

Zahra Rahanjam chapter 2

Observations	Principles	Comments
1/The class is reading an excerpt from Mark Twain's Life on the Mississippi.	A fundamental purpose of learning a language is to be able to read literature written in it. Literary language is superior to spoken language. Students' study of the target culture is limited to its literature and fine arts.	One of the best ways to learn is to read texts in the target language. It also helps students learn a wide range of words, grammar and sentence structure.
2/Students translate the passage from English into Spanish.	An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.	One of the things that indicates the learning or high ability of students in learning is their ability to translate texts from the native language to the target language and vice versa.
3/The teacher asks students in their native language if they have any questions. A student asks one and is answered in her native language.	The ability to communicate in the target language is not a goal of language instruction.	The main purpose of language is to solve students' problems in their mother tongue, not just to make them speak in their target language.
4/Students write out the answers to reading comprehension questions.	The primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation.	The main focus of the grammar translation method is on students' skills in reading and writing in the target language. And less attention is paid to speaking, listening and pronunciation.
5/The teacher decides whether an answer is correct or not. If the answer is incorrect, the teacher selects a different student to supply the correct	The teacher is the authority in the classroom. It is very important that students get the correct answer.	There are different ways to correctcton in the classroom. Either the student corrects it, or it is done by another student. Or the teacher himself corrects the mistake.

answer or the teacher herself gives the right answer		
6/Students translate new words from English into Spanish.	It is possible to find native language equivalents for all target language words.	There is an equivalent for each word in the native language, which is revealed by translating it.
7/Students learn that English ‘-ty’ corresponds to -dad and -tad in Spanish.	Learning is facilitated through attention to similarities between the target language and the native language.	There are similarities between the native tongue and the target language, according to which the meaning and concept of the sentences can be understood.
8/Students are given a grammar rule for the use of a direct object with two-word verbs.	It is important for students to learn about the grammar or form of the target language.	Structure, grammar, and wording are very important in the grammar translation method, and if they are not properly understood, a translation error may occur.
9/Students apply a rule to examples they are given.	Deductive application of an explicit grammar rule is a useful pedagogical technique.	Knowing the grammar and structure of sentences will help a lot to understand it easily.
10/Students memorize vocabulary.	Language learning provides good mental exercise	In the grammar translation method, more students memorize the meanings of words, which will strengthen their memory.
11/The teacher asks students to state the grammar rule.	Students should be conscious of the grammatical rules of the target language.	Students must be fully aware of the grammatical structure of the target language in order to be able to translate texts correctly.
12/Students memorize present tense, past tense, and past participle forms of one set of irregular verbs.	Wherever possible, verb conjugations and other grammatical paradigms should be committed to memory.	Nouns, verbs, adverbs, and all sentence elements must be learned by students for complete sentence and translation.

chapter 3

observations	Principles	Comments
1/The students read aloud a	Reading in the target language	It helps to improve reading

<p>passage about the geography of the United States of America.</p>	<p>should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts (e.g. in this lesson we observed the students studying geography and cultural attitudes).</p>	<p>skills, improve pronunciation, and not just texts about daily life, but also to geographical and cultural texts.</p>
<p>2/The teacher points to a part of the map after each sentence is read.</p>	<p>Objects (e.g. realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning.</p>	<p>Use visual aids to better understand the meaning.</p>
<p>3/The teacher uses the target language to ask the students if they have a question. The students use the target language to ask their questions.</p>	<p>The native language should not be used in the classroom.</p>	<p>In the direct method, students' native language is not used in the classroom, and students and teachers speak only in the target language.</p>
<p>4/The teacher answers the students' questions by drawing on the whiteboard or giving examples.</p>	<p>The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language form and meaning.</p>	<p>The teacher tries to show the concepts to the students through drawing or picture.</p>
<p>5/The teacher asks questions about the map in the target language, to which the students reply in a complete</p>	<p>Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if</p>	<p>The teacher tries to force students to use words and concepts in their own place, and encourages them to think about the right word to substitute.</p>

