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«CHERNIHIV COLEHIUM»

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ENGLISH LESSONS



A Handbook for English Teachers

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Навчальний посібник *English Lessons. Handbook for English Teachers*: до курсу «Методика навчання англійської мови в ЗЗСО» розроблено відповідно до нової типової програми Міністерства освіти і науки України та Британської ради в Україні. Метою навчального посібника є ознайомлення студентів з теоретичними та практичними основами методики викладання англійської мови з урахуванням надбань вітчизняної та зарубіжної методичної науки; озброєння майбутніх учителів англійської мови сучасними методичними технологіями; формування творчого методичного мислення, готовності до майбутньої педагогічної діяльності.

У посібнику представлено теоретичні та практичні матеріали з основних тем курсу, систему тестових і методичних завдань для самостійної роботи студентів, засоби контролю рівня сформованості професійних знань, умінь і навичок, а також перелік рекомендованих джерел для поглибленого опрацювання навчального матеріалу.

Видання адресоване здобувачам першого (бакалаврського) так і другого (магістерського) рівнів вищої освіти денної та заочної форм навчання. Посібник може бути використаний для підготовки до практичних занять, поточного й підсумкового контролю, а також до складання заліку та екзамену з курсу «Методика навчання англійської мови у ЗЗСО», а також для викладачів методики викладання англійської мови та науковців.

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PART 1. INTRODUCTION

Teaching English in the twenty-first century is both an exciting opportunity and a demanding professional challenge. English teachers are expected not only to possess a high level of language proficiency but also to demonstrate pedagogical expertise, creativity, flexibility, and a commitment to lifelong learning. As educational contexts continue to evolve, teachers need a solid understanding of contemporary approaches to English Language Teaching (ELT), effective classroom practices, and strategies for their own professional development.

English Lessons: Handbook for English Teachers has been designed to support pre-service and novice English teachers in developing the knowledge, skills, and competencies required for effective teaching. The handbook combines theoretical foundations with practical classroom applications, helping future teachers bridge the gap between methodology and practice.

The handbook is organized into five parts.

Part 1: Introduction provides an overview of the field of English Language Teaching, familiarizes readers with major approaches and methods, and introduces the principles of effective lesson planning.

Part 2: Teaching Systems focuses on the teaching of key language systems, including vocabulary, grammar, and phonology. It explores practical techniques and strategies for helping learners develop linguistic competence.

Part 3: Teaching Skills addresses the four language skills – reading, listening, writing, and speaking – and presents approaches to developing learners’ communicative competence through meaningful classroom activities.

Part 4: Classroom Practice and Teacher Development examines essential aspects of effective teaching, including assessment, error correction, classroom management, and continuous professional growth. This section encourages teachers to reflect on their practice and develop as autonomous professionals.

Part 5: Laboratory Work contains practical tasks and classroom-based activities designed to reinforce the concepts presented throughout the handbook and provide opportunities for experiential learning.

Each unit includes key theoretical input, practical examples, reflective tasks, and activities aimed at developing both methodological awareness and classroom confidence. The handbook encourages active engagement, critical thinking, and reflective practice, which are essential qualities of successful English language teachers.

The handbook is intended primarily for students of English language teaching programmes, teacher trainees, and novice teachers. It may also serve as a useful resource for practicing teachers seeking to refresh their knowledge and explore new perspectives on language teaching.

It is hoped that this handbook will become a practical guide and a source of inspiration for future English teachers as they embark on their professional journey and continue to develop throughout their careers.

Language learning is important
in the interests of greater mobility,
more effective international communication combined
with respect for identity and cultural diversity,
more intensive personal interaction,
improved working relations and a deeper mutual understanding
(Common European Framework)

UNIT 1. INTRODUCTION TO ELT

Aims	<p>By the end of the unit, teacher trainees should:</p> <ol style="list-style-type: none"> 1. Gain awareness of the scope and significance of English Language Teaching (ELT) as a professional field. 2. Develop understanding of the four aims of ELT (practical, educational, cultural, developmental). 3. Explore the historical changes in ELT methods and approaches, with a focus on the communicative approach. 4. Familiarize themselves with key ELT terminology (EFL, ESL, ESOL, TESOL). 5. Understand the main components of ELT content (skills, topics/situations, language material). 6. Become acquainted with the CEFR as an international framework for language learning and teaching. 7. Examine the multiple roles of a teacher in ELT and their connection to learner-centered and teacher-centered approaches. 8. Reflect on the value of ELT for developing cultural awareness, tolerance, and cooperation.
Learning outcomes	<p>After completing the unit, trainees will be able to:</p> <ol style="list-style-type: none"> 1. Understand what ELT is and explain its importance in education and professional contexts. 2. Identify and describe the four main aims of ELT (practical, educational, cultural, developmental) with examples. 3. Recognize the historical development of ELT methodologies, especially the move from grammar-translation to the communicative approach. 4. Define and differentiate between key terms: EFL, ESL, ESOL, TESOL. 5. Explain the three components of ELT content: skills, topics/situations, and language material.

	6. Summarize the CEFR levels (A1–C2) and their main descriptors. 7. Match and classify different teacher roles with their definitions and relate them to learner-centered and teacher-centered approaches. 8. Reflect on their own teaching or learning experiences to connect theoretical concepts with practice. 9. Appreciate the cultural and developmental values of learning a foreign language. 10. Recognize the importance of tolerance, cooperation, and positive role-modelling in ELT.
Key concepts	ELT as a scientific field and professional practice. Historical shift in methods: from grammar-translation to communicative approach. Four aims of ELT: practical, educational, cultural, developmental. Contexts of English learning: EFL, ESL, ESOL, TESOL. ELT content components: skills, topics/situations, language material. CEFR framework: levels A1–C2 as international benchmarks. Teacher roles: assessor, diagnostician, disciplinarian, facilitator, guide, provider, materials developer, mentor, organiser, planner, problem-solver, resource, role model. Teacher-centered vs. learner-centered approaches.

TASK 1. What is ELT?

Read the statements and decide if they are *True*, *False* or *Not sure*. Then read the following text and correct your answers.

Statements	True	False	Not sure
1. ELT is mainly for children and not relevant to professionals.			
2. The communicative approach replaced the grammar-translation method.			
3. The role of the teacher has become less respected in modern society.			
4. EFL means learning English in a country where English is not widely spoken.			
5. The cultural aim of ELT is to help learners adopt tolerance and cooperation.			

English Language Teaching (ELT) is an important field of study for future teachers and an area that continues to attract interest from professionals. Today, the role of a language teacher is becoming increasingly respected and valued. Many people, especially children, want to learn foreign languages because this skill provides strong advantages for both education and career opportunities.

Language teaching has changed a lot in recent decades: classrooms have shifted from being teacher-led to focusing more on learners' needs; methods have moved from grammar-translation to the communicative approach; and tools have developed from using chalkboards to integrating the Internet and digital resources.

The science of foreign language teaching focuses on teaching methodology – the principles and strategies that help teachers guide learners in acquiring a new language. Its main concern is the educational process, which involves how teachers and students interact, the activities they engage in, and the ways in which the classroom is managed.

Key Words You Will Hear in ELT

When you start teaching or studying English language teaching, you will often come across special terms. Below are some of the most common ones:

Terms about the *context* where English is learned:

- **EFL (English as a Foreign Language):** English is learned in a country where people don't usually speak English every day.

- **ESL (English as a Second Language):** English is learned in a country where English is the main language.

- **ESOL (English for Speakers of Other Languages):** A general term for learning English when it is not someone's first language.

- **TESOL (Teaching English to Speakers of Other Languages):** The name of the profession and the area of study for English teachers.

ELT methodology supports teachers in making informed decisions about **what to teach, which materials and aids to use, and how to teach** effectively. It guides teachers in choosing suitable approaches, methods, principles, and techniques that lead to successful learning outcomes.

The **aims of foreign language teaching** are fourfold:

1. **Practical:** learners should be able to communicate confidently in everyday, social, cultural, and educational contexts.

2. **Educational:** language learning introduces students to new cultures and develops cross-cultural awareness.

3. **Cultural:** students learn how to participate in modern society, show respect for the target language and its traditions, and develop positive personal qualities such as tolerance, diligence, and cooperation.

4. **Developmental:** learners grow intellectually and linguistically through problem-solving, practicing speech skills, and developing abilities such as imitation, logic, listening, and language guessing.

The **content of ELT** consists of three key components:

▪ **Skills** (listening, speaking, reading, writing, plus communicative competence).

▪ **Topics and situations** (real-life contexts across different spheres of communication).

▪ **Language material** (grammar, vocabulary, pronunciation, spelling).

To achieve these aims, teachers must apply sound principles, use effective teaching methods, and create motivating and realistic learning experiences.

In short, **the methodology of FLT/ELT is a scientific field** that studies the goals, content, materials, methods, and principles of teaching foreign languages. It also examines the educational value of teacher – student interaction in language classrooms.

Adapted from: Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.

➡ TASK 2. Match the terms with their correct definitions

A. EFL B. ESL C. ESOL D. TESOL	1. English studied where it is the main language. 2. Teaching English to speakers of other languages. 3. A general term for learning English when it is not someone's first language. 4. English studied in a country where it is not commonly spoken.
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**▶▶▶ TASK 3. Fill in the blanks with the correct word:
practical, educational, cultural, developmental**

1. The _____ aim focuses on communication in everyday and academic life.
2. The _____ aim helps students gain knowledge about new cultures.
3. The _____ aim teaches learners respect for traditions and values.
4. The _____ aim supports problem-solving and intellectual growth.

▶▶▶ TASK 4. Answer the following questions

1. Why is learning foreign languages considered important for children today?
2. How have classrooms changed compared to the past?
3. What does the science of foreign language teaching mainly focus on?
4. What three components make up the content of ELT?
5. Which of the four aims of ELT (practical, educational, cultural, developmental) do you think is **most important** for your future learners? Why?
6. From your own experience, did your language teachers focus more on *skills, topics, or language material*? How effective was this approach?
7. Do you think technology (e.g., the Internet) makes achieving the aims of ELT easier or more difficult? Give examples.

■ ■ ■ ■ TASK 5

Read the document «Common European Framework of Reference for Languages: Learning, Teaching, <https://rm.coe.int/1680459f97>» that presents agreed common reference standards , a broad description of what a user of a language can – do at six different levels of performance ranging from – basic» (A1, A2) through – independent» (B1, B2) to – proficient» (C1, C2) and complete the following table

Level	Discriptor

■ ■ ■ ■ TASK 6. What is the role of the teacher?

a) Match the following teacher's roles with their definitions.

Teacher's role	Definition
1. Assessor	a) Identify strengths and weaknesses; uncover barriers to learning and their causes.
2. Diagnostician	b) Give advice and direction to enable learning to take place.
3. Disciplinarian	c) Create worksheets, activities, texts, games to make the learning process more motivating and effective.
4. Facilitator	d) Responding to problems as they arise, for example, breakdown of equipment, difficulties with planned activities, behavioural issues.

Teacher's role	Definition
5. Guide	e) Ensure tasks and activities run smoothly; use techniques to enable effective participation; help learners learn for themselves.
6. Provider	f) Manage the space, that is, make decisions on seating arrangements, class dynamics, how activities will be carried out, what equipment will be used.
7. Materials developer	g) Test and evaluate learning.
8. Mentor	h) Source of knowledge, know-how, information.
9. Organizer	i) Communicate facts, provide information, tools, knowledge and skills to foster effective learning and developing.
10. Planner	j) Ensure that rules are respected, that behaviour is acceptable and order maintained.
11. Problem solver	k) Exemplar of best practice, standards of excellence, high-quality input.
12. Resource	l) Decide on learning aims, procedures for achieving these, materials to use, tasks and activities to be carried out.
13. Role model	m) Empathise with and counsel learners; help them to find answers to problems or difficulties; give advice to assist development.

b) Read the following article Taken from: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1013.5365&rep=rep1&type=pdf> and check if your answers are correct.

c) Decide which of them better describes learner-centered approach, teacher-centered approach or both.

d) Answer the following questions.

▪Which role do I think I would be most comfortable in (facilitator, motivator, etc.)?

▪Which role do I think would challenge me most?

why»

[illegible]

References and further reading

- загальн. ред. С. Ю. Ніколаєвої. Київ: Ленвіт, 2013. 590 с.

«Would you tell me, please, which way I ought to go from here?»
asked Alice. «That depends a good deal
on where you want to get to», said the Cheshire Cat

L. Carroll (1963)

UNIT 2. APPROACHES AND METHODS OF ELT

Aims	<p>By the end of the unit, teacher trainees should:</p> <ol style="list-style-type: none"> 1. Understand the distinctions between approach, method, and technique in ELT. 2. Recognise and describe key historical and contemporary language teaching methods (e.g., Grammar-Translation, Direct Method, Audio-Lingual, TPR, CLT, TBLT, Dogme, CLIL). 3. Analyse the strengths, weaknesses, and classroom implications of different methods. 4. Compare learners' experiences of different methods and reflect on their own learning/teaching practices. 5. Develop the ability to critically evaluate methods and decide how (and if) they can be applied in modern English classrooms. 6. Explore how learner competences (linguistic, sociolinguistic, discourse, strategic, intercultural) relate to method choice.
Learning outcomes	<p>After completing the unit, trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Define and distinguish between approach, method, and technique. ▪ Identify which teaching method was used in different learner case studies. ▪ Use a KWL organiser to activate prior knowledge and track learning about ELT methods. ▪ Summarise the main objectives, key features, techniques, and procedures of at least 10 ELT methods. ▪ Critically evaluate methods for their effectiveness, learner suitability, and classroom relevance. ▪ Discuss and reflect on how different approaches can be integrated or adapted for their teaching context. ▪ Articulate advantages and disadvantages of methods such as TPR and CLT, grounding opinions in theoretical and practical perspectives.
Key concepts	<i>approach, method, and technique</i>

Task 1. Read the following cases. Try to characterize what teaching methods were used. Compare with your previous learning experience.



1

I remember our teacher at secondary school – Frau Linthe. She was very academic and really made us focus on the grammar. We spent a lot of time translating between English and German and she would get a bit angry when we made mistakes. She spoke English with a very strong German accent and we used to joke about it behind her back. I guess I was an average German-language student, but when I ended up living in Germany some years later a lot of what I learned with Frau Linthe came back to me and I eventually managed to speak the language fairly well.

The lessons weren't what I'd expected at all. Instead of using dialogues and practicing them, our teacher, Raja, used Cuisenaire rods, those bits of wood with different colors. The rods represented different sounds and then we built this up into a word. In fact, the first word we learnt was «rod» and then we moved on to learning colors. I found the pronunciation quite hard and I kept doing mistakes. The terrible thing was when I made a mistake, the teacher wouldn't say anything – just silence/ But I always knew there was something I wasn't doing right. It was very unnerving. Still, the good thing was we were forced to use only Tamil right from the beginning.



2

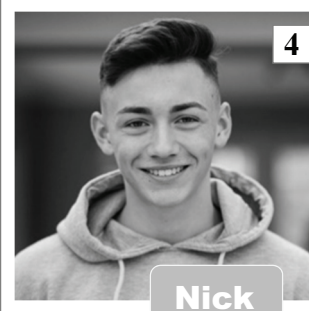
Andy



3

I thought this way of learning was quite novel. Our teacher, Ahmed, used a voice recorder and there was a microphone that we'd pass around. We'd sort of tell him what we wanted to say in Arabic and he'd translate it for us. We'd then record the phrase in Arabic and phrase-by-phrase built it up into a dialogue. Then Ahmed would give us a transcript of the dialogue to study. Of course, all this was in Roman script – we didn't study the Arabic alphabet. Still, these lessons really helped me get by when I was working in the Middle East.

I never thought that learning the second language would be like going to the gym. I was in this class for beginners and we more or less had to do everything what we said. So the first expressions we learnt were commands like «open the door» and «close your book». Carlos, our teacher, would repeat these phrases about a hundred times and we would have to perform the actions with him, then we'd say a word. I guess it was better than studying grammar, but sometimes it felt a little silly. I'd also expected that the teacher would make me speak, but we didn't have to say anything if we didn't want to.



4

Nick

■■■➔ **TASK 2. Match the concepts of «*approach, method* and *technique*» to their definitions.**

- 1 ☐ approach a) is an overall plan for the orderly presentation of language material... and all of which is based upon, the selected approach.
- 2 ☐ method b) must be consistent with a method, and therefore in harmony with an approach as well.
- 3 ☐ technique c) is that which actually takes place in a classroom.

■■■➔ **TASK 3. Complete the KWL graphic organiser below**

K What I already know	W What I want to know next	L What I have learnt

Grammar translation
Direct method
The Audio-Lingual Method
Silent Way
(De)Suggestopedia
Community language learning
TPR (Total Physical Response)
Communicative approach
CLIL
TBL
Cooperative learning
Multiple intelligence
The lexical approach
Dogme
NLP (Neuro Linguistic Programming)

■■■➡ **TASK 4. Read the following source of information** «*Richards, J. C. and Rogers, T. S. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge, UK: Cambridge University Press*» **and complete the table.**

	Objectives	Key Features	Typical Techniques	Procedure	Teacher	Student
The Grammar Translation Method						
The Direct Method						
The audio-lingual method						
Total physical response (TPR)						
Community language learning (CLL)						
Suggestopedia						
Multiple intelligences						
The Lexical Approach						
Communicative Language Teaching (CLT)						
Task-Based Language Teaching (TBLT)						
The Silent Way						
CLIL						
Dogme						

➡ TASK 5. Work in groups and discuss the following questions

1. Do you think you can use this methods and approaches in your English classroom? Give reasons.
2. Critically analyze the method and give your opinion along with reason whether it can be used in your classroom to teach English.
3. Reflect on the merits and demerits of Total Physical Response and give your comments on it.
4. What are the advantages of Communicative Language Teaching?
5. What are the different types of competences? How are they useful to a speaker of English?



References and further reading

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Life is what happens while you are making plans

John Lennon

////////////////////////////////////

UNIT 3. LESSON PLANNING: WHAT? HOW? WHY?

Aims	<p>By the end of this unit, teacher trainees should:</p> <ol style="list-style-type: none"> 1. Understand the purpose and importance of lesson planning in ELT. 2. Recognise the stages of planning (before, during, after) and how they contribute to effective teaching. 3. Identify and describe the core components of a lesson plan (aims, anticipated problems, procedures, interaction patterns, etc.). 4. Distinguish between different lesson aims (main, subsidiary, stage, personal). 5. Explore and apply different lesson frameworks (PPP, ESA, ARC, TBL, etc.). 6. Develop skills in writing structured lesson plans with clear aims, procedures, and timing. 7. Evaluate, observe, and reflect on lesson plans and teaching practice. 8. Build awareness of self-reflection as a professional development tool.
Learning outcomes	<p>After completing the unit, trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Define what a lesson plan is and explain why it is essential. ▪ Match and identify lesson plan components and relate them to real examples. ▪ Differentiate between main aims, sub-aims, stage aims, and personal aims. ▪ Sequence lesson stages logically and connect them with corresponding aims. ▪ Analyse and compare different lesson frameworks (PPP, ARC, ESA, TBL) and apply them to sample lessons. ▪ Observe and critique lesson staging, aims, and task achievement. ▪ Write a structured lesson plan with realistic aims, procedures, timings, and interaction patterns. ▪ Reflect on their planning and teaching, identifying strengths, weaknesses, learner progress, and follow-up actions.
Key concepts	<p>Stages of planning (before, during, after lesson), Lesson aims, personal aims, anticipated problems & solutions, stages, stage aims, procedures, interaction patterns. Types of aims: main aim, subsidiary aim, stage aim, personal aim. Lesson stages: lead-in, pre-teaching vocab, focus on meaning, focus on form, controlled practice, freer practice, feedback. Lesson frameworks.</p>

Task 1. WHAT IS LESSON PLAN?

a) Think about the metaphors for a lesson and explain which of them seem closest to your vision of an ideal lesson.

A rock concert

Consulting a doctor

A guided tour of an exhibition

Climbing a mountain

Enjoing a multicourse dinner

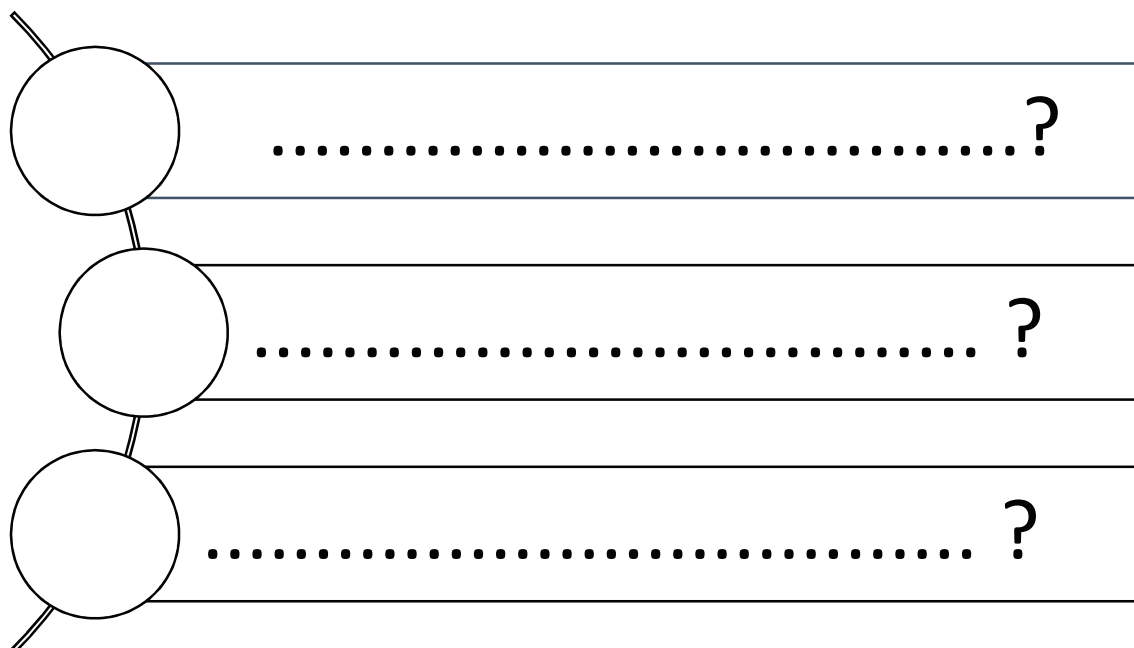
Surfing on the internet

b) Write your answer.

[illegible]

Task 2. BEFORE LESSON

What are 3 main questions to be asked before lesson planning



.....?

.....?

.....?

Task 3. WHAT IS IN THE LESSON PLAN?

Lesson plan formats are varied. Most plans contain the following components. Read them below and match with their meaning.

Lesson components	
1. Lesson aims/learning outcomes	a) the reason for doing this stage of the lesson and how it relates to the overall aim of the lesson
2. Anticipated problems and solutions	b) some area of your teaching you want to improve in this lesson
3. Personal aim	c) areas you think may cause difficulty for your learners and your solutions
4. Stage	d) the direction of the communication (teacher to students/students to students)
5. Procedure	e) a part of the lesson
6. Interaction pattern	f) what the learners should be able to do by the end of the lesson
7. Stage aim	g) what students/teacher are doing at any particular stage of the lesson

■■■➡ **TASK 4. Below are some extracts from lesson plans. Decide which part of the lesson plan components 1-7 (task 3) they may come from:**

- a) I'd like to smile more and create a better rapport today;
- b) Students in pairs;
- c) By the end of the lesson students will be able to use a range of adjectives to describe someone's personality;
- d) Teacher hands out text and gives a different set of questions to each group;
- e) Some students may find the pronunciation of several words quite difficult. I must make sure I use lots of repetition;
- f) To get students interested in the topic of the listening text.

■■■➡ **TASK 5. Lesson aims & lesson planning**

Read an article <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/c/aims> and answer the following questions:

- 1) What should go into an English language lesson?
- 2) What is a lesson plan?
- 3) Why is planning important?
- 4) Do you need to plan if you have a course book?
- 5) What are the principles of planning?
- 6) What is Lesson aim?

■■■➡ **TASK 6. Writing Aims**

Criteria for good aims	Which of the below fulfil these criteria?
Good aims should: <ul style="list-style-type: none"> ▪specify what students will be able to do or ▪specify how their skills will have improved or ▪specify how their awareness will have developed ▪be clear ▪be achievable ▪be measurable ▪raise students 	Students will: <ul style="list-style-type: none"> 1) <i>be able to order a meal in a restaurant</i> 2) <i>study the past simple</i> 3) <i>be introduced to adverbs of frequency</i> 4) <i>read a newspaper article and write questions about it</i> 5) <i>be able to use question forms without error</i> 6) <i>do pages 88-89 of the course book</i> 7) <i>be better able to find specific information in tourist brochures</i> 8) <i>be aware of the pronunciation difference between /i/ and /i:/ and will be better able to pronounce the vowels in controlled and fluent speech</i>

■ TASK 7. Main Aims and Sub Aims

Each lesson should have one main aim, which may well be made up of sub-aims, e.g.:

Main aim: *Students will be able to order a meal in a restaurant*

Sub-aims: *Students will:*

- *be able to understand items on a typical menu*
- *be able to politely request what they want*
- *be able to understand and respond appropriately to the waiter*

Divide these into three main aims and their sub aims:

- 1) Students will be able to spell their names.
- 2) Students will have an understanding of the concepts of spontaneous decisions and the pre-decided future.
- 3) Students will recognise items of vocabulary connected with politics.
- 4) Students will be able to introduce themselves and ask and answer questions about personal information.
- 5) Students will be better able to read and extract information from a newspaper article.
- 6) Students will be better able to separate main ideas from supporting points.
- 7) Students will be able to identify the use of the present perfect to announce news and the past simple for background detail.
- 8) Students will be able to list four future forms, understand the differences in use between them and be able to use them with reasonable accuracy in conversation.
- 9) Students will be able to listen and write down a telephone number.
- 10) Students will be able to recognise and produce 'will' contractions.

Main aim:	Main aim:	Main aim:
Sub aims:	Sub aims:	Sub aims:

■ ■ ■ ➡ TASK 7. Write main aim and sub aims for these two lesson plans

Lesson One	Lesson Two
Main aim: Sub aims:	Main aim: Sub aims: Materials: dictionaries, Ss' coursebook, photocopier
Procedure: <ol style="list-style-type: none"> 1. Explain to Ss there was a bank robbery last night in a local bank. 2. Divide class into two groups; Group 1: police detectives, Group 2: witnesses. 3. The detectives work together writing questions for the witnesses. The witnesses work together to construct the story of what happened. 4. Pair off detectives with witnesses. The detectives interview the witnesses. (Variation: the witnesses are dumb and therefore have to act the answers.) 5. Detectives regroup and compare and write out the stories they've been told. Witnesses regroup and write out the questions they were asked. 	Procedure: <ol style="list-style-type: none"> 1. Ss skim the coursebook, their notes and hand-outs for vocabulary they're unsure of and write the words on pieces of card and stick them on the board. 2. In small groups they pool their knowledge about the words (without dictionaries.) (You can guide them towards vocabulary they need to know) 3. Each group chooses 8 words they'd like to know and takes the cards. 4. Provide dictionaries. Groups look up words and note down the definition and an example. (Give guidance about parts of speech and about choosing which use.) Check them. 5. Groups write up the words, definitions and gapped examples as a matching quiz. 6. Photocopy the quizzes and hand out to the other groups. Ss return completed quizzes to the group who wrote it to be marked. Ss mark them and return them.

