

Chapter (1) How to be a good Teacher

Q1: What makes a good teacher?

Good Teachers:

- Care more about their students' learning than they do about their own teaching.
- Make their lessons interesting.
- Must love their job.
- Must be approachable – i.e. you can talk to them when you need them.
- Correct student's mistakes without offending them.
- Help students rather than shout at them.
- Empathize with their students.
- Treat their students equally; and know their student's names.

Q2: How should teachers talk to students?

- They should rough tune or adapt their speech – i.e. simplify their speech the same way parents do when talking to their children, although parents do it subconsciously.
- They should also use physical movement gestures, expression, and mime.
- In short, their language must be clear and compressible.

Q3: How do parents talk to their young children?

- They unconsciously.
- Use more exaggerated tones of voice.
- Speak with less complex grammatical structures than they would if they were talking to adults.
- Use more restricted vocabulary; and attempt to make eye contact and other forms of physical contact.

Q4: How should teacher give instructions?

They must make sure that the students understand their instructions.

To do so they should follow two general rules for giving instructions:

- 1- instruction must be simple as possible; and
- 2- They must logical.

Q5: who should talk in the class?

Ideally, a good teacher maximize Student Talking Time (STT) and minimizes Teacher Talking Time (TTT).

Q6: What the best kinds of lesson?

- Good lessons must try to avoid the greatest enemy of successful teaching – namely, student boredom.
- This can done by utilizing surprise and variety-but within a secure setting, without lurching into either monotony or anarchy.

Q7. How important is it to follow a pre-arranged plan?

- Even while attempting to follow a pre-arranged plan, teachers must be capable of responding flexibly to whatever happens in class.
- They must also be prepared for any contingency – e.g. if the tape recorder suddenly does not work.

Chapter (2)

How to be a good Learner

Q1: Why is it difficult to describe a good learner?

- Learners differ from each other in age, level, background, experience, personality and motivation.
- Because each learner brings a unique personality to the classroom, it is often difficult to assess the factors involved in determining the qualities of a good learner.
- Generally speaking, doing homework is the trademark of a good learner.

Q2: How important is the students' motivation?

- Towards the end of World War II, American and British Air Force personnel learn amazingly fast the language of the countries their armies were going to administer and / or invade. This was done in short intensive courses obviously, their motivation was very high. They have a very strong desire to learn. In order to survive, these soldiers had to learn the language ?? their enemy.

Q3: What are the two types of Motivation?

- 1- integrative Motivation – i.e. the learner's strong desire to learn a foreign language in order to integrate in the culture of its speakers. For example, immigrants in America.
- 2- Instrumental Motivation- i.e. the learner's desire to learn a foreign language as a means to an end (e.g. getting a better job).

Q4: Which type of motivation is stronger?

Integrative Motivation is much stronger than Instrumental Motivation. This is because learner with integrative motivation has a greater desire to learn a foreign language in order to become a successful member of the culture of his/her new country. For such a person (e.g. an immigrant), learning that language becomes essential for survival in that new culture of community.

Q5: Who is responsible for learning?

- Although teachers should provoke students' interest and involvement and try to change their attitude for the better, the ultimate responsibility for learning lies with the learner.
- Teachers should try to encourage the practice of self-study.

Q6: What characteristics do good classroom learners share?

Good learners must have willingness to:

- 1- Listen.
- 2- Experiment.
- 3- Ask questions
- 4- Think about how to learn.
- 5- Accept correction.

Q7: What's special about teaching adults?

Unlike children, adults come to class with a long history of learning experience and more world knowledge. But they are more nervous than young pupils- for fear of losing face or failing.

Adult (like adolescent) can be disruptive. However, teacher must retain control of their classes at all time.

Q8: What are the different English proficiency levels?

Teachers of English generally make three basic level distinctions; Beginner, Intermediate & Advance

Q9: What is the difference between "Beginners" and "False Beginners"?

- A "Beginner" is someone who comes to class without having any English.
- A "False Beginner" is a person who has studied English for several years, but whose English is nevertheless quite poor like that of a beginner.

However, such persons are not real beginners, as they actually know quite a lot which can be quickly activated

Q10: What is the "Plateau Effect"?

Sometimes, it may seem to intermediate students that they do not improve that much or that fast any more. We call this phenomenon the "Plateau Effect".

Q11: How should we teach the different level?

Note: appropriate material and activities must be selected and used for each level.

Q12: What is suitable for beginners will not be suitable for advanced student; and vice versa.

Chapter (3) How to Manage Teaching and Learning

Q1: How should teachers use their physical presence in class?

- Teacher should:

- Make eye contact with their students.
- Consider the appropriacy of their behavior.
- Think about how much they move around class.
- Pay attention to their proximity to students.

Q2: How should teachers use their voices in class?

- Teacher should:

- Be audible without having to shout.
- Vary their voice to create more interesting classes.
- Conserve their voice.

Q3: How should teacher mark the stage of a lesson?

- Teacher must mark the stage and changes of activity clearly, so that student know what is going on.
- Successful teacher know
 - 1- How to start classes.
 - 2- How to end them

Q4: What's the best seating arrangement for a class?