sentence in the target language.	students use it in full sentences, rather than memorizing word lists.	
6/Students ask questions about the map.	The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them).	The purpose of the direct method is to establish an oral communication between the teacher and the student, and the teacher tries to engage the students in speaking.
7/The teacher works with the students on the pronunciation of 'Appalachian.'	Pronunciation should be worked on right from the beginning of language instruction.	One of the most important tools in communicating and speaking the target language is knowing the pronunciation of words.
8/The teacher corrects a grammar error by asking the students to make a choice.	Self-correction facilitates language learning.	Give students the opportunity to correct their mistake by giving them another chance to express another answer.
9/The teacher asks questions about the students; students ask each other questions.	Lessons should contain some conversational activity—some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible.	Students need to be able to talk or ask questions of each other. These conversations can be about students' daily activities.
10/The students fill in blanks with prepositions practiced in the lesson.	Grammar should be taught inductively. There may never be an explicit grammar rule given.	In the direct method, grammar rules will never teach directly, and they are always explained with many examples.
11/The teacher dictates a paragraph about United States geography.	Writing is an important skill, to be developed from the beginning of language instruction.	Writing is one of the most important tools in the direct method because it helps to learn the structure of language faster.
12/All of the lessons of the week involve United States geography.	The syllabus is based on situations or topics, not usually on linguistic structures.	The teacher does not limit the teaching to the linguistic structure only and tries to acquaint the students with the structure of the phrases in certain situations.
13/A proverb is used to discuss	Learning another language also	it is better to use proverb that can

how Americans view punctuality.	involves learning how speakers of that language live.	be used in everyday conversation. For example: when we want to say it's not gonna be happen, instead of using a common phrase, we can say when pigs fly.
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chapter 4

Observations	Principles	Comments
1/The teacher introduces a new dialogue.	Language forms do not occur by themselves; they occur most naturally within a context.	When students are exposed to talk, a conversation will automatically form.
2/The language teacher uses only the target language in the classroom. Actions, pictures, or realia are used to give meaning otherwise.	The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.	The native language is less used in the classroom and all examples and explanations of the teacher are in the target language.
3/The language teacher introduces the dialogue by modeling it two times; she introduces the drills by modeling the correct answers; at other times, she corrects mispronunciation by modeling the proper sounds in the target language.	One of the language teacher's major roles is that of a model of the target language. Teachers should provide students with an accurate model. By listening to how it is supposed to sound, students should be able to mimic the model.	The teacher reads a line of conversation and the students try to mimic it so that their answers are closer to the teacher's intonation.
4/The students repeat each line of the new dialogue several times.	Language learning is a process of habit formation. The more often something is repeated, the stronger the habit	Repeating a conversation several times helps a lot in learning it. The more repetition, the faster and better in the learning.

	and the greater the learning	
5/The students stumble over one of the lines of the dialogue. The teacher uses a backward build-up drill with this line.	It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should immediately be corrected by the teacher.	Whenever students have difficulty pronouncing a phrase, the mistake must be corrected by the teacher so that they do not continue to mispronounce it.
6/The teacher initiates a chain drill in which each student greets another.	The purpose of language learning is to learn how to use the language to communicate.	In order to communicate and talk, it is necessary for this conversation to start with a simple greeting and move on, and new discussions will arise in that conversation.
7/The teacher uses single-slot and multiple-slot substitution drills.	Particular parts of speech occupy particular 'slots' in sentences. In order to create new sentences, students must learn which part of speech occupies which slot.	Giving students signs to place a new word to change the meaning of a sentence is done by the teacher.
8/The teacher says, 'Very good,' when the students answer correctly.	Positive reinforcement helps the students to develop correct habits.	Encouragement by the teacher is one of the most powerful tools to increase students' motivation to speak in class.
9/The teacher uses spoken cues and picture cues.	Students should learn to respond to both verbal and nonverbal stimuli.	The teacher tries to understand the concepts through visual aids. And the student must answer the questions asked according to them.
10/The teacher conducts transformation and question-and-answer drills.	Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns	There are many learning patterns. Questions and answers are the best ways to learn in the classroom. Chain drills or transformation drills.
11/When the students can handle it, the teacher poses the questions to them	Students should 'overlearn,' i.e. learn to answer automatically without stopping to	The teacher asks his questions. Students are not allowed to think and are asked to answer questions quickly.