TASK 8. Identify the teacher's main aims and at least one subsidiary aim for the lesson:

«I've got a short text about a driving instructor. So the students are going to read that and answer a couple of comprehension questions. I've chosen the text because there are lots of examples of the present perfect simple and continuous. So the text is a way of contextualising the language so that I can contrast the verb forms».

Main aim: by the end of the lesson Ss _____

Sub aim: by the end of the lesson Ss _____

TASK 9. Identify the teacher's main aims and at least one subsidiary aim for the lesson:

«I've recorded 2 of my colleagues talking about their weekend, and I'm going to use this as a model for the learners to do the same thing, in pairs. There are one or two useful expressions in the recording, such as different ways of expressing evaluation: not bad, pretty good, quite nice, etc., so I'll want to focus on these at some point so that hopefully they will use them in the speaking activity».

Main aim: by the end of the lesson Ss _____

Sub aim: by the end of the lesson Ss.

■ ■ ■ ➡ TASK 10. Lesson stages

Match the lesson stages with their possible aims:

Lesson stages	Aims
1. Warmer/Lead-in	a) To develop ss' sub-skill of reading for general understanding
2. Focus on the form of the target language (TL)	b) To revise the previous context/ to set the context
3. Pre-teaching unknown vocabulary	c) To promote fluency on the topic
4. Focus on meaning of TL	d) To provide ss with an opportunity to produce the TL more fluently
5. Reading for gist	e) To focus on how the language is put together
6. Controlled practice	f) To provide ss with an opportunity to produce TL accurately
7. Freer oral practice	g) To check ss' understanding of TL
8. Feedback	h) To check if the ss have completed the task successfully
9. Peer correction	i) To focus on the blocking vocab
10. Role play	j) To provide an opportunity to correct mistakes

■ ■ ■ ➡ TASK 11. Lesson frameworks

Read the following articles about different lesson frameworks and answer the questions below.

PPP(Presentation-Practice-Production) <https://achilleaskostoulas.com/wp-content/uploads/2012/01/ppp.pdf>

ARC (authentic, restricted, clarification) <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/c/arc#:~:text=ARC%20is%20one%20way%20to,with%20an%20explanation%20of%20rules.>

ESA (engage, study, activate) <https://images.pcmac.org/uploads/cge/cge/divisions/documentcategories/documents/lesson7part1.pdf>

TBL (Task based learning) <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/t-w/tbl-task-based-learning>

CELTA TP LESSON PLAN

NAME Mariia	WEEK 2	DAY 4	LENGTH 45 min
LEVEL Elementary	DATE		TP # 6
TOPIC/THEME: (e.g. Holidays, Regional Dishes...) Was/Were, Could	LESSON FOCUS: (e.g. Grammar, Speaking Grammar)		
AIMS: Main: By the end of the lesson, students will have understood and used verb «to be» and modal verb «can» in the Past in the context. Subsidiary: to improve Ss awareness of language accuracy; improve writing skills.			
PERSONAL AIMS: (refer to your previous TP Tutor's feedback sheet: 'Areas to work on') to make the lesson more SS-centered, to improve to use ICQs and check and make sure if they are relevant, maintain good pace, sit down for short periods of time to relax my nerves, to establish and maintain a good pace, to check if every activity is linked well and has its aim.			
CLASS PROFILE: (include numbers, gender ratio, nationalities, strong vs. weak Ss, motivation, interests, class dynamics) There are 6 students in the class. There are 2 men and 4 women. They are Ukrainians. All these people do not belong to the same age category. Strong students: Ihor, Tanya. Weak: Leonid. But they have one common thing – they want to improve their level of English language and to speak English fluently. Nobody tends to dominate.			
ASSUMPTIONS: (what language do you expect students to know that you are not planning to teach? What language items have students looked at in previous classes that are relevant to your aims? Students' interest/general knowledge in relation to the material/context you will be using?) Ss will be able to make sentences using modal verbs can/could more easier, as they have already learnt at the previous lesson.			
CLASSROOM MANAGEMRNT: ANTICIPATED PROBLEMS AND SOLUTIONS Ss will misunderstand eliciting the form of verb to be in the past. Solution – clear CCQs will be useful. Odd number of Ss which will be a problem for the controlled and freer practice. Solution – some students can work on group of three.			
TEACHING SKILLS: ANTICIPATED PROBLEMS AND SOLUTIONS Ss may probably have difficulty with understanding how to say the dates. So the solution is to elicit Ss how to use them and give an example. Ss might misunderstood the target language will not be able to use them during the freer practice. So, the activity «complete the sentences”« will help Ss, as they will se the frame of the sentences.			
SOURCES OF MATERIALS: (What course books, listening materials, texts, internet sites etc. did you use?) Hand-outs(Self-made Cards). New Head Way Elementary, Clive Oxenden, Christina Latham-Koenig, Paul Seligson. OUP, 2006, p. 46-47.			

Stage	Procedure	Aims	Time	Interaction	Tutor's comments
Lead -in	T creates the context. T asks Ss: How are you today?	to generate students interest to the topic	2 min	T-Ss	
	How were you yesterday??		2 min	T-Ss	
	Elicit the meaning of word «yesterday» CCQs: <i>Is it now?</i> <i>Is it about past?</i>		2 min		
Focus on meaning	Tasks Ss to work individually and answer the questions. (ex1, p.46).	to check Ss' understanding of the target language	2-3 min	T-Ss	
CP	T: Now look here and answer these questions. Time.		2 min		
Feedback	Work with your partner and check your answers with your partner. Act out in class and check SS answers.				

Stage	Procedure	Aims	Time	Interaction	Tutor's comments
Focus on Form	T asks Ss shows an example how to form «to be» in Present Simple and examples. I am a teacher. She is a teacher. They are teachers. Then T asks Ss to work in pairs and write a form of verb «to be» in Past Simple	To check Ss' understanding of how the target language is formed	2-5 min	T-S S-S T-Ss	
Feedback	Act out in class and check SS answers.				
Focus on Pronunciation	T drills the intonation and pronunciation in the following sentences. It <u>was</u> Monday yesterday. We <u>were</u> in the office In short answers the pronunciation is different. Was it hot? Yes, it was. Were you tired? Yes we were.	to enable Ss to pronounce the target language accurately	2 min	T-Ss-S	

Stage	Procedure	Aims	Time	Interaction	Tutor's comments
Control Practice	Get Ss to complete the dialogues (ex.2a, p.47) with using was/ were. Work individually and complete.	to check Ss' understanding of how to use the target language	2-5 min	S	
Feedback	Work in pairs and check. (T asks SS to act out the dialogues in pairs.). Time. Work with partner and answer the questions. (T is motoring)		2-3 min	S-S	
Freer Practice/	<p>T asks SS: Look. Do you know who these people are. <u>What are they famous for?</u></p> <p>Discuss with your partner.</p> <p><i>Answer. This is He is famous</i></p> <p>T: Great. Welldone!!!</p> <p>T: Do you know , who this person is. <u>This is me.</u></p>	to enable Ss to use verb to be in past in context.	<p>2 min</p> <p>2-3 min</p>	<p>T-Ss</p> <p>S-S</p>	

Stage	Procedure	Aims	Time	Interaction	Tutor's comments
Feedback	<i>I was born in 1984. I could speak English when I was 10.</i> Task : Match lines n A, B, C and make similar sentences about these famous people.		2 min	Ss-Ss	
	T sets the communicative purpose. Work in groups . Ask each other the questions 9ex/ 6 p47) And find : what is common about you and your partner.		2 min	T-Ss	
	Act out in the class and check Ss accuracy				

■ ■ ■ ➡ TASK 13. Lesson observation

Observe the following lesson, consider the points regarding:

- **Lesson Planning;**
- **Staging and Aims;**
- **Task Achievement.**

Write down the stages of the lesson, record the aims of each stage and interaction patterns, adding some comments on the effectiveness of each stage in achieving its aims.

Lesson Aims

Main aim of the lesson	
Sub Aim of the Lesson	

PROCEDURE

Stage	Aim	Interaction	Comments

Stage	Aim	Interaction	Comments

REFLECTION ON TASK ACHIEVEMENT

How logically staged the lesson is?
Name 3 things that were successfully planned.
Name 2-3 things you would do differently.

TASK 14. WRITING LESSON PLAN

Write a plan of your real lesson using the following Lesson Template.

LESSON PLAN				
Topic:				
Lesson Focus				
Lesson aims				
Main Aims:				
Sub aims:				
Personal Aims:				
Assumptions (Learners' existing knowledge)				
Anticipated Problems:		Solutions:		
Materials:				
Stage	Aims	Procedure	Time	Interaction

■➡ TASK 15. SELF-REFLECTION

Write your self reflection of the lesson (task 12)

Lesson aim:

By the end of the lesson, learners will

STRENGTHS of planning and execution of this lesson.

Reflect on and evaluate your own planning and teaching... .. as evidenced in this lesson and identify key strengths... .. in planning and execution.

AREAS FOR IMPROVEMENT in this lesson in planning and execution.

Reflect on and evaluate your own planning and teaching... .. as evidenced in this lesson identify key... .. weaknesses in planning and execution.

LEARNERS' PROGRESS.

Reflect on and evaluate... ..the learners' progress as evidenced in this lesson.

FOLLOW-UP / CONSOLIDATION.

Explain how you will/would consolidate/follow on from the learning achieved in this lesson.

■ ■ ■ ➡ TASK 16. REFLECTION

Summarize your learning in this unit and answer the following questions.

- What did you learn about *effective lesson planning* in ELT?
- How will this reflection inform your *future lesson planning*?
- Which *skills or areas* would you like to develop next (e.g. writing aims, timing, anticipating problems, integrating frameworks)?



References and further reading

1. Ur, Penny (1996). A Course in Language Teaching: Practice and Theory. Cambridge et al.: Cambridge University Press.
2. Harmer, Jeremy (2000). How to Teach English: An Introduction to the Practice of English Language Teaching. Harlow: Longman.
3. Watkins, Peter (2020) Learning to Teach English: DELTA publishing, 168 p.



PART 2. TEACHING SYSTEMS

Without grammar, little can be conveyed.
Without vocabulary, nothing can be conveyed

David Arthur Wilkins

UNIT 4. TEACHING VOCABULARY

Aims	By the end of this unit, teacher trainees should: <ol style="list-style-type: none">1. Understand the importance and rationale for teaching vocabulary in ELT.2. Explore what it means to «know a word» (form, meaning, use, register, connotation, collocation).3. Learn about the stages of vocabulary learning and why each stage matters.4. Identify and practise different techniques for presenting vocabulary (elicitation, realia, visuals, mime, translation, CCQs, etc.).5. Develop skills in sequencing vocabulary presentation and practice activities.6. Analyse vocabulary items (form, meaning, use, pronunciation, spelling, collocations) and design effective practice tasks.7. Evaluate different classroom strategies for retention and recycling of vocabulary.8. Apply these techniques to teach both concrete and abstract lexis effectively.
Learning outcomes	After completing this unit, trainees will be able to: <ul style="list-style-type: none">▪ Explain the reasons for teaching vocabulary and reflect on their own practices;▪ Describe what it means to «know a word» in terms of meaning, form, pronunciation, spelling, collocation, connotation, register, and grammar;

	<ul style="list-style-type: none"> ▪ Sequence the stages of vocabulary teaching (meaning → pronunciation → spelling → practice → production) and justify their order; ▪ Apply different vocabulary teaching techniques (real objects, pictures, mime, definition, translation, synonyms/antonyms, elicitation, drilling, CCQs) in classroom contexts; ▪ Analyse lexical items (vegetable, embarrassed, reliable, etc.) and highlight what students need to know about them; ▪ Plan vocabulary lessons that include concept checking, pronunciation work, controlled and freer practice activities; ▪ Evaluate videos of vocabulary teaching and identify effective techniques for presentation and practice; ▪ Reflect on how many words to teach, how to review them, and how to balance depth of knowledge with retention
Key concepts	<p>Knowing a word includes: Form (spelling, pronunciation, part of speech, grammar info) Meaning (denotation, connotation, synonyms/antonyms) Use (collocations, register, frequency, style, discourse function).</p> <p>Stages of vocabulary learning:</p> <ul style="list-style-type: none"> ▪ Introduce/Convey meaning ▪ Check understanding (CCQs, elicitation) ▪ Model and practise pronunciation ▪ Highlight spelling and form ▪ Practise/memorise (controlled activities, games) ▪ Use in context (freer practice, production). <p>Teaching techniques: elicitation, realia, pictures, mime/gesture, definition/explanation, translation, synonyms/antonyms, clines, contexts/stories, drilling, CCQs.</p>

TASK 1. Answer the following questions.

- What are the reasons for teaching vocabulary?
- What effect on your teaching vocabulary?

- What does it mean to know a word?
- How many new vocabulary items should I teach in a lesson?
- How much review do I need to do?

TASK 2. WHAT DOES IT MEAN TO KNOW A WORD?

Match the questions (1–4) with the answers (A–D).

1. How can you show the meaning of new words/chunks?	<p>A. What does it mean to 'know' a word/chunk?</p> <ul style="list-style-type: none"> ▪the meaning ▪the pronunciation ▪the part of speech (noun, verb etc.) ▪the spelling ▪any important collocations (words that often occur together), e.g. with the noun rain we often use the adjectives heavy, driving, torrential and light ▪connotation (ideas or feelings a word shows other than its meaning), e.g. slim has a positive connotation but skinny has a negative one ▪grammatical information, e.g. countable/uncountable nouns, past tense/past participle for verbs ▪the style (formal/informal, used mostly in writing, speaking or both)
2. How can you help learners to remember new words?	B. As a general rule, somewhere between six and ten words/chunks is enough. If you try to teach more, the learners are unlikely to remember them and they won't have enough time to practise using them. Think about the level of the learners, how difficult the lexis is and whether they are likely to know some of the words already
3. How many words should you teach in one lesson?	C. Pictures; video; teacher drawings; mime/gestures; definitions; opposites/synonyms; translation; clines; concept check questions; a context/story; examples; real objects
4. What do learners need to know about any new lexis?	D. Learners remember more when they need to think. When you present lexis, it's a good idea to show the meaning of a word (using pictures, mime, definitions, etc.) and see if any of the learners can guess the word. We call this eliciting. Even if you can't elicit the word, the learners are more likely to remember it if they have tried to work it out first. Another way to make learners think is to provide words and definitions/pictures and ask learners to try to match them

■ ■ ■ ➔ TASK 3. What makes learning words difficult?

a) Match terms and their examples.

Terms	Examples
1. Cognate words	a) e.g. sympathy
2. «False friends»	b) e.g. swap – exchange
3. Homophones	c) e.g. taxi
4. Homonyms	d) e.g. to keep an eye on smb.
5. Polysems (words with several meanings)	e) e.g. fair hair; at the local fair, it's not fair
6. Connotation	f) e. g. famous – notorious, clever – smart
7. Formal/ Informal style	g) e.g. see – look – watch
8. Synonyms	h) e.g. do – make, say – tell
9. Idioms	i) e.g. meet – meat

Adapted from: Scott Thornbury. How to Teach Vocabulary. Pearson Education Limited, 2000, p. 1-13

b) Think and answer the following questions.

- Which word groups make language learning difficult and why?
- What the teacher should do to make vocabulary learning easier?

c) Write as many cognate words as possible.

d) Write as many as possible «false friends»

■ ■ ■ ➔ TASK 4. STAGES OF LEARNING VOCABULARY

Here are five different stages that a teacher can use to teach vocabulary in the classroom. However, the stages are in the wrong order. Read the stages and decide which stage comes first, and write the number 1 next to it, Then decide which comes second and write the number 2 next to it – and so on.

Practising and memorising a new word. For example, labelling a picture of a person with different parts of the body.	
Understanding and learning the meaning of a new word. For example, understanding the meaning of the word 'hair'.	
Helping students to pronounce the words. For example, saying the words with understandable pronunciation.	
Learning the spelling of a new word. For example, learning how to write it	
Using the words in sentences either in written or spoken form.	

TASK 5. Importance of stages in teaching and learning vocabulary

a) Read the text and match the paragraphs 1-5 to the headings A-E.

A. Pronunciation

B. Spelling

C. Understanding and learning the meaning of a new word.

D. Remembering

E. Practice Using the words in sentences either in written or spoken form.

Stages in teaching and learning vocabulary

1 For example, understanding the meaning of the word 'firefighter'. It is important for students to understand what a new word means right at the beginning. If they are repeating and using words without knowing what they mean, then it will be difficult for students to remember and use them.

2 Learning how to pronounce/say the new words. If a word is pronounced differently its meaning may be changed and communicate wrongly, for example: if bun is pronounced bon/ban its meaning will be changed. For this reason, teacher needs to say words clearly as a model, and give students plenty of opportunity to practise pronunciation. As you know, sounds and letters in English don't always correspond exactly.

3 Learning the spelling of a new word. Students need to know how to spell and write a word. In case of writing, the students have to write the words correctly or lose its meaning. Teacher needs to provide varieties of ways to copying the words in their exercise books.

4 We learn language to use them in our real-life situations. Teachers should provide ample opportunity to use the language in the classroom using role-play, conversation, or writing sentences using the learnt words.

5 Learning Children need to listen to and to practise saying and writing new words as much as possible. This helps them to remember the words. It is a good idea to do this in lots of different ways. Teacher can play games like: guessing game, cross-words puzzle, dominoes, family game, Bingo, memory game etc for practising and memorising the new words as a revision. Teacher should provide such revision activity in an interval and or regularly. For example, teacher could start some lesson with a game using words from earlier lessons.

b) Look again at the different stages of vocabulary learning. Why is each stage important?

► TASK 6. How can we teach vocabulary?

Read the text and choose the best option (A, B, C or D).

How can we teach vocabulary?

Teachers can use different techniques to teach vocabulary. The most important techniques are:

1. Context is key to all pieces of language. Different words (and even grammar structures) can mean different things in different situations. So, when the learners are being presented with vocabulary, having a context is vital not just because it will help them to understand the meaning of the word (or the notion that is being expressed) but also because it can help them to see how the word is used, and other words that it may collocate with. When you give learners a record of vocabulary, they must be given the part of speech, the definition and an example sentence. Without the part of speech, the learners will struggle to be able to use words correctly.

2. Elicitation: Techniques or procedures which a teacher uses to get learners to actively produce speech or writing. When a teacher thinks that some learners will know a piece of language or other information, s/he asks targeted questions or gives clues to get, or prompt learners to give the target language or information rather than simply providing it to the class her/himself.

3. Drilling: A technique teachers use for encouraging learners to practise language, mainly sounds or sentence patterns. It involves guided repetition or practice. There are usually two parts of a drill: a) the teacher provides a word or a sentence as a stimulus (the call-word or cue); b) students make various types of responses based on repetition, substitution, or transformation. In a choral drill the teacher says a word or sentence and the learners repeat it together as a class. In an individual drill the teacher says a word or sentence and one learner repeats it. Choral and individual drills are called repetition drills. In a substitution drill the teacher provides a sentence and a different word or phrase which the learner must use (or substitute) in exactly the same structure, e.g. Teacher: I bought a book. Pen. Learner: I bought a pen. In a transformation drill the teacher says a word or a sentence and the learner answers by changing the sentence into a new grammatical structure, e.g. Teacher: I bought a pen. Didn't Learner: I didn't buy a pen. Teacher: I went to the cinema. Didn't Learner: I didn't go to the cinema.

4. Showing Real Objects: One way of presenting new words is by showing real objects in the classroom, words like book, pencil, fan, window, door etc. can be presented in this way. It is especially helpful for classes 1 and 2.

5. Showing Pictures or models, drawing pictures: Pictures can be used to teach vocabulary. A teacher can show pictures, charts, flashcards and magazines or s/he can draw pictures on the blackboard. This is very valuable for young learners because it is visual, bright, interesting and motivating. It also makes teaching and learning more enjoyable.

6. Mime, action and gesture: Some words can be taught by using mimes, actions and gestures. Here mime means doing action without talking e.g. teachers can mime the actions of eating, sleeping, writing, running etc. So that students understand the meaning of an action word. Gesture refers to the use of facial expressions to indicate meaning, e.g. happiness, sadness, anger, fear etc. as well as the use of the hands to indicate actions or different types of jobs.

7. Definition and Explanation: A teacher may explain the meaning of a difficult word by using simple language. For example beautiful means nice to look at.

8. Translation: To explain abstract and difficult words which students may not understand by explanation or words relating to quality are also difficult to explain. In such cases the teachers may give Bangla meanings e.g. beauty, sincerity, honesty etc. Sometimes it saves time and gives students a clear and easier understanding.

9. Using words with similar or opposite meaning: A teacher can present the meaning of a word by contrasting it with another word. For example - 'bad' can be presented by contrasting it with 'good'. Teachers can also present the meaning of a word by comparing with a similar word e.g. 'little' means 'small'. This is more applicable for students of class 4-5, as they have learnt a greater number of English words. But with simple adjectives it will also work well with students of classes 1-3.

10. CCQs (Concept Checking Questions), which are questions teachers use to ensure students understand the meaning and function of a new word or grammatical structure. They are a key technique in language teaching to move beyond a simple «Do you understand?» and verify comprehension through targeted, simple questions about the new language item.

Adapted from: Thornbury, Scott (2004) «The New A-Z of ELT. A Dictionary of terms and concepts. Macmillan Books for teachers, 263 p.

1. Why is *context* considered essential when presenting new vocabulary?

- A. Because it helps learners memorize words faster.
- B. Because it helps learners understand meaning, usage, and collocations.
- C. Because it makes vocabulary lessons shorter.
- D. Because it replaces the need for example sentences.

2. What should always be included when giving learners a record of new vocabulary?

- A. The definition and synonyms only.
- B. The part of speech, definition, and an example sentence.
- C. The translation and pronunciation only.
- D. Only the word and its meaning.

3. What is the purpose of *elicitation* in teaching vocabulary?

- A. To get learners to repeat the teacher's words.
- B. To encourage learners to recall and produce language actively.
- C. To test students' grammar knowledge.
- D. To introduce new vocabulary through translation.

4. Which statement best describes *drilling*?

- A. It focuses on creative writing.
- B. It involves guided repetition or practice of language forms.

- C. It is used only for teaching grammar.
- D. It allows learners to make their own sentences freely.

5. What is a *substitution drill*?

- A. The learner repeats exactly what the teacher says.
- B. The learner replaces a word in the same sentence pattern.
- C. The learner transforms a sentence into another tense.
- D. The learner asks the teacher questions about vocabulary.

6. For which learners is *showing real objects* most effective?

- A. For adult learners.
- B. For students of class 1 and 2.
- C. For advanced learners.
- D. For university students.

7. Why is using pictures and drawings useful for young learners?

- A. It reduces the need for teacher talk.
- B. It makes learning more visual, engaging, and motivating.
- C. It helps learners memorize grammar rules.
- D. It allows learners to translate words easily.

8. What is the main benefit of using *mime, action, and gesture* to teach vocabulary?

- A. It makes students laugh during lessons.
- B. It allows students to guess word meanings without translation.
- C. It focuses on pronunciation practice.
- D. It replaces written exercises.

9. When is *translation* considered useful?

- A. When teaching abstract or difficult words that are hard to explain.
- B. When teaching very simple words.
- C. When students are advanced speakers.
- D. When there are plenty of real objects available.

10. What are *Concept Checking Questions (CCQs)* used for?

- A. To check students' spelling of new words.
- B. To verify learners' understanding of meaning and function.
- C. To introduce new grammar rules.
- D. To test pronunciation accuracy.

■■■➡ **TASK 7. Watch the video «The Teacher's Room – introducing New Vocabulary» <https://www.youtube.com/watch?v=3iKfb5nDgdU>. While watching to do the following:**

- a) write techniques those which you have been familiarized with in TASK 6;
- b) add to the list new techniques;
- c) write their advantages and disadvantages.

■■■➡ **TASK 8. Watch the video about using flashcards for presenting vocabulary <https://www.youtube.com/watch?v=X9KebTgfLJI> and answer the questions:**

1. Which level of students the techniques are aimed at?
2. Which techniques for presenting vocabulary with flashcards did you like? Why?

■■■➡ **TASK 9. Put in the correct order the sequence of the following demonstrations of teaching vocabulary, from 1 to 8.**

a) The teacher checks that the students have understood the meaning through concept questions and/or personalised questions.	
b) The teacher models the pronunciation (including syllables and stress).	
c) The teacher elicits the new words onto the board (marking parts of speech, features of pronunciation, etc.).	
d) The teacher conveys the meaning of the new word.	
e) The teacher introduces the topic area to activate the students' knowledge and see what language they already know.	
f) The teacher introduces the topic area to activate the students' knowledge and see what language they already know.	
Students record the new word.	
g) Students practise saying the new word.	
h) The teacher elicits/provides the new word.	

TASK 10. How does it work?

a) Study an example of analysis for a lexical chunk in a lesson about personal characteristics.

<i>Lexis</i>	<i>Show and check meaning</i>	<i>Important things to highlight</i>	<i>Practice activities</i>
<i>physically fit</i> (adv + adj)	<i>definition</i> <i>translation</i>	<u>Pronunciation</u> /f z li/; only three syllables with stress on the first; 'ph' pronounced as /f/; the 'a' is not pronounced. <u>Form</u> : to be physically fit (I am, he is, you are, etc.) <u>Spelling</u> of physically (adv)	Choose the top three most important characteristics for different jobs. <i>Role play</i> interviews for different jobs. Job applicants answer the question 'Why are you suitable for this job?'

b) Imagine you are teaching *vegetable* and *embarrassed*.

What would it be important to highlight? How could you show the meaning?

<i>Lexis</i>	<i>Show and check meaning</i>	<i>Important things to highlight</i>	<i>Practice activities</i>
vegetable			
embarrassed			

TASK 11. How would you convey the meaning of the following words and phrases to a group of language learners?

- to switch(something on)
- secretary
- Congratulations!
- reliable
- manage to do something (as in «she managed to pass the exam)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

a) Identify 2-3 key techniques or stages you found effective.
b) Note how the teacher checked meaning, pronunciation, and understanding.

- What did I learn from this lesson?
- How can I adapt similar techniques for my learners?
- What would I do differently in my own teaching?

Think and share your ideas.