Circle - horseshoe - orderly rows – separate tables

Q5: What different student groupings can teachers use?

- 1- Whole class.
- 2- Groupwork.
- 3- Pairwork
- 4- Solowork

Note: The teacher's role and supervision of groups cannot be minimized, as correct input is required for successful learning.

Q6: How can teachers evaluate the success or failure of their lessons?

- Although teachers need to try out many new techniques, they need to evaluate them through feedback from their students. They need to know whether students found these techniques enjoyable /or useful.
- Invite a colleague into the classroom and ask him or her to observe what happens and make suggestion afterwards.
- Good teacher have to assess their students' progress, and keep a record of their achievement.

Chapter (4)

How to Describe Learning and Teaching

Q1: What do we know about language Learning?

Children and adult who successfully acquire language outside the classroom seem to share certain similarities in their learning experiences.

- 1- They exposed to language which they more or less understand.
- 2- They are motivated to learn the language in order to be able to communicate.
- 3- They have opportunities to use the language they are learning.

Q2: What elements are necessary for successful language in real world?

Like language learners outside schools, classroom students need to be:

- 1- Motivated.
- 2- Exposed to language.
- 3- Given the chance to use it.

Hence, three elements must be present in all – or almost all-lessons: ESA

Q3: What is the meaning of ESA?

- 1- **Engage:** this is the point in a teaching sequence where teachers try to arouse the students' interest.
- 2- **Study:** refer to activities where student are asked to focus on language and how it constructed.
- 3- **Activate:** this element describes exercise and activities designed to get students to use language as freely and as communicatively as they can.

Q4: How do the three elements of ESA fit together in lesson sequences?

1- ESA straight arrow sequence:

Such a sequence may work at lower levels for straightforward language, but may not appropriate for more advanced learners with more complex language.

2- ESA (A) Boomerang sequence :

Such a procedure is more appropriate for intermediate and advanced level students since they have plenty of language available to them at the Activate stage.

3- Patchwork Lesson

Many lessons are mixture of a variety of short episodes building up to a whole-e **EAASASEA**.

Q5: What teaching methods have influenced current teaching practice?

1- Grammar – Translation:

- Teaches about language, but does not help those who want to learn the language itself.

2- Audio-Lingualism:

- Relies heavily on behaviorist theories that claim that learning is the result of habit formation through conditioning i.e. - through the use of repetition drills.

3- Presentation, Practice & Production (PPP):

- Like ESA, it's only appropriate for teaching simple language at lower level.

4- Task-Based Learning: (TBL)

- The emphasis is placed on the task rather than the language – e.g. asking for information about train and bus schedules.

5- Communicative Language Teaching: (CLT)

- Languages is not just grammar, but involves various functions – e.g. agreement, disagreement, suggestions, etc. if students get enough exposure to language and opportunities using it and are motivated, then language learning will take place. The focus is on Activation. Whereas Study is downplayed somewhat.

Chapter (6) How Teach Language

Q1: What does language study?

To master a "new language" students must:

- 1- Be exposed to it.
- 2- Understand its meaning.
- 3- Understand its form (i.e. how it is constructed)
- 4- Practice it.

Q2: How should we expose students to language?

- Students must be given the chance to "see or hear the language" before they are asked to produce it themselves.
 - Students can be exposed to language by teacher using audio or video recording
- Note:** Teachers can also use computer programs that utilize multimedia in teaching English

Q3 How can teachers help students to understand meaning?

Teacher can:

- 1- Show Object, Photos, or Drawing
- 2- Use mime, gesture, and expression.
- 3- Ask questions to check whether students have understood the concepts.
- 4- Utilize time lines to teach verb tenses.
- 5- Use synonyms and antonyms
- 6- Get advanced students to write dictionary definitions.

Q4 How can teachers help students to understand language form?

Teacher can:

- 1- Help students to understand word and sentence construction by isolating and uttering the "bits".
- 2- Demonstrate stress and intonation via exaggerated verbal delivery and the use of gestures.
- 3- Show how forms are constructed by hands and fingers.
- 4- Elucidate constructions by using tables.
- 5- Prompt students to understand important

Q5 How should students practice language?

- 1- Having them use choral or solo repetition.
- 2- Giving them prompt words, so that they can create new sentences.
- 3- Getting them to practice Q & A techniques in pairs.
- 4- Asking them to create and write their own sentences.

Q6 Why do students make mistakes?

Although making mistakes and errors is part of the learning process in general, foreign language students make mistakes for two main reasons:

- 1- Interference from their native language.
- 2- Developmental errors caused by their natural language development.

Q7 How should teacher correct students?

Teacher should correct students' mistakes very carefully and very sensitively.

Q8 Where do language study activities fit in teaching sequences?

Harmer's ESA elements can come in different orders and sequences – e.g. **ESA**, **EAASSA**, **EAAEASA**, or **EASA** – depending on what is being taught, and the level of the students being taught.

Chapter (7) How to Teach Reading

Q1: Why teach reading?

There are many reasons why getting students to read English text is an important part of the teachers job.