rapidly.	think.	
12/The teacher provides the students with cues; she calls on individuals; she smiles encouragement; she holds up pictures one after another.	The teacher should be like an orchestra leader—conducting, guiding, and controlling the students’ behavior in the target language.	The teacher, like a leader, guides the class and students and their behaviors to reach the target language.
13/New vocabulary is introduced through lines of the dialogue; vocabulary is limited.	The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterward.	Paying attention to structure helps you learn new words.
14/Students are given no grammar rules; grammatical points are taught through examples and drills.	The learning of another language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples.	Like learning native language , the target language must be taught by example and dialogue, regardless of the grammatical rules of the language.
15/The teacher does a contrastive analysis of the target language and the students’ native language in order to locate the places where she anticipates her students will have trouble.	The major challenge of language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in which areas her students will probably experience difficulty.	Students' habit of speaking in their native language must be eliminated, and this is done by the teacher.
16/The teacher writes the dialogue on the blackboard toward the end of the	Speech is more basic to language than the written form. The ‘natural order’	The teacher should pay attention to learning all language skills, including speaking, listening,

week. The students do some limited written work with the dialogue and the sentence drills.	(the order children follow when learning their native language) of skill acquisition is: listening, speaking, reading, and writing.	reading and writing, and teach it as students' native language.
17/The supermarket alphabet game and a discussion of American supermarkets and football are included.	Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.	Language and culture are closely related and they approach the target language through a game that aims to express students' opinions.

chapter 6

Observation	Principles	Comments
1/The classroom is bright and colorful.	Learning is facilitated in a cheerful environment.	The atmosphere of the classroom is very important and effective for learning. The more attractive the space for the students, the better the learning happens.
2/Among the posters hanging around the room are several containing grammatical information.	A student can learn from what is present in the environment, even if his attention is not directed to it (peripheral learning).	Learning some points happens indirectly and by exposing them.
3/The teacher speaks confidently.	If the students trust and respect the teacher's authority, they will accept and retain information better.	The teacher is the only class leader. Students should trust him and ask him any questions.
4/The teacher gives the students the impression that learning the target	The teacher should recognize that learners bring certain psychological	Teaching may seem difficult in some situations. The teacher has the task of making the environment better for learning

language will be easy and enjoyable.	barriers with them to the learning situation. She should attempt to 'desuggest' these.	and making learning smoother and easier.
5/The students choose new names and identities.	Assuming a new identity enhances students' feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person.	By choosing a new name and new identity, the student will find information about it so that he can explain it to the teacher and other students. This will increase the student's self-confidence and strengthen their fluency in speaking.
6/The students introduce themselves to the teacher.	The dialogue that the students learn contains language they can use immediately.	Students should introduce themselves to their new identity and provide information about it to the teacher and other students.
7/They play rhythmic instruments as they sing a song.	Songs are useful for 'freeing the speech muscles' and evoking positive emotions.	Reading poetry in class eliminates students' fear of speaking and prepares them for the main conversations.
8/The teacher distributes a lengthy handout to the class. The title of the dialogue is 'To want to is to be able to.'	The teacher should integrate indirect positive suggestions ('there is no limit to what you can do') into the learning situation.	Sometimes there is no need to encourage the teacher verbally, the teacher can use motivational sentences in the texts selected for the class that will inadvertently affect the student's mind.
9/The teacher briefly mentions a few points about English grammar and vocabulary. These are in bold print in the dialogue.	The teacher should present and explain the grammar and vocabulary, but not dwell on them. The bold print allows the students' focus to shift from the whole text to the details before they return to the whole text again. The dynamic interplay between the whole and the parts is important.	When reading a text, the teacher makes little reference to the grammar rules and skips over them quickly. This allows students to pay attention to the details of the text before moving on to the next text, and then move on to the next text.
10/There are reproductions of classical	Fine art provides positive suggestions for	Inspiring students to learn from their environment is emphasized