- 49



References and further reading

1. Harmer, Jeremy (2000). How to Teach English: An Introduction to the Practice of English Language Teaching. Harlow: Longman.
2. Richards, J. & Rodgers, T. (2010). Approaches and methods in language teaching. Cambridge: CPU, 142 p.
3. Scrivener J. (2005). Guidebook for English Language Teachers. Second Edition. Macmillan, 432 p.
4. Thornbury, S. (2001). How to teach vocabulary. London: Longman. 192 p.
5. Watkins, Peter (2020) Learning to Teach English: DELTA publishing, 168 p. Bibliography and further reading.

Grammar is not a collection of arbitrary rules
but a resource for making meaning

Diane Larsen-Freeman

UNIT 5. TEACHING GRAMMAR

Aims	<p>By the end of this unit, teacher trainees should:</p> <ul style="list-style-type: none"> ▪To explore the role and importance of grammar in foreign language (FL) lessons. ▪To compare different approaches (deductive vs. inductive) and techniques for teaching grammar. ▪To develop skills in analysing, sequencing, and evaluating grammar teaching activities. ▪To plan and adapt grammar lessons that balance form, meaning, and communicative use. ▪To critically reflect on grammar-focused tasks from modern coursebooks.
Learning outcomes	<p>By the end of this unit, learners will be able to:</p> <ol style="list-style-type: none"> 1. Define grammar and explain its role in FL teaching. 2. Identify and evaluate different approaches to grammar teaching (inductive, deductive, communicative). 3. Compare teaching styles and assess their effectiveness in supporting student learning. 4. Recognise and apply grammar presentation techniques (eliciting, timelines, realia, texts, comparison, pictures). 5. Sequence lesson stages logically in grammar-focused lessons. 6. Analyse and adapt coursebook grammar activities to suit learners' needs. 7. Observe and critically evaluate grammar teaching in practice (through lesson analysis/ video observation). 8. Design a grammar lesson plan that integrates explanation, practice, and communicative application.
Key concepts	<p>Deductive vs. Inductive Approaches:</p> <ul style="list-style-type: none"> ▪<i>Deductive</i>: rule first → examples → practice. ▪<i>Inductive</i>: examples first → learners infer the rule.

	<p>Grammar Presentation Techniques:</p> <ul style="list-style-type: none"> ▪Using pictures ▪Using texts ▪Using actions/realia ▪Using timelines ▪Eliciting ▪Comparing with L1 <p>Lesson Sequencing – logical progression from <i>context</i> → <i>noticing</i> → <i>rule</i> → <i>practice</i> → <i>production</i>.</p>
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➡ **TASK 1. Answer the following questions.**

- 1) What is Grammar?
- 2) What is the place of grammar in FL lessons?
- 3) Do you do many grammar exercises?
- 4) What do you do first when you teach grammar: present the rule and explain the new grammar patterns or provide examples with the new grammar pattern and explain the rule later?
- 5) What materials do you usually use for teaching grammar?

➡ **TASK 2.**

a) Read what three different teachers think about teaching grammar to their learners and think what difficulties each of them have.

A ☐



Anna _____

B ☐



Kelly _____

C ☐



Zack _____

Meet the Teachers



Anna

Learners don't understand grammar rules so I never teach grammar to my students. I just ignore it. I think that they will use structures if they hear them often enough after all, that's what happens when learners learn Ukrainian, isn't it?

Kelly

I think it's really important for students to learn grammar properly. I always teach grammar to my students. I write grammar rules on the board and then I ask students to copy them and to repeat the rules. Most of my students memorise the rules, and they can say them when I ask them.

©

Zack

I know that some learners find it difficult to understand grammar rules, so I don't give students rules to copy. But I think it's important for students to practise new structures. When I teach grammar, I provide various activities to practise new structures.

b) Which of the teachers Anna, Kelly or Zack do you think is the most effective at helping their students use new structures? Why? Write your answer.

[illegible]

TASK 3

Read the text and match the paragraphs 1-6 to the headings A-F.

- A. Using a time-line
- B. Using a picture
- C. Eliciting
- D. Using actions/realia
- E. Using a reading text
- F. Comparing

Grammar Presentation Techniques

1. _____

The teacher displays a picture of a busy city park and makes a few statements about what she can and cannot see: «I can see a dog near the bench, but I can't see any children on the playground. I can see some people, but I can't see anyone riding a bike». She then asks learners to describe what they can and cannot see in the picture. As learners respond, the teacher elicits and reformulates their sentences, highlighting examples of can and can't on the board. She then draws learners' attention to the form and meaning of the structure, including its use to express ability and possibility.

2. _____

The teacher gives learners a short text about a teenager's typical weekday: «Mia got up at 7:00, had breakfast, took the bus to school and met her friends after classes». Learners read the text and complete a few true/false statements about Mia's day. The teacher then uses examples from the text to draw learners' attention to the Past Simple, helping them notice how the tense is formed and when it is used.

3. _____

The teacher walks into the classroom and performs a series of actions while describing what she has done: «I've opened the window. I've written a word on the board. I've picked up a book. I've moved the chair». She then asks, «What have I done?» and encourages learners to describe the actions using the Present Perfect. The teacher collects several examples on the board and guides learners to notice the structure have/has + past participle and its connection with actions that have a present result.

4. _____

The teacher draws a simple timeline on the board showing two events in the past. For example: «Sarah arrived at the station at 8:30, but the train had already left». She places the two events on the timeline and asks learners which event happened first. Through the visual representation, the teacher helps learners understand that the Past Perfect is used to refer to an event that happened before another event or point in the past.



5. _____

The teacher introduces the Past Simple by comparing it with the way past events are expressed in Ukrainian. She invites learners to identify similarities and differences between the two languages. Together, they notice that both languages use specific grammatical forms to refer to completed past events, although the ways these forms are constructed and used are not always identical. The teacher then highlights the English forms and draws attention to regular and irregular verbs.

6. _____

The teacher talks about her plans for the following year: «I'm going to take a course next year. I'm going to spend more time with my family. I'm going to travel more». She then asks learners about their own plans: «What are you going to do next year?» As learners respond, the teacher elicits examples of be going to, reformulates inaccurate sentences when necessary, and records useful examples on the board. Finally, she guides learners to identify the form and meaning of the structure and its use for future plans and intentions.

TASK 4. Look at the jumbled up lesson. **Put the Lesson 1 in order**

Lesson 1	
a) The students then have to write their own sentences about actions that started in the past and continue to the present e.g. I have been studying English for two months.	
b) Teacher gets the students to match a set of illness word cards to pictures.	
c) The students then have to role play being in a doctor's surgery (a situation in which the TL should come up)	
d) Teacher draws a picture of a person in a doctor's surgery on the board. The patient has a cold. The teacher explains the situation e.g. the man is describing his symptoms to the doctor. The teacher then writes up the sentence «I have been coughing for days». The teacher drills the sentence and then proceeds to explain that this is the present perfect continuous tense used to describe an ongoing action that started in the past and continues to the present. The teacher then draws a timeline as a further illustration. The teacher then writes up the form, 'Subject + auxiliary verb have + past participle of the verb 'be' + present participle (verb ing) + adverbial expression / time expression'. The teacher then writes up further examples, again	

reinforcing the use of the tense, and the teacher drills these. The teacher then highlights 'for' and 'since' and explains the differences in use.	
e) The students are then given a set of questions using 'How long have you been...') the students have to discuss these questions with their partner.	
f) The students are given a series of sentences, which they have to transform (e.g. Mike started coughing two weeks ago and he is still coughing now. Mike has been coughing for two weeks).	

**■■■■► TASK 5. Look at the jumbled up Lesson 2.
Put the lesson in order**

Lesson 2	
a) Teacher then gives the students a 'True/ False' activity to complete about the story. After feedback, the Teacher asks the students if they know anyone who has experienced something similar and the Teacher gets the students to discuss this question in groups.	
b) Teacher gives the students a gapped story to complete.	
c) Teacher gives the students a set of questions about embarrassing or funny stories e.g. Have you ever been embarrassed in front of your friends?	
d) Teacher gives the students some lexis from a story which they are about to read. The students have to predict the content of the story.	
e) Teacher draws the students' attention to some highlighted sentences in the story. The target of the lesson is narrative tenses. The Teacher gives the students a set of questions designed to get them to analyse the language. The students work together in groups while the Teacher monitors.	
f) Teacher gives the students the story and they have to read it to check their predictions.	
g) Teacher gives the students a set of picture story cards and the students have to write their own story.	
h) Teacher gets the students to make notes about a real life story that happened to them or someone they know. Then the Teacher gets the students to tell the story to their classmates.	
i) During feedback from the discussion, the teacher checks the students have come to the correct conclusions about the uses of the TL (Target Language) and the Teacher guides the students to amend any conclusions which may be wrong. The Teacher then draws the students' attention to the form of the different structures. It is at this point that drilling takes place.	

➡ **TASK 6. Read the following questions and decide.**
Which lesson ?

A. ...gives students a sense of security?	
B. ...encourages the students to refer more often to the context of the grammar point?	
C.helps students to learn at their own rate, rather than that of the class?	
C.helps students to learn at their own rate, rather than that of the class?	
D. ...shows the teacher can get straight to the point?	
E.is more student-centred?	
F. ...allows the students to take a more gradual step-by-step approach to different aspects of the grammar point?	
G. ...suits students who have a strongly accuracy-focused learning style?	
H. ...gives students time to think about the grammar point?	
I. ...can mean that students get extra speaking practice when they discuss the grammar with each other or with their teacher?	
J. ...gives the teacher a clear sense of having taught something?	
K. ...can help make students more independent in their learning?	
L. ...means a bit more mental effort for students and this can have the result that they engage more fully with the language?	

➡ **TASK 7. Read the following descriptions of deductive approach and inductive approach. Which of the lesson (Lesson 1 or Lesson 2) is deductive or inductive?**

Deductive Approach involves the learners being told a grammar rule and given examples that illustrate this rule. They then practise this through a mixture of restricted and freer exercises.

Inductive Approach involves giving the learners a set of examples of a language point from which they have to notice patterns and work out the grammar 'rule' for themselves. They are then given restricted and freer practice with this language point.

PLANNING GRAMMAR LESSON

■■■➡ **TASK 8.** Read the article 'Planning a Grammar Lesson' available on <https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/planning-grammar-lesson> and complete the following table:

<i>Stages</i>	<i>Activities</i>
1)	
2)	
3)	

ANALYZING GRAMMAR ACTIVITIES

TASK 9. Analyse the grammar activities and answer the following questions.

ACTIVITY 1

- 2  Read the text again and look at the words/phrases in bold. Answer the questions. Watch the video  for extra help. Use the Grammar buttons   to refer to the theory.



THE BIRTH OF TOURISM

People in the UK go on holiday a lot, but it **didn't use to be** so common. In fact, just 150 years ago, very few people **would** go on holiday at all! The ones that went generally **used to take** a train to one of the seaside resorts on the coast of Britain. And what about abroad? **Did** many people **use to visit** the Continent? The answer is – hardly any. The very rich **would send** their sons on the Grand Tour, visiting Italy and Greece to see the ancient sights, but it was a long journey before plane travel. Even after trains **appeared** in the mid-19th century, the journey from London to Rome **didn't take** less than two weeks and people **spent** months or even years just exploring the Mediterranean!

- 1 Which form do we use to talk about: past states? past repeated actions?

Past states:

Past repeated actions:

- 2 Can we replace *spent* at the end of the last sentence with *used to spend*? Can we replace it with *would spend*?

- 3 Can we replace *appeared* at the start of the last sentence with *used to appear*? Can we replace it with *would appear*?

Taken from: Jenny Dooley (2023) 4Minds B1 Student's Book, Unit 2d, page 22.

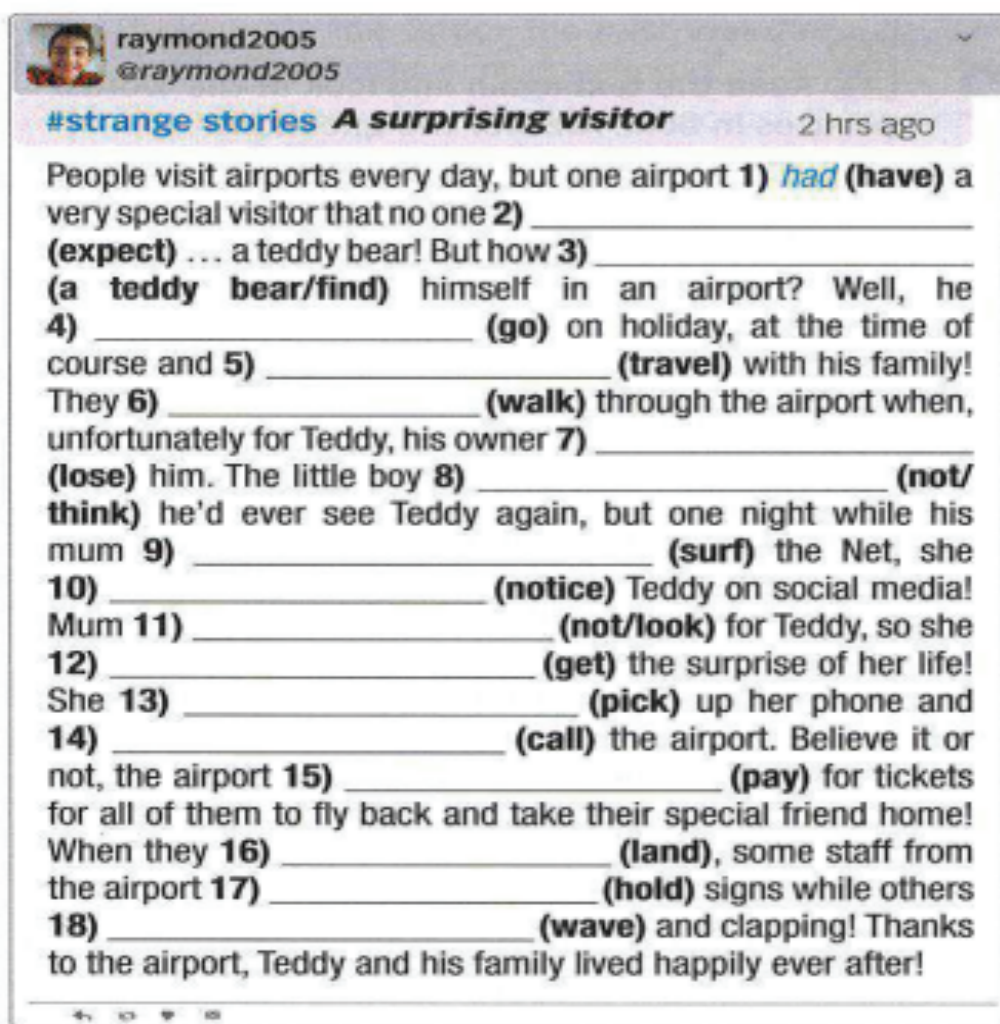
1. What is the purpose of the activity?

2. What way do students practise grammar items?

3. How would you use this activity? Would you adapt it? How?

ACTIVITY 2

4 a) Complete the gaps with the verbs in brackets in the *past simple* or *past continuous*.



raymond2005
@raymond2005

#strange stories **A surprising visitor** 2 hrs ago

People visit airports every day, but one airport 1) *had* (*have*) a very special visitor that no one 2) _____ (*expect*) ... a teddy bear! But how 3) _____ (*a teddy bear/find*) himself in an airport? Well, he 4) _____ (*go*) on holiday, at the time of course and 5) _____ (*travel*) with his family! They 6) _____ (*walk*) through the airport when, unfortunately for Teddy, his owner 7) _____ (*lose*) him. The little boy 8) _____ (*not/think*) he'd ever see Teddy again, but one night while his mum 9) _____ (*surf*) the Net, she 10) _____ (*notice*) Teddy on social media! Mum 11) _____ (*not/look*) for Teddy, so she 12) _____ (*get*) the surprise of her life! She 13) _____ (*pick*) up her phone and 14) _____ (*call*) the airport. Believe it or not, the airport 15) _____ (*pay*) for tickets for all of them to fly back and take their special friend home! When they 16) _____ (*land*), some staff from the airport 17) _____ (*hold*) signs while others 18) _____ (*wave*) and clapping! Thanks to the airport, Teddy and his family lived happily ever after!

b) Ask and answer questions about the story in Ex. 4a. Use *who, where, when, what, how*.

A: *Who was the 'surprising visitor'?*

B: *The surprising visitor was a teddy bear...*

Taken from: Jenny Dooley (2023) *4 Minds B1 Student Book, Unit 2, page 21.*

1. What is the purpose of the activity?

2. What way do students practise grammar items?

3. How would you use this activity? Would you adapt it? How?

ACTIVITY 3

7 ★★★ Read the story. Find and correct 10 mistakes.



Good Neighbours

One afternoon last week, I met my friend Jake on the street near my house. He was carrying some shopping bags. "I've never ^{seen} see you here before, I have? Where have you gone?" I asked him. He said, "The supermarket. I've still done the shopping for Mr Jackson." I was surprised because Mr Jackson is my neighbour, but I has never spoken to him for we moved here. "Have you yet done the shopping for him?" Jake asked. I quickly answered, "No, I wasn't." Jake said, "He's too old to do the shopping on his own so I help him when I can." I was embarrassed. "I haven't never asked him if he needs anything," I said. "Well, here's your chance," said Jake as Mr Jackson walked slowly up to us. I often do chores for Mr Jackson now and I have make a great new friend!

Taken from: Jenny Dooley (2023) 4Minds A2+ Work Book, Unit 3, page 112.

1. What is the purpose of the activity?

2. What way do students practise grammar items?

3. How would you use this activity? Would you adapt it? How?

ACTIVITY 4

3b Complete the questions that the interviewer asks.

- 1 What exactly _____ psychometrics _____?
- 2 How _____ psychometric testing _____?
- 3 _____ useful _____ the tests?
- 4 _____ they reliable?
- 5 What _____ personality tests _____ you about a person?
- 6 _____ you _____ any of these tests yourself?
- 7 What _____ you _____ on at the moment?

3c Listen again and check your answers to Exercise 3b.

Taken from: David Cotton (2019) New Language Leader Intermediate Course Book, Unit 1, page 8.

1. What is the purpose of the activity?

2. What way do students practise grammar items?

3. How would you use this activity? Would you adapt it? How?

ACTIVITY 5

8 Write down the dates or years of six important events in your past. Give your list to a partner. Ask each other questions to find out what the dates represent.

2001

Did you start primary school then?

Taken from: David Cotton (2019) New Language Leader Intermediate Course Book, Unit 2, page 19.

1. What is the purpose of the activity?

2. What way do students practise grammar items?

3. How would you use this activity? Would you adapt it? How?

ACTIVITY 6

1. What is the purpose of the activity?

2. What way do students practise grammar items?

3. How would you use this activity? Would you adapt it? How?

2B Who's been to China? (use after Lesson 2.3)

Aim: to provide further practice of present perfect and past simple, with time expressions and adverbs

Grouping: individual, then whole class

Procedure:

- Give each student a copy of the chart from the worksheet and ask them to read the text in the chart. Explain that they are going to do a role play, and will ask questions to find out about each other's 'characters'.
- Explain that, before the role play, they need to make questions from the phrases in the first column of the chart. Elicit the first two questions ('Where were you born? Have you ever lived in other countries?').
- Give students, individually, about five minutes to decide on the rest of the questions. Help them if necessary and check they understand the vocabulary (e.g. *abroad*) and that they are using the time expressions and adverbs accurately.
- Then give students a role-play card each and explain that this is their character. Give them a minute to read the information and help with any unknown vocabulary if necessary. Tell students that 'this country' in the role cards refers to the country in which they're studying this course.
- Ask the students to move around the room asking questions to as many others as possible. (Stress that they need to answer as their character, not as themselves.) When they find someone who has done one of the things in the first column, they write the name in the second column. Tell them they need to ask follow-up questions to get as much information as possible.
- When they have finished, ask 'Who's been to China?'.

Find some who:	Name(s)
Wasn't born in this country	
Has lived in other countries	
Arrived in this country recently	
Hasn't travelled much for years	
Travelled a lot when they were a child	
Has lived in this country for less than five years	
Studied abroad	
Bought a ticket recently to travel abroad	
Has worked in another country	
Has visited more than four countries	
Has never been outside Europe	
Has never travelled alone	

ROLE CARDS

You were born in Bangkok, Thailand in 1978. Your parents worked for international schools in many different countries, so all your life you've lived abroad. Some of the countries you've lived in are: China, Indonesia, Vietnam and Australia. You came back to this country to go to university in 1997 and you've lived here since then. You haven't been anywhere for a few years because you travelled so much when you were a child.

When you were a child, your parents took you and your sister abroad for your holidays every summer. The best place you visited was the USA because you've always loved American music. When you were 17, you moved to the USA to study at university, and you've lived and worked there ever since. Some of states you've lived in are New York, California and Texas. You came back to this country last week, but just to visit your parents.

You were born in this country and have lived here all of your early life, but always wanted to experience different cultures. In 1999, you got a job with an international travel agency and moved to Mexico City to manage a very busy office there. While you were living in Mexico, you visited a lot of different South American countries: Brazil, Argentina, Peru, Bolivia and Colombia. Brazil was your favourite.

You are on a long holiday – one year of travelling alone around the world. You left your home country six months ago and have been in this country since last month to study English. On your travels, you've visited Egypt, Morocco, Tunisia, Spain, Italy, Austria, Hungary and Poland. Your favourite country was Egypt because you loved the history and the beautiful weather. Last week you bought a ticket to your next destination – China.

Your father was a famous explorer and when you were a child you travelled all over the world with him, experiencing different countries and cultures. You can't remember how many countries you've already visited. You came to this country four years ago to study and it's the country you love more than any other. You've haven't decided where you want to go next, but at the moment you're very happy here.

For the last ten years, you've been to a different country for your holidays: France, Spain, Italy, Greece, Poland, the Czech Republic, Germany, Norway, and last year you went to Romania. You've always travelled with your friends because you really don't live travelling alone. You've never been outside of Europe but would love to go to Asia. You've wanted to go to China since you were a small child – such an interesting culture!

Taken from: David Cotton (2019) New Language Leader Photocopiables © Pearson Education Ltd.

➡ **TASK 10.** Watch the following video and identify the ways the teacher uses to teach grammar in a communicative context: <https://www.youtube.com/watch?v=iCTqonePByQ>, starting watching with 2:04 min. and after watching the video *analyze lesson and complete the following lesson observation form* from the point of its effectiveness against the following criteria:

LESSON OBSERVATION

Criterion	Strong points	Action points
communicative ability of students		
progress		

Criterion	Strong points	Action points
feedback		
Results of assessment		
Students' experience		

Criterion	Strong points	Action points
Teacher's experience		

➡ TASK 11. Write grammar lesson

➡ TASK 12. End-of-Unit Reflection

Write a final reflection (300 words) responding to:

- What have you learned about grammar teaching and learning throughout this unit?
- How has your perception of grammar's role in language teaching changed?
- What principles will guide your grammar teaching in the future?
- How will you continue developing your competence in this area?



References and further reading

- 1) Harmer, Jeremy (2000). How to Teach English: An Introduction to the Practice of English Language Teaching. Harlow: Longman.
- 2) Richards, J. & Rodgers, T. (2010). Approaches and methods in language teaching. Cambridge: CPU. 142 p.
- 3) Scrivener J. (2005). Guidebook for English Language Teachers. Second Edition. Macmillan. 432 p.
- 4) Thornbury, S. (2002). How to teach grammar. Harlow: Longman.
- 5) Thornbury, S. (2006) An A-Z of ELT. p. 106-107.
- 6) Watkins, Peter (2020) Learning to Teach English: DELTA publishing, 168 p.

Pronunciation cannot be avoided,
even when avoiding it

Adrian Underhill

UNIT 6. TEACHING PHONOLOGY

Aims	<p>By the end of this unit, teacher trainees should:</p> <ul style="list-style-type: none">- To develop teachers' awareness of the role of pronunciation and phonology in language learning.- To increase confidence in teaching pronunciation, including sounds, stress, rhythm, and intonation.- To introduce practical frameworks (pre-, while-, post-activity stages) for teaching pronunciation.- To familiarize teachers with the phonemic alphabet, phonemic chart, and their classroom applications.- To explore effective pronunciation teaching techniques that integrate communicative practice.- To help teachers analyze and adapt pronunciation activities for different learner needs.
Learning outcomes	<p>By the end of this unit, teachers will be able to:</p> <p>Define and explain key concepts of phonology: phonemes, stress, intonation, rhythm, schwa, connected speech.</p> <p>Identify the importance of pronunciation in all four skills (speaking, listening, reading, writing).</p> <p>Use and interpret the phonemic alphabet and phonemic chart as teaching tools.</p> <p>Design and deliver pronunciation lessons following the three-phase framework (pre-, while-, post-activity).</p>

	<p>Select and adapt pronunciation activities (games, drills, communicative tasks) for learner engagement.</p> <p>Demonstrate techniques for teaching problematic sounds, stress placement, intonation, and weak forms.</p> <p>Evaluate pronunciation teaching effectiveness through observation, reflection, and learner feedback.</p>
Key concepts	<p>Pronunciation as unavoidable (Adrian Underhill's view: it permeates all skills and thinking processes).</p> <p>Physical nature of pronunciation – learners must coordinate «muscle buttons» (tongue, lips, jaw, voice).</p> <p>Phonemes vs. letters – English spelling/ pronunciation mismatch requires focus on sounds, not spelling.</p> <p>Phonemic Alphabet & Chart – tools for representing and practicing sounds accurately.</p> <p>Stress – word stress, sentence stress, contrastive stress; role of schwa /ə/ in weak syllables.</p> <p>Intonation – rising/falling pitch, emotional meaning, question/statement distinctions.</p> <p>Connected Speech – linking, assimilation, elision; how fast speech differs from citation forms.</p> <p>Three-Stage Framework – pre-activity (motivation, isolation), while-activity (drills, tasks), post-activity (reflection, communicative use).</p> <p>Approaches to teaching pronunciation – deductive (rule-focused) vs. inductive (example-driven).</p> <p>Integration with communication – pronunciation activities should go beyond drills into meaningful speaking practice.</p>

TASK 1. Answer the following questions.

Questions	Yes	Not sure	Not
1. Do you feel confident about teaching pronunciation?			
2. Are we really able to affect how the students speak while teaching pronunciation?			
3. Is the phonemic alphabet useful?			
4. How well do you know the phonemic alphabet?			
5. Have you ever taught a full lesson focussed on pronunciation?			
6. In your experience would you say that students really care that much about improving their pronunciation?			
7. Is teaching pronunciation important in comparison to the other systems?			

TASK 2. Introduction to pronunciation

Watch a video «Introduction to Teaching Pronunciation Workshop» by Adrian Underhill <https://www.youtube.com/watch?v=1kAPHyHd7Lo> and answer the following questions.

