

Begin your adventure!

A collage of three images showing tropical island landscapes. The top image shows a small island with dense green vegetation and a clear blue lagoon. The middle image shows a larger island with a white sandy beach and turquoise water. The bottom image shows a dense forest of green trees. A large white arrow points from the top right towards the bottom left, partially obscuring the middle image.

Your essential guide
to jump start your
TEFL career

The TEFL Handbook
by Sharon Turner

The TEFL Handbook

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Dear Reader,

Welcome to The **TEFL Handbook** which has been specifically designed to help you through your first experiences as an EFL teacher. This handbook has been written, based on real life experiences that both the author and the editor have encountered throughout their 20-year journey in EFL, both in the UK and abroad. Each chapter covers some basics and background information about the topic area in question and then goes on to look at the realities of the classroom and the kinds of activities that really work with the majority of learners in varied EFL contexts.

In this handbook, you will also see many references to online resources to help you in your teaching. Areas that have been included for Internet use are:

- Job advertising sites that have the latest globally available EFL jobs.
- Downloadable teaching resources that can be used in the classroom for supplementary materials.
- Teaching projects that directly involve the use of the internet as a tool in the lesson.
- Sites that inform you about various examinations worldwide.
- Peer support and professional development resources, including blogs, online forums, conferences and workshops.
- Ideas for support through social media platforms.
- Web tools for teaching and finding jobs such as screen capturing, video making, and picture editing.
- Online teaching platforms, such as Skype, Google Hangouts and Zoom.
- Online file storage and synchronization services such as Dropbox and Google Drive.

At the end of most of the chapters, you will also see a book image. This is to indicate the bibliography section. Instead of placing the bibliography at the end of the handbook in one long list, each citation in the chapter is placed at the end of that chapter where appropriate, so that it becomes easier for your reference.

I hope that the handbook would be a guiding light for commencing or advancing your teaching career, and that it would open up new spheres for personal growth and professional development. Now, let's embark on an exciting EFL journey keeping in mind the hundreds of lives you would touch and the tens of students you would influence and inspire along the way.

Wishing you all the best,

Sharon Turner (BA, CertTESOL, DELTA) – Author
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Some Basics for Getting Started

In this section we will explore various aspects of getting started in Teaching English as a Foreign Language (TEFL). We will examine the choices and pathways open to you once you have finished your TEFL course. Will you stay to teach in your home country or will you go abroad? What will you need to consider when looking for your first TEFL job?

Section One

We will then move on to examine what happens once you have been offered your first job. How to make sense of some of the components that come with teaching, such as the syllabus, working with course books and finding supplementary materials, as well as managing your classroom environment.

In the final chapter of this section we will explore the relationships you will encounter in the learning environment. Being an effective teacher is as much about knowing your own psychology as it is your students'. We will look at how to help your learners to motivate themselves while also helping the students in your classroom form successful groups.

This chapter will tackle the following points:

- 1 - What is TEFL?
- 2 - Choice 1: What type of English course do you want to teach?
- 3 - Choice 2: In what type of institution do you want to teach?
- 4 - Choice 3: Do you want to stay at home or teach abroad?

1 - What is TEFL?

Welcome to the wide world of TEFL! Teaching EFL makes you a member of a club full of creative people, who teach every day around the world. TEFL refers to the Teaching of English as a Foreign Language. English as a Foreign Language (EFL) refers to the whole industry, which includes publishers, institutions, learners and exam providers. You might also see the acronyms TESOL (Teaching English to Speakers of Other Languages) and ESOL (English to Speakers of Other Languages) used to describe this English world. The USA, Canada and Australia use these terms to generally refer to TEFL. They have a TESOL association in the USA that supports teachers of English. Some suggest that there is also a distinction based on the context of the learning. Students, who are learning English, without living in the host culture, are generally learning EFL. However, those living in the host culture and using it every day in their lives are generally referred to as ESOL learners. The more you teach in this industry, the more you will see that these lines blur, and that the distinctions do not necessarily hold. For our purposes we will refer to the teaching and learning of English as TEFL and EFL unless otherwise stated.

So, who is learning EFL? EFL is studied by children of a young age, right through to octogenarians, and is going on right now from the UK, to the Steppes of Mongolia to the further reaches of China and Australia. It is taught in places as diverse as small schools, large institutions, coffee shops, language groups and meet-ups – either face to face, online or through a blend of both.

As you can see, there are many possibilities. Hence, deciding what you want to teach or where you want to go can seem overwhelming. Regardless of where you decide to go, you are about to embark on one of the most life-changing journeys you have ever experienced. It will be full of excitement as well as challenges – this is the road to becoming a successful teacher. Rome was not built in day, and neither is becoming a good teacher. Teaching is a skill that takes time and dedication to develop; but the

wonders of the journey and the ecstasy of watching the success of your students are incredibly rewarding – they are worth all the efforts.

In deciding what your next step is (after graduating from your TEFL course) you need to consider what type of EFL courses interests you, what type of institution you want to teach in and where you want to teach. The whole dynamic of EFL offers a rich environment where everyone can find something that fits them. In this chapter we will look at the different types of teaching settings in which you might find yourself, and the options available to you during your decision-making process.

Choice 1: What type of English course do you want to teach?

As you can imagine from the description above, there are many different types of English courses for you to consider. In the following part of this chapter, we will explain the differences between courses in more details.

Course Types

A: General English Courses:

These usually consist of teaching general, every day English, on generic topics such as: travel, past experiences, shopping and so on. They focus on language skills (listening, reading, speaking and writing) and systems (grammar, vocabulary, functions and pronunciation) equally to help students enhance their fluency and accuracy. Usually the course starts at beginner level and works all the way up to advanced proficiency. In these classes, you will see students from all walks of life and age ranges, who want to gain a good general foundation for their English. Most of the language classes taught at schools focus on general English. To get some idea of the types of courses and content, visit the following websites, and view the contents of some general English course books. Each title has the web address of the publisher so that you can download sample units to get an idea of the book contents:

- **Cutting Edge Series** (Pearson ELT <http://www.pearsonelt.com>)
- **New Headway** (Oxford University Press <http://elt.oup.com>)
- **American English File** (Oxford University Press <http://elt.oup.com>)

B: English for Academic Purposes (EAP) Courses:

EAP courses are generally taught as foundation-year courses at colleges or universities to prepare students for university study in English. They might also appear as adjunct or core courses, offered in collaboration with other university programs, as a part of a student's degree. EAP courses focus mainly on academic writing, reading and research skills. To get an idea of academic course contents, check the following books:

- **English for Academic Study** (Garnet Education <http://www.garneteducation.com/>)
- **Cambridge Academic English** (Cambridge UP <https://www.cambridge.org>)

C: English for Special Purposes (ESP) Courses:

These consist of a range of courses for students with specific needs such as business English, medical English, financial English, legal English, English for engineering and so on. If you have experience in other fields before your TEFL course, this makes you a desirable candidate to teach these courses, as you have relevant insider knowledge. Some of these courses are offered at educational institutions or specifically designed for corporate clients to help staff members develop their language skills in a specific area. For an idea of ESP course contents, have a look at the following books:

- **Express Series English** (Oxford University Press <http://elt.oup.com>)
- **Professional English in Use** (Cambridge UP <https://www.cambridge.org>)

D: Business English:

Although, technically, teaching Business English comes under the category of English for Special Purposes, it is a huge in-demand area that needs to be discussed separately in more detail. Business English comes in many varieties, such as English for finance, English for marketing, English for business communication and English for business presentations. Such courses can be a part of business administration university degrees or can be requested by individual or corporate clients to enhance their language skills in everyday business communications. In those cases, classes usually take place in the person's office or inside a company rather than a classroom; lessons are usually scheduled around the busy working day. Business English classes can also be offered online (through Skype, Zoom, Google Hangouts, etc.) or over the phone. Business English has its own genres, specialised vocabulary and processes. Therefore, it is important to research the materials and expectations of this sector carefully. If you have had a business background before teaching, this can work to your advantage as you have direct experience of how the business world works. This will make your teaching more authentic for your learners. To get a fuller idea of the types of material used and course content, have a look at the following course books:

- **Market Leader** (Pearson Education <https://www.pearson.com/>)
- **Business Result** (Oxford University Press <http://elt.oup.com>)

E: Exam English Courses:

This is also an in-demand market because usually a certificate can carry weight for a job, for a visa application or for study. Learners take a course that covers all the exam criteria and task types. In many locations, it is possible that you might be asked to teach an exam course. There are many different types of exams. Below is a list of the popular ones:

1) General English Exams:

- ✓ *KET* (Key English Test): A basic level qualification to demonstrate general communication ability.
- ✓ *PET* (Preliminary English Test): An intermediate qualification for work, study and travel communication.
- ✓ *FCE* (First Certificate English): An upper intermediate qualification showing a student's ability to use written and spoken English for work and study.

2) Professional and Academic English Exams:

- ✓ *CAE* (Cambridge Advanced English): An advanced certificate for learners to prove that they have a high level of English.
- ✓ *CPE* (Cambridge Proficiency English): This is the highest level certificate and proves mastery of the language.
- ✓ *BEC Vantage and Higher* (Business English Certificate): These are used to show a student's ability in business English.
- ✓ *IELTS* (International English Language Testing System): Learners are tested either for general English or the academic module. The Academic module is used for university admission and visa entry/citizenship in some countries.
- ✓ *TOEFL*: (Test of English as a Foreign Language): This is used generally for university entrance, immigration, professional licensing or as a general assessment of a learner's English level.

For more information about the above examinations and materials for test-preparation courses, visit the following websites:

- <http://www.cambridgeenglish.org/exams-and-qualifications>.
- <http://www.ets.org/toefl>
- <https://www.britishcouncil.ca/exam/ielts>

F: English to Speakers of Other Languages (ESOL) Courses:

These are usually taught in the host country, such as the UK, USA, or Australia. They generally focus on English needed within the host country, and look at language as well as cultural knowledge. Exams in this field are often linked to citizenship or visa requirements to become a resident of the country. In many of these courses, not only are you teaching English, but also literacy skills. The reason for this is that some people may never have had the opportunity to learn how to read or to write in their own language. These courses are usually referenced to a national curriculum as they are part of a government-led skills for life policy. To view the Adult ESOL Core Curriculum, visit <http://www.excellencegateway.org.uk/node/1516>

G: English for Young Learners:

In recent years, this has become a sought-after market, particularly abroad, where there are many public and private institutions seeking to employ TEFL teachers for preschool classes, as well as the primary education years. If you have experience in teaching preschool or primary school before your TEFL course, you will be at an advantage. If this is an area that interests you, many places (especially online-teaching companies) look for native speakers to work with young learners without prior experience.

It is also important to note that many institutions generally ask you teach a combination of courses. For example, you might have a general English course, a business English course and an exam course as part of your weekly teaching load.

Choice 2: In what type of institution do you want to teach?

Now that you have an idea of the types of available courses, you need to think about the type of learning institution that you might like to teach in. The following list explains the different options available to you:

1 - Private Language Schools:

These schools are run privately as a single entity or as part of a chain, such as English First or Berlitz. There is a vast age range as well as a wide range of professional or language experiences amongst the students. You may be hired by local private language schools or by international ones to teach face-to-face or online classes. To cater for the needs of language learners around the world, many private language schools approach teachers to help students in different countries through online synchronous class settings.

2 - Government Establishments:

These are usually further-education colleges or government-administered programs offered at public schools or professional development centres. Classes are usually larger than private language schools, yet hourly teaching rates may be higher, and holidays can be longer.

3 - Summer Intensive Programmes:

These are usually located at universities or language schools. Learners come for a stay of a month or two in the summer. You generally work on a two or three month contract. Learners might stay with a host family or in dormitory-style accommodation. As these courses are residential for the learners, you are sometimes provided with accommodation for the duration of the course. You might also be expected to take part in trips and social events.

4 – Universities:

TEFL teachers are usually needed for intensive university preparation courses to help

new students (whose language proficiency level is not up to the university standards) start their undergraduate studies. Universities may also offer general English, academic English, business English and technical writing courses as part of specific degree requirements. For such kind of courses, you can either be hired for a semester (seasonal) or a whole academic year.

5 – Schools (Private/Government):

Schools around the world look for EFL teachers for all grades. However, a teaching permit (along with the TEFL certificate) would be required in certain countries before being hired to teach in public or private schools. Once hired, you are expected to perform multiple tasks and get involved in the school activities.

6 - Crèches and Preschools:

There seems to be a trend where those learning English appear to be getting younger and younger. Skills teachers, who visit all the different classes in the school to develop students' language skills, are highly in demand. Again, specific permits or certificates may be required in certain countries to be considered for such positions.

7 - Private One-to-One Lessons:

Another option is giving private lessons either in your own home, the student's home, in coffee shops, the learner's office or online. However, there are two words of caution. The first is safety. You need to be very careful about inviting strangers to your home or going to somebody else's home. If you are doing this, someone should know where you are. When you are meeting students for the first couple of times, you should meet in a public place. The second point of caution is that the income from this kind of work can be very irregular. Learners can cancel at the last minute, leaving you without your weekly planned income.

Choice 3: Do you want to stay at home or teach abroad?

This is the crunch question for many EFL teachers; do you choose to stay in your own country and teach or travel abroad? You might decide to teach in a host country where students come to study, work and immerse themselves in a new culture. Alternatively, you can travel to a different culture and teach there. It all depends on what you are looking for in your own teaching and life experience. In this section, we will examine each option and illustrate the essential points that you need to consider before taking a decision.

1 - Staying in your Home Country:

You might have studied TEFL to embark on a career in your own country. There are a few elements that you need to consider if you have decided to stay in your home country.

A. Available Opportunities:

Before taking decision, you should consider the available opportunities in your country in terms of duration, stability, payment and working environment. In some countries, like UK and Canada, finding a permanent contract is difficult; a great deal of the work that you can find will be hourly paid and temporary. This means that you will not be paid holidays or job security. Nevertheless, you can still establish yourself in the online teaching market and connect with students from every part of the world.

B. Relocation:

You need also to consider if you will have to relocate to a different city for better opportunities. When deciding to accept a contract, you should calculate the time and cost for commuting to language schools, clients' offices, etc.

C. Freelancing:

Some institutions will ask you to be self-employed and work on a freelance basis. If you also decide to accept this status or to go the private lesson route, you will also need to declare your income in a self-employed setup.

2 - Going Abroad:

Due to the fact that English is the global language of communication, it is not surprising that if you go onto any TEFL website searching for jobs, the amount and range of options are endless. It is important that you take time to look around and research your choices carefully, as realizing that you have made a mistake – after starting a year-long contract, 3,000 miles away from home – is the type of situation that you need to avoid.

So, how can you start understanding which country you want to live in, and which jobs abroad are the good ones? Here is a list of important factors to consider before making a decision:

A. Cultural Integration:

Whilst change can be exhilarating, it can also be stressful. You have to ask yourself how much difference or change can you really handle, particularly if this is your first time to live abroad. For example, are you someone who wants to start somewhere familiar, or are you ready to go further from home where you cannot understand the students' native language.

You need to remember that wherever you choose to go, not only will you be handling the challenges of being a new teacher, but also the stages of integrating into a new culture. Culture shock is a very real phenomena; it can make you feel angry, frustrated, resentful, irrational and mystified. Hence, it is important that you are aware of where your limits are. It is important that you read about the stages of culture shock, so that you are aware when it happens and have strategies for dealing with it.

It is necessary to also remember that wherever you go, you need to be able to let go of your own cultural conditioning, try to accept differences and try to comprehend why the students' culture works the way it does. Exploring the new culture, through talking with people and reading, will not only make your experience richer, but it will also endear you to your students, help you build closer relationships with your colleagues, and make new friends.

B. Researching Countries:

Once you have decided how far you want to go, as hard as it might seem, you need to slim line your choices to 2-3 possible destinations. This will help you to research the countries that you are interested in as well as the requirements for visa entry and work permits. For example, some countries might require that you have a degree to be given a legal resident status and a work permit.

C. Finding Jobs:

Regardless of whether you go abroad or not, there are various websites where you can look for jobs and find some good advice. These are listed below:

1-Dave's ESL Cafe (<http://www.eslcafe.com/>)

2-The Guardian TEFL Jobs (<http://jobs.guardian.co.uk/jobs/education/tefl/>)

3-British Council's Teacher Recruitment page
(<http://www.britishcouncil.org/teacherrecruitment.htm>)

4-TEFL.com (<http://www.tefl.com/>)

5- TEFL Academy Jobs (<https://www.theteflacademy.com/tefl-jobs>)

6- Indeed (<http://ca.indeed.com/ESL-jobs>)

D. Researching Institutions:

Thanks to the Internet, it is also extremely easy to check out an institution's reputation and treatment of teachers. You can also contact teachers directly from that institution and ask questions. A good place to get honest reviews online is Dave's ESL Cafe (<http://www.eslcafe.com/>).

E. Travel Arrangements:

Once you have found your job abroad, there are also a few key pointers that you need to remember.

- ✓ ***Register with your consulate:*** Apart from giving you a network of people you can contact and sometimes even resources that you can exploit in your classroom, it is very important to register with your consulate. If something goes wrong, such as a natural disaster, someone from the consulate will know where you are.

- ✓ ***Your essential documents:*** Do not allow anyone to take your passport, residency

or work permit. The only exception to this rule is if the documents in question need renewal. By all means, provide photocopies – make the copies yourself or wait while they are being copied and make sure that you are the one in charge of the documents. Many schools will renew your work or residency permit; however, in many countries it is your responsibility to pay the fines if the deadline is missed. Therefore, you must remind the school about renewals and monitor the progress. Additionally, photocopy your work permits and important documents and keep them in a safe place just in case you lose anything.

- ✓ **Vaccinations:** Check to see if you need any vaccinations, and have them done in time before travelling.
- ✓ **Know the Country's Laws:** This point cannot be stressed enough. While in some countries soft drugs, drinking alcohols, or even holding hands on the street scarcely attract anyone's attention, in other countries these activities might involve severe penalties such as imprisonment or deportation from the country.
- ✓ **Financial Resources:** Make sure that you have some kind of financial back up for emergencies.
- ✓ **Get involved in the local culture:** Find a hobby or an activity that gets you mixing with local people. The more you open yourself to the culture, the more it will delight you with its secrets. Try also to take time to learn the language and the local customs. The more you engage, the more enjoyable your time will be. It will also have the added benefit of relieving the symptoms of culture shock.
- ✓ **Take gifts:** Often actions speak louder than words. Thus, when you have few words in a foreign tongue, small gifts can go a long way in helping you connect with people.

Chapter Two

Getting Used to it All

This chapter will tackle the following points:

- 1 – The course book and the teacher's book
- 2 - The syllabus
- 3 - The weekly running plan
- 4 - Supplementary materials
- 5 - Planning your lesson
- 6 - Other documents you might need
- 7 - Differentiation
- 8 - The classroom space and equipment
- 9 - Your first day in the classroom
- 10 - Bibliography



1 - The Course Book and Teacher's Book

Congratulations! You are now most probably reading this book again because you have your first job. You might have just been handed a course book, teacher's book, syllabus or course outline, a record of work and a list of names. You might have just been told that you have four hours of teaching tomorrow, or you are about to embark on your first week as a fully-fledged teacher. You might be feeling excited or terrified or both at the same time. Even time-honed teachers still feel a sense of butterflies when they are about to enter the classroom with new students for the first time. So how do you get started and ready for your first week using all of the tools you now have in your hands?

The course book is usually the material that the learners will buy. It will have approximately 10-12 units, and each unit will have a theme or topic and will contain a variety of listening, speaking, reading and writing tasks as well as vocabulary, grammar and functions (For examples of course books, check Chapter One). The course book generally comes with a CD for listening materials and a workbook that students complete for homework. Many course

books have a code that gives teachers and students an access to the publisher's website which would have extra resources for studying and assessment along with a student management system for tracking students' progress. The combination of a physical book with the online activities that the students do autonomously is also referred to as 'blended learning'.

The teacher's book also complements the course book through providing the following components:

- Ideas on how to teach each page of the course book
- Answer keys
- Unit reviews/tests
- Extension activities and resources

There are a few essential principles that are important to remember when using a course book in your teaching.

Principle # 1: The course book should never be the sole foundation of the course:

To build a complete course solely on a course book makes the course extremely one dimensional. Course books are a resource such as any other. In reality, they often guide the progression of the themes covered and the units you need to progress through in a teaching plan, and they also usually are the one standard point of reference for the examinations that students will need to take. Although course books are not the only resource for planning the course, they still feature heavily in programmes. If your department is basing its exams on the course book, you will need to cover it carefully and thoroughly. You will need to find out which elements are seen as essential and which ones are regarded as optional. The essential parts you will need to cover; the non-essential parts you can skip, set for homework or replace with other material.