paintings throughout the text.	students.	in this method.
11/In the left column is the dialogue in the target language. In the right column is the native language translation.	One way that meaning is made clear is through native language translation.	The teacher tries to use more of the students' native language to solve problems or explain some things.
12/The teacher reads the dialogue with a musical accompaniment. She matches her voice to the rhythm and intonation of the music.	Communication takes place on 'two planes': on one the linguistic message is encoded; and on the other are factors which influence the linguistic message. On the conscious plane, the learner attends to the language; on the subconscious plane, the music suggests that learning is easy and pleasant. When there is a unity between conscious and subconscious, learning is enhanced.	In this method, there are two models of learning, conscious and unconscious. In the conscious method, the student is explicitly taught. But in the unconscious method, it is induced to him through various tools such as music.
13/The teacher reads the script a second time as the students listen. This is done to different music.	A calm state, such as the state one experiences when listening to a concert, is ideal for overcoming psychological barriers and for taking advantage of learning potential.	The teacher reads the text to the melody for the first time, but for the second time, it reads aloud and a little faster than the first. This makes the student psychologically ready to understand the text.
14/For homework, the students are to read the dialogue at night and in the morning.	At these times, the distinction between the conscious and the subconscious is most blurred and, therefore, learning can occur.	If the text is read once before going to bed, and once after waking up, it is better memorized in the subconscious
15/The teacher gives the students	Dramatization is a particularly	Giving roles to students and

hats to wear for the different characters in the dialogue. The students take turns reading portions of the dialogue.	valuable way of playfully activating the material. Fantasy reduces barriers to learning.	performing them for other students and teachers is one of the most effective ways to learn a language.
16/The teacher tells the students that they are auditioning for a play.	The fine arts (music, art, and drama) enable suggestions to reach the subconscious. The arts should, therefore, be integrated as much as possible into the teaching process.	The most effective way to learn a language is to learn it through music and art, subconsciously.
17/The teacher leads the class in various activities involving the dialogue, for example, question-and-answer, repetition, and translation.	The teacher should help the students 'activate' the material to which they have been exposed. The means of doing this should be varied so as to avoid repetition as much as possible. Novelty aids acquisition.	The teacher's only goal is the active interaction of students in the classroom
18/She teaches the students a children's song.	Music and movement reinforce the linguistic material. It is desirable that students achieve a state of infantilization so that they will be more open to learning. If they trust the teacher, they will reach this state more easily.	It is good for students to learn the language with basic examples or songs.
19/The teacher and students play a question-and-answer game.	In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun.	Learning a language through play will be very interesting and useful for students, and they do not pay much attention to the grammatical structure and just try to communicate and start a conversation.
20/The student makes an error by saying,	Errors are corrected gently, not in a	The teacher tries to correct the mistakes by retelling them in a

'How you do?' The teacher corrects the error in a soft voice.	direct, confrontational manner.	calm tone.
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chapter 7

Observation	Principle	Comments
1/The teacher greets the students, introduces himself, and has the students introduce themselves.	Building a relationship with and among students is very important.	To start the conversation and relieve the students' stress, the teacher starts by introducing himself. After him, it is the students' turn to introduce themselves before starting the lesson.
2/The teacher tells the students what they are going to do that evening. He explains the procedure for the first activity and sets a time limit.	Any new learning experience can be threatening. When students have an idea of what will happen in each activity, they often feel more secure. People learn nondefensively when they feel secure.	It is very important to give an introduction to the teacher's program for teaching that lesson and it makes students mentally ready for the lesson.
3/Students have a conversation.	Language is for communication.	In this method, the teacher focuses on communicating between students.
4/The teacher stands behind the students.	The superior knowledge and power of the teacher can be threatening. If the teacher does not remain in the front of the classroom, the threat is reduced and the students' learning is facilitated. Also this fosters interaction among students, rather than only from student to teacher.	The teacher plays the role of supporter in the classroom, so that the space for students to learn is easy.
5/The teacher translates what the students	The teacher should be sensitive to	The teacher acts as a counselor and companion and tries to

want to say in chunks.	students' level of confidence and give them just what they need to be successful.	control the students' stress while participating in the conversation.
6/The teacher tells them that they have only a few minutes remaining for the conversation.	Students feel more secure when they know the limits of an activity.	There is a time limit for each activity, and students should plan their conversation accordingly.
7/Students are invited to talk about how they felt during the conversation.	Teacher and students are whole persons. Sharing their feelings about their learning experience allows learners to get to know one another and to build community.	The teacher asks the students to talk about their feelings and experiences during the class.
8/The teacher accepts what each student says.	Guided by the knowledge that each learner is unique, the teacher creates an accepting atmosphere. Learners feel free to lower their defenses, and the learning experience becomes less threatening.	Each student is different, and their feelings are different.
9/The teacher understands what the students say.	The teacher 'counsels' the students. He does not offer advice, but rather shows them that he is really listening to them and understands what they are saying. By understanding how students feel, the teacher can help students gain insights into their own learning process as well as transform their negative feelings, which	The teacher guides them without warning them, allowing the students to feel safe in the classroom and to be able to communicate easily.