1) Who is Adrian Underhill?

2) What is essential for sound foundations according to Adrian Underhill?

3) Is it enough for learning pronunciation effectively only repeating sounds of phonemes?

4) What does Adrian Underhill recommend for learning pronunciation effectively?

5) What is Phonemic Chart?

6) Give examples of using Phonemic Chart.

7) Match the terms 1-3 with the definitions A-C.

- | | | | | |
|---|--------------------------|------------|---|---------------------------------|
| 1 | ☐ | stress | a | the music of our voices |
| 2 | ☐ | phoneme | b | giving emphasis to one syllable |
| 3 | ☐ | intonation | c | an individual sound |

8) Match the problems 1-3 with the outcomes A-C.

- | | | | | |
|---|--------------------------|---|---|--|
| 1 | ☐ | an individual sound is mispronounced | a | the word is incomprehensible |
| 2 | ☐ | a request is made with very flat intonation | b | the listener might understand <i>ëbiní</i> when the speaker wanted to say <i>ëpiní</i> |
| 3 | ☐ | the wrong syllable is stressed in a word | c | the speaker can sound arrogant and demanding |

9) Adrian Underhill states «Pronunciation cannot be avoided, even when avoiding it». Do you agree or disagree? _____

■ ■ ■ ■ TASK 3. Read the text and choose the best option
(A, B, C or D)

SOME TRUTHS ABOUT PRONUNCIATION

The truth about pronunciation is that we can't get away from it. As Adrian Underhill states «*Pronunciation cannot be avoided, even when avoiding it*».

The reason for this is that pronunciation infuses all aspects of language. When we think about pronunciation, we tend to think mainly about speaking. However, pronunciation comes into the other skills as well.

Think about listening. Most people think that if you can hear different sounds and understand connected speech, you may be able to repeat what you have heard. However, what most people don't realise is that it's a two-way connection. Improving our learners' spoken pronunciation can improve their listening skills. What the mouth can do, the ear can hear.

Pronunciation is a factor in reading skills. When you read (even silently), you are probably still saying the words in your head. What is important to remember about this is that the meaning of some items of lexis is bound up in how they are pronounced (e.g. with homonyms and homographs). So, pronouncing things correctly adds to your ability to comprehend texts.

Pronunciation is also a factor in writing skills. It's the same as with reading. While you are planning what you are going to write or while you are writing, your inner mouth is probably saying the words that you are going to write. Remember with this that while English isn't phonetic, a student may still misspell a word if they don't know how to pronounce it.

English spelling is quite confusing for native speakers and foreign learners alike. The following words all end with the letter '-ough', but are all pronounced differently: enough, through, thorough, cough. This means it is important to think of the pronunciation of English in terms of phonemes rather than letters of the alphabet. We often use special phonemic symbols to represent the sounds in English. Many foreign learners are familiar with these symbols and use them as a tool for learning the pronunciation of new words. They are also commonly found in most learners' English-English dictionaries. English language teachers also need to be familiar with them.

Pronunciation even comes into our cognitive faculties like thinking/ planning things, or when we are trying to memorise information. When we are thinking about a situation, or trying to plan what we are going to do, the inner mouth is probably saying what we are thinking. You should also

think about what you do when you are trying to memorise something (e.g. a number). You most probably repeat the thing that you are trying to memorise over and over to yourself. If you mispronounce whatever it is you are trying to memorise, you may end up committing the wrong information to memory.

It is very difficult to help students to pronounce sounds correctly if we as teachers do not know the physical processes that the mouth has to go through to make different sounds. So, if you can't make the students aware of what they have to do when making a sound, drilling can seem a bit pointless because no matter how much you repeat the sounds, the students won't be able to mimic you.

With a lot of teaching we tend to adopt a more cognitive style e.g. teach the students a rule, they apply the rule, and then they are able to use the language.

Pronunciation doesn't quite work like this because the key to pronunciation is that it is a physical action. Here what the students need to do is to connect the sounds that they want to make to the physical actions that they need to do. A lot of teachers may be uncomfortable with teaching the students to do this because it may not seem that clear cut. This could be why many teachers feel more comfortable teaching grammar and vocabulary because they may feel that these areas are more straightforward.

The main thing is that you need to understand and make your students aware of what is actually happening when we are making certain sounds. To do this, you need to be aware of the four main muscle buttons and how they act/ or interact with each other to make each sound.

- ❖ **Tongue** = this moves backward & forward
- ❖ **Lips** = these spread & form a round shape
- ❖ **Jaw & tongue** = these move up & down
- ❖ **Voice** = this turns a sound on and off

(Adapted from ideas in Underhill, A. (2005). Sound Foundations: Learning and Teaching Pronunciation (2nd ed.). Macmillan).

1. According to Adrian Underhill, what is the truth about pronunciation?

- a) It is easy to teach.
- b) It is only relevant for speaking skills.
- c) It cannot be avoided, even when trying to avoid it.
- d) It is unrelated to other language skills.

2. What does the text suggest about the relationship between listening and pronunciation?

- a) Listening skills improve automatically with pronunciation practice.
- b) Pronunciation has no impact on listening skills.
- c) Improving spoken pronunciation enhances listening abilities.
- d) Listening skills only depend on hearing connected speech.

3. Why is pronunciation important in reading skills?

- a) It helps identify correct spelling.
- b) It aids in comprehending texts through internal speech.
- c) It eliminates confusion with homonyms.
- d) It has no impact on silent reading.

4. What challenge does English spelling present according to the text?

- a) Native speakers find it easy, but foreign learners do not.
- b) Pronunciation is always consistent with spelling.
- c) Words with the same ending, like «-ough,» have different pronunciations.
- d) Phonemic symbols are rarely used in learning pronunciation.

5. What role does pronunciation play in writing skills?

- a) Writing does not require pronunciation skills.
- b) Mispronunciation can lead to spelling errors.
- c) Writing is independent of inner speech.
- d) English spelling is fully phonetic, so pronunciation does not matter.

6. Why does the text emphasize the use of phonemes rather than letters?

- a) Phonemes are easier for learners to understand.
- b) Letters do not accurately represent English sounds.
- c) Most learners dislike using the alphabet.
- d) Phonemes are unnecessary for English teachers.

7. Why might teachers feel uncomfortable teaching pronunciation?

- a) Pronunciation does not require physical actions.
- b) Teaching pronunciation may seem less straightforward than grammar or vocabulary.

- c) Cognitive teaching methods apply equally to pronunciation.
- d) Teachers do not need to understand physical processes for making sounds.

8. What are the four «muscle buttons» mentioned in the text?

- a) Lips, jaw, tongue, and ears
- b) Tongue, lips, jaw, and throat
- c) Tongue, lips, jaw, and tongue movement
- d) Tongue, lips, jaw, and phonemic symbols

9. What does the text suggest about memorization and pronunciation?

- a) Pronunciation has no impact on memory.
- b) Mispronunciation can lead to memorizing incorrect information.
- c) Repeating phrases silently improves memory accuracy.
- d) Memorization depends solely on cognitive ability.

10. What is necessary for teaching students how to pronounce sounds correctly?

- a) Teaching rules and asking students to apply them.
- b) Knowing the physical actions required to make sounds.
- c) Focusing solely on grammar and vocabulary.
- d) Relying on drilling without explanation.

■ ■ ■ ➡ TASK 4. Three-stage framework for teaching pronunciation

The three stages for teaching pronunciation include pre-activity, while-activity and post-activity. Read and decide the following description of content according to each stage.

- a. Doing communicative and/or meaningful drill*
- b. Isolating phonetic material (sounds and/or intonation)*
- c. Motivating the learners for the activity*
- d. Performing the task.*
- e. Focusing on phonetic material*
- f. Re-visiting phonetic material*
- g. Further tasks for classroom or independent studies*
- h. Activating prior general knowledge*
- i. Using phonetic means for communicative and/or creative purposes*
- j. Reflecting on the results*

Stage	Description
1. Pre-activity	
2. While-activity	
3. Post-activity	

TASK 5. Sounds

Read the text and complete the gaps with the following words: *dictionaries, sounds, speaking, transcription, pronunciation, spelling.*

The phonemic chart

Good pronunciation is important for 1) _____ it is important for students to learn 2) _____ in order to express themselves in speech, to a level of pronunciation which is acceptable. 3) _____ is not an accurate guide to pronunciation in English. A dictionary is very essential to have good 4) _____. So we should consult with the 5) _____ which contain the phonetic 6) _____.

The Phonemic Chart

	monophthongs				diphthongs			Phonemic Chart voiced unvoiced
	i:	ɪ	ʊ	u:	ɪə	eɪ		
	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
VOWELS	bed	teacher	bird	door	tourist	boy	show	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
	cat	up	far	on	hair	my	cow	
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
	fly	video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes

Taken from: WWW.MACMILLANENGLISH.COM/PHONEMIC-CHART
[HTTPS://YOUTU.BE/IFMZXSD59FG](https://YOUTU.BE/IFMZXSD59FG)

■ TASK 6. STRESS

Read the following text and decide if the following statements are True or False.

1. Pronunciation only involves producing individual sounds, not stressing syllables.
2. Stress can be indicated with a mark, such as an apostrophe, before the stressed syllable or word.
3. It is recommended to rely on word stress rules rather than providing a stress model for each new word.
4. Words ending in -tion or -sion typically have stress on the syllable immediately before these endings.
5. The schwa sound, represented as /ə/, is the most common vowel sound in English and is found in stressed syllables. Sentence stress focuses on emphasizing important nouns, verbs, and adjectives in a sentence.
6. Articles, pronouns, and prepositions are usually stressed more than content words in a sentence.
7. Changing the stress on specific words in a sentence can change its meaning.
8. Questions in English typically have a falling intonation near the end.
9. Diagrams with arrows can be helpful in teaching intonation patterns, but accurate models and practice are more effective.

Word Stress

Pronunciation is not just about sounds. Speakers of English also stress certain syllables in words. This means they emphasize the syllable.

Some syllables are pronounced with more strength than others. Stress can be indicated with an apostrophe (') before the stressed syllable or word, or a mark above it. Stress is of two types: word stress and sentence stress. For example, *be`gin*, *a`bout*, *edu`cation*, *`garden*, *in`structor*. There are a few rules describing where the stress in a word is likely to be, but it's not a good idea to try and use these. It's best just to give an accurate stress model for every new word, and get the class to practise it.

There are few hard and fast rules that govern word stress. One rule that does work is that words ending in *tion* (e.g. *station*, *election*, *division* etc.) have stress on the syllable immediately before the *tion* syllable. This is the case even for quite long words: *ˈindustrialisation*

Weak forms

The most common vowel sound in English is the sound found in many unstressed syllables. It is called the 'schwa' and is denoted by the symbol /W/. /W/ For example: father The first syllable is stressed. The second syllable is unstressed and contains the weak sound.

Sentence stress

Certain words are stressed within a sentence. Usually the most important nouns, verbs and adjectives are stressed while the other word (articles, pronouns, prepositions etc.) are stressed less.

□ □ □

I'm going to the market tomorrow.

Additional stress can change the meaning of a sentence.
Compare:

I'm going to the market tomorrow.

I'm going to the market tomorrow.

I'm going to the market tomorrow.

Intonation

Different types of sentence have different intonation patterns. For example, questions often have a rise in intonation near the end. Intonation can also show the emotion of the speaker or whether something is serious or a joke etc. It's possible to use diagrams with arrows and explanation of rules to help teach intonation, but the main way is just to give accurate intonation models often, and get the class to practise them.

Can you swim? ↗
It's very hot today. ↘

➡ TASK 7. Watch the following introduction to connected speech «Connected Speech Practice | English Pronunciation Lesson» (https://www.youtube.com/watch?v=4VnSAr9No6k&ab_channel=ElementalEnglish)

And choose the correct option below:

- In English, meaning / grammar words are stressed.
- The pitch is the highest / lowest for these stressed words.
- Practise the sentence: Take a bite out of an apple.

➡ TASK 8. Watch the video «The SCHWA in ENGLISH (ə)» (https://www.youtube.com/watch?v=oPCKHtQiP-4&list=PLAMCCOulyN88fWus7Of-ysEOor29lyrs&ab_channel=EnglishinSiberiawithHunchoForeign)

And answer the questions:

1. What is schwa?
2. How common is it in English?
3. In which words is it especially used?

➡ TASK 9. ANALYZING PRONANCIATION ACTIVITIES

ACTIVITY 1

2.1 Write words for the things in the picture in the correct part of the table.

/eɪ/	/æ/
cake	apple



Taken from: Hancock (2003) *English Pronunciation in Use*, Unit 2, page 13.

1. What is the purpose of the activity?

2. What way do students practise phonetic items?

3. How would you use this activity? Would you adapt it? How?

ACTIVITY 2

Write the full words in the correct column, according to their stress pattern.

Mon	Tues	Thu	Sat	today	tomorrow	Apr	Jul	Aug	Sept	Oct
Nov	holiday	2nd	11th	13	30 13th	30th	17	70	afternoon	

Oo	oO	Ooo	oOo	ooO
Monday				

Taken from: Hancock (2003) English Pronunciation in Use, Unit 22, page 53.

1. What is the purpose of the activity?

2. What way do students practise phonetic items?

3. How would you use this activity? Would you adapt it? How?

Below is a list of English phonemes with an example word beside each one. The letter(s) underlined indicate the sound referred to.

Vowels - monothongs (single sounds)

/ i: /	h <u>ea</u> t	/ ɪ /	h <u>i</u> t
/ u: /	gl <u>ue</u>	/ ʊ /	p <u>u</u> t
/ ɔ: /	doo <u>r</u>	/ ɒ /	h <u>o</u> t
/ e /	p <u>e</u> n	/ æ /	c <u>a</u> t
/ ɑ: /	st <u>a</u> rt	/ ʌ /	sh <u>u</u> t
/ ɜ: /	g <u>ir</u> l	/ ə /	cup <u>o</u> f tea – the weak 'schwa'

Vowels – diphthongs (double sounds)

/ ɪə /	b <u>ee</u> r	/ eɪ /	d <u>a</u> y
/ uə /	pu <u>r</u> e	/ ɔɪ /	b <u>o</u> y
/ əʊ /	g <u>o</u>	/ eə /	h <u>a</u> ir
/ aɪ /	pie	/ aʊ /	n <u>o</u> w

Consonants

/ p /	p <u>e</u> t	/ b /	b <u>e</u> nd
/ t /	t <u>e</u> am	/ d /	d <u>o</u> g
/ tʃ /	ch <u>e</u> ap	/ dʒ /	j <u>o</u> in
/ k /	k <u>i</u> te	/ g /	g <u>o</u> ld
/ f /	f <u>i</u> ght	/ v /	v <u>e</u> ry
/ θ /	th <u>u</u> nk	/ ð /	th <u>a</u> t
/ s /	s <u>e</u> e	/ z /	b <u>u</u> sy
/ ʃ /	sh <u>ee</u> p	/ ʒ /	televis <u>i</u> on
/ m /	m <u>a</u> n	/ n /	n <u>i</u> ce
/ ŋ /	r <u>i</u> ng	/ h /	h <u>a</u> ppy
/ l /	l <u>i</u> ght	/ r /	r <u>e</u> d
/ w /	w <u>e</u> t	/ j /	y <u>a</u> cht

Using these symbols we can write complete words using phonemic script. Look at the following examples (and note that words written in phonemic script are written between slanting lines):

/ mæn /	man	/ kʌp /	cup
/ pɪn /	pin	/ mi: /	me
/ tʃi:k /	cheek	/ ʃi:p /	sheep
/ rɪŋ /	ring	/ jes /	yes
/ mætə /	matter	/ brʌðə /	brother

ACTIVITY 3

What are they saying? Use the grammar and sentence stress information to guess.

EXAMPLE



oOoo (noun) *Emergency!*

3



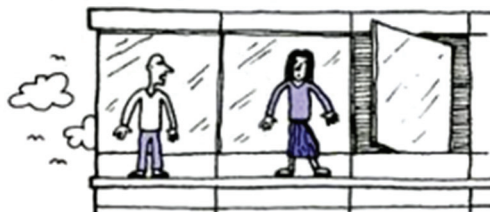
OoO (two-part verb)

1



O (verb)

4



OOO (negative auxiliary,
two-part verb)

2



OO (two-part verb)

5



Oo (adjective)

Taken from: Hancock(2003) English Pronunciation in Use, Unit 33, page 73.

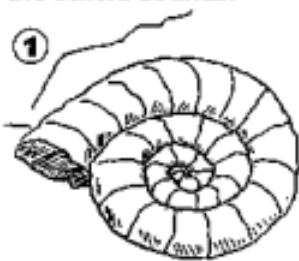
1. What is the purpose of the activity?

2. What way do students practise phonetic items?

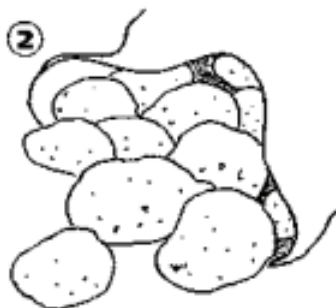
3. How would you use this activity? Would you adapt it? How?

ACTIVITY 4

- 6 12 Listen to these words twice. First mark the stresses like this ○. Then underline the schwa sounds.



fossil



potatoes



teacher



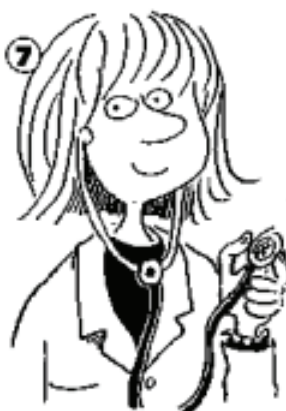
cassette



sugar



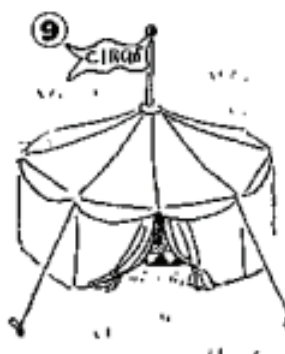
photograph



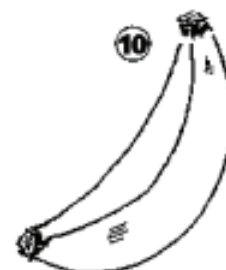
doctor



acrobats



circus



banana

Taken from: Timesaver Pronunciations Games ex 6 page 15.

1. What is the purpose of the activity?

2. What way do students practise phonetic items?

3. How would you use this activity? Would you adapt it? How?

ACTIVITY 5

5 **1 35** Listen to the words (1-5). Then match them with the silent letters below (a-e).



a silent n

b silent c

c silent g

d silent p

e silent s

6 Practise saying the words in exercise 5. Take care not to sound the silent letters.

7 Do you know any other words with silent letters? What are they? Make a list.
silent c: muscle

8 Write some silly sentences with your words and practise saying them aloud.

Taken from: Timesaver Pronunciations Games ex 5,6,7, 8 page 27.

1. What is the purpose of the activity?

2. What way do students practise phonetic items?

3. How would you use this activity? Would you adapt it? How?

■ TASK 10. Microteaching Task

a) Design and deliver a short lesson focusing on improving learners' pronunciation skills choosing one of the following focus (stress, sounds, rhythm, intonation). Work out the procedure of teaching in the three-phase framework.

Phase	Contents of work
▪Pre-activity	
▪While-activity	
▪Post-activity	

b) Describe your teaching situation

- Make your aim of teaching pronunciation (e.g. pronunciation of certain sounds)
- Give the theoretical rationale for teaching
- Produce an activity in the three-phase framework
- Run the activity
- Reflect on the results giving examples from your observations while teaching
- Draw conclusions on what can be improved in teaching

TASK 11. REFLECTION

Reflect on pronunciation unit and answer the questions below:

1. How can we make pronunciation teaching less intimidating for learners – and for teachers?
2. Do you agree with Underhill's statement: 'Pronunciation cannot be avoided, even when avoiding it'? Why or why not?
3. What balance should exist between accuracy (form) and communication (use) in pronunciation lessons?



References and further reading

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PART 3. TEACHING SKILLS

Reading is no different from other learned human abilities:
the more you do it, the more fluent and skilful you become.

Richard R.

UNIT 7. TEACHING READING

Aims	<p>By the end of this unit, teacher trainees should:</p> <ul style="list-style-type: none">▪To develop an understanding of the role of reading in second language acquisition.▪To familiarise teachers with the key subskills of reading (skimming, scanning, reading for detail, inferring, guessing from context).▪To explore effective ways of designing and sequencing reading lessons.▪To practice analysing coursebook tasks and aligning them to pre-, while-, and post-reading stages.▪To design communicative and engaging reading activities, including jigsaw reading.▪To critically reflect on effective teaching approaches for reading.
Learning outcomes	<p>By the end of this unit, teachers will be able to:</p> <p>Explain why reading is a vital skill in EFL and its role in developing vocabulary, grammar, and overall language competence.</p> <p>Differentiate between reading comprehension and word-by-word translation.</p> <p>Identify and apply key reading subskills: skimming, scanning, reading for detail, inferring the writer's opinion, guessing from context.</p> <p>Classify reading tasks into the three-phase framework (pre-, while-, post-reading).</p> <p>Evaluate the effectiveness of different teaching approaches in developing reading fluency.</p> <p>Adapt coursebook activities to better support learner engagement and comprehension.</p> <p>Design original reading lessons using frameworks such as pre-/while-/post-reading and jigsaw reading.</p> <p>Reflect on practice and assess the success of a reading activity using clear evaluation criteria.</p>

Key concepts	<ul style="list-style-type: none"> ▪Definition of Reading – an active process of constructing meaning, not simply decoding words. ▪Reading as input – similar to listening, but with written language; supports vocabulary growth and grammar awareness. ▪Reading Subskills: <ul style="list-style-type: none"> <i>Skimming</i> – extracting the general idea. <i>Scanning</i> – searching for specific information. <i>Reading for detail</i> – focusing on key information and arguments. <i>Inferring</i> – interpreting meaning beyond what is explicitly written. <i>Guessing from context</i> – deriving word meaning from surrounding text. ▪Fluency vs. Accuracy in Reading – building confidence with meaning, not just exact word knowledge. ▪Pre-, While-, Post-Reading Framework: <ul style="list-style-type: none"> <i>Pre-reading</i> – activating background knowledge, pre-teaching vocabulary, predicting. <i>While-reading</i> – tasks for gist, detail, inference, scanning. <i>Post-reading</i> – integrating reading into speaking/writing, reflection, critical thinking. ▪Role of Reading Lessons – provide feedback, guidance, and strategy training that independent reading does not. ▪Types of Classroom Activities – matching, comprehension questions, T/F, predictions, jigsaw reading, debates, creative responses. ▪Teacher Effectiveness in Reading Lessons – balancing pre-teaching, scaffolding, feedback, and communicative extension. ▪Assessment of Reading Tasks – evaluating clarity of aims, pre-task scaffolding, level appropriateness, learner involvement.
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TASK 1

a) Read and complete the gaps with the missing words in the following sayings.

«A ____ lives a thousand lives before he dies, said Jojen. The man who never ____ lives only one». – George R.R. Martin

• «We ____ to know we're not alone». – William Nicholson

• «If one cannot enjoy ____ a book over and over again, there is no use in ____ it at all».

– Oscar Wilde

• «Think before you speak. ____ before you think». – Fran Lebowitz.

b) How do you understand these sayings.

TASK 2. Read the following statements and decide if you agree or disagree

Statements	Agree	Disagree
1. Reading is like listening, except that the input is written, not spoken.		
2. Comprehension means understanding all the words in a text.		
3. Reading is a good way of improving vocabulary.		
4. Reading, in the classroom, means reading aloud.		
5. All unknown language items in the text need to be pre-taught.		

TASK 3. Read the text and choose the best option (A, B, C or D).

THE IMPORTANCE OF READING

For anyone studying a second language being able to read fluently is an essential skill. For people studying English reading is a vital skill to have. English is the language of the internet, it is the language of business, some could argue that it is the language of the world. Our learners may not have to speak in English that often in their day to day lives or write

in English, but they will probably have to read English texts. It is our responsibility as teachers to help them develop this skill.

Reading lessons are very important. Our learners can read English texts outside of the classroom (and they should do so!), but how are they able to consistently get feedback on how well they understood the text that they read? Reading lessons give our learners feedback. They can see how well they comprehended a text, and if there are any parts of the text that they misunderstood, they can find out why they misunderstood that part. This could lead to an improvement in their overall language skills.

Reading in the L2 can help the students' language development substantially. Seeing language in context is one of the best ways of understanding its' meaning. Not only can texts be used in class as the basis of a language lesson, they can also be used outside of class to broaden our students' lexical knowledge. Therefore, being able to read well will help our students to improve their knowledge of grammar and vocabulary.

Being a fluent reader means having a well-developed set of reading subskills. Our learners already employ these subskills when they read in their L1, but they may be reluctant or unable to do so when they read in the L2. In reading lessons we can give our students practice activities that help to develop these subskills in the L2, which will then develop their fluency in this area.

There are many, many subskills involved in reading e.g. deciphering the script, understanding basic syntax, understanding the use of cohesive devices etc...

In most EFL classrooms the focus tends to be on the development of the following subskills:

Skimming = reading a text for the general meaning

Scanning = looking through a text to find specific information e.g. a time, a date, a place

Reading for detail = reading a text to understand the key points or details within it

Inferring the writer's opinion = understanding the writer's opinion when it is not explicitly stated

Guessing the meaning of lexical items from context = guessing the meaning of words from context

(Adapted from: Harmer, J. (2007). The Practice of English Language Teaching (4th ed.). Pearson Longman.)

1. Why is reading in English considered a vital skill?

- A. It is the easiest skill to master in English.
- B. English is the language of the internet and business.
- C. Learners will use reading more often than listening.
- D. Reading is the only skill taught in English classes.

2. What is one benefit of reading lessons in the classroom?

- A. They allow students to practice writing skills.
- B. Students can get consistent feedback on their comprehension.
- C. They eliminate the need for reading outside of class.
- D. They focus solely on vocabulary development.

3. How does reading in an L2 improve language skills?

- A. By encouraging students to avoid grammar mistakes.
- B. By using language lessons only in the classroom.
- C. By exposing learners to language in context.
- D. By focusing only on pronunciation.

4. What role do subskills play in reading fluency?

- A. Subskills are only necessary for L1 readers.
- B. They are used to memorize vocabulary lists.
- C. They help readers understand texts more effectively.
- D. Subskills are not essential for reading fluency.

5. Which of the following is an example of «skimming»?

- A. Reading to understand the general meaning of a text.
- B. Searching a text for a specific date or number.
- C. Reading a text word-for-word for full comprehension.
- D. Guessing the meaning of unknown words from context.

6. What is the focus of «scanning» as a reading subskill?

- A. To understand the writer's opinion.
- B. To look for specific information in a text.
- C. To infer the general meaning of a text.
- D. To guess the meaning of unfamiliar words.