Principle # 2: You should pace the course book appropriately:

For new teachers starting out, a big mistake can be covering the course book too quickly without developing it. A good pace for any teacher is having part of the lesson using the course book and then adding additional material and activities for learners' development, review and experimentation. Usually for a two-hour class, a double page of an EFL textbook is adequate. This will cover about the first hour of teaching, and then you can supplement it with other material. Alternatively, you can split the number of days that you have to cover the material and divide it accordingly.

2 - The Syllabus

You may have been handed a very detailed syllabus that covers all the objectives for each language area to be covered. These syllabus objectives outline the discrete areas of learning that learners need to cover, which include skills (listening, speaking, reading and writing) and systems (grammar, vocabulary, pronunciation and functions). They may have a coding system so that when used in other documents, they will only be referred to by that code. In the example below the code for this skill would be Sc (speaking) E3 (Intermediate) 1.a (Point 1.a). A detailed description of the objective is then given.

Syllabus Objectives Example

Speak to communicate (Sc/E3)

1.a-speak clearly to be heard and understood using appropriate stress, intonation and pronunciation

At first this can all look chaotic because you have syllabus objectives and a course book or other materials that are not referenced to each other. However, if your institution is using syllabus objectives, they usually will also have a weekly running plan that has already considered the objectives and matched them to the materials. Let's explore this in the next section.

3-The Weekly Running Plan

Look at the example below of the first two weeks of a 16-week-course running plan.

Week	Theme	Lesson 1	Lesson 2	Lesson 3	Vocabulary	Grammar
1	What a wonderful world. Modern Invention Headway Inter Unit 1	Getting to know you Course info Needs analysis	Headway U1 Pgs. 10-12 Listening and reading about modern inventions + spoken discussion +Intro to vocabulary notebooks	Headway U1 Speaking Information gap – The life of a Times journalist p 9 Grammar focus on questions +Supplementary material + Vocabulary review	Invention & innovation	Naming the tenses Questions
2	Week 1 Continued	Headway U1 Writing pg. 13 + Focus on writing informal letters	Grammar focus Tenses review + Supplementary material	Headway Unit 1 Review and Unit Test + Supplementary material	Cont. from week 1	Cont. From week 1

The weekly plan allows you to break down all of the components of the course into manageable and practical chunks before you do the detailed lesson planning. In a way, it gives you a bird's-eye view of the course.

Looking at the example of the weekly running plan above, we can see that it includes:

- 1 - the theme of the week which usually corresponds to the themes of the course book
- 2 - the course book, *Headway Intermediate*, and its breakdown over 6 sessions
- 3 - the grammar and vocabulary focuses for the text book unit or theme
- 4 – supplementary material that the teacher brings into the classroom
- 5 - unit tests that review the content of the unit with the learners

It is also important to include exam dates and holidays.

If you have not been given a weekly running plan, it is highly recommended to take the time to make your own as it will help you effectively structure your teaching and regulate your teaching pace.

4 - Supplementary Materials

1 - What are they and why do you use them?

The next question you may ask after reading the weekly running plan is what are supplementary materials and when do you decide to use them? Supplementary materials are anything other than the course book. They could be extra worksheets, reading exercises, video clips, online practice, etc. You might decide to use supplementary materials because it has already been decided by your institution that they are an integral part of the course. If this is the case, they will be stored in a central place or online for you to access. Supplementary materials might also be introduced into the classroom after you conduct a needs analysis or have tutorials with learners. You might also notice, while in the classroom, that learners need to work on a certain area, and that you should find materials to cater for those needs.

2 - How do you find the supplementary material?

There are various sources where you can find supplementary materials for setting the context, presenting the target language or providing controlled or freer activities in the classroom:

- A: The ***resource pack*** that comes with the main course book (if your institution has invested in it): This will have extra materials and suggestions for ideas or activities.
- B: The ***online materials*** created by the course book publisher: There are materials for teachers as well as for students.
- C: ***Extra activity resource books***: Some examples are: *Pronunciation Games* by Mark Hancock (Published by Cambridge University Press) and *Grammar Games and Activities 1* by Peter Watcyn-Jones (Published by Penguin English).

D: **YouTube clips** and other online video sites: (See Chapter 4: Listening, for more ideas).

E: **Resources, worksheets and games from the Internet:** There are literally hundreds of sites where you can find supplementary materials. A few popular sites are:

- Onestopenglish.com (www.onestopenglish.com)
- Busytteacher.org (<http://busytteacher.org>)
- Teacher reboot camp (<http://shellyterrell.com/>)
- Using English (<https://www.usengenglish.com/teachers/>)
- iSLCollective (<https://en.islcollective.com/>)

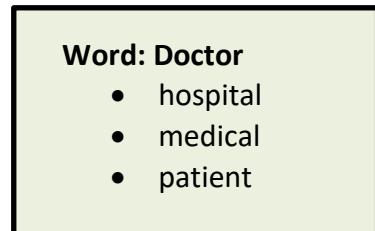
F: **Authentic materials** that you adapt for the classroom: These may include magazines, newspapers, brochures, flyers, advertisements, signs, menus and real life letters.

With additional materials, you must keep certain considerations in mind. You need to ask yourself if all these materials need to be copied, and whether your institution will allow you to copy or print unlimited amounts. Usually you have a term-long or yearly limit, and you need to use this limit wisely.

If you find that you do have limited resources for additional materials, you should think more creatively about how to use them rather than eliminating them altogether from your class. Some ways around this problem are:

- Using technological devices such as smart boards, iPad, mobiles or laptops to do online activities. For ideas on how to use these devices, visit these sites:
 - Nicky Hockley's E-moderation Skills Blog (www.emoderationskills.com)
 - The Consultants-E (<http://www.theconsultants-e.com>)
- Creating activities that require few or no resources as clarified in the following examples:
 - **Back-to-the-board game** can be used to revise vocabulary. A student sits with his/her back to the board and try to guess the word – which has been written by the teacher on the board – through the explanation provided by the rest of the class.
 - **The lost voice game** can be easily played in class to set up the context for presenting a certain language item or as a warmup for a conversation or a writing class. A student is handed a card that includes a certain problem at a hotel, at the airport, at school, etc. and he/she has to mime it to the rest of class without saying a word.
 - **Student-created taboo** can be easily played in groups, where each group goes through the vocabulary they have used for the week and decide which vocabulary they will challenge the other groups with. On blank pieces of paper,

the learners create taboo cards with the main word and then the three words that the person describing the word is not allowed to say. The group who has written the word will choose one person from the other team. He/She will have one minute to describe the word to their team without using any of the taboo words. If the team guesses correctly, they win a point. Here is a sample taboo card.



You can find ideas for more paperless activities in Chapter 5: Speaking for more ideas.

5 - Planning your Lesson

Now that you have the materials and your running plan, it is time to get down to the detailed planning of your lessons. Unlike the TEFL course where you had time to focus on one activity or a small part of the lesson, you will need to create plans for lessons going on for 1-3 hours, or more a day. How should you go about this?

1 - Lesson Plans:

Your institution might ask you to keep formal lesson plans, or you might just have to write what you did (after the lesson). It is very important to prepare lesson plans so that you can learn how to structure a lesson and improve your teaching skills. Look at the lesson plan on the following page and read the following detailed explanation for each part:

A: Aims:

What do you want the learners to realistically achieve by the end of the lesson? Do not put too many aims as you will find them difficult to achieve.

B: Materials needed:

Planning what materials are needed for a certain activity is very important. Keeping a record of this in your lesson plan helps you prepare efficiently and acts as a good reference if you are going to teach the lesson again.

C: Phases:

It is advisable to split the lesson (especially listening and reading lessons) into three phases: pre, main and post. In the pre phase, you need to set the context of your lesson and prepare students for presenting the target language. Notice that each activity in the main phase should be followed by feedback. In the post phase, it is good practice to review what the learners have done. You can do it very simply by asking them, “Today, what have we covered?” or “Tell me one thing you learnt today, one thing that was easy for you, and one thing that you need to work on more.”

D: Time needed:

In the beginning, it is good to put approximate times so that you can pace yourself. Do not worry if you do not cover everything or you need to scrap the plan. Always remember that this is just a guide.

E: Activity:

This is good for you to reflect on the different stages of the activity, and how to break it down into its various components so that you have a clear idea of how the lesson will progress. You also need to think about whether the learners will work alone, in pairs, in groups or as a whole class. This will give you a clearer idea of how to lead the learners, and how to arrange the classroom at various stages.

F: Interaction:

This will help you focus on the group dynamics. It will also help you to control teacher-talking time and maximise the student active participation in the lesson.

Level:	Intermediate	Group:	2A	Date:	May 5 th
A-Aims of the Lesson: By the end of the lesson, learners will be able to scan for information.					
B-Materials Needed: Images of tourist destinations and tourist brochures with information and prices					
C-Phase	D-Time needed	E-Activity	F-Interaction		
Pre	5 minutes	Introduction to the day (Menu written on board)	T-S		
	10 minutes	Review of country vocabulary	S-S T-S, S-S		
	10 minutes	Topic introduction & brainstorming	T-S, S-T, S-S		
	10 minutes	Pre-teaching vocabulary	T-S, S-T, S-S		
	10 minutes	Reading prediction	S-S		
Main activity	7 minutes	Reading to check prediction	S		
	15 minutes	Reading to scan (find detailed information)	S		
	7 minutes	Pair and whole group feedback	S-S, T-S, S-S		
Post	10 minutes	Learners find vocabulary in the text that describe tourist destinations	S, S-S		
	5 minutes	Review of the lesson + Homework explanation	T-S		

2 - Planning Time:

The more time you spend on planning your lessons, writing handouts, preparing activities, searching for resources and new ideas, the more successful your lesson will be. In the beginning, do not worry if it takes you long time to prepare your lessons. The time will gradually cut down as you get more experiences in planning lessons.

6 - Other Documents

Your institution might also expect you to fill in the following documents:

1 - A register of Attendance:

This can be extremely important if an attendance grade is awarded for the course or in case of emergencies. It also helps you monitor who is in the classroom.

2 - Homework Records:

You may be expected to give the learners homework after every lesson. You might also be expected to fill in a homework record (see the example below). Even if you are not given one of these, it is a good idea to keep a record for yourself of which homework you have set. As you get into the full swing of the term, you might forget which homework you gave.

Homework Record		
Course:	Level:	Group:
Date	Homework	Comments
09/08/2019	Present Perfect P.4	

3 - A Record of Work:

Many institutions will ask you to fill in a quick summary of what you did with the class after each lesson, so that if you are absent for any reason or you are sharing the class with anyone else, they know exactly what has been done.

Record of Work		
Course:	Level:	Group:
Date	Work Covered	Homework Set

4 - Needs Analysis:

This is a way to find out as much as you can about the individual learner, such as their past experiences, their reasons for studying English, how they perceive their own English skills and which areas they need help with. See the following needs analysis model.

A Needs Analysis Model																																																							
Name:	Level:			Group:																																																			
<p><i>Please answer the following questions about your own experiences of English:</i></p> <p>1 - a. Have you studied English before? NO _____ YES _____ Where? _____ When? _____</p> <p>b. Why are you studying English now? _____</p>																																																							
<p>2 - Look at the English areas below. Rate your skill from 1-5 (1=I feel unconfident about this skill to 5-this skill is my strength):</p> <table border="1"><thead><tr><th>Skill</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>Comment</th></tr></thead><tbody><tr><td>Listening</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Speaking</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Reading</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Writing</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Grammar</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Vocabulary</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table>							Skill	1	2	3	4	5	Comment	Listening							Speaking							Reading							Writing							Grammar							Vocabulary						
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I like working in groups.																																																							
I like working in pairs.																																																							

Study Preferences	Tick ✓
I like working alone.	
I like working in silence.	
I like listening to music when I work.	
I like walking around and moving when I am studying.	
I like talking out loud when I study.	
I like drawing pictures or using coloured pens when I study.	
5 - Which dictionary are you currently using? _____	
6 - Do you have a vocabulary notebook? (Please circle) YES / NO	
7 - How much self-study do you do per day? _____	
8 - What topics do you enjoy studying? _____	

7 - Differentiation

One of the main reasons to conduct a needs analysis is to get to know your learners as individuals in order to provide differentiated learning. This means creating a learning experience that responds to the individual. This experience can be changed in various ways to respond to the individual:

1 - Differentiating the Environment:

Where one learning environment works for one learner, it might not work for another. Some learners might need to work standing up, others might need to sit on the floor, or work at a desk. Differentiation then means allowing the learners more freedom in their environment. If you are working with young learners, this can be more difficult to keep control of at first. As you develop your classroom management skills, it will become easier for you to let students work in a style that suits them. Letting older learners experiment with how they like to sit and work helps them to find out what suits them.

2 - Differentiating Content:

There are many different learning styles, so making sure that the content is provided in a variety of ways can help all learners process knowledge effectively. For example, when introducing something new, you can talk about the content, show some visuals to explain the content and include some movement in the learning of the content. This helps cater for several learning styles.

3 - Differentiating the Process of Learning:

This means allowing students to learn in the way that works for them. When planning a writing, for example, you can allow one learner to record his/her ideas, another to produce a

poster, a third to make a list, etc.

4 - Differentiating Outcomes:

This means that you can expect different outcomes from different learners based on where they are at. Sometimes you might share with the learner that you have differentiated the outcome. In other circumstances, you might hide this from the learner by secretly grading the task – with easier components for some learners and harder tasks for others. Outcomes can also be differentiated in how you ask for a final project or task to be completed. Giving varied options can help learners cater for their individual needs. (See chapter 4 and Chapter 6 for examples of differentiation at work in the lesson)

8 - The Classroom Space and Equipment

Apart from the material, the syllabus and lesson planning, the other area you need to consider is the classroom space and the number of students you have in this space. The physical layout of the room will have a dramatic effect on the types of activities you can use in this space, and how you can manage activities. That is why as soon as you know which classrooms you will be teaching in, you need to check the furniture layout and the equipment.

1 - Classroom Furniture Layout:

A: The horseshoe formation:

You might have chairs with armrests for students to work on. These will usually be arranged in a horseshoe formation, so that there can be enough space in the middle of the classroom. This is quite versatile. You can have the horseshoe setup for more individualised work and whole class feedback, and then move the chairs into groups.

B: Movable desks and chairs:

These might be rectangular, circular or split in half. They might be arranged in rows or in a cafe style. Students will be more reluctant to move them frequently, so you need to consider when you will get them into groups and how much movement will be required.

C: Fixed desks, benches, rows or an auditorium style setup:

These are usually board facing with two aisles for the teacher to walk up and down. You have to be imaginative for some activities. Some speaking activities can take place in the aisles or at the front of the class, and pair work can happen between desk mates, or the class can be moved around to form new pairs. This setup requires creative thinking, as it limits some activities that you can do.

For more information on furniture formation, visit Adam Simpson's website "Teach Them English" (www.teachthemenglish.com).

2 - Equipment:

Another aspect of teaching is looking at what equipment is available to you in the learning environment (i.e. interactive whiteboards, computer units, digital projectors, sound system,

etc.), and checking that you know how to use it. Not knowing how to use these technologies and tools or how to access them, can completely sabotage a lesson that you had planned, just because you were not prepared. On the other hand, you might only have chalk boards in the room and nothing else, so everything needs careful planning. Experimenting before your lesson (with the available classroom equipment) is always highly recommended.

9 - Your First Day in the Classroom

The first day in the classroom can set the tone for the rest of the course. Your main objectives for your first day are to get to know your students, and to help them to get to know you and each other in the room. It is also important to give course information and explore what is expected on the course.

1 – Getting-to-Know-You Activities:

It is a good idea to have a few getting-to-know-you activities prepared as well as name badges or name cards to help you and the students learn each other's names. Here are two simple activities you can use:

A: Find the person on the name badge:

You distribute all the name badges randomly to the students. They have to find the person whose name they have. When they find the person, they have to find out as much information as possible. When they come back and sit down, they need to report this information to someone else in the group.

B: Four truths and one lie:

Everyone in the room has to write 5 sentences about themselves. Four of the sentences need to be true and one is a lie. They keep the lie secretly to themselves. In groups of four they have to say their sentences, and the rest of the group has to guess which sentence is a lie.

2 - General information

Everyone taking a course wants to know the following important information:

- The course structure
- Exam dates
- Holiday dates
- The teacher's office number and contact information for work (Be very careful about giving out your own mobile or home number as students will call you at all times, day and night!)
- Materials that they need to buy
- Course expectations

3 - Expectation activities

This is a good activity to have on your first day so that you can come to agreed expectations as a group (See Chapter 3 on the essentials of group formation). Everyone, using group work and brainstorming, exchanges what their expectations are of themselves, of you, of each other, and what you expect of them. For this activity, you need to have four large pieces of

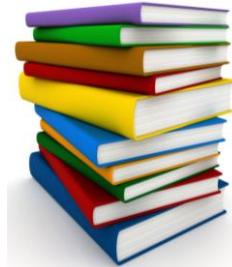
paper and split the class into four groups. Each group brainstorms one of the following topic areas and presents it to the whole group.

Examples of headings for brainstorming classroom expectations:

What do I expect of myself as a student?	What are my expectations of the teacher?
What does the teacher expect of me?	What are my expectations of the other Students?

Everyone can comment on these and then come up with a negotiated class list of expectations.

10 - Bibliography



Hancock, M. (1995): *Pronunciation games*. UK, Cambridge University Press

Watcyn-Jones, P. (1995): *Grammar Games and Activities 1*. UK, Penguin English

Chapter Three

It's All about Relationships

This chapter will tackle the following points:

- 1 – Students' intrapersonal relationships
- 2 -Student -student relationships
- 3 – Teacher- student relationship
- 4 – Teachers' intrapersonal relationships
- 5 – Teachers' relationships with fellow teachers
- 6 – Teachers' relationship with the institution
- 7 - Bibliography



In any institution there are numerous dynamics in the many relationships that surround you in your new work place. In this section, we will focus on several of these relationships and explore in what ways they will affect the learners or the teacher, in and out of the classroom.

1 - Students' Intrapersonal Relationships

1 – Emotions:

Learners are people and they bring their own personal life and emotions to the classroom. How the learners feel about themselves and about their learning will dramatically affect how they progress in a language. If there is an emotional or study block, the learner will have difficulty learning. Neuroscience has also confirmed that in order for more complex processing to occur, the emotions are an essential ingredient. If the emotions are out of balance, they can actually hinder the complex processes needed to learn. In the EFL classroom, you might meet some learner behaviours that might suggest that there is an emotional block to learning, which will affect learner motivation. Here is a quick list of some of the learner behaviours that might suggest there is such a block.

Learner behaviour list

- The learner disrupts the class by being loud or constantly talking to get attention.
- The learner does not engage in the lesson (looks out the window, does not

bring the material needed, does not seem to do anything).

- Excessive sleep
- Aggression
- Boredom
- Lateness to class
- Negligence of homework

As a new teacher to this environment, juggling the curriculum, course book, lesson plans, classroom dynamics and generally trying to keep all the balls in the air, you might find yourself reacting negatively to these behaviours. Remember, you are also in a stressful situation under performance pressure. Some of your immediate reactions might be:

- I am not a psychologist; this is a classroom.
- I know it's not interesting, but we have to do it.
- Either work or get out!
- I am relieved that the student in question has not come to the lesson.
- Anger
- Frustration
- Accusation (i.e., the learner is lazy)

As teachers, we are very good at providing cognitive or educational support, but we also need to help learners through affective scaffolding (emotional support). In fact, it is the key to helping learners learn. If you address the emotional needs head on, you will enable learners to overcome their learning obstacles and put themselves in the direct driving seat of their own learning. The transformation can be profound. Let's examine how you can go about doing this effectively in your own classroom, while maintaining professional boundaries.

A: The “getting-to-know-you” tutorial:

Within the first couple of lessons of any new course, make sure that there is a getting-to-know-you tutorial. This is where you and the student meet together face to face for the first time to discuss their needs analysis, how they feel about class and any areas where they need more support. It also provides an ideal opportunity to casually ask the students how things are going if they have been displaying any of the behaviours from the previous section. Some learners will quite openly tell you if they are uncomfortable about study, or even life.

B: Noticing quickly and checking in:

Due to our frequent contact with our students, we – as teachers – are in a unique position where we can understand quite quickly our learners' needs or obstacles. If you notice a change in a learner's behaviour, privately ask them if they are OK. You can grab them at break time and privately chat to them outside the classroom; just once again asking them how they are. If they have shared something with you, the next time you see them, you can

check with them to see how they are. Just knowing that they can talk about their lives can relieve the emotional block.

C: Know where you can be helpful and where you need outside help:

If your learner is facing a really difficult private problem, it is important to refer them to a professional psychologist when needed. If you have one in your establishment, make sure that you ask the learner's permission before making an appointment for them, or before emailing the psychologist. The learner should be included in all the written correspondence. However, if the learner is a child, and they share with you problems such as child abuse, you have a legal/moral duty to tell someone even without the student's consent. You cannot under any condition keep it confidential. Therefore, it is best practice to warn the child of this before they divulge a "secret" to you.