Many of them want to be able to read text in English for:

- 1- Their careers
- 2- Study purposes
- 3- Pleasure
 - Reading provides good models for English writing
 - Reading provides opportunities for language study, vocabulary, grammar, punctuation.
 - Reading provides for practice in the skill of reading

Q2: What kind (material) of reading should students do?

- That will depend on who the students are. If they are all business People, the teacher may well want to concentrate on business text. If they are science students, reading scientific text may be apriority.
- A balance has to be struck between real English on the one hand and the students capabilities and interests on the other.

Q3: What reading skills should students acquire?

They need to be able to:

- To scan the text for particular bits of information
- To skim a text to get a general idea of what it is about
- Reading for detailed comprehension

Q4: What are the main principles behind the teaching of reading?

- Principle # 1 : reading is not a passive skill
- Principle # 2 : students need to be engaged with what they are reading
- Principle # 3: students should be encouraged to respond to the content of a reading text , not just to the language .
- Principle #4: predication is a major factor in reading .When we read text in our own language we frequently have a good idea of the content before we actually read.
- Principle# 5: match the task to the topic.
- Principle # 6: good teachers exploit (use) reading texts to full. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

Chapter (8) How to Teach Writing

Q1: Why teach writing?

The reasons to teach writing to students of English as a foreign language include:

- Reinforcement.
- Language development
- Learning style
- Writing as a skill.

Q2: What kind of writing should students do?

That is depending on their age, interests and level.

Q3: What do writing sequences look like?

1. Postcards (elementary)
2. Altering dictions (intermediate)
3. Newspaper headlines articles (intermediate)
4. Report writing (advanced)

Q4: How should teachers correct writing?

One way of avoiding the over-correction problem is for teachers to tell their students that **for** a particular piece of work they are only going to correct mistakes of punctuation, spelling, or grammar. This has two advantages:

1. It makes students concentrate on that particular aspect.
2. It cuts down on the correction.

Another way or technique is to agree on a list of written symbols (S=spelling, WO=word order).

Teacher can write a comment at the end of a piece of written work e.g. "well done" or "this is a good story", but you must look again at your use of past tenses.

Q5: What can be done about handwriting?

Teachers are not in a position to ask students to change their handwriting style, but they can insist on neatness and legibility.

Chapter (9) How to Teach Speaking

Q1: What kind of speaking should student do?

Speaking activities perform an Activate rather than a Study function

Q2: Why encourage students to do speaking task?

There three basic reasons:

1. **Rehearsal** : getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom
2. **Feedback**: speaking tasks where students are trying to use all and any language they know, provides feedback for both teacher and students.
3. **Engagement**: good speaking activities can and should be highly motivating.

Q3: What do speaking activities look like?

There are four types of speaking activities:

- **Information gaps**: (elementary/intermediate). Where two speakers have different part of information making up whole. Because they have different information, there is a gap between them. Describe and draw has many of the elements of an idea speaking activity.
- **Surveys**: (elementary). One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys.
- **Discussion** (intermediate/upper intermediate).
- **Role-play** (upper intermediate/advanced). Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly.

Q4: How should teachers correct speaking?

Teacher should correct in speaking activities, not interrupting while they are going on, but giving feedback later.

Q5: What else should teachers do during speaking activities?

There May be times when teachers need to help an activity along through prompting provided it is done sensitively.

Chapter (10)
How to Teach Listening

Q1: Why teach listening?

There are many reasons for getting students to listen to spoken English, some of them are:

- To expose students to different varieties of English,
- And different kinds of listening.

Q2: What kind of listening should students do?

Level and interests of the students will determine the kind of listening that teachers use, it should be realistic and may not absolutely 'authentic'

Q3: What is special about listening?

Examined the reasons why listening is different, in particular the fact that speech goes at the speaker's, not the listener's speed.

Q4: What are the principles behind the teaching of listening?

1. The tape recorder is just as important as the tape.
2. Preparation is vital.
3. Once will not be enough.
4. Students should be encouraged to respond to the content of a listening, not just to the language.
5. Different listening stages demand different listening tasks.
6. Good teachers exploit listening texts to the full

Q5: Where does video fit in?

There are some special techniques for videos such as the following:

- Playing the tape without sound
- Playing the tape but covering the picture
- Freezing the picture (not moving)
- Dividing the class in half

Chapter (12)

How to plan lessons

Q1: Why plan at all?

- It helps to focus out minds
- It helps to hame something to refer to in the middle of the class,
- It shows students that we are professional and that we care.

Q2: What are the aims of lesson plan?

Coherence and variety.

Q3: What should be in lesson plan?

It should tell us who is going to learn or be taught what they are going to learn or be taught, how they are going to do it and what with.

Q4: What question do we need to ask?

Asked a number of important questions which teachers need to consider before they start to plan an activity:

- Why do you want to do it?
- What will it achieve?
- How long will it take?
- What might go wrong?
- What will you need to do it?
- How will it fit in with what comes before and after it?

Q5: What Form Should Plan Take?

- Description of the class
- The aim
- Timing
- Anticipated problem
- Teach aids
- Procedure.