	might otherwise block their learning.	
10/The students listen to the tape and give the Indonesian translation.	The students' native language is used to make the meaning clear and to build a bridge from the known to the unknown. Students feel more secure when they understand everything.	Students' native language is a bridge from the unknown to the known, and creates a sense of security for students because they can easily ask their own questions and speak.
11/The teacher asks the students to form a semicircle in front of the whiteboard so they can see easily.	The teacher should take the responsibility for structuring activities clearly in the most appropriate way possible for successful completion of an activity.	The teacher has the role of organizing the class and properly monitoring the progress of the class.
12/The teacher reassures the students that they will have time later on to copy the sentences.	Learning at the beginning stages is facilitated if students attend to one task at a time.	Every task that the teacher gives to the students also gives the students time to complete it and they have to prepare their homework on time and deliver it to the teacher.
13/The teacher asks the students to give the Indonesian equivalents as he points to different phrases in the transcript. He points to the first phrase and pauses; if no one volunteers the meaning, he writes it himself.	The teacher encourages student initiative and independence, but does not let students flounder in uncomfortable silences.	The teacher gives the student the first opportunity. But if the classroom is silent, he will start working and continue the lesson.
14/The teacher reads the transcript three times. The students relax and listen.	Students need quiet reflection time in order to learn.	To learn effectively, students need to be given the opportunity to repeat and practice, and to be told and repeated slowly.
15/In the Human Computer™ activity, the students choose which phrase they want to practice pronouncing; the	Students learn best when they have a choice in what they practice. Students develop an inner wisdom about where they need to work. If students	The student is allowed to choose the part he wants to read, for a greater sense of security and a greater sense of responsibility in them.

teacher, following the student's lead, repeats the phrase until the learner is satisfied and stops.	feel in control, they can take more responsibility for their own learning.	
16/The students learn to listen carefully to see if what they say matches what the teacher is saying.	Students need to learn to discriminate, for example, in perceiving the similarities and differences among the target language forms.	Students must understand the differences between the structures of the target language.
17/Students work together in groups of three.	In groups, students can begin to feel a sense of community and can learn from each other as well as the teacher. Cooperation, not competition, is encouraged.	Students will interact with each other in groups of three, realizing that there is no competition between them.
18/The teacher corrects by repeating correctly the sentence the students have created.	The teacher should work in a nonthreatening way with what the learner has produced.	The teacher should express the mistakes of the students, not directly, but indirectly and in his speech so that the students understand its correct pronunciation.
19/The students read their sentences to the other members of the class.	Developing a community among the class members builds trust and can help to reduce the threat of the new learning situation.	Students interact with each other and read their texts together, reducing stress and increasing a sense of security in the classroom.
20/The teacher plays the tape two more times while the students listen.	Learning tends not to take place when the material is too new or, conversely, too familiar. Retention will best take place somewhere in between novelty and familiarity.	Learning does not come about by just saying it once, and it takes a lot of repetition to stay in mind.
21/The students are once again invited to	In addition to reflecting on the language,	Students interact with each other in the classroom, leads to

talk about the experience they have had that evening.	students reflect on what they have experienced. In this way, they have an opportunity to learn about the language, their own learning, and how to learn from one another in community.	learning a lot from each other.
22/Other activities with the transcript of the first conversation occur. Then the learners have a new conversation.	In the beginning stages, the 'syllabus' is generated primarily by the students. Students are more willing to learn when they have created the material themselves .	As students interact with each other more, they become more involved in learning.

chapter 8

Observations	Principles	Comments
1/The teacher gives a command in the target language and performs the action with the students.	Meaning in the target language can often be conveyed through actions. Memory is activated through learner response. Beginning language instruction should address the right hemisphere of the brain, the part which controls nonverbal behavior. The target language should be presented in chunks, not just word by word.	Like learning the mother tongue, students learn by listening to and seeing their parents' actions and repeating them.
2/The students say nothing.	The students' understanding of the target language should be developed before speaking.	Instead of using specific phrases and expressions, the teacher is more concerned with the action and tries to understand the concepts in a practical way.