7. How can reading help learners outside of the classroom?

- A. It eliminates the need for grammar lessons.
- B. It broadens their knowledge of grammar and vocabulary.
- C. It ensures they memorize language rules.
- D. It only improves their writing ability.

8. What is one common focus in most EFL classrooms for reading lessons?

- A. Understanding advanced literary techniques.
- B. Developing subskills such as skimming and scanning.
- C. Avoiding grammar mistakes during reading.
- D. Reading texts for entertainment purposes.

9. What does «guessing the meaning of lexical items from context» involve?

- A. Memorizing word definitions before reading.
- B. Using the surrounding text to determine word meaning.
- C. Skipping unfamiliar words during reading.
- D. Asking the teacher for word explanations.

10. Why might learners struggle to apply reading subskills in an L2?

- A. They find the subskills unnecessary.
- B. They don't use these subskills in their L1.
- C. They may be reluctant or unable to use these subskills in the L2.
- D. They are only taught subskills for writing and listening.

➡ TASK 4. Read the following list of activities (a-o) and divide them according subskills

a) Give the students a set of dates, numbers, names etc. and get them to read the text to find out what these things are.

b) A True or False --- Focussing on facts.

c) Predict the content of a text (from lexis or pictures) and then read the text to check your prediction.

d) After the students have read the text, pull out a few lexical items and get the students to look at the sentences they are in and guess what the words mean.

e) Get the students to read a text and match the correct title to the text.

f) Give the students questions which are targeted towards a specific number or name e.g. What time does the bank open? Which day is the museum shut?

g) Comprehension questions/questions aimed towards obtaining specific facts.

h) After the students have read the text, get the students to match highlighted vocabulary in the text to definitions.

i) True or False – aimed at getting the students to deduce the answer from things that are not expressly said.

j) Comprehension questions – aimed at getting students to deduce the answer from things that are not expressly said.

k) Give the students sentences (e.g. The author enjoyed/didn't enjoy/was bored on his last holiday) and get the students to choose the correct option. Again the correct option would not be expressly stated in the text.

l) Get the students to read the text and create their own headline or title.

m) Give the students a role card (e.g. You want to buy a new car. Your price range is..., you want a car with ... etc) Give the students the text (in this case car adverts) and get the students to circle the adverts that are suitable for them.

n) After the students have read the article, give them a multiple choice definition sheet for the highlighted vocabulary in the article.

o) Give the students sentences with mistakes about the text in. The students have to read the text and correct the sentences.

Skimming	Scanning	Reading for detail	Inferring the writer's opinion	Guessing the meaning of lexical items from context

■ TASK 5. Read the following 3 cases and identifying the ways to teach reading

Which teacher is likely to be the most effective in developing his/her students' reading skills? Why?

Teacher A

thinks that the purpose of a reading lesson is to help students to read a text aloud. He starts the lesson by reading the passage aloud himself so that he can provide his students with a good model of pronunciation. He then asks different students to read the passage aloud – usually one or two sentences each. For him, correcting errors in pronunciation or getting students to practise saying new or difficult words are the most important parts of a good reading lesson.

Teacher B

believes that reading is a silent activity. She believes her role as a teacher is to provide students with activities that will help them to practise different reading skills themselves.

She sees reading as a way of getting information and wants to help her students develop the skills that they need to get this information easily. She plans tasks that help her students to understand a variety of texts. She never asks them to read aloud as she thinks that pronunciation should be something different.

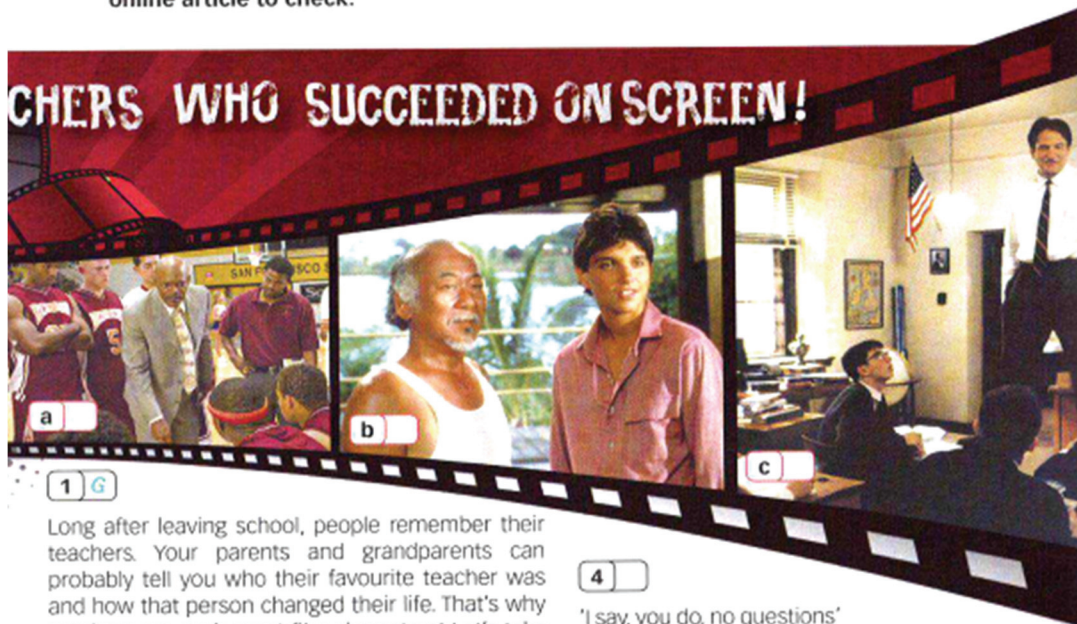
Teacher C

believes that his job is to help students understand information in the passage so that they will have no difficulty in answering comprehension questions. So he spends a lot of time explaining the content of the text. He also teaches the meanings of all the new words before students read the passage because he wants to make sure students don't miss details as a result of meeting unfamiliar words in the text. He thinks that reading passages are useful as they give students the chance to learn a wide range of new words and structures

TASK 6. Identify the the purpose of tasks from this course book extract. Decide whether they are pre-reading, while-reading, post-reading exercises

- 1 Watch the video. In your opinion, who was the worst teacher: Mr Gradgrind? Miss Trunchbull? Quirinus Quirrell? Mr Strickland? Mr Lorensax? or John Kreese? Why?

- 2 Look at the pictures and read the text. Match the pictures to the films in paragraphs 2, 3 and 4. What made the teacher in each one so special? Listen to the online article to check.



1

Long after leaving school, people remember their teachers. Your parents and grandparents can probably tell you who their favourite teacher was and how that person changed their life. That's why teachers are such great film characters! Let's take a look at some famous teachers from classic films, the teachers who proved that one person really can make a difference.

2

Robin Williams played John Keating in *Dead Poets Society* in 1989. Keating had been a star **pupil** at Welton Academy years before he went back to teach there, and he had always disliked the way the school pushed everyone to think in the same way. The powerful moment where he stands on his desk and encourages his students to do the same tells us a lot about him. He wants them to see things from a different point of view and to tell right from wrong for themselves. The **head teacher** strongly disagrees, and Keating loses his job, but the final scene, when the students all stand on their desks to say goodbye to him, shows who has won the argument!

3

Samuel L Jackson was Ken Carter in *Coach Carter* in 2005. Carter was a real-life sports **coach** whose amazing story became a film. He took his local high school basketball team and made each one of them into a winner both on and off the court. Previous coaches had allowed players to fail in class, but Carter told them they couldn't play unless they got a pass mark in all classes. At first, they thought he had made a big mistake, because everyone had already decided the players would never succeed in doing well in school. Ken Carter showed his players how wrong those people were!

4

'I say, you do, no questions'
Mr Miyagi, played by Pat Morita, tells Daniel in 1984's *The Karate Kid*. Daniel had only just moved to LA when he got in trouble with some other teenagers. After they had attacked him, karate **master** Mr Miyagi agreed to teach him, though he was practically a **beginner**. But Mr Miyagi's teaching methods are unusual, and he refuses to explain them! Daniel has to repeat the same movements, over and over, like painting Mr Miyagi's fence and cleaning his car! This is because Mr Miyagi believes in doing something until it becomes part of you. And, though Daniel doesn't get it in the beginning, he realises by the end that Mr Miyagi is right!

5

These teachers are all characters in films, but they have a belief in common with great teachers from real life. They believe they have a responsibility beyond the subject they are teaching. They are also guiding children, making sure that they show them how to become good adults. It is their job to make their students better people, and they take that responsibility very seriously. That's why we never forget them.

CHECK THESE WORDS

succeed, poet, powerful, encourage, previous, fail, get in trouble, refuse, guide, seriously



Missing headings

Read the text quickly to get the gist of it. Read the missing headings and underline the key words, while paying attention to what each heading means. Go back to the text and read each paragraph carefully, thinking about its overall meaning. Then, try to match the headings to the paragraphs. Remember that there are extra headings there to trick you, so make sure the heading fits with the whole paragraph and not just part of it.

- 3 Read the text in Ex. 2. For questions 1-5, match the headings (A-G) to the paragraphs. There are TWO headings which you do not need to use. The first heading has been done as an example.

- A Your teacher knows best
- B Doing their duty as teachers
- C The best classroom to learn in
- D Teaching teens to think for themselves
- E How to be your own teacher
- F Believing in them when no one else did
- G Movie teachers that mattered

SPEAKING

- 4 Which of the three teachers from the text do you think is the best? Why?

VOCABULARY

- 5 Complete the definitions with the words in bold from the text.

- 1 A _____ is someone who has become an expert at something.
- 2 A _____ is someone who has just started learning something.
- 3 A _____ is the person who manages a school.
- 4 A _____ is a child at school.
- 5 A _____ is someone who manages a sports team.

- 6 Choose the correct word to complete the sentences. Then decide which teacher each sentence is referring to. Write JK for John Keating, KC for Ken Carter or MM for Mr Miyagi.

This teacher...

- 1 didn't **allow/prove** questions. _____
- 2 made students feel like they could **change/succeed** in all lessons. _____
- 3 helped students see things from a different **way/point** of view. _____
- 4 **disagreed/disliked** with the head teacher. _____
- 5 told students they had a **duty/moment** to study. _____

- 7 a) Complete the table with phrases from the text, as in the example.

make	do	have	take
a difference			

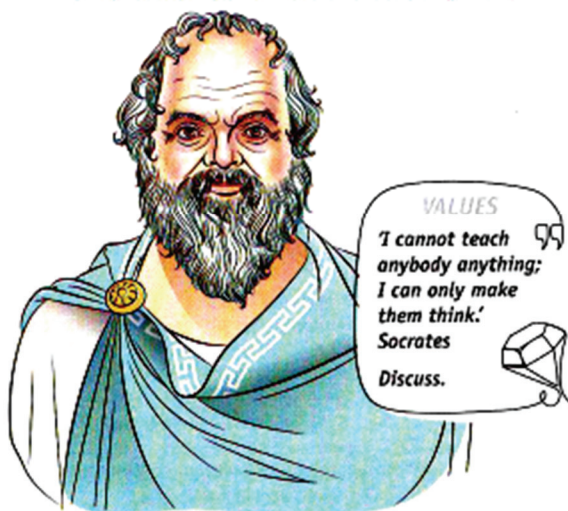
- b) Add the words/phrases from the list to the table. Some fit in more than one column. Can you think of any more to add?

- notes • an effort • a test/an exam • badly
- a break • progress • a lesson • an experiment
- homework/an assignment • research

- 8 Match the words in the columns. Imagine you are an English teacher and you have to explain these to your students in a simple way. How would you do it?

1 real	a method
2 big	b life
3 pass	c pupil
4 star	d mark
5 teaching	e mistake

Something is from real life when someone didn't make it for TV, cinema or the internet, but it actually happened.



Taken from: Jenny Dooley (2023) 4 Minds B1 Student's Book, Unit 4a, p. 42-43.

TASK 7. Read the following list of activities (1-16) and divide them into these categories:

Pre-reading	
While-Reading	
Post-Reading	

1. Matching the words from the text with their definitions.
2. Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.
3. Watching videos related to the text.
4. Talking about the author's background, writing style, and usual topics.
5. Reviewing vocabulary or grammatical structures.
6. Skimming to find the theme or main idea and eliciting related prior knowledge.
7. Creating some sketches of main characters of the text .
8. TRUE-FALSE questions checking understanding.
9. Grammar games to secure new grammar items.
10. Filling the games while reading.
11. Naming the differences and similarities among the facts in the text and in the real words.
12. Coping details from the text to complete charts .
13. Writing a composition on the topic highlighted in the text.
14. Conducting a debate or another type of the discussion in class.
15. Creating the possible end of the story.
16. Looking at pictures, maps, diagrams, or graphs and their captions.

TASK 8

1) Read the following article: <https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/intermediate-b1/jig-saw-reading>

2) Watch the video «Tips for Jigsaw reading» by Go JaConga
<https://www.youtube.com/watch?v=nFGXYZ7pmpc>

3) Design Jigsaw reading task

➡ TASK 9. READING SKILL TASK DESIGN

1) Design an activity for teaching to read in the three-phase framework using the following plan.

1. Consider your students needs, ability, etc.
2. Write clear lesson aim.
3. Share the link to the text.
4. Talk about how you will introduce the text topic.
5. Design an initial reading task for the students (e.g. a gist task).
6. Talk about any vocabulary that you need to pre-teach.
7. Design a task where students read for specific detail.
8. Think of a follow-up tasks based on the text.
9. This should be either a speaking or a writing activity.

2) Run it with your learner or peers. Reflect on the activity using the given format.

Points of analysis	Assessment				
	1	2	3	4	5
Clear goal					
Laconic explanation					
Helpful pre-reading					
Involved reading					
Insightful post-reading					
Adequate language level					
Adequate task level					



References and further reading

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3. Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading* (2nd ed.). Routledge.
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Listening is the Cinderella skill in second language learning

Nunan D.

UNIT 8. TEACHING LISTENING

Aims	<p>By the end of the unit, teacher trainees should:</p> <ol style="list-style-type: none"> 1. Understand the main challenges learners face when developing listening skills. 2. Analyse and evaluate different attitudes and misconceptions about teaching listening. 3. Identify and practise listening sub-skills and link them to appropriate classroom activities. 4. Understand the role of top-down and bottom-up processing in listening comprehension. 5. Plan pre-, while-, and post-listening stages effectively when designing lessons. 6. Critically analyse coursebook listening activities and adapt them for learner needs. 7. Design purposeful listening tasks that integrate skills development and real-life communication.
Learning outcomes	<p>After completing the unit, trainees will be able to:</p> <ul style="list-style-type: none"> ▪ Reflect on their own and others' beliefs about teaching listening ▪ Explain why listening is difficult for learners and recognise both linguistic and non-linguistic barriers ▪ Match listening sub-skills with suitable tasks and create similar ones ▪ Differentiate between top-down and bottom-up listening processes and apply them in lesson planning ▪ Design effective pre-, while-, and post-listening activities using Wilson's framework ▪ Evaluate coursebook listening materials in terms of purpose, skill focus, and student engagement ▪ Adapt or create listening activities that address real-world listening situations and learner needs
Key concepts	<p>Listening difficulties, Listening sub-skills (gist, specific information, inference, predicting, recognising functions, recognising attitudes, word recognition, guessing meaning from context), Top-down processing, Bottom-up processing, Lesson staging – Pre-listening (activating schema, preparing), While-listening (focused tasks), Post-listening (personalisation, extension, integration).</p>

TASK 1. Read the following statements and decide if you agree or disagree

Statements	Agree	Disagree
1. I don't like teaching listening because I feel like there isn't a lot that I can actually do to help the students. If their listening skills are poor, I can't really help that.		
2. I find listening lessons really easy to teach. You don't really have to do a lot. You just get them to listen, complete a task and then check their answers.		
3. I find it difficult to use a listening text as the basis of a grammar lesson because I think it is too tough for the students to pull out the language from the text. I don't think listening is that important a skill to develop. It's more important to teach the students grammar and vocabulary. Without that, they can't communicate.		
4. I don't like using authentic listening materials in the class because I think they are too difficult for the students and it can be disheartening.		
5. The problem with listening lessons is that they are so artificial. They don't really prepare the students for real world listening.		
6. Students should be given listening practice in conversations as well as with recorded listening material because the skills involved in both types of listening are different.		

■ TASK 2. Read the following text and decide if the following statements are True or False

WHAT MAKES LISTENING DIFFICULT?

Unlike with reading where you can see the spaces between words in listening you have to hear them, which is very difficult when dealing with connected speech. Students will often say that it is difficult to understand an utterance because it seems as if all of the words have been run into one.

Because English is not phonetic, knowledge of the written form of a word does not necessarily translate to knowledge of its' spoken form. This can obviously cause confusion.

The students may face other linguistic difficulties when listening such as not knowing certain lexical items or complex grammatical structures that are present within the text or audio output that they have to listen to.

The students may face non-linguistic problems such as not having knowledge of the topic that is being discussed, or awareness of the cultural background of the discussion. Both of these factors can severely inhibit comprehension.

Listening to a person in conversation is very different to listening to a radio programme, a film or a T.V. show. In conversation speakers can alter the speed that they are speaking at or the vocabulary that they are using if they sense that their listeners don't understand. With a radio programme, a film or a T.V. show, the students have no control over the input that they are receiving. This makes listening to these kinds of texts a lot more challenging.

Other aspects of the delivery of a listening text that can make comprehension difficult are the accent of the speakers, how concise the speakers are and also the number of speakers. If a student is listening to a person whose spoken output is disorganised and rambling, it makes it difficult to follow them. If a student is listening to a person with a strong accent, it can be tough for them to identify what the person is actually saying. Finally, if there is more than one speaker, it is more difficult to follow the flow of a conversation.

Individual characteristics of the learner themselves can also be an obstacle when listening in the L2. Some students have a learning style that may act as a barrier to listening in the L2 (e.g. a visual learner may prefer to have instructions written down, a kinaesthetic learner may prefer to learn how to do something by actually trialling it.)

Environmental factors can also make listening difficult. Remember that the students are already being put under strain because they have to process a language in that is not their own in real time. Background noise or an overly warm room add to this strain and can hamper concentration. If it does all get too much for the students, the danger is that they switch off.

(Adapted from: Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press).

1. Listening is easier than reading because you can hear the spaces between words.

2. English is not a phonetic language, so knowing the written form of a word does not guarantee understanding its spoken form.

3. A lack of knowledge about the topic or cultural background of a discussion can make listening comprehension harder.

4. Listening to a radio programme or film is easier than participating in a conversation because it requires less interaction.

5. Students can face linguistic difficulties in listening due to unfamiliar vocabulary or complex grammar.

6. A strong accent or multiple speakers in a conversation can make listening more challenging for students.

7. Environmental factors, such as background noise or an overly warm room, have little effect on listening comprehension.

8. Individual learning styles, like a preference for visual or kinaesthetic methods, can act as barriers to effective listening.

9. In conversation, speakers can adjust their speed and vocabulary to help listeners understand better.

10. Students are more likely to stay focused on listening tasks even if the environment is distracting and the task is difficult.

■ TASK 3. Listening Sub-skills and While-Listening Tasks

Different listening techniques aim at practising different 'sub-skills'. Look at the list of listening 'sub-skills' and match them with the appropriate sample tasks below.

Sub-skills	Sample tasks
a) <i>Recognising the communicative function of a text or conversation (greeting, saying goodbye, invitation, etc.)</i>	<p>1. Listen to a man describing what is in his sitting-room. Tick the things you hear.</p> <p>2. Look at the photograph of George Parrot with his family. Listen to the text. Write the names of the people in the correct places.</p>

Sub-skills	Sample tasks
<p>b) <i>Skimming</i> (listening for the main ideas (gist).</p> <p>c) <i>Skanning</i> (listening for specific information).</p> <p>d) <i>Recognising the speakers' attitude towards each other and the topic.</i></p> <p>e) <i>Understanding ideas not explicitly stated.</i></p> <p>f) <i>Guessing ahead the development of the discourse.</i></p> <p>g) <i>Recognising familiar words.</i></p> <p>h) <i>Guessing the meaning of unfamiliar words from the context.</i></p>	<p>3. Listen to the conversation between Tim and Lilian. What are they talking about?</p> <p>4. Listen to part I of the story. Answer the questions:</p> <ul style="list-style-type: none"> ✓ <i>Do you think Ann loves her husband?</i> ✓ <i>Is she interested in what he is saying?</i> ✓ <i>What do you think happens next in the story?</i> <p>5. Listen to the dialogue between two friends. Write the numbers and phone numbers you hear.</p> <p>6. Listen to four conversations George had in the USA. Guess where he is, who he is with, what part of the day it is? How do you know?</p> <p>7. You will listen to four opinions about the same film expressed by different people. Who finds it: a) boring; b) interesting; c) excellent; d) awful?</p> <p>8. You will hear four people describe how they entertain guests in their country. Guess who is from which country: Ukraine, Japan, the USA, and Spain.</p> <p>9. Listen to the series of extracts from speeches and comments made by different people. The purposes of these speeches fall into the following categories: reassurance; promise; expressing an opinion; warning. While listening to these extracts tick the columns according to functions each extract has.</p> <p>10. Listen to two teenagers talking. Collect all the words and phrases they use to describe their hobbies. Check your answers with your partner.</p> <p>11. You will hear two people talking about times when they felt scared. Listen to the beginning of each story. How do you think these two stories continue? You will hear each story divided into sections. After each section, try to guess what will happen next.</p>

■ TASK 4. The Listening Process

When people talk about how we process texts, they refer to two different ways:

- Top down processing
- Bottom-up processing

Have you ever heard these terms before? If yes, explain what they refer to. If no, what do you imagine they refer to?

Read the article «Listening: Top down and bottom up» taken from British Council site <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/listening-top-down-and-bottom> and complete the table.

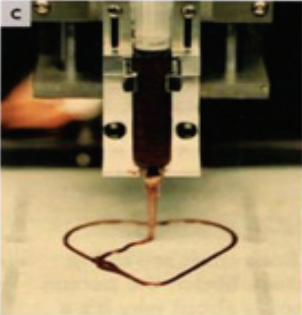
Top Down Listening	Bottom up listening

■ TASK 5. Read and analyse info from «How to teach Listening» by J. Wilson from 60-110 p and complete the following table

	Activities
Pre-Listening	
While - Listening	
Post - Listening	

TASK 6. Analysing listening activities

EXPLORE A COURSEBOOK PAGES AND IDENTIFY PURPOSES OF EACH ACTIVITY

Listening																																															
<p>1 SPEAKING Work with a partner. Look at the photos. Take it in turns to describe what you can see.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>a</p>  </div> <div style="width: 50%;"> <p>b</p>  </div> <div style="width: 50%;"> <p>c</p>  </div> <div style="width: 50%;"> <p>d</p>  </div> </div>																																															
<p>2 LISTENING  23 Listen to four experts predicting what we will be eating in 2050. Match each speaker to a photo in 1.</p> <p>Speaker 1: _____ Speaker 3: _____</p> <p>Speaker 2: _____ Speaker 4: _____</p>																																															
<p>3  23 Listen again. Match the speakers and their opinions.</p> <table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>a People won't eat out in 2050.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b I've eaten the main food of the future and it tastes good.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>c Not everybody thinks that the food of the future will be healthy.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>d We won't spend a lot of time cooking in the future.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>e People already eat this food in some parts of the world.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>f The only good thing about the food of the future is that it will be good for the environment.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>g The problem with the food of the future is the opinion that people have of it now.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>h You'll be able to produce the food of the future very quickly.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		1	2	3	4	a People won't eat out in 2050.					b I've eaten the main food of the future and it tastes good.					c Not everybody thinks that the food of the future will be healthy.					d We won't spend a lot of time cooking in the future.					e People already eat this food in some parts of the world.					f The only good thing about the food of the future is that it will be good for the environment.					g The problem with the food of the future is the opinion that people have of it now.					h You'll be able to produce the food of the future very quickly.						
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<p>4 SPEAKING What about you?</p> <p>What do you think of these four predictions? Share your ideas with the rest of the class.</p>																																															

Taken from: David Spencer (2023) Gateway B1+ Student's Book, Unit 4, p. 50.

- 1 **SPEAKING** Work with a partner. Take turns to describe the photo.



- 2 **LISTENING** 18 Listen to part of a podcast where a student called Deniz describes her experience of the Erasmus project. Answer these questions.

- 1 Where's Deniz from?
- 2 Where has she been living?
- 3 What languages has she been speaking?

- 3 18 Listen again and complete the notes with one or two words.

Notepad

Deniz has been living in this new city since (a) _____ and she is leaving at the end of (b) _____. She says the university there is really (c) _____, and she likes the city because it's quite small, but very (d) _____. She's seen two or three good (e) _____ there. She thinks the best part of her stay has been meeting people from (f) _____. Every night they make a (g) _____ from their country. It has been difficult for Deniz to understand explanations of (h) _____ in a different language. Yesterday she finished her (i) _____.

- 4 **SPEAKING** What about you?

- 1 Would you like to live and study in another country for a year? Why/Why not?
- 2 Where would you most like to go and study?

I'd like to live abroad. And you?

Yes, I'd like to go to a country where they speak English.

■ TASK 7

A) Listen to the following conversation taken from <https://www.onestopenglish.com/listening/relationships-/550863.article> or look at the tape script.

MINI-PLAYS / RELATIONSHIPS

Sarah-Jane: You'll never guess what I did last night ... Lesley: Don't tell me. Not again? Sarah-Jane: Yes, I know. I couldn't help it. Lesley: Drunk again?

Sarah-Jane: Yes. Lesley: Last night? Sarah-Jane: Yes. I did ask you to come out with me last night, didn't I? You should have been there.

Lesley: Don't blame me! I can't always be there to confiscate your mobile.

Sarah-Jane: But now look what's happened! Oh no, now what am I going to do?

Lesley: What did you say?

Sarah-Jane: The worst thing ever.

Lesley: Come on, spit it out.

Sarah-Jane: I L-O-V-E you.

Lesley: I see. And did he text back?

Sarah-Jane: No. Err, but he's probably still in bed or something. I mean, it's only 11.30. Lesley: It's no good making excuses!

Sarah-Jane: I've been on tenterhooks all morning. Can't even think about my hangover! Lesley: I don't know why you're so worried. You've been seeing him for ages. Surely you can be honest with each other.

Sarah-Jane: Yes, but he gets a bit funny if I go all emotional on him.

Lesley: Tell me about it! I know the type!

Sarah-Jane: No! You've got him all wrong. It's just that he can't express his innermost feelings.

Lesley: Doesn't want commitment, more like.

Sarah-Jane: I s'pose. But we were talking about getting a place together last week. Lesley: Oh yeah? You never told me.

Sarah-Jane: Well, he seemed to be up for it ... that is until I told him about Bella.

Lesley: Oh?

Sarah-Jane: Doesn't like cats.