D: Patience and talking:

Emotional obstacles usually take some time to be resolved. Some emotional issues around study do not disappear after one conversation. Being open to talk about the same issue again and again, with the learner, helps them to process how they feel.

E: Keep calm

We have all lost it at one time or another in the classroom due to various reasons. If you feel the behaviour of a learner is becoming challenging, breathe, count to 10 and then address the situation with the student outside the lesson. This does not have to be on the same day if you are agitated by the behaviour. Calm yourself first and remember to use the 'I' language. For example: "I feel that you were not comfortable in the lesson last week, I was wondering if everything is ok". This is much better than "you continually keep disrupting the lesson, why is that?"

If we ignore the fact that learners need a place to explore emotional challenges in the learning environment, we are not really addressing our students' whole learning needs. However, if we include and acknowledge the central role of emotions in learning and have affective strategies to help them remove these barriers, learning flourishes and learners are able to reach their full potential. This means that part of your job is to help the learners identify the blocks, overcome them and reflect on what they are learning in addition to what they need to improve.

2 - Raising students' awareness of their learning style and preferences:

Apart from the techniques mentioned above, it is important that the learners can actively reflect on their own learning. This might consist of:

A: Understanding their own learning style:

Learners have different ways of working and approaching tasks. There are various kinds of

learning styles that you might encounter in the learning environment:

- 1- **The analytical learners:** They love to fill in worksheets and prefer a step-by-step approach that moves them towards a gradual understanding of the overall concept.
- 2- **The social learners:** They love speaking, listening and group activities, but they are not so keen on paper-based activities or working alone.
- 3- **The kinaesthetic learners:** They need movement in the classroom. They will enjoy activities that get them out of their seats or that allow them to move pieces around, such as card-based activities.
- 4- **The visual learners:** They will be very focused on what is written or seen and will be frustrated if they cannot make this connection in the classroom. They often love pictures and colour and might enjoy mind mapping.
- 5- **The auditory learners:** They will love to learn by listening, rather than writing or moving.

Helping your learners recognise their learning style is extremely important, and it helps them to maximise their learning. Remember that a large proportion of learners combine several of these styles.

B: Understanding their learning preference:

Some learners will enjoy working in groups; others will want to be by themselves in the classroom. While some will find it hard to sit all the time in the classroom and work at a desk, others will relish this space. Some learners will self-study in an extremely quiet place, whilst others will enjoy music or a noisy coffee shop. Helping learners to understand what their own study preferences are and experimenting with different options can really help them become more efficient learners (See chapter 2 for the needs analysis).

C: Reflection journals or videos where the learners share their thoughts:

Another way to raise learners' awareness is through reflection questions. Learners can examine their thoughts and feelings about learning English, either in writing or recorded speaking. Offering both options means that learners who do not enjoy writing will also be more inclined to participate.

Examples of Reflection Journal Questions

- A: During this past week, what strategies did you use? Put a * next to the ones that you feel are very useful.
- B: Write about your experience learning or using English this week (either in class or outside).

C: Write about a difficult experience that you had this week while learning or using English. What strategies could you use to improve in this area?

D: Write about a successful experience that you had this week while learning or using English. What strategies helped you succeed? If you did it again, would you do it differently?

E: Did any of your classmates use strategies for learning or using English that you would like to try? What strategies did they use?

Riley and Harsch (1999)

2 – Student-Student Relationships

1 - Phases of Group Formation:

Group dynamics can dramatically affect the way a classroom works. This is extremely logical when you consider groups you yourself have worked in. There are some people in a group who we naturally gravitate towards and others we struggle to get along with. This is no different in the EFL learning environment. Tuckman and Jensen (1977) conducted research on small group dynamics, and they found that groups actually go through five phases to become an effective working entity:

Phase 1: Forming: This is the dependence phase where members of the group gather impression and search for safety. In this phase, the members are actively seeking and demonstrating group acceptance.

Phase 2: Storming: As the name suggests, this is the phase of competition and conflict. The members question each other's roles while attempting to complete the task in hand.

Phase 3: Norming: Once the storming phase is over, there is a willingness to change and to accommodate the other members. In this stage, there is shared leadership and cohesion.

Phase 4: Performing: This is the stage of true interdependence where the group members are both task and people oriented. This phase is truly productive, yet not all groups make it to this stage.

Phase 5: Adjourning: This is where the task or group is terminated. There will be a moment of review and conclusion before the members of the group go their own separate ways.

This is particularly important for EFL as we rely heavily on group work. It also shows us that if groups do not gel immediately, we need to be patient and create opportunities for them to come through the various phases. Simpson (2011) on his blog *Teach Them English*, came up with some questions to help you consider and reflect on the group formation in your classroom based on these stages.

Reflection Questions for Group Formation

Forming:

- How can we make sure that everyone connected to the group is involved?
- How can we create an environment that fosters trust and builds commitment to the group?
- Who should choose the members of the group, and how far should we be involved in group formation?

Storming:

- How can we make sure that group members are open to other people's ideas and allow differences of opinion to be discussed?
- How might we keep everyone focused on the purpose of the group and the topic of conflict?
- How can we identify and examine biases that may be blocking progress or preventing another member from being fairly treated?
- Does anyone find themselves in a group with people they would never dream of working with in any other situation?

Norming:

- How should we encourage members to engage in collaboration and teamwork?

Performing:

- How can we celebrate accomplishments, encourage and empower members to learn?

Adjourning:

- How can we sustain group involvement beyond the short-term task?
- Why not use the same groups for subsequent cooperative learning situations, rather than abandoning it so quickly?

Simpson (2011)

We now need to consider how we can help the students and also ourselves, as a member of the group, to pass through these stages until we reach the norming and performing phases.

2 - Aiding Group Formation:

Time and opportunities need to be set aside in your lessons to aid group formation right from day one. Some ideas that aid group formation are:

A: Making sure you include getting-to-know-you activities through the first couple of days of your new courses (See Chapter 2).

- B: Clearly explaining your expectations of students and allowing them to share their expectations (See Chapter 2).
- C: Socialising together – a coffee or a meal together that is not in the classroom can accelerate group formation. Learners relax more when they are not in a formal situation. It also allows them to approach you and each other as human beings rather than as just classmates dealing with their teacher.
- D: Creating a sharing environment – some events in the classroom, such as a breakfast together while studying, create a friendly environment and encourage people to share. Each person brings a part of the breakfast, thus they consider the others in the group.
- E: For the first two to three weeks, you want to get the students to mingle and work with as many different students as possible so that they form together as a whole.
- F: Setting up a class Facebook group can really accelerate the first two stages of the group formation cycle. It is important that once the group has been created that you put the setting on secret to protect the privacy of your learners. However, with under-18s you need to be careful about secrecy. In this case, you must check what your employer's Facebook policy is vis-à-vis younger learners. For more information and examples of Facebook groups, visit the blog post *SHHH it's a Secret!!! Secret Facebook Groups in the English Language Classroom*.
(<http://www.sharonzspace.com/?p=810>).

- G: Stepping in when there is disharmony – if you notice that some students do not work well together after a period of time, avoid creating a negative atmosphere in the class by placing them in separate groups.

As important as groups are, Kurtoğlu Eken (2009) also argues that learners should have 'time alone together' in the classroom, reflecting on their work or preparing for tasks. Sometimes EFL is so focused on group and pair work that we forget the need for the individual in the learning environment. Therefore, group formation and individual time is a delicate, but important balance that needs to be taken into consideration when preparing your classes.

3 – Teacher-Student Relationship

For many learners, apart from their own learning motivation, the next most important factor that seems to have a bearing on their performance is their relationship with the teacher. How you react and feel about the students and the classroom will have a huge bearing on how the learners respond to you and the lesson. No matter how hard it may be, you need to remain calm and leave any of your own problems at the classroom door before you step in.

This relationship is also built on mutual respect, treating everyone fairly and giving people equal say in the classroom. Just because you hold the title of a teacher does not mean that you will automatically be respected. You need to earn this trust from your learners. This is where you need to use your people management skills effectively. In order for learners to

respect you, there are a few important key points that will earn you their respect:

- 1 - Being on time for the class.
- 2 - Being prepared for the lesson.
- 3 - Correcting students' homework.
- 4 - Remembering their names.
- 5 - Being effective in managing the participation time of each student. This means that you should not allow one student to dominate.
- 6 - Giving fair grades and having a clear explanation about why these grades were given.
- 7 - Seeing your students as human beings and genuinely being interested in their lives.
- 8 - Being available to give extra help (within reason) outside the classroom.
- 9 - Creating opportunities where learners can actively give feedback at regular intervals during the course. This could be through anonymous online feedback, using programmes such as Survey Monkey (<http://www.surveymonkey.com>), to find out how learners are feeling. Another option is allowing them to do group feedback without you in the room so that they are not worried about what they say. Areas that you might want to collect feedback on are:
 - a- How your learners feel about the rate of their progress in the course
 - b- Areas of difficulty your learners are facing
 - c- Areas of strength where they feel they have improved
 - d- Elements they have enjoyed throughout the course
 - e- Parts of the course that they wish to improve
 - f- Any extra things they would like to see on the course
- 10 - Taking students' feedback on board. If learners do say something about your teaching or areas they would like improving, or approach you with suggestions, open up to their ideas and integrate them into your course. As partners in the learning process, your relationship with your students should be based on collaboration, problem resolution and compromise.

4 - Teachers' Intrapersonal Relationships

1 - Self Reflection:

Regardless of what anyone tells you, teaching is extremely personal. It is true that there are professional boundaries, yet spending a regular amount of time with learners will force you to examine yourself. In your first year of teaching, you will experience dramatic highs and lows, and you will fundamentally question yourself as a teacher and as a person. This is a necessary journey for becoming a great teacher, and you need to go through this process. For any teacher to be successful professionally, you have to face the personal. For example, if you are a perfectionist in your own life, you might bring this into the classroom and place unrealistic expectations for your students, which can then cause tension in the classroom. However, it is at those most uncomfortable moments that you need to reflect on what is happening in the classroom. A good way to do this is to keep a reflection diary, based on these moments and explore why it happened. If you find that something is coming from you, it is a perfect chance for you to grow and change certain aspects about yourself.

2 - Professional and Personal Development:

Professional development is also a way for you to improve by actively researching and experimenting in your classroom. Professional development can be through attending seminars and conferences to meet other teachers and learn new approaches to teaching. Here are a few resources for finding conferences and seminars no matter where you are in the world:

A: IATEFL (The International Association of Teachers as a Foreign Language) has local and international seminars bringing teachers together from every corner of the world.

(<http://www.iatefl.org/>)

B: The British Council runs online and face-to-face events and seminars in nearly every country of the world. They also live stream many conferences from around the world for free. You can find information on their website below:

(<http://www.britishcouncil.org/english>)

C: There are countless EFL teaching blogs by EFL teachers. Here are some of the regular blogs that post a vast array of ideas and resources, as well as offer reflections and advice:

- *4C in ELT* by Tyson Seburn (<http://fourc.ca/>)
- *Film English* by Kieren Donaghy (<http://film-english.com/>)
- *Jeremy Harmer's Blog* by Jeremy Harmer (<http://jeremyharmer.wordpress.com/>)
- *Larry Ferlazzo's Websites of the Day* (<http://larryferlazzo.edublogs.org/>)
- *Teach Them English* by Adam Simpson (<http://www.teachthemenglish.com/>)
- *Teacher Reboot Camp* by Shelly Terrell (<http://shellyterrell.com/>)

It is also important that you learn things for yourself through a hobby or by attending

classes. Teaching can become all consuming, and burnout in this profession is a very real phenomenon. Thus, it is important that you find a balance between your professional and personal life.

5 - The Teacher's Relationship with Fellow Teachers

Peer support is invaluable and needed in a job that requires so much problem solving and personal interaction. Talking with fellow teachers can help you resolve or learn much faster as they will have a wealth of experiences and solutions that you may not even have thought of. Actively participating in peer observations can help you grow as a teacher by getting peer feedback on your work, classes and vice versa. This is more relaxing than having an official observation by your department. You will feel freer about discussing areas of your teaching where you need to improve.

Another alternative is online peer support. There are several places online where you can get excellent peer support from colleagues around the world:

1 - Teaching English British Council's Facebook page: This has chats, resources, ideas and people also ask questions for solutions to their teaching issues.
https://www.facebook.com/TeachingEnglish.BritishCouncil?ref=br_tf

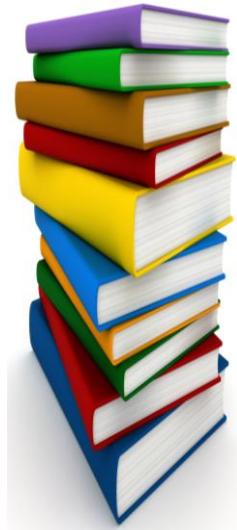
2- ESL Café: This site offers multiple services including resources and forums for teachers' discussions. <http://www.eslcafe.com/>

3 - Online chat forums: On twitter there are two groups that can really help you solve any questions you have. These are #ELTCHAT (for general English) and #EAPCHAT (for Academic English). They usually have weekly chats online via twitter. You can locate them by using the # tag. You can also put questions out online for others to answer.

6 - The Teacher's Relationship with the Institution

As an employee, your contract would state certain expectations pertaining to teaching load, appearance, extra-curricular obligations and so on. You will have official observations from your supervisor (Head of Department, Director of Studies, etc.) or the Teacher Training Unit, usually near the beginning of your job to see how you are getting on. These usually involve submitting a formal lesson plan and materials to your Director of Studies who will visit your classroom and watch you teach. After you have taught the observation class, you will then have a meeting with your supervisor, who will give you feedback and advice on your teaching. These observations also might happen yearly as part of your performance review. The performance review has gained more and more popularity among managers in EFL as a way to measure your performance as a teacher. In some institutions, they might ask you to submit a portfolio or report of your work. Therefore, it is important that you keep records and examples of your work, professional development activities, seminars attended and conference presentations.

7 - Bibliography



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The Skills and Systems

1 - The Skills

In English language teaching, the skills are broken down into four areas: **Listening** (Chapter 4), **Speaking** (Chapter 5), **Reading** (Chapter 6) and **Writing** (Chapter 7).

The following four chapters look at what each skill consists of, the difficulties learners may face, the types of activities you might find in course books, ways for implementing them and/or developing your own materials.

Although you might be asked to teach speaking classes or writing classes, as we shall see in chapter 4 and 6, course books encourage the integration of skills. This might mean using speaking in the pre-part of your lesson, followed by listening, and then reading or writing. Using a varied approach can also make the lesson more interesting for the learner and give them a range of practice and skills throughout their studies.

2 - The Systems

The linguistic systems of English include: Vocabulary -Technically known as lexis (Chapter 8), Grammar (Chapter 9), Discourse and Pronunciation.

In this handbook, grammar and vocabulary are given their own stand-alone chapters. Discourse and pronunciation, however, are integrated in the skills chapters.

Chapter Four

Listening

This chapter will tackle the following points:

- 1 – An introduction to listening
- 2 – General advice for teaching listening
- 3 – A listening lesson plan
- 4 – Activities for listening in the classroom
- 5 - Bibliography



1 - An Introduction to Listening

If you have ever learnt a foreign language, you will be more attuned to what you should do in order to be an effective listener. To be able to listen in a foreign language, learners firstly need to have an awareness of the language system to which they are listening.

Question: Based on your own foreign language learning experience, what might you need to know to be able to listen effectively?

In order to understand what is being said linguistically, you need to be aware of the following:

1 - Phonological Knowledge:

You would need to know how to separate the sounds into segments of meaning, usually known as words. You would also have to understand the position of word stress, and how sentence stress and intonation can change meaning. You would also need to know how neighbouring sounds influence each other. For example, when you say the word ‘handbag’ quickly, the /d/ is dropped, and the /n/ turns to /m/. Thus, in effect you are saying ‘hambag’ – such assimilation with the /b/ sound makes pronunciation easier. (See ***Chapter 5: Speaking*** for more information on pronunciation.)

2 - Syntactic Knowledge:

You would need to understand how words are formed and connected to the other elements

of speech to form larger meaningful units. (See ***Chapter 9: Grammar*** for more details.)

3 - Semantic Knowledge:

You would need to recognise the implications of the speaker's choice of words. We all know that the choice of the word can dramatically change the meaning of our message, and the listener must perceive this. (See ***Chapter 8: Vocabulary*** for more details.)

However, it is not just the linguistic systems that learners need to understand. In language teaching, you might hear people saying that listening is a receptive skill and only focuses on the linguistic systems. This is slightly misleading as it implies that the learner only receives a message without any form of cognitive processing. Listening is an extremely active skill, and although you might not be able to physically see the mental processes taking place in your learners' heads, they are working really hard to piece together the sounds that they are hearing, understand and interpret the meaning of the messages conveyed. Instead of seeing the listener as a passive participant receiving linguistic messages, Anderson and Lynch (2001:11) refer to the listener as 'an active model builder' who is creating their own coherent interpretation of the message being conveyed. Anderson and Lynch (2001:11) go on to explain what *coherent interpretation* means:

Both parts of this term are important. First, it needs to be *coherent* both with what we believe has just been said and with what we already know about the speaker, the context and the world in general. Second, it is an *interpretation*, in the sense that it is our version of what the speaker meant, as far as we are able to assess that meaning.

This implies that listening does not only involve the sounds, grammar and the meaning of words, but also the background information (either factual or cultural), the knowledge of the context wherein the actual conversation is taking place in, and an interpretation of the message on the part of the listener.

4 - Types of Listening Skills:

Bozorgian (2012) also supports Anderson and Lynch's (2001) view of listening, and he goes on to explain that listening requires certain skills or types of listening:

a) Discriminative listening	Distinguishing between fact and opinion
b) Comprehensive listening	Understanding the spoken input
c) Critical listening	Analysing the message and accepting or rejecting it
d) Therapeutic listening:	Listening is used as a sound board, and there is no critique of the spoken input.
e) Appreciative listening:	The listener enjoys the input and receives an emotional impression.

Apart from this, listening also consists of the following:

5 - Understanding Non-Linguistic Features:

This essentially consists of body language, facial gestures and stance. These non-linguistic messages convey strong messages. For example, in English maintaining eye contact can show that you are paying attention to what you are hearing and are fully engaged in the process. However, maintaining eye contact in Japan can appear as a form of aggression. Every utterance is alive in its cultural context.

6 - Giving a Response Once the Message has been Received:

Listening in some situations requires a spoken response. In order to give this response, the listener must interpret the content and form a reaction based on this interpretation.

Learners will encounter all of these features of listening in real life or in the classroom. Let's look now at how to go about listening in the classroom.

2 - General Advice for Teaching Listening

1 - Learner Difficulties with Listening and Solutions:

When a native speaker or a proficient learner of the language reaches a mastery level, it is easy to forget how difficult it is to listen in a foreign language. When you begin teaching the listening portion of your lesson, you will begin to notice that for some learners listening is difficult or that they lose concentration half way through the listening. This is usually evident in their body language which begins to droop. Some learners will stop altogether or start shifting their bodies around. In a teaching environment, we might equate this response to the student's lack of interest or the length of the listening. However, a listening can be quite long but has very easy syntax or vocabulary, which makes the learner able to understand. Alternatively, a very short formal conversation might stretch the learner's ability due to the lack of familiar vocabulary or using complex structures.

Therefore, we need to consider more deeply the kinds of problems that learners face when listening. The more time you spend with learners, the better you will perceive the pattern of difficulties they face in developing their listening skills. Some of the main listening difficulties are presented in the following boxes:

Difficulty 1: No background knowledge or experience of the topic

Without background knowledge of a topic, it becomes harder for learners to focus on the message, the conveyed ideas or the specific vocabulary.

Solution:

- a) Give opportunities for students to access background knowledge or to research the topic. This can be done in various ways, such as mind mapping, web quests, reading about the topic, watching a video or documentary and learning the vocabulary.
- b) Test the water in the previous lesson to see if learners know anything about the topic.
- c) Alternatively, if the topic is not required for exam purposes, replace the listening with a topic that students can relate to.

Difficulty 2: The accent of the speaker

This can be a real problem for learners as it involves listening to different rhythms and pronunciation. Even native speakers face this problem when encountering different accents.

Solution:

- a) Expose learners to various accents through the material you bring into the classroom.
- b) After they have listened, openly discuss the accent and identify how similar/different it is from the accents they are familiar with.

Difficulty 3: The speed of the speaker

Unlike the language classroom where scripted tapes or the teacher will accommodate the listeners' needs, the speed of speech in real life can be challenging for students.

Solutions:

- a) If this is a problem with the materials in the classroom, break the listening down into more manageable chunks. You can stop the recording question by question. If the learners do not know the answer, it is easy to listen to a small segment again.
- b) Teach strategies for real life where learners can interrupt the speaker's speech with various interruption phrases such as:
 - ✓ Are you saying that.....?
 - ✓ If I understand you correctly.....?