3/The teacher gives the commands quite quickly.	Students can initially learn one part of the language rapidly by moving their bodies.	To start, it is better to use simple and widely used concepts such as: raise your hand. Upon hearing this phrase, the student realizes that he must use his body parts to do so.
4/The teacher sits down and issues commands to the volunteers.	The imperative is a powerful linguistic device through which the teacher can direct student behavior.	The teacher teaches the student what he / she wants the student to do by doing it himself / herself. Then, the student is asked to repeat this exactly.
5/The teacher directs students other than the volunteers.	Students can learn through observing actions as well as by performing the actions themselves.	When students first see what the teacher has asked for by the teacher or other students, they are more likely to understand the meaning of the phrase and follow the instructions given.
6/The teacher introduces new commands after she is satisfied that the first six have been mastered.	It is very important that students feel successful. Feelings of success and low anxiety facilitate learning.	Having students feel that they have learned the said phrases and then move on to new phrases increases the motivation to learn.
7/The teacher changes the order of the commands.	Students should not be made to memorize fixed routines.	Repeating a single command will help students memorize it, but using new commands will make them learn newer phrases and challenge the minds of learners to learn.
8/When the students make an error, the teacher repeats the command while acting it out.	Correction should be carried out in an unobtrusive manner.	If the student made a mistake in understanding or executing a command, it is best to learn and repeat it while doing it again. And correcting the mistake should not discourage the student. And give a small warning and give the student the opportunity to

		correct and compensate.
9/The teacher gives the students commands they have not heard before.	Students must develop flexibility in understanding novel combinations of target language chunks. They need to understand more than the exact sentences used in training. Novelty is also motivating.	This trick challenges the student's mind to guess the new command and be able to execute it.
10/The teacher says, 'Jump to the desk.' Everyone laughs.	Language learning is more effective when it is fun.	When the teacher uses laughter and funny orders along with teaching, in addition to the atmosphere coming out of the monotony, it increases the students' spirit to continue.
11/The teacher writes the new commands on the board.	Spoken language should be emphasized over written language.	After practicing all the commands, it is time to learn the written form of what they have learned so far. And all the taught phrases come on the board so that students can get familiar with the written form of the phrases and learn them.
12/A few weeks later, a student who has not spoken before gives commands.	Students will begin to speak when they are ready.	It is not obligatory for students to speak, and they only start talking when they are ready to speak.
13/A student says, 'Shake *hand with your neighbor.'	Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have	Mistakes in learning are natural, and the teacher can correct the mistakes with patience and explanation, and know that over time, students' skill levels will improve.

	become somewhat proficient.	
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chapter 9

Observations	Principles	Comments
1/The teacher distributes a handout that has a copy of a sports column from a recent newspaper.	Whenever possible, authentic language—language as it is used in a real context—should be introduced.	First, the target language needs to be introduced to the students so that they become familiar with it.
2/The teacher tells the students to underline the reporter's predictions and to say which ones they think the reporter feels most certain of and which he feels least certain of.	Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.	Students at this stage have to guess what will happen. And the goal is to familiarize students with the different structures of the target language.
3/The teacher gives the students the directions for the activity in the target language.	The target language is a vehicle for classroom communication, not just the object of study.	The goal is to speak the target language and establish interaction between students and the teacher.
4/The students try to state the reporter's predictions in different words.	One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.	Using different structures, students need to understand which structure to use to express the concept.
5/The students unscramble the sentences of the newspaper article.	Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about	Students should be aware that combining two separate words gives rise to different meanings. And to build a new structure, they have to combine words.

	cohesion and coherence, those properties of language which bind the sentences together.	
6/The students play a language game.	Games are important because they have certain features in common with real communicative events—there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive.	Play is very important in education because real life examples can be included in the game.
7/The students are asked how they feel about the reporter's predictions.	Students should be given an opportunity to express their ideas and opinions.	Students can express their opinions and predictions about an event without any restrictions.
8/A student makes an error. The teacher and other students ignore it.	Errors are tolerated and seen as a natural outcome of the development of communication skills. Since this activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point.	Structural errors during fluency-based exercises; It is known as a natural thing. Because students can have limited language skills but still be able to communicate in the target language. The teacher records these errors and reminds and corrects them in accuracy-based exercises.
9/The teacher gives each group of students a strip story and a task to perform.	One of the teacher's major responsibilities is to establish situations likely to promote communication.	It is the teacher's job to place students in an environment that forces them to interact.

