



Product Oriented

vs.

Process Oriented Writing
Instruction

Process Writing

1. Writing assignment is introduced.
2. Students brainstorm ideas to include in their text.
3. Students select ideas to include in their text.
4. Students write a first draft of their text.
5. Students receive feedback on the content of their text.
6. Students use the feedback they have received to produce a second draft of their text.
7. Students edit the language of their text.
8. Students submit their text for evaluation. The texts may be “published” in some way.

Writing Activity

Break



Form-Focused Instruction

Grammar & Vocabulary



Approaches to Teaching Grammar

- Deductive Approach
- Inductive Approach

Deductive Approach

Rules are presented to learners.

E.g., Add –s to simple present verbs for he/she/it.

Examples are presented to learners.

Ali exercises every day.

Noura studies in the English academy.

Learners practice with the form in controlled, guided, and free production activities.

Inductive Approach

Examples are presented to learners.

Mustafa walked to school this morning.

Aisha watched TV last night.

Walid and Yusef played soccer last Saturday.

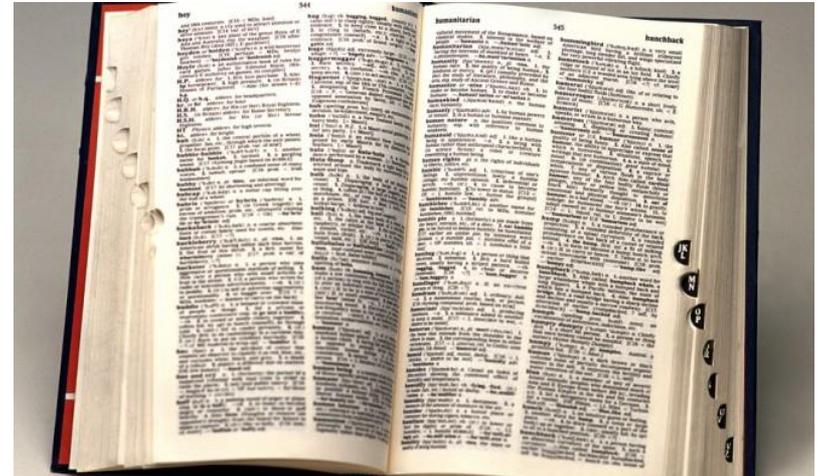
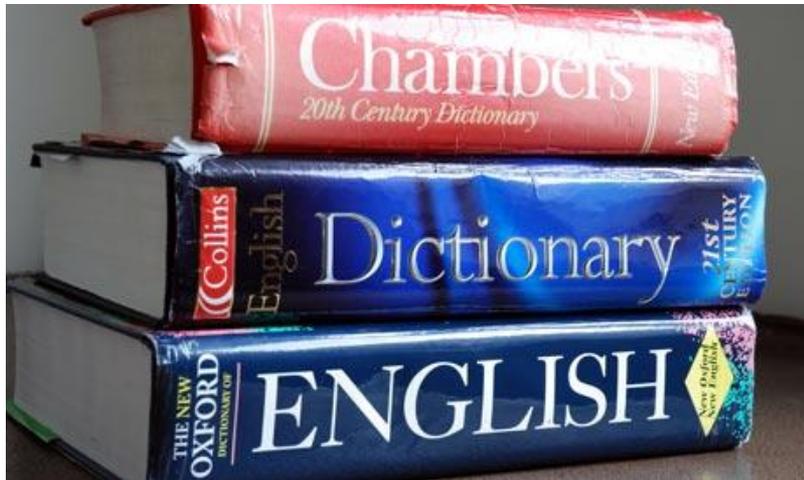
Learners analyze the examples and figure out the rules. Teacher may provide guiding questions.

Teacher confirms that students understood the rules correctly.

Learners practice with the form in controlled, guided, and free production activities.

Common Grammatical Errors Made by Arabic Speakers

Teaching Vocabulary



Reference:

Folse, K. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press.

What is “Vocabulary”?

- Single words (*spoon, democracy, although*)
- Set phrases (*All of a sudden*)
- Variable phrases (*We regret to inform you . . .*)
- Phrasal verbs (*put on, take away, get up*)
- Idioms (*let the cat out of the bag*)

“Knowing” Vocabulary

- Meaning(s) e.g., table
- Spelling
- Pronunciation
- Part of speech
- Connotation
- Usage
- Frequency
- Collocations e.g., waste time

Goals in Vocabulary Teaching

- Get students to NOTICE new vocabulary.
- Provide opportunities for students to retrieve the word on MULTIPLE occasions.
- Help students develop STRATEGIES for learning vocabulary.

Error Correction Strategies

MORE
EXPLICIT



LESS
EXPLICIT

- Explicit correction
- Metalinguistic feedback (e.g., *Think about your verb tense.*)
- Error cues (e.g., repeating utterance with rising intonation)
- Clarification requests (e.g., *What did you say?*)
- Recasts

Error Identification Activities



FULBRIGHT