B) Design pre-listening activities, while-listening activities and post-listening activities.



References and further reading

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Communication is not only about what we say,
but how and why we say it

Michael Canale

UNIT 9. TEACHING SPEAKING

Aims	<p>By the end of the unit, teacher trainees should:</p> <ul style="list-style-type: none">▪To develop understanding of what speaking competence entails and how it can be effectively taught in EFL contexts.▪To raise awareness of the processes involved in speech production and the challenges faced by second language speakers.▪To introduce the concept of communicative competence and its role in designing speaking activities.▪To explore practical frameworks for teaching speaking (pre-, while-, and post-speaking stages).▪To analyze and evaluate speaking activities in coursebooks in terms of communicative goals and skill development.▪To reflect on classroom challenges in getting learners to talk and identify effective solutions.
Learning outcomes	<p>After completing the unit, trainees will be able to:</p> <p>Define communicative competence and identify its main components.</p> <p>Describe the model of speech production (Levitt, 1989) and explain its implications for teaching speaking.</p> <p>Explain the components of speaking competence as proposed by Burns and Goh (2012):</p> <ul style="list-style-type: none">➤ knowledge of language and discourse,➤ core speaking skills,➤ communication and discourse strategies.

	<p>Recognize the three-phase framework (pre-, while-, and post-speaking) for teaching speaking lessons.</p> <p>Analyze and evaluate coursebook speaking activities in relation to aspects of communicative competence.</p> <p>Design or adapt speaking tasks to promote fluency, accuracy, and interactional competence.</p> <p>Apply strategies for motivating learners and overcoming common speaking problems in the classroom.</p> <p>Reflect on their own teaching practice and propose ways to create a more communicative classroom environment.</p> <p>Appreciate the importance of communicative purpose, learner engagement, and context in speaking activities.</p> <p>Develop confidence in designing speaking lessons that balance form, fluency, and function. Value reflection and self-monitoring as essential aspects of professional growth.</p>
Key concepts	<ul style="list-style-type: none"> ▪ Communicative Competence – the ability to use language appropriately and effectively in real-life communication; includes linguistic, sociolinguistic, discourse, and strategic competence. ▪ Speaking Competence – a multidimensional construct that integrates language knowledge, speaking skills, and communication strategies. ▪ Speech Production Model (Levelt, 1989) – includes conceptual preparation, formulation, articulation, and self-monitoring. ▪ Core Speaking Skills – pronunciation, speech functions, interaction management, and discourse organization. ▪ Communication Strategies – compensation, regulation, and negotiation strategies for maintaining communication when difficulties arise. ▪ Three-Phase Framework for Teaching

	<ul style="list-style-type: none"> ▪Speaking – pre-speaking (preparation), while-speaking (communication), and post-speaking (reflection and integration). ▪Fluency and Accuracy – complementary goals in speaking instruction, requiring balanced practice and feedback. ▪Classroom Interaction – pair work, group work, and discussion formats that foster participation and communicative engagement. ▪Problems and Solutions in Teaching Speaking – addressing learner anxiety, limited vocabulary, low motivation, unclear task purpose, and over-reliance on the teacher. ▪Lesson Design and Adaptation – evaluating and sequencing speaking tasks from coursebooks to promote communicative competence.
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TASK 1

Watch the following video Miss Teen USA 2007 - South Carolina answers a question. <https://www.youtube.com/watch?v=lj3iNxZ8Dww>
<https://www.youtube.com/watch?v=lj3iNxZ8Dww>

✓ *Is everything ok in her answer?*

✓ *What does she need to know and be able to do, in order to answer the question?*

TASK 2. Write in your own words what communicative competence is

Communicative competence is ... _____

■ ■ ■ ➡ **TASK 3. Read the following article «Communicative Competence» taken from <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/c/communicative-competence> and compare with your answer in TASK 2.**

■ ■ ■ ➡ **TASK 4. Read and answer the questions**

MODEL FOR SPEECH PRODUCTION (Levelt, 1989)

In fluent conversation speaker may generate two or three words per second by retrieving them from a memory store that contains tens of thousands of items. What processes does this performance actually involve?

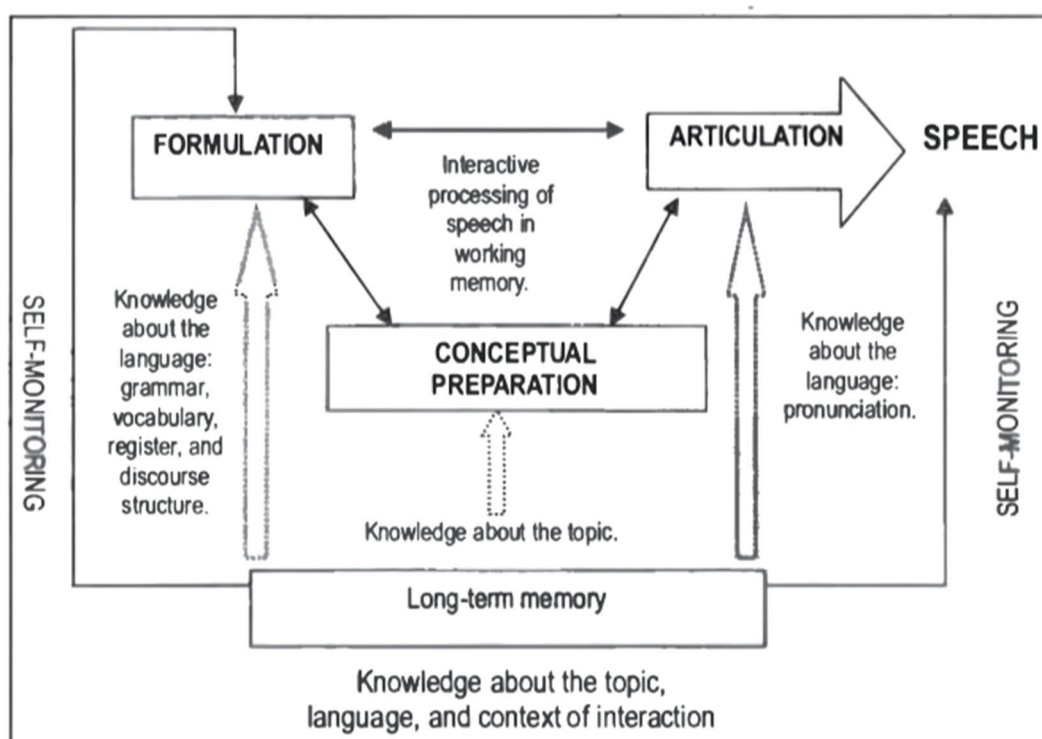


Figure 2.1: Cognitive demands on language learners when producing speech (drawing from Levelt's model of speech processing).

Conceptual preparation is the process by which speakers select the topic or information they wish to express. If a topic has already been established, speakers still have to select relevant ideas from their long-term memory to construct their messages. These ideas will depend on speaker's background knowledge of the world.

Formulation is the process by which the ideas that exist in the speaker's mind during conceptual preparation are mapped on to specific words in the speaker's mental lexicon and strung together. This process is possibly the most challenging for language learners as they have to decide which words and grammatical forms are relevant for their intended message.

Through **articulation**, the message is carried in the form of sound waves to the listener. Although it's more of a physiological process, it is closely linked to memory and information processing. When someone who is competent in a language speaks, they seldom have to pay close attention to how the words should be pronounced. Etc. these phonological encodings have largely been automatized.

Self-monitoring process works at a higher level. It is the key metacognitive process during speaking and involves checking one's speech for accuracy and acceptability.

Taken from : Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.

1) *What common speaking problems have you observed among second/foreign language speakers?*

2) *What kind of processing demands might have caused these problems?*

3) *What are implications for teaching?*

■ ■ ■ ➡ TASK 5. Speaking Competence

a) Read the following text and name all the components of speaking competence.

Speaking competence

What does speaking competence entail?

How do different aspects of speaking competence relate to each other?

Answering the two questions above helps to plan lessons that develop learners' speaking ability in a balanced and comprehensive way. If our concept of speaking competence is too narrow, the activities we plan will be skewed towards developing only certain features of speaking and other important features of speaking competence will be neglected.

Anne Burns and Christine Goh (2012) proposed a model of second language speaking competence that comprises knowledge of:

- **language and discourse;**
- **core speaking skills;**
- **communication and discourse strategies.**

1. Knowledge about language and discourse:

Linguistic knowledge includes grammatical, phonological, lexical and discourse knowledge.

2. Core speaking skills:

The term skills is used to refer to learners' knowledge about language and communication that is 'put into action' when in speech production.

Pronunciation ability to produce the segmental and suprasegmental features of target language	<ul style="list-style-type: none"> ▪ assign word stress in prominent words to indicate meaning ▪ use different intonation patterns to communicate new and old information ▪ articulate the vowels and consonants and blended sounds of English clearly
Speech functions ability to understand and perform a precise communicative function or speech act	<ul style="list-style-type: none"> ▪ request: permission, help, clarification, assistance, etc. ▪ express: encouragement, agreement, thanks, regret, complaints, etc. ▪ explain: reasons, purposes, procedures, processes, cause and effect, etc. ▪ give: instructions, directions, commands, orders, opinions, etc. ▪ offer: advice, condolences, suggestions, alternatives, etc. ▪ describe: events, people, objects, settings, moods, etc.
Interaction management ability to regulate conversations and discussions during interactions	<ul style="list-style-type: none"> ▪ initiate, maintain, and end conversations ▪ offer turns ▪ direct conversations ▪ clarify meaning ▪ change topics ▪ recognize and use verbal and non-verbal cues
Discourse organization ability to create extended discourse in various spoken genres, according to socio-culturally appropriate conventions of language	<ul style="list-style-type: none"> ▪ establish coherence and cohesion in extended discourse through lexical and grammatical choices ▪ use discourse markers and intonation to signpost changes in the discourse, such as a change of topic ▪ use linguistic conventions to structure spoken texts for various communicative purposes, e.g. recounts and narratives

3. Communication Strategies:

Compensation techniques to compensate for gaps in lexical knowledge and related linguistic problems	<ul style="list-style-type: none"> ▪paraphrase: describing an object, person, or event to get the meaning of a specific word across ▪approximation: using an alternative term, e.g., squirrel for chipmunk ▪formulaic expressions: using language chunks, e.g., What I'm trying to say is ... to buy processing time ▪message frames: setting the global context for what is being described before attempting to describe it
Regulation mental operations to regulate thinking and language during speaking	<ul style="list-style-type: none"> ▪planning: preparing the contents and the form of the message ▪self-monitoring: noticing one's language and message during message production ▪self-evaluation: noticing one's language and message after message production
Negotiation social behaviours to negotiate meaning during interaction	<ul style="list-style-type: none"> ▪exemplification: offering an example to make one's point clear ▪confirmation checks: asking listeners whether they have understood the message ▪comprehension checks: paraphrasing what is heard to confirm one's understanding repetition ▪clarification requests: asking the speaker to explain a point further ▪repetition requests: asking the speaker to say something again ▪exemplification requests: asking the speaker to give an example ▪assistance appeal: asking the listener for help with difficult words

Speaking is a combinatorial language skill. It requires the ability to fulfill various communicative demands through efficient use of the spoken language. When problems occur, speakers should have ways of coping with them. Second language speaking competence, therefore, requires knowledge of the target language as a system for making meaning and an awareness of the contextual demands of speaking. It also calls for the use of various skills for using speech effectively and appropriately, according to different communicative purposes. Last, but not least, speaking competence includes the ability to use a range of strategies to compensate for gaps in knowledge and ineffective speaking skills.

Based on Christine C M Goh, Anne Burns (2012) Teaching Speaking: A Holistic Approach. CUP

b) Read the text «Speaking Competence» again and choose the correct answer (A, B, C, or D) for each question.

1. *What is the main purpose of understanding speaking competence in language teaching?*

- A. To improve learners' reading comprehension
- B. To plan balanced and comprehensive speaking lessons
- C. To teach grammatical accuracy only
- D. To reduce the number of speaking activities in class

2. *According to Burns and Goh (2012), speaking competence includes all of the following EXCEPT:*

- A. Knowledge of language and discourse
- B. Core speaking skills
- C. Writing and listening skills
- D. Communication and discourse strategies

3. *Which of the following belongs to knowledge about language and discourse?*

- A. Grammatical and phonological knowledge
- B. Negotiating meaning and clarifying messages
- C. Expressing thanks and complaints
- D. Managing turn-taking in conversations

4. *The term core speaking skills refers to:*

- A. Theoretical knowledge of language structures
- B. Knowledge put into action during speech production
- C. Activities for writing practice
- D. Memorizing long lists of vocabulary

5. *Which example shows pronunciation skills?*

- A. Offering advice or condolences
- B. Using discourse markers to change topic
- C. Assigning word stress to highlight meaning
- D. Asking for clarification during a conversation

6. *Interaction management includes the ability to:*

- A. Create extended spoken texts
- B. Initiate, maintain, and end conversations
- C. Check one's grammar accuracy
- D. Use paraphrasing to explain ideas

7. *The ability to establish coherence and cohesion in extended discourse refers to:*

- A. Discourse organization
- B. Compensation strategies
- C. Speech functions
- D. Regulation strategies

8. *Which of the following is an example of a compensation strategy?*

- A. Planning and self-monitoring
- B. Paraphrasing or using approximate terms
- C. Asking for clarification
- D. Using discourse markers to structure speech

9. ***Regulation strategies help speakers to:***

- A. Manage turn-taking and end conversations
- B. Control their thinking and language during speaking
- C. Organize information in extended discourse
- D. Express emotions and opinions clearly

10. ***What does it mean that speaking is a combinatorial skill?***

- A. It involves reading and writing skills together
- B. It requires combining different communicative demands effectively
- C. It focuses only on pronunciation and grammar
- D. It is the easiest language skill to teach

■ TASK 6. Analysing speaking activities

Explore a coursebook pages and answer the questions.

ACTIVITY 1

1. *What is the purpose of the activity?*

2. *Which aspects of communicative competence do they raise awareness of?*

3. *How would you use this activity? Would you adapt it? How?*

SPEAKING

9a What is most important to you in a job? Choose the five most important things for you from the list. Then discuss your ideas with a partner.

- long holidays
- friendly colleagues
- short travelling time
- competitive salary
- opportunity for promotion
- pleasant working environment
- other benefits (e.g. company car, mobile phone)
- regular bonus
- good pension
- flexible hours
- foreign travel
- prestigious company

9b What would your dream job be?

Taken from: David Cotton (2019) New Language Leader Intermediate Course Book, Unit 3, page 26.

ACTIVITY 2

1. What is the purpose of the activity?

2. Which aspect s of communicative competence do they raise awareness of?

3. How would you use this activity? Would you adapt it? How?

5a Work in groups of four. You are members of the Human Resources department of IMA and are going to decide on the English language programme.

Student A: turn to page 156.

Student B: turn to page 161.

Student C: turn to page 163.

Student D: turn to page 155.

Follow this procedure.

- 1 Discuss the options for English language training. Try to persuade the members of your group that your option is the best. You want the charity to spend most of the budget on your option.
- 2 Listen to all the arguments. Then, as a group, agree on the English language programme for the first year.

5b Present your group's programme to the class. Then vote on the best as a class.

Taken from: David Cotton (2019) New Language Leader Intermediate Course Book, Unit 4, page 43.

ACTIVITY 3

1. *What is the purpose of the activity?*

2. *Which aspect s of communicative competence do they raise awareness of?*

3. *How would you use this activity? Would you adapt it? How?*

8 **8.4** Listen to two people talking about an idea for a business in their home town. Answer the questions.

- 1 What type of business is it? What's its name?
- 2 What advantages of the business are mentioned?
- 3 Do you think it is a good idea? Why?/Why not?

9 You have ten minutes to plan a business idea to start in your home town. Work with a partner and choose an idea from below or think of your own.

a garden care service	selling second-hand items
a mobile hairdressing service	selling fresh flowers

Think about the name and location of the business, the goods or services you will offer and your target market.

Taken from: David Cotton (2019) New Language Leader Intermediate Course Book, Unit 8, page 77.

ACTIVITY 4

1. What is the purpose of the activity?

2. Which aspects of communicative competence do they raise awareness of?

3. How would you use this activity? Would you adapt it? How?

5a Listen again and complete the extracts.

- 1 BOB: How many would you like to _____?
- 2 VANESSA: We're thinking of _____ quite a large order.
- 3 BOB: I'm _____ that would be a bit difficult, Vanessa.
- 4 VANESSA: What about if we _____ earlier? _____ you be able to deliver in August?
- 5 BOB: Let me check if I _____ you, do you mean payment on delivery?
- 6 VANESSA: How do you _____ about that?
- 7 VANESSA: I'll think it over and maybe get back to you.
BOB: That sounds _____. Well ... I hope to hear from you soon.

5b Match the sentences with similar ones from Exercise 5a.

- a Let's see if I've got this right.
- b We're considering buying a large quantity.
- c What sort of quantity do you have in mind?
- d That seems OK.
- e If we pay more quickly, can you get the goods to us earlier?
- f What do you think of the offer?
- g I'm sorry. That could be a problem.

6a After the failure of the earlier negotiation, a meeting is now arranged between Domino s.p.a. and Sunspex, another manufacturer based in San Diego, USA. In small groups, look at the negotiation details then discuss the questions.

Group A (Domino representatives): Turn to page 157 and read the information carefully.

Group B (Sunspex salespeople): Turn to page 159 and read the information carefully.

- 1 What are your most important needs in the negotiation?
- 2 Are some of your points less important? Can you offer them to the other side to get what you want?
- 3 What do you think will be important for the other side?

6b Work in pairs of one Domino representative and one Sunspex salesperson. Negotiate and try to get a good deal for your company.

7 Work in your groups from Exercise 6a to discuss these questions.

- 1 Were you happy with the result?
- 2 Do you think the deal was good for both sides?
- 3 Did you have a strategy? Do you think the other side had one?
- 4 How did the other side react to your ideas? Were they flexible?
- 5 If you did the negotiation again, what would you do differently?

Taken from: David Cotton (2019) New Language Leader Intermediate Course Book, Unit 8, page 83.

ACTIVITY 5

1. What is the purpose of the activity?

2. Which aspects of communicative competence do they raise awareness of?

3. How would you use this activity? Would you adapt it? How?

10 Complete the exchanges with these words.

Congratulations	Oh no	a shame
a relief	Wow	a pain

- 1 A: I can't drink at the moment. I'm pregnant.
B: Really? _____! When is the baby due?
- 2 A: I'm going to Canada to study English.
B: _____! That's great! How long are you going for?
- 3 A: I'm afraid I can't meet you tonight.
B: Oh, what _____! Are you sure?
- 4 A: My brother's not very well.
B: _____! I'm really sorry. I hope it's not too serious.
- 5 A: I've lost my wallet.
B: Oh no! What _____! Did it have much in it?
- 6 A: I've found my wallet!
B: Phew, that's _____! Where was it?

PRONUNCIATION

- 11** ▶ **9** Listen and check your answers to Exercise 10. Notice how the intonation changes when responding to good and bad news. Then work in pairs and practise the exchanges.

CONVERSATION PRACTICE

- 12** Work in pairs. Each think of a piece of good or bad news. Write a conversation like the ones you heard in Exercise 3. Include response expressions.
- 13** Try to remember your conversation. Act it out in front of another pair of students.

Taken from: Hugg Dellar & Andrew Walkley (2021) Outcomes Intermediate Student Book, Unit 2, page 17.

ACTIVITY 6

1. What is the purpose of the activity?

2. Which aspects of communicative competence do they raise awareness of?

3. How would you use this activity? Would you adapt it? How?

2b Look at these notes about southern Argentina. Do you think it is a good choice for Double Action Adventures? Why?/Why not? Refer back to the boss's email.

SOUTHERN ARGENTINA		
LOCATION:	In the mountains	On the southern coast
ACTIVITIES:	<ul style="list-style-type: none">• mountain trekking• horse riding	<ul style="list-style-type: none">• three-day Antarctic wildlife cruise• sea kayaking with whales
HOLIDAY SEASON: November to February	windy	very cold

Taken from: David Cotton (2020) *New Language Leader Pre-Intermediate Course Book*, Unit 1, page 10.

■ TASK 7. Problems – Solutions. Getting Learners To Talk

➤ *Think back to your experience as either learner or teacher and add to the list of some of the problems in getting students to talk in the classroom.*

➤ *Look at the list of solutions and which of them better to use for preventing the suggested problems arising.*

A. Pre-teach necessary vocabulary, structure, language of argument, functional language needed etc.

B. Careful choice of topic (NOT teacher's own hobby horse).

C. Build up situation carefully, allowing time and providing a medium to prepare students' thoughts.

D. Raise motivation through an effective lead-in, warmer.

E. Provide sufficient preparation time; group and pair work to spark off ideas.

F. Teacher can provide prompts.

G. Careful setting up. Clarify the situation. Clear instructions

H. Careful allocation of roles e.g. 'chairperson' given to a dominant student.

I. Previous preparation could involve all quiet students in one group.

J. Particularly at lower levels - gradually wean students into these types of activities, a little but often e.g. fluency warmers to start off lessons.

K. Note down errors during the activity and select the significant errors for a correction slot at the end of the activity. This could then provide direction for the content of the next lesson.

L. If students don't reach a decision for example in a discussion, is this important? To round off, take a class vote on the issue or allow a few moments for silent reflection and then students discuss how they felt about their role, etc in the activity.

➤ *What would you advise the teacher to do?*

Problems	Solutions
1. Students are not able to express themselves	
2. Students have no interest in the topic, lack motivation, issues are not too wide	
3. Students dry up	
4. Students are unclear of the aims of the activity.	
5. Quite or Dominant students	
6. Dependency, over-reliance on the teacher	
7. Students make a lot of mistakes	
8. Anti-climax activity	

■ ■ ■ ➡ **TASK 8. Three-phase framework**

a) Fill in the gaps with the words from the box.

schemata activation • brainstorming • motivation • while-speaking • post-speaking • pre-speaking • communicative • integrated • ideas

THREE-PHASE FRAMEWORK

1) _____ activity is to prepare the participants for the main speaking activity. 2) _____ is recalling prior world-knowledge of the participants that is relevant to the speaking situation. Questions, pictures and texts can be used to activate learners' background knowledge and support. 3) _____. 4) _____ is an activity used to generate ideas in small groups before the main speaking activity. The purpose of brainstorming is to produce as many. 5) _____ as possible within a limited time. 6) _____ of participants can be increased when they clearly see the communicative problem and possible ways to resolve it. During the... 7) _____ stage, participants actually resolve the communicative problem through role-play, problem-solving, or communication games. 8) _____ activities allow learners to review the language and ideas they have produced and find ways to improve

communication. An important part of the post-speaking stage is the development of... 9) _____ communicative skills such as reading-and-speaking or listening-and-speaking tasks.

b) Complete the following table «Three-phase framework of teaching speaking»

Phase	Contents
▪Pre-speaking	
▪While-speaking	
▪Post-speaking	

TASK 9. SPEAKING LESSON

A) Look at the *Speaking Lesson A*, *Speaking Lesson B* and *Speaking Lesson C*. Put these lessons in order.

SPEAKING LESSON A

A ☐ Students do a role play where they have to plan a day out in the capital city for some foreign friends who are visiting.

B ☐ Look at pictures of famous sights in the capital city (e.g. Saint Sophia's Cathedral) and match them to their names.

C ☐ The students' attention is drawn to the language that was used to complete the role play.

D ☐ The students rank the sights in order of interest.

E ☐ The students report back to the rest of the group on the outcome of the role play and how easy they found it to complete.

F ☐ The students are given restricted practice with the highlighted language.

G ☐ The students listen to a recording of native/ near-native speakers doing the same role play that they have just done.

H ☐ The students are given the chance to repeat the task.

SPEAKING LESSON B

A Give the students clothes cards and a skeleton dialogue. Get them to practise the conversation again using different items of clothing and the phrases they learned.

B Get the students to match clothes pictures to their names.

C Get the students to read through the conversation and then swap roles.

D Set up your classroom as a boutique, either using realia or pictures and get the students to role play going shopping. You can choose to give them role play cards for this stage or not.

E Get the students to keep reading through the conversation but each time they do it, remove more of the sentences so that the students have to recite more and more of the dialogue from memory.

F Draw the students' attention to the key phrases and board these or have the students complete a sheet putting the phrases into different categories.

G Then give the students the shopping role play dialogue cut up and get them to put the sentences in order.

H Get the students to read through the conversation again, but this time remove some of the sentences so the students have to say those parts from memory.

I Read the dialogue out (either alone or with a partner) and get the students to check that they have got the correct order.

J Eventually the students should be reciting the whole dialogue without any strips in front of them.

SPEAKING LESSON C

A Take feedback and ask the students to justify why they have assigned the adjectives to the categories that they have. Board their ideas and highlight/ underline any phrases that they use for giving opinions. Elicit more phrases for giving opinions.

B Give the students debate cards linked to the theme of gender. Allow them some time to prepare and then get them to debate the topics on their cards.

C Give the students some noun cards and get them to make their own opinion sentence about these cards e.g. If the card is shopping, the

student gives an opinion about shopping, for example 'shopping is fun'. Then their partner has to either agree/ disagree with them.

D Get the students to create their own surveys on the topic and then get them to interview their classmates.

E Give the students a handout with a set of personality adjectives on them. Ask the students to divide these adjectives into 3 categories. Tell the students that the categories are male personality traits, female personality traits and traits that both genders share.

F Give the students a set of sentences about men and women, and get the students to discuss whether they agree or disagree with these sentences.

G Write up your own opinion sentence on the board e.g. 'Women are more sensitive than men' and elicit either agreement or disagreement. Board the phrases that the students used to agree/ disagree and then get them to brainstorm some more phrases for agreeing & disagreeing.

H Give the students some discussion questions about gender to discuss in pairs.

B) Look at the lessons in the correct order and answer the questions

➤ What do you think of these lessons? Is this something that you would like to try out? If yes, why? If no, why not?

➤ What do you think would be the positives and the negatives of these lessons?

➡ TASK 10. LESSON PLANING

A) Plan your lesson for the following speaking task.

Speaking Task: *Students work in pairs to plan a weekend city tour for visiting exchange students. They must agree on 3-4 places to visit and justify their choices.*

B) Prepare a lesson plan (45-60 minutes) built around this speaking task.

C) Compare your Lesson plan to your partner's.

■ TASK 11. Final Reflection

Think and answer the following questions

- What was your biggest insight from this unit?
- Which idea or framework will you apply first in your teaching?

Why?

- What area of teaching speaking do you still want to explore further?