Learners can practice these interruption phrases with a partner. One person begins speaking, and then the other student interrupts.

- c) If the speech they are processing is a presentation or a lecture (where they cannot interrupt but they need to understand the content), get learners to sit near the front and record it so that they can listen to it again.

Difficulty 4: Background noise while listening

This can be distracting for the learners while trying to focus on the main message and not the noise around them.

Solutions:

- a) While learners are listening, avoid walking around or doing other things; try to stay still.
- b) If the listening can be posted to an online platform, learners can access the listening through their own headphones and listen at their own speed.

*Most listening in real life has background noise, so learners need to cope with this challenge. That is why speaking activities where everyone is speaking and listening in a noisy environment can also be beneficial for developing listening skills.

Difficulty 5: Lack of exposure to extensive listening

Extensive listening means being exposed to the natural listening environment that is usually found in the host culture. For learners living in an English-speaking environment, they are surrounded every day by real listening opportunities, from spoken interactions to announcements, and from people talking around them or music drifting from the radio. This helps them to build their listening muscle and create extensive exposure to the language. For learners studying in a non-English speaking environment, it is harder to find the same extensive exposure to listening.

Solutions:

a) Learners can be encouraged to do the following to have extensive listening practice:

- ✓ Watch films in English with English subtitles – or without subtitles at higher levels. It is important to remove the L1 subtitles, or else learners would spend most of their time translating rather than listening. For lower-level students, English subtitles can help them focus on the words and sentences being used. You can push higher-level classes further into the no-subtitle phase when they are ready. You might need to do this once to show the learners that it is possible to achieve this. Many remain quite sceptical until you have taken them through the process and showed that they can survive a whole film.
- ✓ Watch news programmes where people have more natural dialogues – particularly in interviews.
- ✓ Listen to English songs. This can help learners get used to different accents and speeds.

b) In many communities, there are international associations where people can meet foreigners and exchange ideas. Encourage learners to seek out these opportunities to boost their self-confidence and enhance their ability to interact effectively with native speakers in real-life contexts.

Difficulty 6: Not recognising the signposting words

Speech often has many clues about where the speaker is going; but if a listener does not hear the contextual clues that bind the listening together, it can be harder for them to follow.

Solution:

It is important to highlight the signposting words by getting learners to look at the tape transcript, if they are available, and identify these signposting words. Here are a few examples of signposting words:

Beginnings: Well, let's start/ Ok, I'll begin by...

Linking words: and, but, so, as a result, for example, and so on

Finishing words: Well, I need to go now...

It is also a good idea to check in on the learners from time to time about their listening, so that you can understand what is going on in their heads while they are listening. Straight after a listening activity, it is quite nice to get them to write to you about what they understood and any problems that they faced during their listening. That way, you can give a response to each student based on their individual needs and prepare classroom activities accordingly.

2 – Differentiation:

Listening activities often happen as a whole group and follow the majority rather than the individual; however, this does not necessarily need to be the case if you have some foreplanning using the principles of differentiation. In a large classroom setting, giving learners options about how much they need to listen can be the key to their success. Having other self-study material planned for those who do not wish to re-listen after the first round of listening because they have found the answers is good practice. These advanced students usually want to get on with something else which means that you are satisfying the individual needs of the students. The students that need or want to listen again then also have the freedom to do so.

If you are running listening from a shared online source, then getting the learners to access the listening on their own devices means that they will be able to work at their own pace in the classroom. However, make sure that you remind your students to bring their earphones and electronic devices with them. Again, have some extra work prepared for the fast finishers so that no one will be waiting doing nothing in the classroom.

3 - Setting up listening tasks:

As part of your course, you will generally be provided with a course book or material that has listening tasks for you to complete. If you are in a high-tech environment, you will run these listenings either through an MP3, a CD file on a computer, or from an intranet set up. If you are not in a high-tech environment, you might find yourself using a tape-recorder and cassette or having to produce the dialogues yourself.

In all situations, during the planning stage, you must test out the equipment to check that everything is working, including the speakers. Much momentum can be lost in the classroom because time was not taken to think of the logistics. You also need to make sure that you know the exact place on the CD or tape. Once again you will waste a considerable amount of time and irritate your students if you do not have this under control.

In some situations you might find that there are no recorded materials at all and that you have to produce the dialogues yourself. Although this would be time-consuming, there are ways around this. If there is another class that also needs this material, and it consists of a dialogue for two people, you and that class teacher can come together with your classes and do the listening live for both groups. The other alternative is to use your own equipment. You can record the listening with friends or colleagues and then bring it to the classroom.

Other listening material can be found on the Internet or from films. If you want to show specialized listening material, there are a few considerations that you need to plan for:

1 - If you are going to watch a film, you need to check whether you have to book a room or equipment first. This is important to find out well in advance before your class as it will affect not only the set-up of your lesson, but will also involve moving a group before the lesson to the new room.

2 - If you want to use listening activities from the Internet, such as You Tube videos or TED talks (<http://www.ted.com/talks>), you cannot solely rely on your school's internet connection, as it can be very slow in the classroom. You might not even have an Internet connection. Again there are ways around this:

- a. Download materials before the class so you do not need to worry about if the Internet works or not.
- b. If there is no downloading option, you can copy the link from YouTube and download the video through any downloading website including:
 - Y2mate: <https://y2mate.com/>
 - QDownloader: <https://qdownloader.net/youtube-video-downloader>
 - Sconverter: <https://sconverter.com/>

You can also use a screen-capture software to record the online content before the lesson, in a place where you have an Internet connection. A few programmes you can use are:

- Jing: <http://www.techsmith.com/jing.html>
- CamStudio: <http://camstudio.org/>

The advantage of these two programmes is that they are completely free. Remember that both of these programmes allow you to capture shorter clips and not full films. The mini videos also come as large files. If you want your students to be able to access them, you can store these on Dropbox (<https://www.dropbox.com/>) where everyone can access collectively.

3 - A Listening Lesson Plan

In this section, we will look at how to use some listening materials from a course book and turn them into a lesson plan. This plan will take you through the pre-listening, while-listening and post-listening phases.

Course Book Sample

Travel and Tourism Listening: Global experiences

1. Speaking:

- a- Think of two places you have visited in your country or abroad
- b- Tell your group members about the two places

2. Listening:

- a- Look at the photos of the two places and answer the following questions:

- In which country can you find them?
- What do you know about the country?



- b- Look at the box below and try to predict the answers.

Topic	France	Thailand
Population		
Weather		
Food		
People		

- c- Listen to Elif talking about the two countries and fill in the following information in note form for each country.

3. Language awareness:

- a. With your partner use the information you filled in above and compare the two places.

b. Now read an extract from the listening transcript below:

- 1- France and Thailand are quite different countries. France has a slightly smaller population than Thailand with about 65,000,000 people in France compared to 66, 000, 000 in Thailand...
 - 2- But Thailand is generally hotter than France. France can become colder in winter...
 - 3- I have found that the food in Thailand is as delicious as French cooking, which really surprised me. Now I am going to try a Thai restaurant in Istanbul.
 - 4- The people in both countries are really friendly, but sometimes French people can become upset when they are driving, especially in Paris...
- c. Look at the extract in 3.b and underline all of the ways that Elif compares the two countries. The first one has been done for you.
- d. How many of the expressions that you underlined did you use in the first activity at the start of the unit.
- e. Now in pairs repeat exercise 1b:

Student A: Your job is to try and use as many of the comparison phrases from the listening extract.

Student B: Your job is to monitor student A's use of phrases from the listening extract.

Once you have finished change roles

4. Vocabulary

Large Numbers

Look at the numbers below. How do you pronounce them in English?

6,500

65,000

65, 000, 000

7,125

33,920

82, 546, 123

Example lesson plan

Aims of the Lesson: By the end of the lesson learners will be able to locate specific information about two countries' population, weather, food and people.

Materials Needed: Course book page: Unit 3 Travel and Tourism

Phase	Time needed	Activity	Interaction
Pre-listening	5 minutes	A: Activating Schemata <i>Exercise 1: Speaking</i>	
		1a-Individual thinking 1b-Group discussion (learners in groups of 4)	SSS
	10 minutes	B: Pre-teach vocabulary	T-S, S-T, S-S
		C: Prediction for listening	S
		1 - Exercise 2a: learners individually look at the pictures. Whole class feedback on the pictures.	T-S, S-T, S-S
While listening	5-10 minutes (depending on the learners need to listen again)	2 -Exercise 2b: In pairs learners try to predict what answers will go in the table.	S-S
		Exercise 2c: Listening individually to check predictions and to fill in the chart.	S
	5 minutes	Pair and whole group feedback	S-S, T-S, S-T
Post-listening	5 minutes	Exercise 3a: In pairs learners compare the two places.	S-S
	10 minutes	Exercise 3b &c: Learners read the transcript and examine the underlined words in pairs.	S-S
	5-7 minutes	Whole class feedback	S-T
	7 minutes	Exercise 3d: Learners in pairs take turns to redo Task 1. *Emergency Activity: Part 4 large numbers	S-S

1 - The Pre-Listening Phase:

A: Activating Schemata

This is extremely important as learners need time to get interested in the topic. This means accessing learners' background knowledge before the listening to cognitively prepare for the task. Looking at essential vocabulary that might be needed in order to understand the listening will also help in preparing learners for the listening activity. In this case, the aim of this course book activity in Part 1: Speaking is for learners to access their travel experiences, descriptive adjectives and comparative structures, which will be needed in the listening.

B: Pre-Teach Vocabulary

The teacher will also choose difficult vocabulary that learners might not know and teach them at this stage. This will enable the learners to understand more fully when they listen (For suggestions on how to do this, see **Chapter 8: Vocabulary**).

C: Prediction Phase

Learners at this stage need time to think about what they are going to listen to, and identify the kind of information that they will need to fill in the table in 2b. When they listen for the first time, they will be recalling these predictions to make sense of the words they are hearing.

2 - The While-Listening Phase:

Here learners try to see if their predictions were correct during the prediction phase, and they also attempt to fill in the details missing in the table about France and Thailand in 2c. This kind of open-ended chart can be difficult for beginners. It works better from the middle of the elementary level onwards. When used at elementary level, it is helpful for learners to only have one word to fill in.

In the main listening phase: exercise 2c, the learners also attempt to get as much relevant information as possible in the chart. It would also have been possible to create different kinds of questions instead of the table. A few alternative question types are given in the following table.

Question type	Example
Multiple choice questions	According to Elif, how many people live in France? a-65,000 b-6, 000, 000 c-65, 000, 000
True/false questions	Thailand is warmer than France in winter. True or False
Open ended questions	How many people live in France?
Sentence completion	Elif thought that eating Thai food was -----.

However, there are some other considerations when creating questions based on the level of the learner. This will affect the task type that you use. Let's consider the different experiences of different level classes.

For the beginner students, they might hear the intonation of the language and a few familiar words. Things slowly begin to form, such as where sound segments constitute words; they may also understand sporadic high content words. They might rely more on body language and creating content from their background knowledge to make sense of what is being said. For intermediate learners, they might understand 70% or 80% of what is said, but there may be gaps in unfamiliar words or with more complex constructions. They will also struggle to give an appropriate response in real time on some occasions. For both upper and intermediate learners, they might understand what has been said but taking notes at the same time as listening can be extremely difficult, tiring and needs a lot of practice. Therefore, the task types you use with each level will vary:

- **Beginners** will need very easy tasks that have minimal writing.
- **Intermediate** learners will progress into more open-ended questions and more guided notetaking.
- **Upper and advanced** students will have more complicated tape scripts. In some cases, they will need minimal writing tasks due to the difficulty level of the listening, but they are generally expected to be able to take more notes and use more varied task types than intermediate learners.

3 - The Post-Listening Phase:

In the text book example, the post task in part 3 consists of focusing on language awareness for comparison and shaping learners' earlier speaking in task 1. There is also a vocabulary focus in part 4 on large numbers, as these were mentioned in the tape script but can cause extreme difficulty in comprehension.

Also notice that in this lesson plan the skills are integrated. In this unit, the learners speak, listen, read and focus on some grammar and vocabulary.

4 - Activities for Listening in Classroom

1 – Activities:

Listening does not only have to be from the course book or other online or recorded material. Remember that there are many activities where learners can listen to each other or even to you in the classroom. Listening is directly and intimately linked to speaking. Therefore, learners need to practice the whole process of understanding, interpreting the message and giving responses. Here are a few ideas:

- **Role plays:** Taking part in free role plays where the learners simulate a real life

situation, means that learners have to spontaneously process the incoming messages and respond accordingly.

- **Pair gap fill:** Using the table from the course book material, the learners can choose two countries to compare. In pairs the learners take it in turns. Student A compares the two countries and student B fills in the chart below. Then they change roles.

Topic	Country 1	Country 2
Population		
Weather		
Food		
People		

(For more ideas visit Chapter 5: Speaking)

2 - Resources for listening on the Internet:

1 - *TED.com* (<http://www.TED.com>) is a fantastic resource for intermediate learners and above. There are a range of talks on various topics. This site also has TED ED videos that can be adapted for the EFL classroom. These materials are centred on a topic, and then they have questions or projects. To visit the TED ED home, go to <http://ed.ted.com/>. The clips and materials are of an extremely high standard, and learners tend to be highly motivated by them.

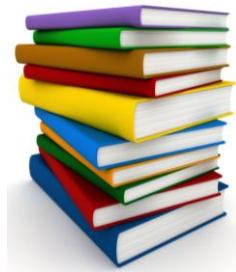
2 - *RSA Animate* (<http://www.thersa.org/events/rsaanimate>) is an interesting site that has cartoon animations synchronized with a talk.

3 - *Voice of America* (<http://learningenglish.voanews.com/>) is a news site that has a special section for EFL learners. The recordings are quite slow so even lower-level learners can access some of the news reports.

4- *EFL Learners' Online Resources* is an amazing reference site to enhance learners' listening comprehension. This site has literally about 100 links to every kind of listening material you can imagine.

(<http://efl-learners-online-resource.webs.com/listeningcomprehension.htm>)

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Chapter Five

Speaking

This chapter will tackle the following points:

- 1 – An introduction to speaking
- 2 – General advice for teaching speaking
- 3 – A speaking lesson plan
- 4 – Activities for speaking in the classroom
- 5 - Bibliography



1 - An introduction to Speaking

If you have ever learnt another language, just imagine now that you are using that foreign language. What is required of you to become a successful speaker?

In order to be able to communicate in a foreign language, there are several key features that you need to be able to master:

1 - Maintaining Verbal Communication:

Speaking rarely happens alone. You are usually face to face with another human being. Therefore, it requires that you are able to initiate, respond and maintain verbal communication with another individual in real time. This also involves being proficient in turn taking, holding a turn and interruption, repairing faulty understanding and rephrasing, without too much hesitation.

2- Real Time Recall and Use of Grammar, Discourse and Vocabulary:

The speaker needs to be able to recall chunks of vocabulary, string them into meaningful and coherent sentences, and then turn these sentences into cohesive and coherent longer stretches of speech.

3- Clear Pronunciation:

If the words are not pronounced clearly enough, then the whole message is lost or confusion can ensue. Consider the foreign visitor staying at a hotel who thinks that they asked for 'soap' to be sent to their room, when due to their pronunciation the receptionist understood that the person wanted 'soup' and referred them to catering instead of housekeeping. The

same is also true for word stress. Every word has a part that is more predominantly stressed than the other parts. For example, the word ‘present’ has two meanings depending on how you stress the word. ‘PREsent’, with the stress on the first syllable, either means a ‘gift’ or ‘here’. However, ‘preSENT’ with the stress on the second syllable means either ‘introduce’ or ‘to give a presentation’. If the stress is not in the right place, it can cause misunderstandings or make it difficult to understand the message.

4- Using Paralinguistic Features:

Successful speech also includes paralinguistic features, such as the correct use of word stress (see **Chapter 8: Vocabulary**) and intonation.

Intonation means the way that the pitch changes across an utterance. This will communicate to the listener, along with the structure of the utterance, certain messages, such as my answer has finished. For example, if you consider the question, ‘Do you know Elizabeth Channing?’, what happens to the pitch of your voice at the end of the sentence? You will find that the pitch gets higher and the intonation rises near the end of the sentence. This signals that it is a yes/no question.

Do you know Elizabeth Channing?



5- Employing Non-Linguistic Features:

Conveying non-verbal meaning through your body posture, gestures and facial expressions is also an important part of speech. We interpret what someone says or convey messages about our attitude and real feelings through body language. This area can cause cultural misunderstanding if used in the wrong way. It is a good idea to go over body language and the meanings of gestures in English as they will vary from other countries, sometimes with interesting consequences.

6- Contextual Features:

We naturally adjust our speech based on the context and the relationship with the person we are talking to. This might influence the choice of vocabulary or grammar to be used, such as in a formal or informal situation.

It is also important to remember that speaking is not writing. There are two different systems. While writing might have complete sentences and complex structures, speaking as we have seen tends to stop and start with incomplete sentences. It also tends to have simpler grammatical features, such as simple sentences and cohesive devices ('so', 'but', 'and', as opposed to 'however' or 'moreover') unless it is a formal scripted piece of speech.

That is why when teaching speaking, you must make sure that you're focusing on the spoken norms and not the written ones. For a more detailed summary of the differences between speaking versus writing, look at the University of Westminster's Learning Skills Speaking Versus Writing summary.

(http://www2.wmin.ac.uk/eic/learning-skills/literacy/sp_vs_writ_dif.shtml)

2 - General Advice for Teaching Speaking

1 - The Learners' Fear of Speaking:

Speaking anxiety is a very critical issue for learners in the classroom or in real life. In this arena, they are being asked to communicate in real time and produce a coherent answer without the comfort of having fully written sentences in front of them. They not only have to give meaningful output, but they also have to understand and respond to the incoming stream of information produced by their conversation partner. Speaking also has a psychological component. The learners are not only making sounds, but they are also expressing and exposing who they are to others around them. Therefore, the environment of the classroom will have a dramatic effect on speaking.

2 – Making the Classroom a Conducive Place for Speaking:

To create a conducive and effective speaking environment, there are a few elements that you can bring into the learning environment:

A: Lowering the perfection bar:

Many learners have come through a system where they have been punished or criticised if they did not produce perfectly constructed sentences. Not surprisingly learners who have lived such an experience need encouragement to make mistakes. During your lessons together, you need to encourage the learners to make mistakes and let go. Being gentle on correction (in the beginning) will enable learners to regain their own confidence to take risks, and thus enhance the speaking components of your lessons.

B: Preparation time:

Learners need time to collect their own thoughts before speaking. This means that they need preparation time. The types of activities that can be used to prepare for speaking are:

1 - Introducing the key vocabulary needed: It is important that learners have time to either be exposed to key words that they might need or to actively identify, search and look them up themselves.

2 - Idea generation: This I have found to be one of the central needs for learners in the classroom, particularly in the 18-25 age groups. For some learners, they have never thought about the topics in their own language, let alone in English. Without ideas or opinions, it is very difficult to have a discussion or a conversation. Therefore, if you are covering topic-based discussions, it is a good idea to spend some time generating ideas through collective brain storming, or allowing learners to research the topic themselves. Now with smart phones, learners are usually able to do this research in the classroom. As a result, you can set aside some time for

background research and then bring everyone together to share their information. This can be a mini speaking activity before the main event.

3 - Individual preparation time: Because the classroom is not real life, it is good practice to allow learners to collect their thoughts and ideas before beginning a speaking activity. Learners can make notes or write down some key ideas and words that they want to use. It is important though that the learners avoid writing sentences as this then becomes a reading-writing activity, rather than a spoken one. It also becomes a missed opportunity to practice the features of speech which were mentioned in **Section 1**.

D. Speaking group dynamics:

The goal of a speaking activity is to maximise the speaking time. This can be achieved through pair and group work. Groups of up to 4 seem to work best. Past this number, one person seems to be left out of the speaking dynamic in a group setup.

E. Background noise:

Music playing in the background can also aid the learners to lose their apprehension and discard the feeling that others are listening. It also has the added benefit of helping you to get the class' attention back when the speaking activity is over.

F. Gaining the trust of your learners:

If you notice someone is not speaking in class, instead of calling them out in front of everyone, it is better to have a private discussion about how to improve their speaking. You can work on strategies together that are agreed with the learners to help them speak in a foreign language. One of the most effective ways I have used with my own learners is either sitting down individually over coffee or lunch in a relaxed environment and just chatting, a couple of times or having a Skype chat. The learner can choose an environment in which they can feel comfortable. After a couple of sessions, they will be more willing to speak in a classroom environment because they have gained confidence from speaking with you.

3 - The Monolingual Classroom:

The context you find yourself in will dramatically affect your learning environment. If you are teaching multilingual classes in the host country, learners usually have a high motivation to speak and have no choice but to speak English, as many people in the class will not know the other person's language.