10/The students work with a partner or partners to predict what the next picture in the strip story will look like.	Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning.	The teacher gives the student a task in which he tells a small part of a story to the student and asks him to predict the rest of the story. In this task, students consult and interact with each other to predict.
11/The students do a role-play. They are to imagine that they are all employees of the same company.	The social context of the communicative event is essential in giving meaning to the utterances	Imagination of having a responsibility in the real world and thinking about the terms used in that responsibility.
12/The teacher reminds the students that one of them is playing the role of the boss and that they should remember this when speaking to her.	Learning to use language forms appropriately is an important part of communicative competence.	Learning a language for specific situations and goals.
13/The teacher moves from group to group offering advice and answering questions.	The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.	The teacher acts as a guide and advisor to the students and tries to make learning easier.
14/The students suggest alternative forms they would use to state a prediction to a colleague.	In communicating, a speaker has a choice not only about what to say, but also how to say it.	The right to choose phrases to use in class interaction
15/After the role-play is finished, the students elicit relevant vocabulary.	The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.	Students only learn the phrases, words, and structures they encounter in the text.
16/For their homework, the students are to find out about political candidates and to make a prediction about	Students should be given opportunities to work on language as it is used in authentic communication. They may be	Students are looking for the best way to interact with their classmates and are looking to improve their

which one will be successful in the forthcoming election.	coached on strategies for how to improve their comprehension.	
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chapter 10

Observation	Principles	Comments
1/The class is studying geography through the target language.	Both the content and the language are targets for learning.	The teacher tries to make the most of the students' interaction in the target language.
2/The teacher asks the students what they know about a globe.	Teaching should build on students' previous experience.	The teacher wants the students to speak according to what they already know and to share their experiences with each other.
3/The teacher supplies the missing language when the students have trouble in explaining a concept in the target language.	The teacher scaffolds the linguistic content, i.e. helps learners say what it is they want to say by building a complete utterance together with the students.	The teacher, like a guide, helps students find and structure the structure they want to express.
4/The students call out their answers enthusiastically as the teacher writes them on the blackboard.	When learners perceive the relevance of their language use, they are motivated to learn. They know that it is a means to an end, rather than an end in itself.	When students succeed in communicating, their motivation to learn more doubles.
5/The teacher reads the new vocabulary and then the students watch a video entitled 'Understanding Globes.'	Language is learned most effectively when it is used as a medium to convey content of interest to the students.	The whole effort of the teacher is to teach the language in a way that is interesting for the students so that they do not get bored.
6/The students fill in the vocabulary words in the blanks in the modified cloze passage as they watch the video.	Vocabulary is easier to acquire when there are contextual clues to help convey meaning. It is important to integrate all	Here, all students' skills are challenged. They must listen carefully and fill in the blanks in the text with the appropriate word.

	the skills, as well as vocabulary and grammar in an authentic context.	
7/The teacher provides a number of examples using the present passive with latitude and longitude coordinates.	When they work with authentic subject matter, students need language support. For instance, the teacher may provide a number of examples, build in some redundancy, use comprehension checks, etc.	The exercises that the students are supposed to do must have a real meaning.
8/The students are given the latitude and longitude coordinates, and they have to come to the front of the classroom to find the city on the globe.	Learners work with meaningful, cognitively demanding language and content within the context of authentic material and tasks.	Exercises, if done with real practice, are effective in better and more understanding of students and they can easily record them in their minds.
9/The teacher uses a dictogloss. She discusses its organization.	It is important for students to learn the discourse organization of academic texts.	Knowing the structures of the text academically is very important and the teacher tries to make the students more familiar with these texts.
10/For homework, the students are given a graphic organizer, which they are to label based on a descriptive reading they have been given.	Graphic organizers help students develop the skills that they need to learn academic content.	Graphs, tables, and figures are very effective in better understanding students.