References and further reading

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Writing and reading decrease our sense of isolation.
 They deepen and widen and expand our sense of life;
 they feed the soul

Anne Lamott



UNIT 10. TEACHING WRITING

How do we produce written texts & Different ways of teaching writing

Aims	By the end of the unit, teacher trainees should: <ul style="list-style-type: none"> ▪To raise awareness of the role and importance of writing in EFL learning. ▪To explore the main challenges learners face in developing writing skills. ▪To analyse and evaluate different approaches to teaching writing (product vs. process). ▪To identify and practise writing sub-skills (genre, language systems, writing processes). ▪To reflect on personal attitudes towards writing and how they affect classroom practice. ▪To develop the ability to plan and evaluate effective writing lessons.
Learning outcomes	After completing the unit, trainees will be able to: <ul style="list-style-type: none"> ▪Explain why writing is an essential skill in language learning and teaching. ▪Critically discuss attitudes towards writing in EFL classrooms. ▪Identify the main difficulties learners face with writing (motivation, language, conventions, script, world knowledge, genre). ▪Distinguish between product and process approaches and analyse their advantages and disadvantages. ▪Classify writing sub-skills into knowledge of genre, language systems, and writing processes.

	<ul style="list-style-type: none"> ▪Apply knowledge of sub-skills to the analysis of coursebook writing tasks. ▪Plan a writing lesson that integrates appropriate approaches, sub-skills, and processes for a given task. ▪Reflect on their own teaching preferences and justify their choices of approach.
Key concepts	<ul style="list-style-type: none"> ▪Nature of Writing: Writing is not acquired naturally but learned systematically. ▪Challenges in Writing: Motivation, language difficulties, unfamiliar scripts, cultural differences in conventions, lack of genre/world knowledge. ▪Writing Sub-Skills: <i>Genre knowledge</i> (organisation, conventions, audience awareness). <i>Language systems</i> (grammar, lexis, punctuation, cohesion, spelling). <i>Processes</i> (planning, drafting, revising, editing, publishing). ▪Product Approach: Focus on model texts, controlled practice, organisation of ideas, single draft, end product. ▪Process Approach: Focus on idea generation, collaboration, multiple drafts, peer feedback, creative process.

TASK 1. Read and discuss the following quotation:

«Writing and reading decrease our sense of isolation. They deepen and widen and expand our sense of life; they feed the soul»

Anne Lamott

➡ **TASK 2. Read the following statements and decide if you agree or disagree.**

Statements	Agree	Disagree
1. We shouldn't focus on writing in EFL classrooms; speaking and grammar are the most important things to focus on.		
2. Most EFL students don't need to study writing.		
3. Once a student has learnt the alphabet and rules of punctuation, they are able to write.		
4. I think it is essential that the students get a writing lesson every week.		
5. Many students don't like writing because they are lazy.		
6. You can't truly be fluent in a language unless you learn to write well		

➡ **TASK 3. Read the following text and answer the questions.**

WHAT IS WRITING?

'An ability to write appropriately and effectively is.... something which evades many of us, in our mother tongues or in any other languages that we may wish to learn' (Tribble, C. Writing page 3).

Unlike speaking, which every normal child learns to do early on in life and which requires little, if any, effort, writing is something that does not occur naturally. It has to be learnt in some kind of systematic way.

Some people never learn to write and many never become very skilled at writing.

WHAT MAKES WRITING SO DIFFICULT?

Lack of motivation

Learners do not perceive writing as useful beyond the classroom. Somebody who uses English at work may have very specific writing needs, e.g. writing or e-mailing business associates but other students may have no need to write beyond the classroom.

Language difficulties

Writing is more difficult than the other skills. It takes time and effort to produce something that is well written. Even with access to grammar books, dictionaries and so on it's not always easy to find the correct and appropriate way to say something. In addition to basic grammar and vocabulary difficulties, it is important in writing to choose the appropriate way of expressing your ideas.

Writing conventions in English may be different from the students'

L1

An immediately obvious difference is in formal letters where in many languages there are set layouts and phrases that should be used. But there is more to this. Are the features of a particular genre in English the same in other languages? The answer to this is not entirely clear although it is probable that texts are structured differently.

Unfamiliarity with script

For learners whose first language uses a different script, there are added difficulties. This tends to affect Arabic speaking students rather than other nationalities who do not use the Roman script (e.g. Japanese, Thai or Russian). This might be because in countries where Arabic is a first language, children are not taught the Roman script early on and different writing conventions (right to left as opposed to left to right, the cursive style etc) make forming the characters difficult. This is not being transferred to typing online!

Learners may lack knowledge of the world, especially teenage writers

Some learners may not be aware of how to go about a certain task in their own language let alone in English. For example, a letter of complaint about a holiday, or the pros and cons of a year off between school and university may be something entirely beyond their experience.

Lack of knowledge of genre to transfer from L1

As we have seen, few people need to be proficient writers of a variety of genres in their own language. Thus writing an article or writing a story may be something that learners would find difficult to do effectively in their own language let alone in a language they are just learning.

WHAT IS INVOLVED IN GOOD WRITING?

Efficient writers have a set of what we can refer to as «writing sub-skills» which they can gain access to when need be and according to the kind of «text» they have to write.

Again, we are coming back to the idea of «text types» and sociolinguistic conventions = Genre.

Skillful writing refers to such conventions in writing and other «processes» and «systems» that relate to such «text types». So, overall, we can say skillful writers use three main kinds of writing sub-skills.

(Adapted from: Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.)

1. According to Tribble, what is true about writing?

- a) It is a natural skill acquired by every child.
- b) It is something many people find difficult in their own or other languages.
- c) It requires less effort than speaking.
- d) It is rarely taught in a systematic way.

2. Unlike speaking, writing is...

- a) spontaneous and effortless.
- b) naturally acquired in early childhood.
- c) a skill that needs to be learned systematically.
- d) more motivating for learners.

3. Which of the following is *not* mentioned as a reason why writing is difficult?

- a) Lack of motivation.
- b) Language difficulties.
- c) Limited listening skills.
- d) Unfamiliarity with script.

4. Why might Arabic-speaking learners struggle more with Roman script than Japanese learners?

- a) Arabic has fewer letters than the Roman script.
- b) Arabic is written from right to left, which creates additional challenges.
- c) Arabic is easier to learn, so students do not practice writing much.
- d) Roman script is already part of the Arabic curriculum.

5. Which of the following is an example of a difference in writing conventions?

- a) Using different tenses in speech and writing.
- b) Set phrases and layouts in formal letters.
- c) Memorizing irregular verbs.
- d) Learning spelling rules.

6. Teenagers may find writing tasks difficult because...

- a) They often lack world knowledge and experience.
- b) They are not motivated to learn new vocabulary.
- c) Their teachers do not explain grammar rules.
- d) They prefer to write in their first language.

7. What do skillful writers mainly rely on?

- a) Memorization of grammar rules.
- b) Writing sub-skills, text types, and genre conventions.
- c) Speaking practice.
- d) Vocabulary lists.

8. Which of the following best summarizes the text?

- a) Writing is as natural as speaking.
- b) Writing is challenging for learners due to motivation, language, script, conventions, and lack of genre/world knowledge.
- c) Writing is only difficult for teenagers.
- d) Writing is mainly about using correct grammar.

■ ■ ■ ➡ TASK 3. Look at the following list of sub-skills. Can you classify them according to whether they relate to knowledge of genre, language systems or of writing processes?

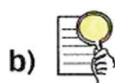
- 1) Select appropriate content for the genre.
- 2) Gather any information (related to content) that is needed, prior to writing.
- 3) Spell correctly.
- 4) Produce the Roman script.
- 5) Organise content in a coherent way.
- 6) Revise and edit the text.
- 7) Use a range of cohesive devices to link the message of the text (logical, grammatical, lexical).

- 8) Organise content logically within paragraphs - would you also organise the content in relation to the genre?
- 9) Plan the writing (some types may not require this, other longer pieces of writing may need a lot of planning).
- 10) Use punctuation correctly, including hyphens, inverted commas etc.
- 11) Write with a high degree of accuracy in lexis and grammar.
- 12) Write legibly.
- 13) Use paragraphs or other means (headings, listings etc.) to clarify organization.
- 14) Follow established conventions in the organisation of the content.
- 15) Use appropriate language to express the message.
- 16) Lay the text out in an appropriate way.
- 17) Write in a way that is appropriate to the reader of the text, in terms of content and style.
- 18) Make the purpose/ message of the text clear.
- 19) Compose the text and write drafts as necessary.
- 20) Vary the language used to avoid repetition (unless done for effect).
- 21) Get the intended message across.
- 22) Correct errors of content or language.

Subskills related to knowledge of genre:	Sub-skills related to knowledge of language systems:	Subskills related to knowledge of writing processes:

TASK 4. Identify the sub-skills involved in writing tasks that are taken from course book materials.

ACTIVITY 1



b) Put the words in the correct order to form sentences.

1 at home/all morning/nervously/waited/for/delivery/he/his

2 absolutely/Laura/she/loves/can/art galleries/going/whenever/to

3 all day/searching/for/a coat/Lee/has/desperately/been

4 today/girls/the/museum/went/to/bus/by/the

5 Eric/castle/been/never/before/has/to/the

6 yesterday/Julie/at the monument/carefully/took photos

Taken from: Jenny Dooley (2023) 4Minds B1 Student's Book, Unit 3, p.39.

ACTIVITY 2

2

★ Read the model. Put the paragraphs (A-D) into the correct order (1-4).

 New message 

Hi Michael,

A ☐ Wish I could help you find a club, but I can't come over on Friday because I have a music lesson. How about looking for clubs together on Saturday?

B ☐ I think it would be a nice idea to do an outdoor activity since you don't like going to the gym. Rollerblading would be better because you like exercise and doing exciting things. Now, as a hobby to do near home, why don't you try playing chess? It's great fun and a good way to meet people! I'm sure there's a club in the area.

C ☐ Great to hear from you! It's good that you're thinking about starting a new hobby. That's an excellent idea!

D ☐ Hope my suggestions help. Let me know if we can meet up.

Best wishes,
Andrew

Taken from: Jenny Dooley (2023) 4Minds B1 Work Book, Unit 1, p.11.

ACTIVITY 3

7 Read the extracts. Find four grammar mistakes and five spelling mistakes.

- 1** I'm sorry to hear your problem. I think I can give you an advice and things will to get better soon.
- 2** If I am you, I'd buy my little brother a bug for a pet. This way, he can see they are harmles. It would also be a good idea to buying him a book about bugs. Then he could sea how usefull they are.

Taken from: Jenny Dooley (2020) On Screen B1 Student's Book, Unit 6, p. 95.

ACTIVITY 4

5 Read the paragraphs and choose the correct linking words/phrases.

1) **First of all/To sum up**, face-to-face communication is more effective than electronic communication. 2) **However/For example**, when we talk to someone in person, we see their facial expressions and read their body language. 3) **Since/As a result**, we can understand their thoughts and feelings better.

4) **Alternatively/However**, other ways of communicating can be more convenient than letters. Electronic communication 5) **such as/because** emails, tweets and text messages can be sent to anyone at any time. 6) **To my mind/In this way**, we can get in touch with people almost immediately.

Taken from: Jenny Dooley (2020) On Screen B1+ Student's Book, Unit 1, p. 14.

ACTIVITY 5

9 a) When do we use a comma (,), a full stop (.), a question mark (?), an exclamation mark (!), an apostrophe ('), and capital letters? Check in the Grammar Reference section.

b) Punctuate the sentences below.

- 1 im just great.how are you
- 2 alex and i are going to a party tomorrow
- 3 cant wait to hear from you
- 4 he's clever but he can be rude at times what can i do

Taken from: Jenny Dooley (2021) On Screen B2 Student's Book, Unit 1, p. 15.

■ ■ ■ ■ TASK 5. Look at the following writing tasks and answer the questions

➤ *How would you feel if you had to do either of these writing tasks? Which would you prefer and why?*

➤ *How would you approach these writing tasks? What would you do first?*

Writing Task 1	Writing Task 2
<p>✓ You should spend about 40 minutes on this task.</p> <p>✓ A lot of the causes of gang culture can be traced back to an inadequate level of education in the members of these gangs. Therefore, the government must invest more in state education. Do you agree or disagree?</p> <p>✓ Use specific reasons and examples to develop your essay.</p> <p>✓ You should write at least 250 words.</p>	<p>✓ <i>Restaurant Critics Wanted!</i></p> <p>✓ Have you visited a new restaurant in your area recently? We'd love to know your opinion, please tell us not only about the food and staff but also the prices and the staff. Would you recommend this place to other people? The winning review will be published in a local magazine plus awarded with £100 cheque.</p> <p>✓ Write your review in 140- 190 words in an appropriate style on the separate answer sheet.</p>

■ ■ ■ ■ TASK 6. How do we approach writing?

Read the main components about writing process below and match with their meaning.

Writing Process	
1. <i>Pre-Writing</i>	a) Your reaction or that of other people to your draft text
2. <i>Drafting</i>	b) Make any changes that you think are necessary
3. <i>Responding</i>	c) Planning your writing/ generating ideas/ getting your thoughts down on paper
4. <i>Editing & Revising the text</i>	d) Writing your first draft e.g. forming sentences and paragraphs
5. <i>Publishing</i>	e) Presenting the piece of writing

■ ■ ■ ➡ **TASK 7.** Read the following article «Product and process writing: A comparison» taken from <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/product-and-process-writing-comparison> and complete the table below

Product Writing	Process Writing

■ ■ ■ ➡ **TASK 8.** Answer the following questions.

1. What do you think are the advantages and disadvantages of a **product approach**?
2. What do you think are the advantages and disadvantages of a **process approach**?
3. Which approach do you think would be more motivating for teenagers? Why?
4. Which approach would you use to teach **formal letters**? Why?
5. How could you combine both approaches in one writing lesson?
6. Which approach (product or process) would better prepare students for **real-life writing tasks** outside the classroom? Why?
7. Imagine you are a teacher: which approach would you use for teaching **email writing**? Which for **story writing**? Give reasons.
8. Can combining the two approaches help students become better writers? If yes, how? If not, why?

➡ TASK 9. A) Look at the *Writing Lesson A* and *Writing Lesson B*. Put these lessons in order.

<i>Writing Lesson A</i>	<i>Writing Lesson B</i>
<p>a) The teacher gives the students structured practice with the language features that have been looked at (e.g. a transformation exercise for passive reporting verb structures).</p> <p>b) The students are given the text and some comprehension questions.</p> <p>c) The students are then given a similar essay question to the model that they have read. They then have to plan the essay and the structure of the paragraphs.</p> <p>d) The teacher then draws the students' attention to the general organisation of the text. After this, the teacher then draws the students' attention to language features in the text (e.g. Passive reporting verb structures), and the teacher explains that these language features are very common in this type of text.</p> <p>e) The students are given pictures of different crimes. The students are asked if these crimes are common in their country. The students are told that they will read an essay about gang culture.</p> <p>f) The students write their essays.</p>	<p>a) The students then start to organise their ideas into mind maps or spider diagrams.</p> <p>b) A final draft is written.</p> <p>c) The students are put into groups and they are given different pictures of crimes. A discussion is started about gang culture and then the students discuss ways in which gang culture could be combated. At this stage the teacher stays in the background and only provides language support when needed so as to not inhibit the flow of ideas.</p> <p>d) Students write the first draft of their essays in pairs or groups of three.</p> <p>e) Students start to make notes in groups about their discussion.</p> <p>f) The drafts are returned and improvements are made (based upon the feedback they receive).</p> <p>g) The students once again exchange their written work to allow their classmates to respond to their pieces.</p> <p>h) The drafts are then exchanged and the students are able to give feedback on their partner's work.</p>

B) Answer the questions

- ✓ Which approach do you think each lesson followed? Why?
- ✓ Did you like these lessons? If yes, why? If no, why not?
- ✓ Is this how you would teach a lesson on writing an essay? If yes, why? If no, why not?
- ✓ What are the positive aspects (if any) of each lesson?
- ✓ What are the negative aspects (if any) of each lesson?

■ TASK 10. LESSON PLANNING

A) Plan your lesson for the following writing task.

Without capital punishment (the death penalty) our lives are less secure and crimes of violence increase. Capital punishment is essential to control violence in society. To what extent do you agree or disagree with this opinion? 250 words.

B) Prepare a lesson plan (45–60 minutes) built around this writing task.

C) Compare your Lesson plan to your partner's.

■ TASK 11. Read the following questions and reflect

1. What are my **personal experiences with writing** (in my L1 and English)? How do they shape the way I feel about teaching writing?

2. Which **difficulties** my future learners are likely to face (motivation, language, script, genre, world knowledge)? Which of these will be the most challenging for me to address as a teacher?

3. Do I lean more towards the **product approach** (accuracy, structure, models) or the **process approach** (creativity, multiple drafts, collaboration)? Why?

4. How can I **combine both approaches** to make my writing lessons more effective? Give an example.

5. What are the **writing sub-skills** (genre knowledge, language systems, processes) that I feel confident teaching? Which do I need to develop further as a teacher?

6. If I had to design a writing task tomorrow, what would it look like? Which approach would I use and why?

■ TASK 12. Complete the following sentences

- ✓ *One strategy I will try in my writing lessons is...*
- ✓ *One challenge I anticipate is...*
- ✓ *One step I can take to develop my own writing teaching skills is...*



References and further reading

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6. Byrne, D. 1979 Teaching Writing Skills Longman.



PART. 4. CLASSROOM PRACTICE AND TEACHER DEVELOPMENT

Assessment is not the end of learning,
but a mirror that reflects
what has been achieved and
what still needs to be explored

Esa Poikela

UNIT 11. ASSESSMENT IN ELT

Aims	By the end of the unit, teacher trainees should: <ul style="list-style-type: none">▪ Understand the role and purposes of assessment in English Language Teaching (ELT).▪ Differentiate between assessment, evaluation, and testing, and understand formative, summative, diagnostic, placement, progress, and achievement assessments.▪ Recognize the key qualities of effective assessment: validity, reliability, impact, and practicality.▪ Develop skills to design, implement, and reflect on assessment tasks for different language skills (reading, writing, listening, speaking).▪ Reflect critically on their own assessment practices and plan improvements to support learner growth.
Learning outcomes	After completing the unit, trainees will be able to: <ul style="list-style-type: none">▪ Explain the main purposes of assessment in ELT, including placement, progress, and achievement assessment.▪ Identify and differentiate between formative and summative assessment practices.

	<ul style="list-style-type: none"> ▪Analyze assessment tasks in terms of validity, reliability, impact, and practicality. ▪Design assessment tasks for specific language skills, ensuring they are appropriate to learners' proficiency levels. ▪Provide constructive feedback that helps learners understand what they are doing well, what they are struggling with, and what they need to do differently. ▪Reflect on their assessment philosophy and classroom practices and create an action plan to improve assessment effectiveness.
Key concepts	<ul style="list-style-type: none"> ▪Assessment: The process of gathering evidence about learners' language knowledge, skills, and abilities. ▪Evaluation: Interpreting assessment data to make judgments, often linked to summative assessment. ▪Testing: A specific type of assessment, often formal, used to measure learners' knowledge or skills. ▪Formative Assessment: Ongoing assessment aimed at guiding learning and teaching. ▪Summative Assessment: Assessment at the end of a course or unit to «sum up» learning. ▪Placement Assessment: Determines learners' starting proficiency and guides class placement. ▪Progress Assessment: Measures learners' ongoing development, often formative. ▪Achievement Assessment: Measures how much learners have achieved after instruction, often summative. ▪Qualities of Effective Assessment: <ul style="list-style-type: none"> Validity: Measures what it is supposed to measure. Reliability: Produces consistent results across time, tasks, and assessors. Impact: Influences teaching, learning, and motivation positively. Practicality: Feasible in terms of time, resources, marking load, and classroom conditions. ▪Feedback: Information given to learners to help them improve their performance, focusing on strengths, weaknesses, and strategies for improvement.

■ ■ ■ ➔ **TASK 1.** Think about your experience as a teacher, or as a student. Which of these quotes from teachers best describes your feelings about assessment?

Helping out in the Community Forum



Assessments can encourage students to work harder when they know that their results will influence their final grades.



Teaching could be more productive without assessments, as they take up time that could be used for more meaningful classroom activities.



School assessment is heavily focused on external exams, which makes students prioritize passing tests rather than developing real English skills.



Assessment allows teachers to identify the most and least proficient learners in the class, enabling them to assign appropriate grades.

■ TASK 2. Read the following text and answer the questions

ASSESSMENT IN ELT

Assessment is important in all areas of education, but perhaps more so in English language teaching (ELT) because it can determine admittance and placement of learners in language and academic programs. It can also alert us to any additional challenges they might be facing as we plan their instruction and support. Teachers may have several questions about types and uses of assessments, such as:

- how to determine a student's level of proficiency in English,
- what types and methods of assessments are the most effective and least threatening for their students, and
- what a grade in a language classroom should be based upon.

There is sometimes confusion about terms used to talk about assessment. Three common terms that are important to understand are:

- **assessment**
- **evaluation**
- **testing**

ASSESSMENT

Assessment is an overarching term that usually simply means collecting or finding evidence of what a student can do. It's often used to mean ongoing assessment. Ongoing classroom-based assessment can also be called *formative*: **Formative assessment** that is for the purpose of forming, or teaching, the student. Formative assessment is as much for the teacher as for the student. The teacher regularly assesses student learning and uses that knowledge to plan appropriate lessons.

EVALUATION

Evaluation is another overarching term. It's often used in connection with judging or interpreting the assessment information that is collected. For example, a teacher may evaluate student output to give a grade. Evaluation is often linked to **summative assessment**, referring to an evaluation at the end of a course of study, rather than ongoing (formative) assessment for the purposes improving teaching and learning. To summarize:

Formative assessment «forms» the teaching and learning throughout the course.

Summative evaluation «sums up» the learning at the end of the course.

TESTING

A final word that is used in multiple ways is *testing*. This is sometimes also used interchangeably with assessment and evaluation. In reality, however, tests are one type of assessment – a type that is frequently used for the purpose of evaluation. Tests are often used for summative purposes.

Standardized testing, the use of official tests to gauge achievement, introduces us to yet another term: *normative*. A norm-referenced test will show how a particular student compares to others.

In ELT, there are three main purposes for assessment:

- placement
- progress
- achievement

When a student begins English language study at a school or with a teacher, one of the first questions the teacher must ask is: *What is this student's level of English proficiency?* That information will guide what class the student is placed in, what materials will be used, and what accommodations will be needed. This initial testing to determine language level is often called *placement testing*.

The second purpose of assessment, and probably the most common, is determining progress. When a teacher gives a test after a unit of instruction, they intend to discover whether students have made the learning progress expected. *Progress assessment* can be as simple as an informal checklist that the teacher fills out as students are engaging in classroom tasks. It could also include quizzes, oral questioning, quick-writes, and other ways to elicit from students what they have learned. Progress assessment is often formative in nature: It is to see where students are in their learning and providing direction for future teaching and learning.

Finally, assessments can be used to measure achievement. After a semester in an English class, for example, the school, teacher, and students may want to know how much and what language have been achieved. Final exams, presentations, and essays may all be examples of assessment to determine achievement.

(Adapted from: Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices* (3rd ed.). Pearson Education).

1. What is one of the main reasons assessment is especially important in ELT?

- A. It helps students learn new grammar structures.
- B. It determines student placement and identifies learning needs.
- C. It allows teachers to assign homework more effectively.
- D. It focuses mainly on testing listening skills?

2. Which of the following is *not* a typical teacher concern about assessment?

- A. How to determine students' proficiency levels.
- B. How to make assessment enjoyable.
- C. What types of assessment are least stressful for students.
- D. What classroom grades should be based on.

3. What does the term *assessment* generally refer to?

- A. Giving final grades at the end of a course.
- B. Collecting evidence of what a student can do.
- C. Comparing students' results with national norms.
- D. Evaluating teaching materials.

4. Formative assessment is primarily used to:

- A. Make final judgments about students' performance.
- B. Form or guide teaching and learning throughout the course.
- C. Rank students according to their test scores.
- D. Evaluate textbooks and syllabi.

5. Summative evaluation usually happens:

- A. During each class to provide quick feedback.
- B. Before a course begins to determine placement.
- C. At the end of a course to «sum up» learning.
- D. When students are introduced to new material.

6. Which of the following best describes the relationship between testing and assessment?

- A. They are completely unrelated.
- B. Testing is one type of assessment used for evaluation.

- C. Assessment is a small part of testing.
- D. Assessment and testing mean exactly the same thing.

7. A norm-referenced test is designed to:

- A. Compare a student's performance with a set of learning objectives.
- B. Show how a student's performance compares with that of others.
- C. Evaluate a teacher's effectiveness.
- D. Identify errors in classroom instruction.

8. Placement testing is used to:

- A. Measure how much students have learned after a course.
- B. Assess students' listening comprehension.
- C. Determine a learner's initial level of proficiency.
- D. Decide what topics students find interesting.

9. Progress assessment is most often:

- A. Formative and used to guide further teaching.
- B. Summative and used at the end of a course.
- C. Used only in standardized testing situations.
- D. Conducted by external examiners.

10. Achievement assessment aims to:

- A. Select students for language programs.
- B. Find out how much has been learned after instruction.
- C. Identify students' personal interests.
- D. Monitor classroom participation.

■ TASK 3. Tests Types

Match the types of tests with their descriptions given below.
Write down the name of the test on the lines provided:

Achievement Placement Diagnostic Proficiency Progress

This test is used to place learners to appropriate levels of instruction within a programme of study.

1) _____

Teachers use this test to identify learners' strengths and weaknesses. This test helps teachers tailor instruction to fit learners' needs.

2) _____

This test is usually given during a course of study. It provides information about how much the learners have mastered different portions of the curriculum.

3) _____

Teachers usually give this test at the end of a course of study. It tests the learners' knowledge of the material that has been covered in the syllabus.

4) _____

This test does not depend on any particular curriculum or coursebook. It measures learners' general command of the language, regardless of all prior learning and/or acquisition.

5) _____

■ TASK 4. Qualities of Assessment

A) Watch the video 'Video Shorts 5: Validity, reliability, impact and practicality' taken from: <https://www.youtube.com/watch?v=DsgORlf2lDg> and ...match the qualities of assessment to their definitions.

- | | | | |
|----------------------------|---------------------|---|--|
| 1 ☐ | validity | a | refers to the effect of assessment on teaching, learning, and motivation (both positive and negative) |
| 2 ☐ | reliability | b | refers to how well a test measures what it is supposed to measure |
| 3 ☐ | impact | c | means how feasible an assessment is in real classroom conditions considering time, resources, marking load, and students |
| 4 ☐ | practicality | d | means consistency – the same student should get a similar result under the same conditions or with different markers. |

B) Read the following examples of assessment tasks, define their assessment quality and decide whether it is *high* or *low*.

1. A B1 speaking test asks learners to define grammar terms like *present perfect* or *conditional clause*.

2. A writing test is marked without any criteria. One teacher gives a student 9/10 for effort; another gives 6/10 because of grammar errors.