In monolingual classes, as is the case when teaching EFL abroad, keeping the learners speaking in English will provide an extra challenge, as it appears unnatural for the learners to speak to each other in English because they share a common language. This has to be managed carefully. If you force learners to speak all the time in English, when it doesn't feel natural to them, you might do more harm than good and shut them down completely. If you leave them completely to their own devices, they might only speak in their own language.

That is why creating 3-4 small activities with a clear aim and focus that they can achieve in

English, as opposed to one long activity that they will find difficult to maintain, will motivate them to speak English during speaking activities. You can then slowly increase the amount of time that they are speaking until they can handle communicating for longer stretches.

4 – Pronunciation:

Long gone are the days when learners need to emulate a British or American accent. This is due to the fact that there are so many different “Englishes” in the world. Due to the widespread nature of English as the international language of communication, the majority of your learners will most probably converse with another foreign language speaker of English, as opposed to a native speaker. As a result, the aim of pronunciation teaching needs to focus on areas of the learners’ speech that impede communication. For example, Japanese learners will need help with their pronunciation of /l/ and /r/. The English pronunciation of /r/ does not exist in Japanese, so a learner could ask for ‘/l/ice’ instead of ‘/r/ice’. For a more comprehensive view of various pronunciation difficulties based on the learner’s mother tongue read *Learner English: A teacher’s guide to interference and other problems* by Michael Swan and Bernard Smith.

5 - Fluency Versus Accuracy:

When planning your speaking activities, you need to decide what the focus of the activity is. When you focus on fluency, you generally want the learners to communicate freely and focus on maintaining the flow of conversation in the activity. With a focus on accuracy, you are looking much more at pronunciation, vocabulary and grammar usage; in other words, the linguistic systems. There will be times where you will need to focus on accuracy, if that is the reason for a communication breakdown. At other times, you will only focus on fluency. It is important to maintain a balance and not only look for accuracy. Fluency is just as necessary in the classroom.

6 - Correcting Learners’ Speech:

How correction is done in the classroom is an area that you need to negotiate with the learners. Some groups will want to be corrected immediately in real time when it is an accuracy activity. Some students prefer not to be interrupted, and this is generally good practice so as not to disturb the fluency of the speech. Generally speaking, correction of mistakes should be done immediately during the accuracy phase of your lesson. A late correction of errors is more appropriate for the fluency-based activities. In both cases, correction of learner’s mistakes can be done through three phases: self-correction, peer correction and teacher’s correction.

Giving the learner a chance to correct himself/herself is the first step in correction. Appealing to other learners to identify and correct the mistake should precede your interference to correct the mistake.

In fluency activities (freer-practice tasks), the best practice to correct learners’ mistakes is to monitor to the learners carefully, write down the mistakes and put the common or important ones on the board for the learners to correct. It is important that you do not

name the person who made the mistake as they will feel embarrassed in front of all their classmates.

Self-correction is a very powerful tool. Encouraging learners to speak for two minutes on a topic and then evaluating it themselves can help them to become aware of their own speaking and can lead to self-correction. Learners hate to hear themselves at first and usually are only prepared to do this exercise if they are the only ones that would be listening to the recording. Learners can record and send you their recording via an iPhone, iPad, smart phone or computer.

3 - A Speaking Lesson Plan

In this section, we will look at how to teach speaking in the classroom. The plan below shows a lesson plan following a **Test-Teach-Test** approach to teaching speaking.

Example lesson plan			
Phase	Time needed	Activity	Interaction
Test	5 minutes	Role play: Booking a hotel 1 - Teacher explains the task	T-S, S-T
	2 minutes	2 - Teacher puts the learners into pairs	T
	2 minutes	3 - Teacher gives out the role play cards	T
	3-4 minutes	4 - Learners read individually	S
	10 minutes	5 - Learners in pairs act out the role play	S-S
Teach	15 minutes	Review of WH questions 1 - Teacher asks learners in groups to come up with WH questions that might be used in booking a hotel. 2 - Students in groups collect questions 3 - Whole group feedback and correction	T S-S T-S, S-T, S-S
Test	10 minutes	Repetition of the Hotel Phone Conversation Students repeat the role play in pairs	S-S

This lesson plan allows for the fact that no learner comes to the classroom as a completely blank canvas. This Test Teach Test (TTT) approach can be used quite effectively from elementary levels onwards. The TTT approach is sometimes described as ‘in at-the-deep-end learning’. In the plan we can see that it consists of an initial task to test the learners’ ability, a teach or input phase and then a repetition of the initial task in the second test phase. Let’s look in more detail at the lesson plan.

1 - The Initial Test Phase:

The teacher sets up a task with the express aim of both the learner and the teacher finding

out how much output the learner is able to provide. For example, the learner is going to book a holiday for two weeks at a hotel by phone. The teacher will give the learners a pair of role cards. One of the learners will be the hotel receptionist, the other will be the customer booking the hotel. They will be given some time to prepare. The learners begin the task and the teacher circulates the room listening to the pairs as they speak. During this phase, the teacher is looking for areas of the students' language that need to be improved.

2 - The Teach Phase:

Based on what the teacher and the learners have seen and learnt by doing this task, the teacher will decide on appropriate input to improve the learners' language. In this example, the learners were struggling to produce the what, where, when, how, why questions (known as WH-questions). The teacher then reviews this with the learners and maybe gives extra practice and explanation where necessary. Alternatively learners might also watch a video of someone making a reservation and focus on the WH-questions.

3 - The Second Test Phase:

Finally learners repeat the same task as in the initial phase. This allows them to be given the opportunity to use and practice the input given.

As a new teacher, reading this you might be asking yourself, "How could you respond on the spot to learners after the initial test phase?" It might seem terrifying to be that responsive, without prior preparation. There is a solution to this. You could split the cycle over two days. Near the end of the first day, when you are in the classroom, you could do the initial role play and observe where the learners have problems. You can then leave the classroom and prepare responsive material based on learners' needs. In the next lesson, you can discuss your observations from the initial phase with the learners and do the teach phase and then finish the cycle with the repetition of the role play in the final test cycle.

Other Approaches to Teaching Speaking:

However there are other ways to approach teaching speaking. Let's consider these:

A: As a pre/post part of an integrated lesson:

Speaking does not only have to be a main event or activity on its own. Speaking ideally lends itself to the working elements of the classroom. Learners can, for example, discuss their answers to a reading exercise in English. If there is a brainstorming element to the lesson, where they need to think of ideas for a listening, encourage them to speak English. When speaking is used as a tool to work together in the classroom, it can relieve some of the speaking pressure on learners as it is a tool to communicate, rather than an official speaking activity.

B: As a more controlled exercise:

For beginning-level students who do not have much English, asking them to speak freely can

be extremely difficult. Therefore, teaching and practicing small exchanges and then using this knowledge in larger role plays can be beneficial and enjoyable for the learners. The secret to this approach is good **modelling**, some **drilling** and then **freer practice**.

1 - Modelling:

Good modelling, before asking students to use the target language, is important so that they can reference the meaning of the utterance and pronounce it correctly.

An example of modelling: Exchanging names at the beginner level

The teacher asks each learner about their name, while at the same time using the question that the learners will produce later on in the task:

Teacher: What's your name?

Student: Ahmed

Teacher: Nice to meet you Ahmed, I'm Lucy.

Although at this stage the teachers' aim is only to get Ahmed to answer the question, the instructor has modelled the question and the next part of the dialogue that will be introduced later on.

In the example above, once the teacher has introduced the question and the learners understand the meaning, the teacher can either let them try out the question-answer exchange with a partner, or drill the question and answer before the controlled pair practice.

2- Drilling:

To 'drill' essentially means repeating a sentence or word after the teacher. This is often in a continuous fashion so that all the students can utter it more fluently. It is a technique that is used to help learners correct their pronunciation and become familiar with the sentences that they will need to use. Some teachers would argue that it is ideal for learners to gain confidence before freer speech. Teacher's opinions of drilling can be quite divided. Some teachers love to drill, others don't. You need to find out what fits you.

There are various reasons why teachers use drills.

A- To focus attention on the pronunciation of individual words:

This type of drill could focus on drilling discreet items, such as mispronunciation of a word, or misplacement of the word stress. Consider the word 'content'. Perhaps, learners in the classroom want to say that they are 'conTENT'(happy), but instead they are using the word stress for the noun form 'CONtent'. This now creates confusion in the meaning. The teacher might then want to drill the adjective form of 'content' to help the learners correct their pronunciation error.

B- To focus on the sentence with a sentence drill:

When sounds come together in a sentence, the less important words are unstressed. If you consider the question, 'What's your name?', how would you pronounce it in normal speech? In natural speech, we would weaken the 'your' until it becomes reduced to 'Y'. WHAT's y NAME? Many foreign learners will pronounce every part of the sentence stressing each word, 'WHAT'S YOUR NAME? Therefore, a teacher would get learners to repeat after them four or five times the unstressed sentence form. This method can also be used to focus the learners' attention on grammatical errors in sentence structure.

C- As a way to become familiar with turn-taking patterns involved in dialogues:

Looking back at the original modelling example of asking and giving names, the teacher would divide the class into two groups: A and B. The A's would initiate the dialogue by asking the question, and then the Bs would give the answer. This would be chanted four or five times, until the turn taking is smooth.

4 - Activities for Speaking in the Classroom

There are many different kinds of speaking activities that you can use in the classroom. Here are a few to get you going in the classroom:

1 - Surveys:

Learners can create questions on a topic area and then interview members of the class. The interviewer makes notes on the answers and reports back to the class or a partner. To push it a little further, the survey can be turned into a presentation about the findings of the survey and presented to the whole class.

Survey example: A survey about health

1 - Create 5 questions to ask your classmates on the topic of health.

2 - Interview 3 students and make notes on their answers

Question	Student 1	Student 2	Student 3

2- Ranking Activities:

Ranking activities involve learners placing a list of ideas or elements into an order of importance, popularity, or the highest and lowest position.

Example of a ranking activity

Look at the list below and put the items in the order of how important they are to you.
(1= the most important, 5=the least important)

- Family
- Job
- Health
- Money
- Love

For each one think about why you have put it in that position.

The learners now individually need to rank their answers and think of the reasons for their ranking. They then come together and discuss their ranking choices with their partner or group. For an extra twist, you can then get the group to agree on which should be the top and lowest choice.

3- Rotating Conversations (also referred to as speed dating):

The class is divided into A and B. All the As stand up and make a straight line at the front of the classroom. The Bs then stand opposite an A so that they are face to face. You then give the first speaking task, and they talk for a minute together. After the minute, A at the front of the line moves to the back of the A line, and all the As move one place forward, so that they have a new partner. They then begin the conversation again with a different topic. You can complete this shuffle manoeuvre 5 -6 times before the learners lose interest.

4- Debates:

Learners are given either an agree or disagree position on a topic. For example, a debate topic might be, 'Every country should be allowed to own nuclear technology'. The learners will need to work together with the students who have the same position as them in order to research the arguments. The learners are then split into groups of four. These groups will be comprised of two students who agree and two students who disagree with the statement. They will then debate the issue for a set number of minutes depending on their level.

5– Group-Based Seminars (run by the learners):

Learners – individually or in pairs – can choose a topic that interests them and create questions for the rest of the class. The class can either discuss as a whole or break into groups and report back on their discussion. This activity gives learners more ownership of the classroom environment.

6- Role Plays:

Playing in the classroom is an essential part of learning for any age. The very nature of learning a foreign language requires constant adaptation in an array of environmental conditions. This is where roleplay can become extremely powerful in helping learners

prepare for those environmental conditions. Below is one of my favourite role play simulations.

The Newsroom Simulation

(This one works with all ages from 15+.)

Aim: The learners have to produce a news programme that will go live on air.

Preparation needed: Two editors are chosen to organise the news room. They are responsible for keeping the journalists on schedule and for presenting the headlines as anchors in the studio.

The rest of the group are split into four teams. One will be the reporter from a specific location, and the others will be the people from the story to be interviewed. The whole team usually needs about an hour to organise themselves and get a programme ready for their broadcast.

The actual broadcast: There are two ways that the broadcast can happen. The first is live, where the newsreader starts the broadcast, introduces each story and goes out to the reporter live from the studio. If you have the technology the other way is to get learners to record their segment and then edit it together using a programme such as *Movie Maker*. The amount of language that goes on in this simulation is impressive, and the seriousness and engagement with this task is high.

5 - Bibliography



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This chapter will tackle the following points:

- 1 – An introduction to reading
- 2 – General advice for teaching reading
- 3 – A reading lesson plan
- 4 – Activities for reading in the classroom
- 5 - Bibliography



1 - An Introduction to Reading

Just stop for a moment and think about what you have read today. You have most probably checked out your phone for text messages, read emails, gone onto Facebook and read everyone's status updates. Maybe you have read a packet or instructions for medication. You might have read a magazine online or bought a newspaper. All around you are signs and instructions on machines and doors. Reading is everywhere.

Now just think if you read everything in exactly the same way. The answer is clearly we don't. We have different ways of reading based on our purpose. Here are a few ways we read:

A. Searching quickly for specific information:

If you are reading a timetable or searching for a telephone number in a letter or a name in an email, then this type of reading is known technically as scanning.

B. Skimming quickly to get a global picture of the text:

If you are looking to get the general idea of the text you are reading, maybe having a quick read of a newspaper story to get the overall idea, then you are skimming.

C. Reading for detailed information:

In this case, you slow down to understand what is being said or focus on the in-depth details of the text.

D. Reading to write:

You might be researching a topic or reading to find information in order to turn this into writing.

There is a word of caution about reading here. Thinking about what you have read today and how you read it, did you read out loud? The answer to this question is generally ‘no’, unless you want to share your reading with someone, such as reading a text message aloud. Therefore, when doing a reading lesson, it is very inauthentic to ask learners to read a text aloud, because reading is usually a silent activity.

The Features of Reading:

During this silent activity, apart from the purposes for which we read, there are many minute processes underway as our eyes are scanning the text. Let’s consider these:

A: Word recognition:

Learners in real time need to be able to recognise words, take apart the word formation (prefixes and suffixes) and know which words to keep or disregard. (See **Chapter 8: Vocabulary** for more information)

B: Syntactical recognition:

This involves being able to take apart and also understand various grammatical features and how they work together. This might mean processing complex clauses, looking for significant verbs or nouns and so on.

C: Semantic recognition:

This means understanding the meanings of words and also the messages conveyed in the choice of words, sentence structure or even the layout of the writing.

D: Orthographical recognition and phonological decoding:

This means recognising the shapes of words as well as their graphic representation, in other words, their spelling. This can be extremely difficult for learners who are from a language either with a phonetic alphabet such as Spanish or Italian (This means every sound and letter has a 1:1 correspondence) or for learners from a pictorial language, such as Chinese and Japanese. Although, English is partly phonetic through its consonants, it has a lot of irregularities such as the fact that 32 vowel sounds are represented by 5 vowels a,e,i,o,u; or that some words can be written the same but have very different meanings based on the context. An example of this is: “*How many cans can a canner can if a canner can can cans?*”

E: Discourse:

This consists of the way the text is held together. This is done in various ways across a text through:

1 - the overall and paragraph organization of the text based on its function or genre (such as a letter of complaint, a travel brochure, etc.).

2 - the cohesive devices that glue the text together. This might include:

- **Referencing pronouns:** He, she, it
- **Lexical sets:** The writer might be writing about family and, thus, using various words from the group of words that are associated with family, for example,

parents, mother, sister, brother and so on.

- **Synonyms:** The writer might use words with similar meanings to avoid repetition. For example, in this handbook, I have used both 'learners' and 'students' to refer to the same thing.
- **Coordinating and subordinating conjunctions:** These are words that link sentences together, such as 'and', 'furthermore' or 'which', 'if' and so on. (For more discussion See **Chapter 9: Grammar**)

E: General Text Comprehension:

This means that you are able to find the main ideas, supporting information as well as the key concepts of the text. It also means recognising and following the argument of the text. The reader will additionally need to use different reading strategies, such as making inferences (reading between the lines), summarizing information, re-reading, and so on. In order to create meaning, we also integrate our own experiences with the information in the text.

F: Thinking Critically:

This generally involves evaluating the writer's message and presented ideas against your own knowledge, being aware of what is fact and the writer's opinion, as well as assessing how reliable the text is.

2 - General Advice for Teaching Reading

1 - Relieving the Language Pressure on Learners:

One element of reading instruction is aiding learners with the elements that might slow down their reading:

A: Pre-Reading Vocabulary:

You need to remove the vocabulary difficulties for the learners. They need to be able to recognise at least 90-95% of the words in the text to read effectively. This might mean looking at the vocabulary needed before reading so that learners are not disturbed by the new vocabulary.

B: Vocabulary During Reading:

Learners need to learn strategies for coping with vocabulary while they are reading. There are a few strategies you can show learners so that they can restore or repair faulty understanding:

- ✓ Let them look up words in a dictionary
- ✓ Get them to take the word apart if it has suffixes and prefixes (See **Chapter 8: Vocabulary**)
- ✓ Looking to see if the word has been defined in the sentence before the word or in the following sentence.

C: Grammar:

There are some strategies that learners can use while reading to deal with difficult features

of sentence grammar. One of those strategies is to help learners to cut down complex sentences. For example, looking at the following sentence, the learner can be encouraged to cut out the extra information and focus on the main part of the sentence:

"The woman, who I have known for a long time, works at HSBC." Learners would only focus on: *"The woman.....works at HSBC."* This would help them to cut down the cognitive load.

D: Cultural Meaning:

When reviewing the text that you are going to teach, it is also important that you examine it to see if it holds any cultural references or factual references that the learners might not be aware of. If this is the case, you either need to abandon that choice of text or fill the knowledge gap by providing materials or explanations in the pre-reading stage of the lesson.

E: Semantic Associations and Nuances:

Raising awareness of any nuances in the word choice can help the learner process the text more efficiently.

F: Speed Reading:

To improve learners' reading speed, an effective way is to get the learners to speed read in a kind of time trial (Grabe and Stoller 2002). This can be done individually at home, but it also works well as a class pair activity. Learners must use texts that they have already studied as this allows them to recycle what they have learnt before. The activity is explained in the following box:

Speed Reading Activity

Cycle 1

- The learners are grouped into pairs.
- Each learner needs the same reading text and one watch/stopwatch (they can use their phone) between them.
- One learner in the pair is going to read as fast as they can for one minute. Their partner controls the time and tells them when a minute is up.
- When the time is up, the person reading marks the place that they have reached with a dot.
- The partners now change roles, and the other learner reads for a minute and marks where they got to.

Cycle 2

The learners now complete cycle 1 again, but this time both readers are pushing to read faster and get past their first reading mark. The learners always start the reading from the beginning of the text.

2 - Extensive Reading:

There is also another essential way that learners can dramatically improve their reading skills, and that is through extensive reading. Extensive reading means reading anything that interests you for the sole purpose of reading. One of my favourite quotes on classroom reading and vocabulary acquisition comes from Nagy, Herman and Anderson (1985: p.252) who were researching vocabulary learnt in context. Here were the conclusions from their results: "Our results strongly suggest that a most effective way to produce large-scale vocabulary growth is through an activity that is all too often interrupted in the process of reading instruction: Reading."

The situation that you are going to find in the classrooms you teach in is that little emphasis is placed on extensive reading. Instead, it is generally about comprehension questions and answers, not about strengthening the reading muscle. Some teachers will tell learners to read extensively and relegate it to the homework spot. However, this can be a fundamental mistake as extensive reading is one of the main areas where learners need support and encouragement to motivate them to read in a foreign language. Learners also might have come from a background or culture where reading has not been encouraged in their own language from an early age. Learners become quite anxious when they are faced with reading extensively. The following is a list of some of their dilemmas:

- a) They don't know where to begin. The majority of learners, however, have a desire to read, they just can't find their way in.
- b) They feel anxious and confused by library referencing systems (despite several orientations) and panicked by the level of quietness in the library building itself. One learner once told me that if the library was like a popular bookshop, he would actually pick up the books.
- c) Adult learners are demotivated by graded readers (specially produced mini books for language learners) as these books do not feel authentic.
- d) They don't know where they like to read, or how to experiment to find that place.
- e) Some learners hate reading or do not really read extensively in their own language.

As a result of these dilemmas, it is important to offer learners some concrete solutions and guidance for extensive reading:

A: Entice the learners by laying the ground work:

Show that you read. One technique is to leave the books you are reading lying around in the classroom. If you also can read in another language, then leave one of those on your desk during a break. When you come back, 1-2 of the learners will be looking at them. They will then start asking you questions about the books or how it is to read in a foreign language. This main aim of this technique is to allow you to indirectly plant the idea that reading in a

foreign language is not only possible but that it might be interesting and enjoyable.