chapter 11

Observations	Principles	comments
1/The teacher tells the class that they are going to complete a timetable.	The class activities have a perceived purpose and a clear outcome.	The teacher explains the homework to the students, and they know what they are going to do in class.
2/The teacher begins by having the class	A pre-task, in which students work	This method is based on the tasks that the teacher assigns to

<p>help him to fill out a class schedule.</p> <p>This is done through whole class interaction in the form of teacher question and student response.</p>	<p>through a task that they will later do individually, is a helpful way to have students see the logic involved in what they are being asked to do. It will also allow the language necessary to complete the task to come into play.</p>	<p>the student. Each task will be performed.</p>
<p>3/The teacher first has the students label the time periods and then the days.</p>	<p>The teacher breaks down into smaller steps the logical thinking process necessary to complete the task. The demand on thinking made by the activity should be just above the level which learners can meet without help.</p>	<p>Each student accepts tasks according to their level.</p>
<p>4/The teacher asks the students if a particular answer is right.</p>	<p>The teacher needs to seek ways of knowing how involved the students are in the process, so he can make adjustments in light of the learners' perceptions of relevance and their readiness to learn. Such teacher–class negotiation ensures that as many students as possible in a mixed-ability class grasp the nature of the activity.</p>	<p>The teacher must have sufficient knowledge of the students to know what kind of learning is useful to them.</p>
<p>5/The teacher asks, 'What about Saturday? Do we have school on Saturday?'</p>	<p>The teacher doesn't consciously simplify his language; he uses whatever language is necessary to have students comprehend the current step in the pre-task. Here he</p>	<p>The teacher tries to maintain the level of the class and do not speak more simply because of the student so that he is forced to pay attention and understand the material.</p>

	switched from an abbreviated Wh-question to a yes/no question. This switch is a natural strategy that proficient speakers use when interacting with less proficient speakers inside and outside of the classroom.	
6/The students reply, 'Weekend.' The teacher responds, 'Yes. Saturday is on the weekend. Saturday's a weekend day.'	The teacher supplies the correct target form by reformulating or recasting what the students have said.	The teacher should always pay attention to what the students say and correct it if he hears a mistake.
7/The teacher talks about the schedule.	The teacher provides good models of the target language.	The teacher has already prepared programs for the class that he / she will share with the students.
8/The students then do the task in groups, following the teacher's instructions. They are each given some of the information they need to complete the task.	This jigsaw task, where students have to piece together information they need to complete a task, gives them an opportunity for interaction.	Students share their information with each other and seek a single concept.
9/They make errors. The teacher notes them.	The teacher should not necessarily interrupt the students when they are focused on meaning.	Students may make many mistakes when speaking, but the teacher must allow them to explain the concept to others.
10/The students' papers were marked for content.	Students should receive feedback on their level of success in completing the task. The need to achieve an outcome makes students pay attention.	At each stage, students need attention and reaction from the teacher or their classmates.
11/Students are asked to design a way to survey the other students about	Students have input into the design and the way that they carry out the	Students can also design some tasks, in which case they will have more interaction.

<p>their favorite and least favorite subjects. They are to figure out a way to report their findings to the rest of the class.</p>	<p>task. This gives them more opportunity for interaction.</p>	
<p>12/Students report in the next class.</p>	<p>A public presentation encourages students to work on accuracy and organization, as well as meaning.</p>	<p>Accuracy and organization of tasks are very important for students and will encourage them to interact better and more.</p>
<p>13/In their reports, students use the language they have been working on.</p>	<p>Repeating the language that they have been working on shows learners what they can and what they cannot yet do.</p>	<p>Reviewing and repeating some of the structures indicates students' ability to learn, and some may not be fully understood by the student.</p>
<p>14/The teacher prepares a new task based on the errors he has noted.</p>	<p>‘Listen-and-do’ tasks promote acquisition of new vocabulary and provide a good model for grammatical form. This task follow-up can enhance the learning that has taken place earlier.</p>	<p>By listening and then doing, the student learns many grammatical and vocabulary structures.</p>