B: A structured approach to extensive reading:

Once you have dealt with their motivation, created a belief that it might be possible to read in a foreign language, slowly introduce an extensive reading programme. Here are a few points that you need to remember:

1 - Explaining the importance to learners: It is really important that you discuss why extensive reading is crucial to becoming an effective reader. To help them realise that it is an essential part of learning, it is necessary to link it to tangible outcomes, or problem areas that they have been experiencing. For example, a student might say, "I memorised the word, but couldn't retrieve it fast enough". You can then explain the scientific basis for this and how extensive reading can help fix it.

2 - Choice of reading material: For this to work, the learners have to be able to choose and more importantly be interested in what they are reading. It is important to accept the reading material in any medium. It can be a book, a magazine, a newspaper, the back of a packet!!! It can be in electronic or paper form. The most important thing is that they read. Begin with short extensive reading sessions in classroom time, and try to lengthen these to an hour throughout the term. The reason we begin with short bursts is for learners not to panic. For some learners who are not used to doing this in their L1, this can be a very daunting first step. Learners need to experiment until they find what fits them.

Possible sources for extensive reading online are:

- BBC World Service Learning English:
<http://www.bbc.co.uk/worldservice/learningenglish/>
- New scientist: <http://www.newscientist.com/>
- The New York Times: <http://www.nytimes.com/>
- Bee Oasis: <http://www.beeoasis.com/>

C: Various reflection activities based on reading:

Let learners try out the reading for about a week. They then feedback about their reading and how they feel about it. There are various ways that they can give you this feedback:

- Write a reflection, but ask for it as if it is an informal letter as many of them stress out about their writing
- A chat in your office
- A Facebook message
- Via video

Based on what they say, encourage them to keep reading and identify emotional blocks to reading or frustrations. One of the most common responses from learners is 'I am bored'. Do not be discouraged by this answer. When you ask them about boredom, there are important

reasons beneath it, such as not being able to follow the story line, or vocabulary overload. This exercise continues over the term.

D: Other extensive reading activities in the classroom:

1 - Presenting the book back to the class: Depending on the group and how they feel, you might ask them to present something to the class about the book. This could be a written, spoken review on a Facebook group wall, turning a part of the book into a graphic book or a Prezi presentation (<http://prezi.com/>). However, you must be careful not to decrease motivation by turning this activity into some type of assessed performance component. There are other types of reading activities on courses that are assessed or product-oriented.

2 - As part of classroom fillers: If learners start to lose concentration on an activity in the classroom or they finish early, get them to read. Sometimes it might be their own material, or you can give them several websites to check. Learners take a look for 5-10 minutes. This also increases positive feelings towards reading.

3 - A Reading Lesson Plan

We will now look at the various stages of planning a reading lesson using course book material. The course book material is presented first and then a plan and a detailed explanation of the plan will follow. Let's now look at the following reading material, *Unit 4: Careers*, and consider the different stages of approaching reading through the plan that follows.

Unit 4: Careers

Reading: A career on the edge

1. Speaking

- a- All of the photos show various types of jobs. Look at the jobs, which do you think would be the most challenging or the least challenging to do? Explain why you think they are more or less challenging.



- b- Order the jobs from the ones you would most like to do to the ones you would like to do the least?

2. Reading

- a- Look at the photos in the text and the title, A career on the edge in the text. What do you imagine the text is about?
- b- Now read the text and check your predictions in 2.a.
- c- Work in pairs.

Student A: Read about Elizabeth Manning **Student B:** Read about Charlie Vincent

Answer the questions about your person and then exchange the answers with your partner.

1-What is their current career?

2-What inspired them to take this career path?

3-How much did their choice of studies affect their career?

4-What effect do they hope their current projects will have on others?

3. Critical reading and discussion

Elizabeth states, that the only way that people will think about environmental destruction and change their habits “is through people like [her] bringing pictures into people’s homes”. How far do you agree with Elizabeth? Explain the reasons for your answers.

A career on the edge

The lives of Elizabeth Manning and Charlie Vincent might appear on the surface to be completely different, but both of their career choices have pushed them to the edge in their chosen fields.

Elizabeth Manning is a wildlife photographer who has spent most of her life exploring and photographing the places and animals that most of us will only see in a book, on the Internet or possibly in a zoo. She became interested in photography at the age of 6, when her uncle gave her her first camera. The rest is history. On finishing school, she went on to university, where she studied environmental studies. After



graduation, she decided to combine her love of photography and the environment in order to raise awareness of animals and natural places that were facing danger from environmental destruction. She now regularly appears in The National Geographic.

Her current project is photographing polar bears in their natural habitat. She says, "It takes a great deal of patience, experimentation and luck to get the picture that will take your message to the world". It has also meant staying many cold days and nights in the Arctic Circle with only the ice and bears for company. Elizabeth, however, is convinced that she has chosen the right path in her career, "I am one of the lucky ones; I get to do something I love every day, while making people consider what we are doing as humans to the Earth. I firmly believe that the only way we are going to take any responsibility for our actions, is through people like me, bringing pictures into people's homes".

Charlie Vincent, on the other hand, couldn't be more further from Elizabeth Manning's world. He is an app designer for Blackberry mobile phones whose office is in downtown Vancouver. He studied engineering and computer design. After graduation, he worked in the telecommunications' sector for over 15 years until he joined the Blackberry design team. However, he is not working on regular apps for the general public but instead on the cutting edge of science, pushing mobile phones to be more useful to doctors and hospitals in their life saving work. Charlie explains, "even as a child I was interested in medicine, but I was never dedicated enough to be a doctor. But I kept an interest in medicine by reading, and when the opportunity came to join Blackberry's medical app design team, pushing the mobile phone to do things we would never have thought possible 10 years ago, I jumped at the chance". Just like Elizabeth, Charlie says that he has now found his life's work, "I can't imagine doing anything else than what I am doing now. I am currently looking at new ways to change hospital systems through the direct use of mobile phones."



Example lesson plan

Note that the stages of this reading plan are similar to the listening plan in chapter 4.

Aims of the Lesson: By the end of the lesson learners will be able to locate detailed information about one person in the text. They will also practice giving a critical response to the text.

Materials Needed: Course book page: Unit 4: Careers

Phase	Time needed	Activity	Interaction
Pre-Reading	5 minutes	A: <i>Pre-teach vocabulary</i> B: <i>Activating Schemata</i> Exercise 1: Speaking: a&b	T-S, S-T, S-S
	5 minutes	Individual thinking	S
	5 minutes	Group discussion (learners in groups of 4)	S-S
	5 minutes	C: <i>Global reading</i> -Whole group D: <i>Prediction for reading</i>	T-S, S-T
		Exercise 2.a: 1 - learners individually look at the pictures and title of the text.	S
		2 - Whole class feedback	T-S, S-T, S-S
While Reading	5 minutes	A: <i>Checking predictions</i> 1 - Exercise 2b: Reading individually to check predictions	S
	5 minutes	2 - Pair and whole group feedback	S-S, T-S, S-T
	7 minutes	B: <i>Jigsaw reading</i> Exercise 2c: 1-learners put into A and B pairs and read individually	S
	10 minutes	2 - Pair feedback and note-taking C: <i>Critical reading</i> Exercise 3: Individual reading Whole group feedback	S-S S S-S, T-S, S-T
Post-Reading	10 minutes	<i>Summary writing using notes taken from Jigsaw Reading</i>	S

1 - The Pre-Reading Stage:

A: Pre-teaching vocabulary

In this stage the teacher identifies the vocabulary that will be difficult for the learners, and pre-teaches these before the work with the text begins.

B: Approaching the text

It is vital that learners have lead-in activities before they read the text so that they can mentally prepare and engage with the text at the time of reading. Here are a few important steps when approaching the text:

Step1 - Activating Schemata

In part 1, speaking, learners are being asked to recognise the jobs and to think about what is the most challenging and least challenging job. To personalise the topic, they are also being asked to consider their own personal preferences by ranking the job from the one they like the least to the one they like the most. This helps them to open up the topic and the vocabulary.

Step 2 - Creating a global view of the text:

Getting learners to have a global view of the text to open their background knowledge, helps them prepare to read. This is easily done through simple orientation questions such as:

- a - What type of text is this text?
- b - Where would you find it?
- c - Why was it written?
- d - Who would read this kind of text apart from a student in the classroom?

Step 3 - Getting learners to predict the content:

In exercise 2a of the material, learners are asked to predict the content. To do this, it is important to get learners to read the title and look at the pictures or subheadings to try to predict content. An example is given in the following box:

Predicting the Content

1. Look at the title '**A career on the edge**'. Ask the learners about the meaning of the title, and then get them to think about the connection between 'career' and 'on the edge'.
2. Learners could then make a list of careers they think that might be on the edge.
3. This list could then be collected on the board before reading. Learners might come up with the following ideas:
 - An adventurer
 - A professional extreme sports' person
 - A computer designer
 - Someone working in the technology industry

2 – While-Reading Stage:

Looking at the course book material, in 2c learners will do a jigsaw reading in pairs and make notes on the questions. They will then feedback their part of the reading to their partner who will take notes on what they hear. The way that the questions are written are extremely important. Looking at the questions in 2c, we can see that they have several features:

1 - They are paraphrased. In other words, they use a different wording from the text. The reason for this is because this helps you and the learners to see if they understand the text. It is important to remember though that the while-reading questions need to be at the same level as the learner so that they can understand what the question is asking.

2 - They check the learners' understanding. All of the questions are also WH questions, not YES/NO questions, such as 'Is Elizabeth a scientist?'. This type of question means that the learner has a 50% chance of guessing the right answer. An exception to this rule might be with very low learners. However, even with low-level learners, you can create more open questions that require showing their understanding. For example, 'What is Elizabeth's job?'.

3 - The questions need to check factual understanding but also allow for critical thinking. That is why the question in part 3 asks the learner to evaluate Elizabeth's idea and give their own response. During the planning stages of preparing for the while-reading parts of the lesson, it is important that you consider the following:

A: Preparing the classroom:

You need to consider how you let learners read in the classroom. It is not natural to sit at a desk and read or to sit formally. Therefore, allowing learners to choose how they read dramatically improves their engagement with the text. Some learners also find it difficult to read in silence. Allowing those learners to plug in earphones to their smart phone and have music playing in their ears while reading also helps them to concentrate. Thus, everyone is catered for.

B: Anticipating problems and finding solutions to deal with long or difficult texts:

If a text is proving to be too long, and you believe the learners will lose motivation quickly, there are three techniques that you can employ to reduce the load on the students:

- ***Jigsaw reading:*** You split the reading task and the questions into two or three (as in the course book example). You form groups of two or three. Each student gets a different half or third of the text, and they are responsible for finding the answers to their questions. They then come back with their partners, summarise their text and explain the answers to the questions. The partners write the answers down.
- ***Split up the text:*** After each paragraph or appropriate chunk of text, you place a question so that learners are not swamped in the whole text.
- ***Cut up the text:*** Physically cut up the text and number it so that learners know the order. If you have comprehension questions that go in the order of the text, the learners can search smaller chunks of text chronologically. At the end, if you get the

learners to actually lay the whole text out on the desk, they will be surprised to find out how much they read. This will give them a psychological boost.

- **Differentiation:** You should anticipate the various ability levels in the classroom through differentiated reading (see chapter 2). Learners have different levels of comprehension and ability when it comes to reading. For less skilled readers who are struggling to answer questions or need a confidence boost, there is a discreet way to give them that confidence and to work at their own level. This is very simple. For weaker readers, you prepare 6 easier questions, for the middle skilled readers you prepare slightly harder questions and for the skilled readers in the group you prepare six harder questions. You do not tell the learners what you have done, but you create groups and give out the papers to each student based on their ability. The learners just think that they are answering different questions and will exchange information later on.

3 – Post-Reading Stage:

After the main reading has finished, there are various post activities that you could do to extend the above reading exercise:

1-Student A creates a summary of student B's text using only the answers from the information that A gave in Part 2. Student B does the same using the information from A. Then both students read the part of the reading they have not read before and see how accurately their partner relayed the information and how well they took notes.

2-Learners could research and create a presentation on either environmental problems or on technological innovation and present this to another pair of students.

3-The text could also be used to review language. You could ask learners to review the use of present perfect and past tenses and determine why they are used.

4 - Activities for Reading in the Classroom

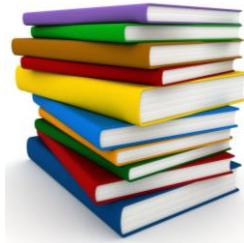
Apart from course book readings and extensive activities, there are a few other activities that you can do with any reading:

A: Webquests: As reading on the Internet has become a major part of students' lives, it is essential that learners are given tasks that simulate the real-life search and gathering of information that we all engage with on the net. Learners in a webquest are given a project-based task. Perhaps they have to read various sites on the internet and answer a set of questions on a topic. Perhaps they are given a scenario or a problem to solve, and they have to find the information on the internet, working collaboratively as a group. This is a beneficial way for getting learners to read extensively without them realising it, as reading is the secondary aim and problem solving or completing the task is the primary aim. For an example of webquests for EFL learners, you can refer to Nellie Muller's webquests (http://www.nelliemuller.com/WebQuest_Topics.htm) or Webquests (<https://webquest.org/>).

B: Reading hunt: If you do not have the Internet for a webquest, you can produce a paper pack with various materials that the learners need to read to solve a problem. For example, the group wants to find out about another culture. They need to gather information on food, places to visit nearby and so on. You can also stick texts to the walls so that they can gather this information. The learners all have to go and find the information and make notes. They then come back and write a collaborative report.

C: Interactive fiction: This is a computer-based play where the learners find themselves in a story, and they have to choose where to look and where to go to try to complete certain tasks. The beauty of Interactive Fiction is that it is all text-based, so the amount of reading involved is a great tool to get learners to read in a foreign language without realizing it. Students can play together as a group or play in teams and share information as they progress. They might also work on it for homework. For more information on Interactive Fiction and some great lesson plans, visit <http://www.thewanstation.com/wordpress/what-is-if-2/>.

5 - Bibliography



Grabe, W. Stoller, F.L. (2002): *Teaching and Researching Reading*. Great Britain: Pearson Education

Nagy, W., Herman, P. Anderson, R.C. (1985): Learning words from Contexts. *Reading Research Quarterly*, 20: 233-53

This chapter will tackle the following points:

- 1 – An introduction to writing
- 2 – General advice for teaching writing
- 3 – A writing lesson plan
- 4 – Activities for writing in the classroom
- 5 - Bibliography



Imagine that you walk into a room, and someone asks you to sit down and write about the following question in 20 minutes. What problems would you face?

What are the ethical and political dilemmas of a country possessing nuclear power?

You would definitely need thinking time, and you might need to do some research before you could even begin to write properly. During the writing task, you would then have to employ various features of writing to produce a cohesive piece of work. Now imagine you are in a foreign language class, and you have to do the same task. This would become double the work because the learner is trying to control the task and the language. Let's look at the features of writing from a foreign language learner's perspective.

1 - An Introduction to Writing

1 - Audience/Purpose/Genre:

The first point a language learner should consider is who they are writing for and what the purpose of the writing is. If they are writing to a friend via email for a favour as opposed to writing to a client, the audience, the socio context and the purpose of the writing will affect their choice of vocabulary, grammar, formality and structure. This is because writing, apart from private journals, happens in a public arena that has norms and expectations. Writers can choose to follow these norms or consciously set themselves apart. This might also be considered as genre. There might be variation in that the genre allows them to have

variation in how they write. However, there will still be norms about what is acceptable in that genre and what is not.

2- Communicative Features:

The learner would have to decide what is it that they are trying to convey to the reader. Are they, for example, trying to persuade them, complain to them or refute an idea?

3- Vocabulary Usage:

This involves mastery of their word choice and the forms of the words, as well as their range and accuracy of use. You will notice that learners struggle with this due to their lack of exposure to vocabulary usage and collocation (See **Chapter 8: Vocabulary**).

4 - Syntax:

Within the sentence this means putting words and phrases together in simple, complex sentences that make grammatical sense, and that also lead the reader to clearly understand your message (See **Chapter 9: Grammar**).

5 - Cohesion and Coherence:

These are devices that allow the writing to be held together (cohesion), so that idea development and message can be conveyed in a logical order (coherence). Such devices include:

- a) Referencing pronouns
- b) Lexical sets
- c) Synonyms
- d) Metaphor and phrases
- e) Coordinating and subordinating conjunctions

(See **Chapter 6: Reading** for more detailed examples)

6 - Writer's Stance, Tone and Attitude:

The writer also has a voice, which sometimes might be clear from phrases such as 'I' or 'In my opinion'. But there are other ways that the writer shows how they feel indirectly. Some examples are:

- a) **Hedging:** Using phrases such as 'it seems that'
- b) **Adverbs/Adjectives:** Examples might be 'surprisingly', 'unfortunately'
- c) **Modals:** 'May', 'might', 'should', and so on
- d) **Impersonal phrases:** Through phrases such as 'It is vital that', 'It is important that'

7 - Clarity of Communication:

All of the features have to come together in order for the writing to make sense and create a clear message for the reader. This is quite a challenge for native speakers. However, writing in a foreign language becomes more challenging as the mechanism and protocols of writing are as much about culture as the technical act. In some countries, writing will have totally

different rules than the one's learners are learning in English. That is why it is important to think about not only the language features of writing, but also the cultural features and getting learners to reflect on the cultural differences. They will then have a greater understanding of the cultural norms they are expected to produce in English.

2 - General Advice for Teaching Writing

1 - Relieving the Pressure on Reluctant Writers:

Some learners love to write and will embrace the challenge head on, while some learners will resist writing. In some cases learners fear making mistakes, while others have absolutely no ideas to begin generating the writing. There are ways that you can help relieve the pressure of writing:

- a) Shorten the length of a writing assignment for reluctant students. Relieving the word pressure often helps them to write.
- b) Show peer models of writing (Learners seem to learn more from these than teacher's models).
- c) Try collective writing in pairs.
- d) Partial writing relieves the pressure and provides a structure to follow. For example, learners might have the beginning and ending of a letter of complaint, but they need to complete the middle of the letter.
- e) Turn writing into a more playful activity by giving it a secondary focus, for example free journals, blog writing or fantasy emails.

2 – Correction:

Correcting learners' work and giving them constructive feedback is important if they are going to develop their writing skill. There is a general principle that when providing feedback, you should praise the strengths of the writing as well as pointing out the areas for improvement. A good rule of thumb is writing three positive comments and then giving the areas that need further improvement. This can be written in the following manner at the end of the writing:

Dear Elif,

You have presented very good ideas and used excellent vocabulary to express your viewpoint. You used linking words effectively throughout the essay. However, you need to look more at the organization of your text as in some places it can be difficult to follow. Please have a look at my comments written on your text above. If there is anything you do not understand, please ask me. You have made a good effort so far, keep going.

Alternatively, a top cover summary can be given to the learner:

Name:	Assignment:	Date of assignment:
Area	Strengths	Areas to improve
Task fulfilment		
Vocabulary		
Grammar		
Coherence and cohesion		
Use of your own English		
Overall comments:		

On the actual writing itself, next to the sentences that learners have written, it is also good to give detailed feedback. Learners need to hand in their writing double-spaced so that you can put a code and comment next to the appropriate part of the text. This can be done with a correction code as in the following example. It is important to provide your students with the list of the codes you will be using in the correction as they may be different from what their previous teachers used.

Correction Code	Meaning	Example
WW	Wrong Word	I <u>did</u> a mistake.
WF	Word Form	He walked <u>happy</u> .
WO	Word Order	I <u>my friend</u> called.
GR	Grammar	I am <u>go</u> to meet my friend tomorrow.
^	Missing Word	I <u>want good</u> job.
T	Tense	I <u>will see</u> my friend yesterday.
SP	Spelling	They went to see their <u>freinds</u> .
P	Punctuation	<u>However</u> it was raining.
REG	Register	I'm writing to complain about the service I received.

There are other ways to also write correction on a learners' work. Above the mistake you might write a question, such as, 'What tense do you need here?' Other learners need something more specific, 'The present perfect doesn't work here; you need to use past simple'. Correction is something that you need to experiment with until you find an approach that suits you and your learners. Another important point to remember is to choose a contrasting colour so that the learner can see where you have made corrections. Avoid correcting in red. The reason for this is that some people associate this colour with negative experiences at school, and for anyone with dyslexia, the red is sometimes difficult to process.

3 - Finding and Using Ideas:

It can be very difficult to write about a subject without idea generation. With no ideas it is very difficult to bring about a meaningful structure or a key message, which is essential to writing. For learners to generate ideas, give learners time to collect information from written sources, films, documentaries or their own life experiences and share these with the group.

4 – Paraphrasing:

When using textual resources to help learners explore the topic, it is important to help them paraphrase or summarize the text in their own words to avoid copying and pasting chunks of the reading texts. This will not happen naturally; learners need many opportunities and practice to develop the skills of paraphrasing and summarizing.

Paraphrasing is often confused by learners as translation. They try to keep the same length of text and change every part of it. However a paraphrase is more a loose summary of what has been read. It can be helpful to train learners using the following paraphrasing technique:

Paraphrasing Technique

- 1 - Get learners to read the part of the text they wish to paraphrase.
- 2 - Learners then turn over the paper and simply summarise what was said.
- 3 – Next, the learners write in simple English the idea that was expressed in the text.
- 4 – Finally, they check their sentence for the accuracy of the language used.

If you set an assignment and you suspect that the learner has taken a large amount from the Internet, you can use a plagiarism-detecting programme like Turn-it-in (<http://turnitin.com/>), where you can upload students' work electronically. It will give you a breakdown of the exact websites if the student has copied from the net.

3 - A Writing Lesson Plan

Example Lesson Plan				
Aims of the Lesson:		By the end of the lesson learners will be able to use 3-4 linking words in a letter of complaint.		
Materials Needed:		Example complaint letter, paragraph exercise and a letter gap fill		
Phase	Time needed	Activity	Interaction	
Pre-writing	5 minutes	A: Pre-teaching vocabulary	T-S, S-T	
	10 minutes	B: Activating schemata and prediction 1 - Learners, in pairs, brain storm in which types of situations people might write a letter of complaint.	S-S	
		2 - Whole class feedback	T-S, S-T, S-S	
	10 minutes	C: Checking predictions 1 - Learners read the model letter individually to check predictions 2 - Whole group rapid fire questions: Learners turn over the paper and try to answer rapid fire comprehension questions about the letter.	S S-S, T-S, S-T	
Writing	20 minutes	A: Familiarization 1 - Learners in pairs underline all the linking words. 2 - Learners in groups of 4 think of other linking words that could be used. 3 - Whole group feedback	S S-S S-S, T-S, S-T	
	10 minutes	B: Controlled writing 1 - Learners individually add appropriate linking words to the gap fill paragraph 2 - Whole group feedback	S S-S, T-S, S-T	
		C: Guided writing 1 - Learners quickly read the letter of complaint 2 - The teacher quickly checks comprehension 3 - Learners, using the bullet points provided, individually plan the second paragraph. 4 - Learners write the paragraph 5 - Peer correction of the writing	S T-S, S-T, S-S S S S-S	
		30 minutes		
	Post-writing	Homework	<i>Free writing of the learner's own letter of complaint</i>	S

Let's consider the stages of this lesson plan in more detail:

1 - The Pre-Writing Phase:

A: Pre-teaching vocabulary

The teacher pre-teaches any difficult vocabulary items in the complaint letter.

B: Activating schemata and prediction

In this stage, the learners think about the types of situations where they might complain and predict the reason why the complaint was written . This does not only set the context of the class and help learners to prepare for writing a letter of complaint, but it also arouses their interest in the text and ensures that they will be reading the letter attentively.

C: Checking predictions

Learners read the letter of complaint and check their predictions. They then turn the paper over, and the teacher asks them general comprehension questions to check their general understanding before writing. If they have not understood the letter, the writing cannot proceed.

2 - The Writing and Post-Writing Phase:

The writing and the post writing phase follow a specific approach to writing which Badger and White (2013) describe in their article, "*A process genre approach to teaching writing*". A summary of this approach is given in the following box, which is also referenced back to the lesson plan.

A Product Approach to Writing

Focus of the approach: Learners focus on the linguistic systems, such as syntax, vocabulary, cohesion and formulaic expressions.

The four stages of the approach: Learners look at models of a text through a process of familiarization with the end product and then look at the linguistic features. The learners move through various stages of controlled writing then to guided writing; until they are ready to do the free writing.

An example of the four stages in action through the creation of a letter of complaint:

- **Familiarization:** Learners underline linking words in the lesson plan above. They can also focus on key phrases, cohesive devices, etc.
- **Controlled Writing:** Learners try to reconstruct sentences or expand them. These are provided by the teacher. In this case, the learners try to put the appropriate linking words in the paragraph.
- **Guided Writing:** The teacher might give prompts for each section for learners to follow. For our lesson plan, learners are asked to read the letter template and fill in the second paragraph based on the information given by the teacher.
- **Free Writing:** Learners create their own complaint letter with their own scenario for homework.

Apart from the product approach, there are many other approaches to writing in the classroom. Badger and White (2013) – in their article “*A process genre approach to teaching writing*” – explain the principles involved in two more approaches: the process approach and the genre approach. Here is a summary of their ideas and arguments for each approach.

A Process Approach to Writing

Focus of the approach: Instead of looking at the context or the linguistic features, this approach actually focuses on the processes that writers go through to create the written piece. It does not matter what is being produced; it is the physical mechanism of writing that allows learners to develop their skills subconsciously. The teacher through these processes gives opportunities for learners to learn and reformulate their writing.

An example of the approach in action through a letter of complaint:

- **Pre-writing:** Brainstorming the contents of a letter of complaint.
- **Composing/drafting stage:** Learners select ideas from the brainstorming stage and structure these into a plan that will help guide the learner while producing the first draft of a letter of complaint.
- **Discussion/Tutorial phase:** Learners show and discuss their draft with their teacher or with their peers.
- **Redrafting:** At this stage, the learners rewrite the 1st draft. This might result in the final draft or they might discuss the writing again.
- **Editing and proof reading:** Learners finalise the writing text for the final version of the letter of complaint.

A Genre Approach to Writing

Focus of the approach: This will focus on the linguistic features of texts, just like the product approach, but it examines the text in its social context and explores the norms of production, the relationship between the audience and the writer and the pattern of organization.

An example based around a letter of complaint: The learners will look at models of letters of complaint and examine what the writer is trying to say to the audience, the social context that the letter is situated in (formal register) and the linguistic features that show this. Learners will then attempt to brainstorm and write a letter, being aware of the features of a formal letter of complaint.

Each of the three approaches has a place in the classroom. Learners need to go through the process cycle of writing. For many learners, they wrongly believe that native speakers or teachers of English are able to write, once, perfectly. Part of your job is to get learners to realize, that just as in their own language, writing needs to be planned, drafted, redrafted, edited, perhaps redrafted again until the writing is finished. In other words, writing is messy

and this process needs to be explored and encouraged in the classroom. This redrafting might happen through peer correction, whole class correction or individual tutorials.

Learners also need parts of the product approach so that they can use models and linguistic analysis to compare with their own writing. They also need the genre approach to understand writing in its socio-political context. As we have seen, writing does not exist in isolation. It is also important to analyse with learners where such writing is appropriate and the communities that use various forms of writing.

Apart from the approaches mentioned above it is important to remember that the majority of writing in today's world happens electronically. That is why some of the assignments should be written using these electronic devices. You can get them to send emails, write text message and so on.

Writing flexibility:

One other important point to note is that in the product and genre approaches above the word 'models' is used. There is an important reason for this. If you asked 5 friends to write the question at the beginning of this chapter, they would all plan differently and the final product would not look the same. In writing, there is some flexibility within a genre, and there are different ways for reaching the same goal. That is why it is important to show 2-3 models to learners so that they can see this variation and make informed choices. The same is true of planning writing. There is not one way to plan. Some people will make a linear list, others a mind map, and some will plan on post-it-notes and move the plan around. All ways are valid as long as it works for the writer. That is why it is important for learners to be made aware of different planning styles and to experiment until they find the way that fits them the best.

4 - Activities for Writing in the Classroom

1 - Blog writing or free journals: Sometimes the enormity of the writing task can be overwhelming for learners, so it is important that apart from learning various kinds of writing in the classroom that learners have a free space to express themselves. A free journal on a topic of their own choice can be really liberating. Another idea is blog writing on a class blog. Learners can produce their own writing and post it online. This can increase motivation for some learners to write. It is good to leave the decision to the learners about if they want to submit their writing or not, as this will be public, and it will follow them as a digital footprint.

2 - Fantasy business emails: This one works extremely well with business English Learners. The learner creates a real life scenario. The learner's aim is then to write a business email to a fictional company with a business transaction or request that they wish to complete. This could be emailed to the teacher in smaller groups, or they could be paired with a student in larger groups. The recipient has to reply to the email. This simulation may go on for two to three weeks as the learners develop their business relationship. This activity also allows them to practice for future situations that are relevant to their needs. The teacher can be CC'ed into the emails, and these then provide excellent material for writing development either through learner-instructor tutorials or peer correction.

5 - Bibliography



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Chapter Eight

Vocabulary

This chapter will tackle the following points:

- 1 – What are words and how do they function?
 - 2 –Helping foreign language learners learn words.
 - 3 – Principles of vocabulary introduction and review
 - 4 – Bibliography



The sheer size of the number of words in the English language can be staggering for a foreign learner. Before we look at how to help learners with this area of language, we need to ask ourselves what a word is and how it functions.

1 - What Are Words and How Do They Function?

This might be a question you have never thought of, as you might have used words subconsciously all your life without ever really examining what a word is. In this section, we will consider different ways to look at words and, where relevant, show activities to help students learn that feature.

A word consists of different categories. Some of these words have low information content, and some of them have high information content (Lewis 2002: 91), which carries the main meaning. They are the words that would have been contained in a telegram in olden days. The following tables show examples of low-content and high-information-content words.

1 - Low Information Content Words	
<i>Classification</i>	<i>Example</i>
Prepositions	<i>on, in, by, for</i>
Determiners	<i>a, an, the, some, any</i>
Pronouns	<i>he, his, him</i>

2 - High Information Content Words	
Classification	Example
Noun (a thing, a person, a place)	table, chair, love, Nelson Mandela, the UK
Verb (an action word/state)	walk, think, do, sing, reconsider, be, have
Adjective (This describes a quality or characteristic and is usually placed before a noun or after verb to be)	beautiful, funny, immense, wild
Adverb (This adds a quality or characteristic to a verb, an adjective or another adverb)	quickly, slowly, unexpectedly, unfortunately

3 - Roots, Prefixes and Suffixes:

Many words have ‘a root’, the base form of the word, and this root can be expanded through adding prefixes (an addition to the front of the word) and suffixes (an addition to the end of the word). Look at the following example:

Un : luck: y

The word ‘luck’ is the root form of this noun. If we add the suffix ‘y’, it becomes an adjective (lucky). If we then add the prefix ‘un’ to ‘lucky’, it changes the meaning to the negative adjective ‘unlucky’. Changing words in this way through prefixes and suffixes is called word building. If you would like to know more about this area, the website UEfAP (<http://www.uefap.com/vocab/vocfram.htm>) has extensive lists and explanations of word building. It also has exercises that you can do with learners.

There is also a very simple class activity that you can do with learners to help them practice word building. This activity is explained in the following box:

Word building challenge

1 - Put the learners into groups of 3 students. One student should be the designated writer.

2 - Give the groups a root word, for example *consider*. The groups now have a minute to build as many words from *consider* as possible. Some answers might include:

consideration, reconsider, considerate, considered

3 - Once the minute has come to an end, you check each groups’ word formation. If the word exists, it receives a point. If the word does not exist, it is given minus 1.

4 - You then continue by giving another root word and following the same steps.

5 - The group with the most points wins.

4 - Multi/Polywords:

Words can also have two or more parts, but be considered as having one meaning, in the same way as a single word. The best example of these poly words are phrasal verbs. Examples of phrasal verbs are:

- Put off
- Look up
- Go out

Phrasal verbs are usually made up of a verb and a preposition but are treated in our minds as working like a single word. These are extremely difficult for learners particularly in listening and reading, as sometimes they have a literal meaning and then a completely abstract meaning. For example, consider the meaning of 'look up' in the following sentences:

- a. *I looked up at the ceiling.* (This has the literal meaning of moving your head upwards to look at the ceiling.)
- b. *I looked up the word in a dictionary,* (This has the meaning of searching for a word which is not immediately apparent from the verb and preposition.)

To help learners organise and practice phrasal verbs, Michael McCarthy and Felicity O'Dell published a book titled *English Phrasal verbs in Use*. You can also get learners to organise their phrasal verb lists either by collecting them around the verb or around the preposition.

5 – Collocations:

Words are not islands that exist in isolation; they partner with each other to form collocations. According to Lewis (2002: 93), collocations are “the way words co-occur with others”. These co-occurrences can be varied. If I ask you what verbs can come after ‘prices’, you might give the following answers:

- ✓ *Prices fell*
- ✓ *Prices dropped*
- ✓ *Prices rose*
- ✓ *Prices increased*

However, you would reject ‘*prices fell over*’, because they do not naturally go together even though grammatically they could go together.

There are also other fixed phrases that we might treat as one unit of meaning such as idioms:

- ✓ *We'll cross that bridge when we come to it.*

Collocations can be extremely tricky for learners. This is not about grammar, but about the common usage that has been decided as acceptable for use by an English-speaking community. You instinctively know these collocations if you are a native speaker or a master proficient user of the language, because you have had years and years of exposure to the language through spoken and written input. Your learners have not; therefore, there are some simple collocation exercises that you can use. Grids of usage are a great way to get learners think about which words are allowed to go together. The following example is related to verbs and various modes of transport.

Collocation Grid for Transportation

Look at the following and put a cross (X) in the box to show which verbs and types of transport can go together. The first one has been done for you.

	a plane	a taxi	a bicycle	a walk	the car
take	X	X	-	X	X
ride					
get on					
get off					
get in					
get out					

6 - Synonyms and Antonyms:

Words also have ‘synonyms’ and ‘antonyms’. ‘Synonyms’ are words that have a similar meaning, while antonyms are words that have opposite meaning. Examine the following example for the word ‘collect’:

COLLECT

Meaning: to gradually form into a layer, pile, or mass <Dust has been *collecting* under my bed for years.>

Synonyms accrete, accumulate, amass, build up, concentrate, conglomerate, gather, mass, pile (up), stack (up)

Related Words agglutinate, clump, lump; bank, drift, ridge

Near Antonyms disperse, dissipate, scatter

Merriam Webster Thesaurus (2013) <http://www.merriam-webster.com/thesaurus>

For synonyms and antonyms, you can do very simple activities where the learners are in groups or pairs. One person says a word and the other people in the group have to come up with a valid synonym or antonym, as well as give an example sentence. The example sentence forces the learner to conceptualise the word and therefore create deeper learning.

7- Associations:

Words can also have various associations based on the context they are used in. Some words are formal or informal; others have positive or negative connotations. For example, if we say that someone is 'determined', we mean that they are driven in a good way, but the same characteristic can be taken too far and the person becomes 'stubborn'. These inferences once again are learnt from experience with the language.

8- Pronunciation and Spelling:

Depending on whether they are spoken or written, we know how to pronounce and spell words, based on years of practice. Learners need to identify the spelling and practice the pronunciation of words to be able to use them efficiently in verbal and written contexts.

2-Helping Foreign Language Learners Learn Words

As we can see, knowing a word or using it correctly is no mean feat. To know a word for a learner means, according to Nation (1990: 30-33) that they need to be able to know:

- 1- the form of the word.
- 2- the spelling and pronunciation.
- 3- the classification of the word.
- 4- the meaning of the word.
- 5- how the words are chunked, through collocation.

Incidentally researchers and some practitioners believe that learners need about 3000 basic words to be operational in English, but this can change based on the context. To study academically, the learner needs anywhere from 8,000-11,000 words. To get a sense of the first 3000 words, see the General Service List:

(<http://www2.elc.polyu.edu.hk/cill/generalServiceList.htm>).

This does not mean just recognising each of the words, but also being able to produce it in speaking and writing. So, how can we help learners know words and use them accurately?

1 – Exposure:

Learners need extensive exposure and input with the language. The more exposure they have, the more they will acquire. (See **Chapter 4: Listening** and **Chapter 6: Reading** for extensive listening and reading ideas.)

2 - Moving Away from Memorising Lists:

A number of learners in your classroom may create long lists of vocabulary, with the word and its translation (See **Example 1: A traditional list**). However, this is not productive for the learner, as it gives them no information about the word, or information of how to use it. Learners, even if you try to show them another way, will still hold on to what is familiar, so you need to take the time to slowly challenge the whole assumption of memorisation.

A nice technique to help learners reflect on memorisation is to ask these questions:

Over the next week, as you are studying, I want you to keep this question in the back of your mind, does memorization work? Why or why not?

It works particularly well if you ask it to the students at the end of their third or fourth lesson. To start with, the learners are puzzled by the question and, in the first session after the question is live, they are usually confident that memorization is working. In the second session, one or two might start to express that they have noticed that even though they have memorized the words, they cannot activate them quickly enough in a reading, understand them in a listening context, or use them in speaking and writing. By the third or the fourth session, learners might openly ask you why memorization is not working or why they are having difficulty activating the vocabulary. By the fifth session, the ground is ready to look at alternative ways to learn vocabulary and record vocabulary.

Walking away from memorization for many learners, who have successfully used this system and passed exams with this technique, is hard. For there to be any change, they need to be given lots of mini steps and plenty of encouragement to keep going. To help learners through this process and transition, teachers need to be aware that they will ebb backwards and forwards, and that breaking the memorization cycle will take a great deal of time with many ups and downs on the way.

The first area to raise with them is how to organise their notebooks. The following compares a traditional list format and then a more detailed notebook layout:

Example 1: Traditional List

open = ouvrir

close = fermer

Only the word and the translation are written.

Example 2: Detailed Layout

Word	Grammar	Pronunciation	collocation	Word forms	Example sentence	Synonym	Antonym
open (ouvrir)	verb	<u>Open</u>	open the shop/door	Adjective: opened opening Noun: opening	I will open the shop in the Morning.	unlock	close

In the second example, learners do not only have the word, the classification, and the pronunciation, but they also have collocations, word forms, example sentences, synonyms and antonyms. Although this takes much more work, it means that the learner is actively engaging with the word, which is essential for them to acquire it.

3 – Dictionaries:

The demands of a more detailed notebook means that learners, particularly from pre-intermediate onwards, need to start using English-English dictionaries alongside their bilingual ones. They will need more details in the dictionary to thoroughly research the word. There are some excellent alternative electronic dictionaries on the Internet that can really help learners' use of vocabulary to progress:

A: Visuwords (<http://www.visuwords.com/>): This is an online graphical dictionary and thesaurus based on Princeton's University Wordnet that also displays the relationship between a word and its various forms and connections; similar to neural pathways stored in a native speakers' brain. The Visuwords legend codes the words connections for the learners. It is important that learners gain experience in how to exploit the legend through learner-training activities that get them to type in a word and then use the legend to answer various questions about the word.

B: The Learners' dictionary (<http://learnersdictionary.com>): This dictionary is a newish addition to the Merriam Webster site. Although it is more conventional than Visuwords, it has a few features that are really accessible for learners. Once they sign up, learners can create their own dictionary. They can create their own groups of words and turn these into customised flashcards. Although this is a small step away from memorization, it is a large step for learners who are now creating a more organised thematic resource that has the sentence in context. It is also accessible on their iPhones, smart phones and iPads, so during their commute, they can look at the vocabulary quite comfortably in the confined space of public transport.

C: Collocation dictionary 'Just the Word' (<http://www.just-the-word.com>): This is a corpora-based thesaurus, which shows the word in various contextual patterns. It shows the frequency of certain collocations, and when the examples are clicked on, 5-10 example

sentences exemplifying the usage of the word appear. It will also allow you to make a wordle (a visual picture) of that entry for your more visual learners.

For dictionary use, there also needs to be a word of caution here. Learners will not willingly or confidently start using English-English resources. These resources need to be introduced in the classroom and practiced as part of your lesson. It is also essential that you introduce one dictionary at a time so that the learners become familiar with using it first.

4 - Spelling Practice:

Learning the spelling of English can be extremely difficult for a variety of reasons. Many learners come from a phonetic language, where one sound relates to one letter, such as Spanish or Turkish. Others might come from pictograph languages such as Chinese or Japanese, where a character not a letter might symbolize a sound or carry meaning. Therefore, spelling can be bewildering for learners. Learners need structured help to master English spelling. Here are a few ideas of how to do this:

- ✓ Teach explicit rules so that learners can get a handle on some of the regularities of English spelling.
- ✓ Use discrimination exercises with learners. Ryan (2002: 195) advocates these to bring together sound and spelling. Here is one of her recommended exercises:

He reads/rides/raids/roads to work on a bicycle.

- ✓ Encourage learners to keep a small handy list of irregular spellings.
- ✓ Use fun online practice activities. BBC Skillswise has some interesting resources (<http://www.bbc.co.uk/skillswise/topic-group/spelling>).
- ✓ Get learners to colour around letters to reinforce the shape of the word.
- ✓ Show learners how to break up words into smaller chunks, for example, 'bus-in-ess'.
- ✓ Encourage learners to use the spell checker in English when students are typing on programmes such as Microsoft Word.

6- Mobile Apps:

With access to tens of vocabulary building and spelling practice apps, learners have abundant opportunities to enlarge their lexical resources and use words accurately and effectively in different contexts. Encourage your students to use apps, such as Crossword Jam, Word of the Day, Learn English 3000, Spelling Master, Spell Master, etc., which turn learning vocabulary into sheer fun.

3 - Principles of Vocabulary Introduction and Review

1 - Introducing Vocabulary to Learners:

When introducing vocabulary to learners, you can start by asking them about the meaning of the word and then trying to get them to tell you the word. This is called 'eliciting'. In using this technique, you are helping learners to activate their schemata and place the word in its most natural context. You are also helping them to retrieve the word. According to Coxhead (2001), "every time you retrieve a word the connection between the form of the word and its meaning is made stronger". Make sure that you also mark the grammar classification and word stress next to the word when it is written on the board. Learners can also turn these words into learner-generated vocabulary flash cards. Learners put the word on one side with the grammatical classification and stress and the meaning on the other side:

consider (v)

to think carefully about something

These can be kept and used when there are 5 minutes to spare for reviewing vocabulary.

2 - Recycling and Reviewing:

In every lesson you teach, you can greatly motivate your learners to study and review their vocabulary by running review exercises from the previous day or previous week. Any of the activities mentioned in section 1 of this chapter can be used for review. You can also get learners to choose 5 words and then try to create a paragraph on a topic using those five words. You might also want to give learners a more formal review of their language ability by creating a vocabulary test. This can happen on a weekly basis.

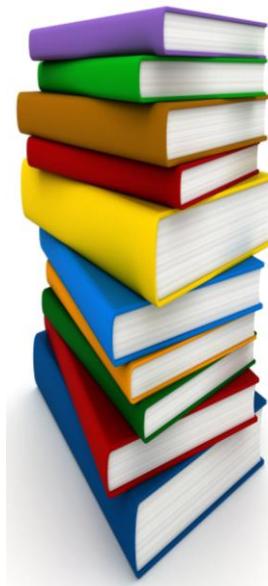
You also need to help learners set up their own recycling and reviewing processes. For a word to go into long-term memory, Coxhead (2001) advises that it needs to go through the following cycle:

- 1 - Review the word soon after you have first seen it
- 2 - Review the word an hour later
- 3 - Review the word 24 hours later
- 4 - Review the word a week later
- 5 - Review the word 2-3 weeks later

This can also be a good guide for your own vocabulary activities with the learners.

Try to avoid learning words that are similar (Coxhead 2001). It is important to learn words separately that have certain similarities as this can cause the words to be mixed up. Encourage students to learn the words that have similar spellings, similar starting letters or similar meanings separately.

4 - Bibliography



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This chapter will tackle the following points:

- 1 - The importance of understanding grammar as a teacher
- 2 - Solutions for developing your language awareness
- 3 - What are the main components of English grammar?
- 4- Approaches to teaching grammar
- 5- Learners and grammar
- 6– Bibliography



In this section, we will look at the underlying grammar systems that govern English. This is the one area where some native EFL teachers feel the least confident, mainly because they do not have a conscious knowledge of English grammar. They might not be able to name grammatical components in English or explain them to a room full of language learners.

1 - The Importance of Understanding Grammar as a Teacher

It is essential that you learn the various components of grammar for a variety of reasons. Scott Thornbury, in his book *About Language*, explains the real consequences for a teacher who does not engage in this process:

- The teacher fails “to anticipate learners learning problems and [has] a consequent inability to plan lessons that are pitched at the right level.”
- The teacher cannot “interpret course book syllabuses and materials and adapt these to the specific needs of the learners.”
- The teacher has “an inability to deal satisfactorily with errors, or to field learner’s queries.”
- The teachers fails to “earn the learners’ confidence” due to the lack of ability to discuss language. (Thornbury 2004: xii)

2 - Solutions for Developing your Language Awareness

If you are feeling unconfident about teaching grammar, you need to learn as you go along. The more you teach and have to tackle grammar, the more you will improve. Here are a few ideas to support you on the way:

1 - Ask for help: What could take you a couple of hours to sort out or understand might be resolved in 10 minutes by asking a colleague.

2 - Take a discovery approach: Learn along with your learners. When preparing the point to be taught, read the explanations and do the exercises yourself. This will also help you anticipate where the learners might become confused. In most textbooks you can find simple explanations at the back of the students' book.

3 - Take a self-study course as you go along: Scott Thornbury's *About Language: Tasks for Teachers of English*, actually gets you to analyse the language systems of English. It has explanations, awareness-raising exercises, detailed answer keys and commentary to help you on your way.

4 - Internet resources: There are many sites, including the two following examples, that can give you extra support when you need.

- ✓ *OnestopEnglish* (<http://www.onestopenglish.com/>) has some good explanations of grammar and also games and activities you can use with learners.
- ✓ *English Grammar 4 U Online* (<http://www.ego4u.com/en/cram-up/grammar>) has grammar explanations that are concise but detailed. They also have online exercises that you can use with learners.

3 - What are the Main Components of English Grammar?

Here is a quick cheat sheet to help you with the basic elements of grammar. Here we focus on sentence grammar (Word grammar is dealt with in **Chapter 8: Vocabulary**).

1 - Subject, Verb and Object:

In English the sentence is mainly made up of a **subject** (the doer of the action, or the person or thing being talked about), **the verb** (the main action or the state of being as in the verb 'to be') and the **object** (the person or thing that receives the action):

S V O

Elif wrote the letter

'Elif' is the subject as she initiates the action, 'wrote' is the verb as it is what Elif did, and 'the letter' is the object – the result and recipient of Elif's action of writing.

2 - Simple Sentences vs. Complex Sentences:

- There are generally two types of sentence: simple and complex. The simple sentence usually stands on its own. It usually has one part:

I came home from work yesterday.

- This is also known as a main clause. If we combine two main clauses together, we can create a compound sentence. They are usually connected with words such as 'and' and 'but':

*I came home from work yesterday, **but** I still had work to do.*

- Another type of sentence is the complex sentence which usually has two parts: a main clause that can stand alone and a clause that cannot stand alone, and usually provides extra information. This is known as a dependent clause:

*This is the country **where I want to go and teach TEFL**.*

'This is the country' is the main clause and 'where I want to go and teach TEFL' is the subordinate clause which holds the extra information describing what it is you want to do in the country. These are usually described as dependent clauses. There are different types of dependent clauses. The main ones are:

Relative clauses: I have a friend who lives in America.

Noun clauses: She has lost her passport, so she didn't know what to do. (The underlined part acts as a noun.)

Adverbial clauses: As I was walking down the street, I saw my friend.

3 – Tenses:

These indicate the time an event happened.

Grammatical Category	Example
Present tenses	Present simple : I do Present continuous: I am doing Present perfect simple: I have done Present perfect continuous: I have been doing
Past tenses	Past simple: I did Past continuous: I was doing Past perfect simple: I had done Past perfect continuous: I had been doing

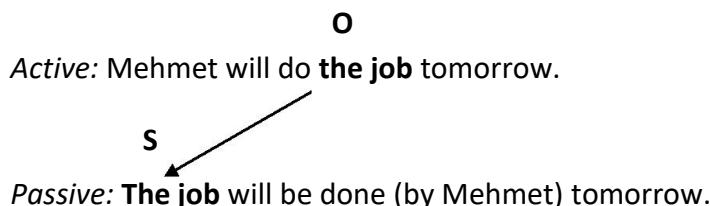
Grammatical Category	Example
Future Tenses	Future simple: I will do Future continuous: I will be doing Future perfect: I will have done Future perfect continuous: I will have been doing

All of the above can be turned into question and negative forms. For example, 'What do you do?', 'Do you?', 'I won't do it', 'I'm not going to do it'.

It is also important to note that in some grammar books or student course books, the term 'continuous' can also be referred to as 'progressive'.

4 - Passive vs. Active Sentences:

All of the previous examples in the tenses chart are active. The person, in this case 'I', is doing the action. However, in a passive sentence, the doer of the action can be cut out and the focus is changed by putting the recipient of the action at the beginning of the sentence, or in the subject position:



'Mehmet' (the active subject) has been cut out, and **the job** (the active object) has moved to the beginning of the sentence in the subject position. Each tense is transformed into the passive in a specific way as explained in the following examples:

Tense	Example
Present tenses	Present simple: It is done (by me). Present continuous: It is being done (by me). Present perfect: It has been done (by me).

5 - Modal Verbs:

These can express possibility, permission, prohibition, certainty, obligation and ability.

Modal verb meaning	Examples
Possibility	It might happen. / It could happen.
Permission	You can do it.
Prohibition	You mustn't do it.
Certainty	It will be a successful event.
Obligation	You should do it. / You ought to do it.
Ability	I can swim.

6 - Basic Conditional Sentences:

A conditional usually begins with 'if' or 'whether'. It expresses that something might happen as a condition of another event, or that you wished it had happened. The conditionals are the most regular part of English grammar and are often very easy to learn. There are various kinds of conditionals:

Conditional	Example	Meaning
0 conditional	If you put water in the fridge, it freezes.	Fact
1 st conditional	If I go now, I'll make it back in time.	Real intention
2 nd conditional	If I had enough money, I would buy a car.	This speculates on what might happen in the present but can't happen.
3 rd conditional	If I had studied harder, I would have passed he exam.	This explains what might have happened in the past, but didn't. This is also known as the regret conditional.

Mixed conditionals: These are usually formed using two of the conditionals above:

If she had signed up for the conference last week, she would be joining us today.
(This combines the 2nd and the 3rd conditional.)

For more examples of mixed conditionals visit:

<http://www.englishpage.com/conditional/mixedconditional.html>

7 - Infinitives and Gerunds:

Infinitives and gerunds come straight after the main verb. Some verbs take gerunds, some take infinitives and some take both. The gerund usually appears in an '-ing' form after the verb, while the infinitive form usually appears as 'to' followed by the verb.

Gerund: I enjoy running.

Infinitive: I want to run.

Both Gerund and Infinitive: I like swimming. I like to swim

There are no main rules governing gerund and infinitive, so you need to give learners lists of verbs that take gerunds and infinitives.

4 - Approaches to Teaching Grammar

How you approach the teaching of grammar might vary based on your learners. Here are a few methods that a teacher might use to explore grammar in their classroom:

1 - Deductive Approach:

Learners are treated as if they have never seen the grammar point before and are presented the grammar item in a meaningful context. They then review and practice the grammar point in gap fill/multiple choice exercises. Once they have mastered the exercises, they have the opportunity to use the grammar more freely in a speaking or writing exercise.

2 - Inductive Approach:

The learners are asked by the teacher to examine some sentences or a text and discover the grammar rules from the context. The teacher might give them some guiding questions to help them discover the grammar point. For example, looking back at the course book reading, 'A career on the edge', the teacher might ask the learners to locate the past simple and present perfect examples in the text and come up with reasons why they are used. The teacher might also ask them what else they know and then fill in the gaps where the learners are having difficulty. This technique works well with adult or experienced EFL learners, who have learnt English at school, as they already come with a great deal of knowledge about grammar.

5 - Learners and Grammar

1 - Learners' Perceptions of Grammar

Some learners would place too much emphasis on grammar in English, giving it far more importance than the other areas of language learning, such as pronunciation, vocabulary, discourse, reading, writing, speaking and listening. It is important to remind them that these other components exist. They will also believe, particularly at lower levels, that there are set rules that cannot be broken. However, English is a language of exceptions, and there are only tendencies rather than 100% fixed rules. For instance, with the plural, students learn that to make something plural you add ‘s’: *flowers, dogs*. This rule, however, does not work for *foxes, oxen, sheep or fish*. Therefore, these are all exceptions to the rule of adding ‘s’ to make something plural. It is important that you explain to learners that the more they learn English, the more these tendencies can change. They will learn more exceptions, the more proficient they become.

2 - Using Grammar Productively:

The biggest area of difficulty for a large majority of learners is not learning new rules, but it is putting their grammar knowledge into extended practice. That is why production is extremely important. When you are using a course book, the grammar point usually would naturally occur with the topic. For example, if the learners are learning about job interviews and writing a cover letter, the grammar focus of the unit might be present perfect to talk about past experiences that are still going on now. For example, ‘I have worked as a manager for the last 10 years’. If the focus of the unit is tourism, the grammar point will often include adjectives to describe places as well as the order of adjectives based on the category, such as ‘the romantic white sandy beaches’. Finding or thinking about where the grammar naturally occurs and allowing learners to experiment in that context will insure that they would move from the up-in-the-head grammar to grammar in use.

3 – Dictogloss:

Finding out how much learners have active in their grammar can be extremely difficult. Fortunately, there is a technique called dictogloss that will not only help you see how much grammar your learners are acquiring, but also raise their awareness of what they need to learn. It will also encourage them to ask intense questions about the language in a way that other activities do not. The following box explains how a dictogloss works:

Dictogloss

In order to carry out a dictogloss, you will need a short text that specifically focuses on a certain grammatical area. The example we are going to use concentrates on the use of the past simple. Here is the text that will be needed by the students:

It was a very hot day and the bus was crowded. There was a tall, handsome man standing near the front of the bus. Sitting near to him there was a beautiful girl. The man still had a long journey ahead. He began talking to the girl. He told her that he was wealthy. She suddenly became more interested. He talked to her about his big farm—she looked at him with real interest. He told her that he was sad and lonely. She heard this and looked at him with tender sympathy. Finally the man said: ‘Let’s get off the bus at the next stop – then we can talk.’ The woman got up and got off the bus. She did not look behind her. The man took her seat.

Adapted from Dictation: New Methods, new possibilities by Paul Davis and Mario Rinvolucri (1988: 72)

1 - Tell the students that you are going to read a small text, and that they only need to write down the key words. Explain that you will read the text twice. Make sure you stress that this is not a dictation.

2 - Read the text once.

3 - After the first reading, let the students check with a partner to see if they can exchange any key words that they might have missed.

4 - Read the text again.

5 - After the second reading, divide the students into groups of three or four. Get them to review their keyword list. Once they have finished reviewing, tell them that they need to recreate the text that you have read, trying to get the key events in the right order using the key words. Remind them that they do not have to produce exactly the same text that you read, just a text with the same events and meaning.

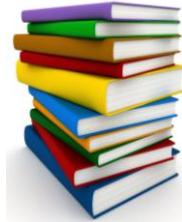
6 - Learners now work in groups to reconstruct the text. One learner is appointed as a writer. At this stage, you can only answer questions about vocabulary. If they ask you any questions about grammar explain, that this is coming in the next stage, and that they need to focus on the organization and creation of a cohesive text.

7 - Once the groups have all finished, you then get one group to exchange their finished writing with another group. This time the learners peer correct their fellow learners’ work. They can correct vocabulary, grammar, ideas or the organization. They make corrections on the paper and write some comments to the group. They hand the paper back to the original group who then read the corrections.

8 - You now collect all the papers in and provide the learners with the original model. While they are reading the original model and remembering what they wrote, you read their papers looking at their use of past simple

9 - In the final stage, you will discuss any errors you have noticed with past simple. They are also invited to ask any questions about the text. They usually do ask a lot of questions, so be prepared.

6 - Bibliography



Davis, P. Rinvolucri, M. (1988): *Dictation: New methods, new possibilities*. UK: Cambridge University Press

Thornbury, S. (2004): *About Language: Tasks for teachers of English*. UK: Cambridge University Press

This chapter will provide you with:

A short list of top survival tips to help you in your first teaching job. If you are a person who reads the last chapter first, this checklist has also been referenced to the relevant chapter in the handbook, so that you can go and read in more detail.



TIP 1: Be Prepared (See Chapter 2):

Quite a few problems that occur in the classroom are a direct result of the teacher failing to prepare properly. Preparation includes the following:

- ✓ Planning your lesson. It is good to know where you are going in the lesson as it gives you more confidence. However, avoid making the plan so rigid, and make sure that you have a plan B in case you need or obliged to deviate from your original plan.
- ✓ Thinking about classroom management before the lesson. Think about how you will put learners into groups or the physical components of the activity such as when you will open the book, or hand out worksheets.
- ✓ Making sure you know the technology you are using and how to use it.
- ✓ Having all the resources needed for the class activities: board pens, handouts, roleplay cards, etc.
- ✓ Making enough photocopies for all learners.
- ✓ Having the attendance register, homework records and so on with you.
- ✓ Learning your students' names.

Learners will see this preparation as an evidence of your care about them and their learning. Failing to prepare will often mean that the learners will not take you seriously.

TIP 2: Your weakness is your strength (See Chapters 3-9):

Teaching is often a tough learning process. It is as much focused on learning about yourself, as it is on learning how to teach. If you have a bad lesson, which you will as a new teacher, it is important to sit and analyse what went wrong. You can examine how you reacted or what happened or how you could have done it differently. There is no point beating yourself up or expecting perfection. Teaching is a skill that you learn with time and with constructive reflection. If you also feel that an area of language you are teaching is a weak spot, take time to read about it, either through blogs or through teaching books. Improving is in your hands. The only obstacle to becoming a better teacher is how you embrace your weaknesses.

TIP 3: Be respectful (See Chapter 3):

Learners will invest a great deal of time in learning; some may even be paying quite a bit of money to learn. Regardless of whether the student pays or not, be respectful to the people you are teaching. This means being on time, planning your lesson, marking their homework, talking politely even when you feel stressed or under pressure.

TIP 4: Help the learners to drive their own car (See Chapter 3):

Your aim as a teacher is to enable your students to become independent learners. Sometimes teachers want to rescue their learners from failing or from facing the fact that they have issues in their own learning. However, this only postpones the moment when learners have to face their own weaknesses. Getting learners to reflect on their learning on a regular basis and coming up with their own solutions, helps them to become more powerful learners.

TIP 5: Set boundaries (See Chapter 3):

While it is good to have a friendly relationship with your students, it is important to remember that you are not friends. The classroom is never a place of equality. No matter how open your classroom is, at the end of the day you test your students' skills and grade their oral and written production. If you are best friends with some students and not others, your fairness and objectivity will be called into question. This also applies to psychological issues. You need to be clear where your boundaries are, particularly when working with learners under the age of 18.

TIP 6: Be fair:

One of the areas that learners discuss among themselves is how fair the teacher is in their treatment of their students, in the assignments that they set and in how they grade. It is important to be scrupulously fair with all learners. Even if you do not feel that you are getting along with some of the learners in your class, you should still give them your equal attention so that they feel that they are respected members of the group. This also means being

interested in what students are doing and in their lives. You will also need to intervene if learners are being treated unfairly by others. When setting assignments or giving tests, it is important that learners are aware of what they need to do, and how they will be graded. The more transparent you are, the more your students will feel that the classroom is a fair and safe place to learn.

TIP 7: Listen to your learners (See Chapter 3):

It is important that you collect feedback from your learners through surveys, or quick questions outside of the formal end of course questionnaire. Be open to their suggestions, and if they approach you to discuss something that is not going right in the classroom, sit down and listen, and then try to fix it with them.

TIP 8: Explain:

Very few people like to do things blindly – without knowing where they are going and with whom. It is important that you explain to students what is expected of them. When you are first in the classroom, you need to explain who you are, what your approach is, and what you expect from them. This makes the relationship clear (See **Chapter 3**). You also need to explain how the course will work and its aims. In each lesson as well, you need to explain the aim of that specific lesson (See **Chapter 2**). This actually relaxes students. It is also important to explain exam expectations ahead of time, so that learners are mentally prepared.

TIP 9: Keep on learning (See Chapter 3):

This does not necessarily mean learning about teaching; it also aims at learning for life. Some of the best teachers are those who discover what interests them in life outside of teaching and pursue their own interests as well as their teaching ones. If you are continually learning something new, it also helps you to empathise and understand your learners. You will also be surprised how much your own learning can influence your classroom in a positive way. You will naturally share what excites you and thus motivate learners to pursue new learning paths and reach their full potential.

TIP 10: Remember to ask for help (See Chapter 3):

When teachers start teaching for the first time, they are often afraid to ask for help because they might believe that people will question their ability to teach. Every teacher has started from somewhere, and no one will ridicule you for asking for help. People are very happy to share their ideas and solutions as this is what the teaching profession is really about. If you are having difficulties in the classroom, ask for peers' help as they will have good solutions that have been tried and tested. Also, remember that teaching is a busy profession, so if you are struggling, you must ask and not wait to be asked. No one will know what is going on in your head unless you talk about it.

TIP 11: Experiment:

Teaching is sometimes like jumping off a cliff and not knowing where you will land. That is also what makes it exciting – you have no idea what will happen tomorrow in that learning space. That is why it is also important to try out new techniques and ideas as you become more confident. Experimentation is a teacher's best friend. Even if it goes wrong, you will still learn a lot about best teaching practices and what works better for your learners. Experimenting can provide you with a valuable learning experience. The process of this journey is more important than the product.

TIP 12: Stay connected (See chapter 3):

While it is good to have solid relationships inside your own teaching community, it is also invaluable that you become a member of the global world of teaching. It is very beneficial to attend global conferences, join weekly discussion groups online or read websites and blogs with excellent activities and reflections on teaching. All you need is a device and an internet connection.

Following these 12 simple tips can help you become a better and happier teacher. You just need to believe in yourself, face challenges head on, share with others, experiment, and most importantly, enjoy what you are doing.

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