3. A B1-level speaking test asks learners to discuss holiday plans using future tenses («will», «going to»).

4. After a speaking assessment that includes group discussions, students feel more confident using English in real communication. Teachers start including more speaking practice in lessons.

5. A listening quiz uses a short 2-minute audio clip, followed by five multiple-choice questions. It fits easily into a 40-minute class and is easy to mark.

6. An individual oral exam for 30 students where each student speaks for 10 minutes – requires five hours of testing time and transcription to mark.

7. A writing task is marked using a rubric with four clear categories: content, organization, language accuracy, and vocabulary (each scored 1–5). Two teachers use the same rubric and give almost identical scores

8. Students take weekly grammar translation tests. They memorize rules but avoid speaking because they think «only grammar matters».

➡ **TASK 5. Complete the following table with the test tasks from the list that are the most suitable for testing a particular language aspect**

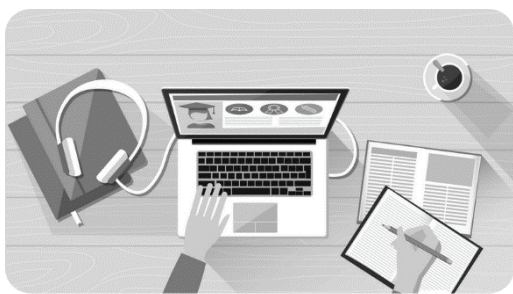
*Matching * Letter * Interview * Multiple choice questions * Information transfer (e.g. describing a picture) * True/false questions * Role play * Multiple choice questions * Discussion * Email * Essay * Short answer questions * Oral presentation (on a given topic) * Gap filling * Report * Editing * Matching * Giving information of personal nature * Notes * Ordering * Summary * Sentence completion * Cloze test*

Vocabulary&Grammar	Listening &Reading	Speaking	Writing

➡ **TASK 6. Assessment Feedback**

A) Fill in the gaps with: *improve – performance – feedback – struggling – differently – well – successful – correctly – incorrectly*

ASSESSMENT FEEDBACK



Perhaps the most important reason why we teach people languages is so that they can become better language users. Each time we give them an assessment, we have a chance to help them to 1) _____ their 2) _____.

For learners to know how to improve, Grant Wiggins (1998) has suggested that they need to understand three things about their 3) _____:

➤ what they are doing 4) _____

➤ what they are 5) _____ with

➤ what they need to do 6) _____ in order to be more

7) _____

The teacher can help learners to understand these three things by giving them 8) _____ that highlights ways to improve. But just telling the learner what she did 9) _____ and 10) _____ is not usually very effective. It does not often lead to improvement.

(Adapted from: Wiggins, G. P. (1998). Educational assessment: Designing assessments to inform and improve student performance. San Francisco: Jossey-Bass Publishers.)

B) Read the text «Assessment Feedback» again. Reflect on your own teaching experience or learning experience and answer the questions below.

1) How do you currently use assessments in your classroom to support improvement rather than just assign grades?

.....
.....
.....

2) Grant Wiggins (1998) highlights three things learners need to know: what they do well, what they struggle with, and what they need to do differently. Which of these do you find easiest to communicate to students? Which is most challenging? Why?

.....
.....
.....

3) The text warns that simply telling learners what they did correctly or incorrectly is **not very effective**. Reflect on a time when you gave feedback. Did it lead to improvement? Why or why not?

.....
.....
.....

4) How can you structure your feedback to ensure it **guides learners toward improvement** rather than just pointing out mistakes? Give one or two concrete examples.

.....
.....
.....

5) Consider different types of learners (e.g., shy, confident, high-achieving, struggling). How might you adapt feedback to meet their individual needs while addressing all three points suggested by Wiggins?

.....

.....

.....

6) What role does **self-reflection by learners** play in effective assessment feedback? How could you integrate self-assessment into your teaching?

.....

.....

.....

7) Looking at your current practice, what is **one change** you could make to your feedback strategy to help learners understand not only what they did right or wrong, but **how to be more successful** next time?

.....

.....

.....

8) How can you balance **positive feedback** (what they do well) with **constructive feedback** (what they need to improve) to keep learners motivated?

.....

.....

.....

■■■➡ TASK 7. Task Design.

1) Choose one skill (Reading/Listening/Speaking/Writing) from your current or future teaching context.

2) Design a mini-assessment task (5-10 minutes) appropriate for one CEFR level (A2-B2).

3) Evaluate your task using the Assessment Quality Grid below.

- Does the test measure what it should? (**Validity**)
- Would results be consistent? (**Reliability**)
- Does it help or harm learning? (**Impact**)
- Can it be realistically used in your teaching situation? (**Practicality**)

TASK 8. Reflection

Provide your feedback after completing this unit highlighting on your strengths, weaknesses, and next steps for improvement.

REFLECTION		
My strengths	My weaknesses	My next steps for improvement



References and further reading

1. Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment: Principles and Classroom Practices* (3rd ed.). Pearson Education.
2. Wiggins, G. P. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass Publishers.

Correction should be seen not as a punishment,
but as a support for learning

Scrivener J.

UNIT 12. ERROR CORRECTION

Why is it important? What to correct? How to correct?

Aims	By the end of the unit, teacher trainees should: <ul style="list-style-type: none">▪develop an understanding of the role of error correction in second/foreign language learning;▪raise awareness of different types of learner errors and their pedagogical significance;▪equip future teachers with practical strategies for effective, learner-centred error correction;▪encourage reflective decision-making regarding when, what, and how to correct learners' errors in the classroom.
Learning outcomes	After completing the unit, trainees will be able to: <ul style="list-style-type: none">▪explain the importance of error correction in language acquisition and communicative competence development;▪distinguish between different types of errors (e.g. slips, mistakes, and errors);▪identify which learner errors require correction and which can be ignored or delayed;▪select and apply appropriate error correction techniques in relation to lesson aims and learner needs;▪demonstrate sensitivity to affective factors when providing corrective feedback;▪evaluate the effectiveness of error correction strategies in different teaching contexts.

Key concepts	<ul style="list-style-type: none"> ▪Error vs. mistake vs. slip ▪Interlanguage ▪Fossilisation ▪Corrective feedback ▪Self-correction ▪Peer correction ▪Teacher correction ▪Implicit vs. explicit correction ▪Clarification requests ▪Immediate vs. delayed correction ▪Accuracy-focused vs. fluency-focused activities ▪Affective factors in error correction
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➡ TASK 1. Read the following statements and decide if you agree or disagree

Statements	Agree	Disagree
1. Too much on the spot correction harms fluency.		
2. If students are never corrected, they will never learn to be accurate in the language.		
3. You should never stop a student in a fluency speaking exercise.		
4. It's pointless to correct students because they never take any notice of it anyway.		
5. Peer correction is useless because invariably the other students won't be able to correct the mistakes themselves.		
6. I believe people worry too much about 'errors'. So long as a person can communicate, small mistakes don't matter.		
7. If students go into the outside world with error-strewn English, they will always project a negative image of themselves.		
8. Students dislike being corrected.		

TASK 2. Name the error

Look at the following sentences and name the error.

I think. that there has been a mistake

I went on a diet because I wanted to get /tɪn/

When started you to play the piano?

Did you play very happy?

My mother who is 80 loves gin

We were often going to the seaside when I was a child

I want to go to a book house to study

THAT'S JAME'S BOOK

There weren't enough /ʃeəz/ in the classroom

I don't understand nothing

I love Stephen Fry, he's so pneumatic

I /bəʊt/ a new car last week

*We went to the restaurant on Tuesday and we had a traditional meal.
and my whole family came*

I had a strange /dri:n/ last night

Can you lend me a ball of tennis?

He has no manners because he had a terrible education

According to me English food is the best in the world

If I were you I'd study more

Grammar	Vocabulary	Punctuation	Pronunciation

■➡ **TASK 3. A) Read the following text and decide if the statements are True (T) or False (F) according to the text.**

Is error correction important?

YES!

Obviously there are dangers to over-correction such as:

Students can become so focussed on accuracy that their speech is slow and riddled with pauses because they are focussing on how to correctly form what they want to say.

And possibly, you can hammer home a correction of a structure so much that the students become fixated on it. For example, I had an Italian student who never used the present perfect when she needed to. After 2 years I realised that while she had finally started using the present perfect, she now used it in every situation whether it was appropriate or not.

However, if you don't correct, there are lots of other dangers such as:

- Students can form the wrong hypothesis about a structure/ piece of lexis and keep using it incorrectly.

- Mistakes can fossilise.

- Students can end up producing streams of speech (or written work) that is so error strewn it is difficult to comprehend.

- Some students can worry about speaking (or writing) because they don't know if what they're producing is correct or not.

More problems with not correcting...

- Some students may feel that it is difficult to monitor their progress if their accuracy isn't checked.

- Some students may feel that they aren't getting something that they paid for.

- Some students may take a lack of correction as a lack of care on the teacher's part.

- Is it ok to use just one correction technique or should you have a variety of styles?

- You should have a variety of correction styles because always doing one type of correction or another will not suit every activity or lesson stage. For example, if you've just presented a structure and the students continue to make mistakes with it, not correcting them there and then could encourage them to draw the wrong conclusions about the structure. On the other hand, say you are doing a fluency activity, if you stop them after every mistake, they will never speak!

More reasons to have a variety of correction styles

Constant *on-the-spot correction* where you just give them the corrected form can create an over-reliance on the teacher.

Some teachers use *gestures* or *noises* to prompt self-correction. The problem with this is that it can take a while to train new students so that they know what these gestures or noises mean. So, until the new students are trained, they may think the teacher is a bit odd when the teacher is trying *to prompt self-correction*.

As previously said, not all techniques suit every error e.g. there are times when using gestures, which a lot of teachers commonly use when correcting pronunciation, won't work with certain lexical or syntactical errors.

Constantly just *reformulating* and then *drilling* does not encourage learner autonomy or get them really thinking about the language they use. Drilling also does not suit every student and some may find it patronising.

Constantly just reformulating without drilling can be ineffective because the students may not realise that you're correcting them.

Not every student likes *delayed correction* all the time. Some really do expect to have constant on-the-spot correction, and similarly not every student likes constant on-the-spot correction.

You need to be sensitive to some of the personalities you have in your class. People may be embarrassed about having their errors boarded, or a shy person may be discouraged if you stop them too often while they are speaking.

The students' view

Below are some comments that have been made by actual students who have studied in schools I have worked at before. Read them and think about what your own students' views on your correction style may be. Remember that with whatever we do, we have to think about our students.

«I don't feel I've improved much in my grammar because when I speak the teacher doesn't tell me if I'm right or not»

«Sometimes the teacher writes up mistakes that we made the next lesson but for me this isn't useful because I can't remember them. I would prefer to have the teacher tell me there and then»

«Every lesson is the same. It is always speak with your partner. I worry because if my partner's English is worse than mine, how will that help me improve? They won't be able to tell me when I'm wrong»

1. Over-correction can make students' speech slower and less fluent.
2. The teacher's Italian student stopped using the present perfect correctly after it was overemphasized.
3. Not correcting errors helps students develop accuracy and confidence.
4. Some students may feel demotivated if their mistakes are never corrected.
5. Using only one correction technique works well for every learner and activity.
6. Gestures or noises for self-correction work immediately with all students.
7. Some learners prefer delayed correction, while others expect immediate correction.
8. Teachers should ignore students' personalities when correcting errors.

(Adapted from: Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press.)

B) Answer the following questions

1. What can happen when learners are corrected too much?
2. Why might delayed correction not work for every student?
3. What is the risk of using only one correction method?
4. How does the text suggest teachers should decide *when and how* to correct?
5. Which of the dangers of over-correction or under-correction do you find most relevant in your teaching context? Why?
6. How do your own learners prefer to be corrected? How do you know?
7. What correction techniques do you use most often, and why?
8. After reading the text, what changes would you consider making to your feedback approach?

■ ■ ■ ■ TASK 4. A) Read about types of errors below and match with their meaning

What should we correct and when should we correct?

PART 1

Research and analysis into errors in SLA, which was carried out in the 1960s, has identified three stages of learner error. These are listed below:

- Pre-systematic error
- Systematic error
- Post-systematic error

What do you think each of these stages might be?

Error type	Description
1. Pre-systematic errors	<p>A. These occur when a learner is aware of a rule, but they have drawn the wrong conclusions about it. For example, a student who is aware that the present perfect can be used for past actions, but they also believe it can be used for past time.</p> <p><i>«I have been to London two years ago. So, I am excited about going to study there again. I have just booked my flight yesterday, and I am now booking my accommodation. Two years ago I haven't studied English, so it will be strange to study at this time»</i></p> <p>With this type of error it also impossible to get the student to self-correct. While it's true that they have been taught a rule, they have also clearly misunderstood it. Here correction will take less time than with a pre-systematic error because they do have some knowledge of the rule. So, all you have to do is address the part of it that they have misunderstood. I would also say that correction of these errors is important as you don't want the learners to continue with a faulty understanding of a rule.</p>

Error type	Description
2. <i>Systematic</i>	<p>B. These occur when a learner knows the rule, but they simply make a mistake with it. This can be seen in a learner's inconsistent application of a rule. Look at the example below and the learner's use of comparatives.</p> <p><i>«I love London. It is more interesting than my home city. The only problem is that it is colder and more expensive. People in London are more nice than people in my home city. They smile more, and they are friendlier».</i></p> <p>With this type of error the learners should be able to self-correct as they have simply made a slip with the language. Correction here should be quite quick as a result of the knowledge that they have about the rule. I would still say that it is important to correct these errors as we want to avoid fossilisation.</p>
3. <i>Post-systematic errors</i>	<p>C. These errors occur when a learner is unaware of the existence of a rule in the L2. These tend to be random. For example, a learner making mistakes with the use of gerunds and infinitives who has never covered this area of grammar.</p> <p><i>«I came to London for study English. I hope I learn English well. I enjoy study English, but for me learn the vocabulary is the most difficult do».</i></p> <p>With a this error it is impossible to get the student to self-correct because they actually don't know the rule. The other issue here is that you can't expect the correction to be quick. In order to correct the mistake, you have to 'teach' them what the rule is. If this is not the target of your lesson, it could take up quite a lot of time in the lesson.</p>

PART 2

So, let's go back to the question of *what we should correct*

- If you have focussed on a certain structure or set of lexis and the students keep making mistakes with that, then you need to correct it.
- If a mistake is a slip and you know that the student knows the correct form, they just need to be prompted, then you should correct it.
- If it is repeated error that the student (or a lot of your students are making), which may point to a faulty understanding of a rule, you should correct it.

- If the student's mistake is seriously impeding communication, then you should correct it.
- Now let's go back to the question of when we should correct
- Obviously, if it's a restricted speaking/ written activity with a language point, ideally you should do it at the time.
- If the errors are related to pronunciation and arise during the clarification of a language point or a set of lexis, do it at the time.
- If you are planning to do delayed correction after a speaking task, try to do it after the activity or at the end of the lesson. Leaving it until a few days later can be counter-productive for students because they won't remember the mistakes.

HOW TO CORRECT

On the Spot

Use reformulation (Just giving the students the correct form of the sentence/word). Repeat the sentence that the student has just uttered up to where the student's mistake was and allow them (or another student) to correct it. Ask questions to encourage self-correction.

e.g. Ss: *He never went to Rome.*

T: *Are you talking about a specific time in the past? What tense do you use when you aren't talking about a specific time in the past?*

MORE WAYS TO CORRECT

Use gestures.

Make noises (silly or otherwise) to draw the student's attention to the fact that they've made a mistake and then encourage self-correction.

Board the sentence and underline which part is in Board the sentence and provide options for how the students can correct the mistake. Then get the students to choose which is best. After this, ask them to justify their choices.

Use visual aids e.g. a timeline or an 'S' poster for present simple 3rd form.

Delayed error correction

Make a note of the mistakes the students have made in a speaking exercise, and board them after the exercise. Then get the class to correct them individually or in pairs. After this, do feedback as a whole group. Correct the error orally e.g. (I heard...) and then drill the corrected form.

Board the mistake and ask questions to guide the students to self-correct. Board a mixture of correct and incorrect sentences and get the

students to identify which are incorrect. Then get them to correct the mistakes.

Again you can board the sentence (or sentences) and provide options for how the students can correct the mistakes. Then get them to choose which is best, and get them to say why. Make individual notes for students who make repeated mistakes and then give these to the students after the lesson.

(Adapted from: Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press.)

B) Read the learner sentences below and Identify the type of error. Decide whether you would correct it immediately, later, or not at all. Briefly justify your decision.

1. *She want go university because she like study languages.*
2. *I have finished my homework yesterday.*
3. *This exercise is more easier than the last one.*
4. *Yesterday I goed to the library, but today I went again.*
5. *I enjoy to read English books and watching films.*

■ TASK 5. CORRECTING WRITING

A) Discuss the following questions

- How do you usually correct writing?
- Would you say that students take correction on board more or less when it is their writing that is being corrected? Why do you think so?

B) Read the following text and explain what correction cod is.

The traditional approach to writing correction tended to be a sort of 'blanket' approach. Teachers would correct every mistake in the students' work, and they would correct it by simply giving the students the accurate form of the word that they have made a mistake with or the sentence that is wrong.

Over the last few years, a lot of ELT practitioners and subsequently schools have adopted a different approach to correcting writing. Now a lot of schools use what is called a correction code. Instead of giving the students the correct form, what teachers now do with students' written work is simply indicate where the students have made a mistake and the type of mistake that has been made. The students are then expected to take their work back, rewrite it, and correct the mistakes themselves.

C) Study an example of the correction code and say what it is necessary.

Writing correction code

Code Use Example

WW Wrong word As our plane flew on the mountains we saw snow.

WT Wrong time As our plane flew over the mountains we see snow.

WF Wrong form As our plane flew over the mountains we was seeing snow.

WO Wrong order As our plane over the mountain flew we saw snow.

SP Spelling As our plane flue over the mountains we saw snow.

P Punctuation As our plane flew over the mountains; we saw snow.

EW Extra word As our plane flew over to the mountains we saw snow.

() Missing word(s) As our plane flew over the mountains_ saw snow.

R Register As our plane flew over the mountains we observed snow.

? Not clear As our plane flew of the mountains we were snow.

! Silly mistake! As our plane flew over the mountains we seed snow.

RW/ REPHRASE Try re-writing Our vehicle flies, we snow find, over mountains you saw it.

➡ TASK 6. Look at the two pieces of corrected writing and discuss the following question.

➤ What would you say are the good and bad points of each type of correction?

Writing extract 1

report on suggestion for a college cinema

Some ^{believe} ~~belive~~ that there should be a college cinema, while others think that a college cinema would be a waste of money. In this assignment both sides of this issue will ^{be} ~~discussed~~.

Firstly, the benefits of a college cinema for most seem to be obvious. Watch^{ing} English films will help the students to improve. The students can practice their listening skills by watching English films, and they can speak^{about} these films after with their ^{words} ~~classmats~~ ^{classmates} who will help their speaking^{skills} as well. In addition watching English films will help ^{students} ~~to~~ ^{learn} ~~more~~ ^{about} English culture. In English films the students can ^{learn} ~~find~~ many things and ^{get} ~~informations~~ ^{typical} about the UK, such as ^{very} ~~typical~~ English foods and so on.

On the other hand a college cinema is ^{a lot of} ~~expensive~~ a lot. The college will have to pay much money for the projector, the screen and to rent a room. ^{also now} ~~And~~ the students ^{He} ~~they~~ can watch the films ~~now~~ for free on ^{the} ~~tyh~~ internet so they won't ^{probably} ~~probably~~ want to pay money to see the films at the college cinema.

In conclusion, I believe that watching films in English is good for people's language skills, and that they should do this as well as listening to English music and reading English books.

Writing extract 2

A college cinema – To be or not to be, that is the question?

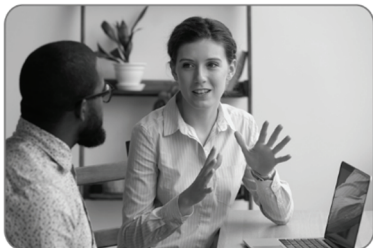
You know when I was growing up ^P I loved films. I remember ^F to watch ET and Star wars and I remember how ^{SP} especial they made me feel. I think everyone should ^{NW} that this feeling too. Watching films is great because you can feel as ^P you're in the story ^{SP} and you can really get emotional. ^{NW}

Some people think that watching films is a waste of time but I ^{NW} am not agree because you can improve your language ^{NW} and see some cute people too ☺.

Other people reckon that films are too ^{NW} much expensive but I just think 'are you nuts man?'. ^F Go to the cinema is way cheaper ^{SP} that ^F go to a night club or ^{SP} too a restaurant ^P and it is way more ^{NW} funny too. I love ^F go to the cinema for this reason.

So, come one man, ^P lets get a cinema in our school and then we can have some fun, improve our language, make new friends and learn lots of cool things about the world. ^{NW}

■ TASK 7. Look at the two opinions from the different teachers. Discuss how these issues can be resolved.

	<p>«I correct every mistake that my students make in their writing because I want them to know what the accurate forms are. It's so frustrating though because my students just take their corrected pieces of writing and shove them in their bags. I don't think they even look at them»</p>
	<p>«I try to use the correction code, but my students don't like it. They say that they don't know what the symbols mean and that they don't know what corrections it is that I want them to make. They never bother rewriting the pieces because they say that they don't know how they are supposed to correct them»</p>

TASK 8. REFLECTION

Answer the questions below.

1. Which **type of error** (pre-systematic, systematic, post-systematic) do you think requires the **most careful teacher judgement**? Why?

2. What risks do you see in:

- over-correction?
- under-correction?

3. Which correction techniques discussed in the unit:

- encourage learner autonomy?
- risk creating teacher dependence?

4. How has this unit influenced your understanding of error correction? Refer to at least two tasks from the unit and explain how they will affect your future classroom practice.



References and further reading

1. *Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press.*

2. Harmer, J. (2015). *How to teach English* (2nd ed.). Harlow: Pearson Education.

3. Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge: Cambridge University Press.

When you start teaching it's 90% planning and 10% management.
But for an experienced teacher, it's 10% planning and 90% management

Scott Thornbury



UNIT 13. CLASSROOM MANAGEMENT

Aims	<p>The aims of this unit are to:</p> <ul style="list-style-type: none"> ▪introduce the concept and principles of effective classroom management in English Language Teaching (ELT); ▪develop understanding of the teacher's role in organizing the physical and emotional learning environment; ▪explore different classroom arrangements and interaction patterns for language learning; ▪raise awareness of learner-centered classroom practices and effective teacher-student rapport; ▪develop skills in giving clear instructions and managing classroom activities; ▪encourage future teachers to reflect on their classroom management practices.
Learning outcomes	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ▪define classroom management and explain its importance in ELT; ▪identify the components of an effective physical and emotional classroom environment; ▪compare different seating arrangements and interaction patterns according to lesson objectives; ▪explain the roles of the teacher as a controller, facilitator, monitor, and organizer; ▪analyze the advantages and challenges of pair work and group work in EFL classrooms; ▪use key classroom management terminology appropriately; ▪evaluate and improve classroom instructions using effective communication techniques;

	<ul style="list-style-type: none"> ▪apply strategies for creating a positive, supportive, and learner-centered classroom atmosphere; ▪reflect critically on their own classroom management skills and professional development needs.
Key concepts	<ul style="list-style-type: none"> ▪Classroom management, Classroom instructions, Learner engagement, Classroom interaction, Discipline vs. management, Learner behaviour, Emotional climate, Authority and rapport

➡ **TASK 1. Read the following statements and decide if you agree or disagree.**

Statements	Agree	Disagree
Good classroom management mainly means controlling student behaviour.		
If a lesson is well planned, discipline problems are unlikely.		
Friendly teachers cannot maintain authority.		
Classroom management is more difficult with younger learners than adults.		
Teachers are responsible for creating a positive emotional climate.		

➡ **TASK 2. Read the following text and choose the best answer (A, B, C)**

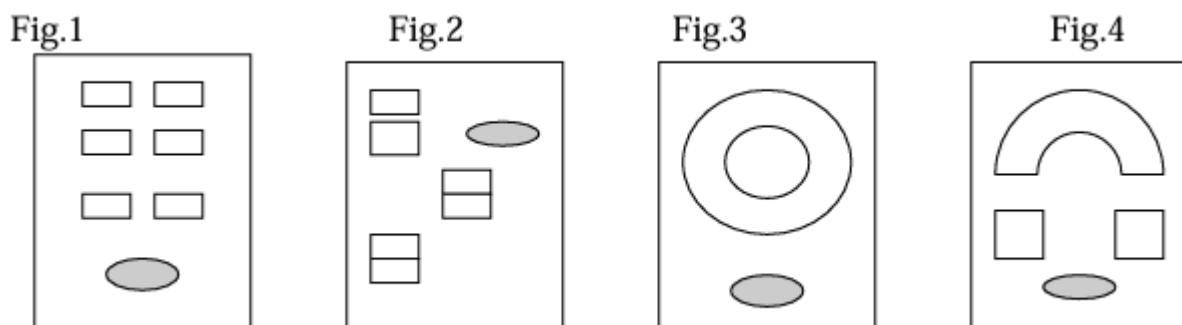
THE ROLE OF CLASSROOM MANAGEMENT IN ELT

Classroom management is the way the teacher organizes her/his classroom and learners, it is, as *Jim Scrivener* says, the moment-by-moment decisions and actions concerning organization of the classroom and activities (e.g. seating and grouping arrangements, starting and stopping activities, etc.). How to organize the classroom? Organizing the classroom teacher should create favourable learning conditions, both physical and emotional environment. Under physical environment some physiological conditions (noise, light, temperature) are meant, together

with equipment and educational aids used by teacher in the classroom. An important constituent of physical environment is seating arrangement of learners, which in its turn depend on the character of the activities proposed and helps to create a special emotional environment of lesson.

Experiments with seating arrangement on the one hand can help recreate new and unexpected situations, and on the other give some physical relax involving moving activities. Changing seating arrangement can help students interact with different people. In many pedagogical journals and teaching manuals language practitioners can find the ideas what grouping, seating, standing arrangements are most appropriate for each activity they do in class.

For example, traditional classroom setting (See: Fig. 1) can be successful in teacher-class interaction and pair work. However, the variety of activities in communicative classroom is hardly limited to these modes of interaction. Thus, traditional classroom setting can be improved in order to bring variety to language classroom, make it more motivated and funny. The most widely used mode, group work, needs appropriate seating arrangement (See: Fig. 2).



The classroom should be prepared for group work either beforehand (with furniture moved for convenient group interaction) or the existing setting should be adapted for the purpose (e.g. students may interact face to face each other around one desk). Moving the furniture in a classroom might be too time-consuming. Nevertheless, if group work is used for the majority of activities in a lesson and the group members have to mingle and change the partners several times, then moving desks is desirable for successful implementation of teacher's ideas. Two more pictures (See: Fig. 3, 4) show the variants of classroom organization which are helpful for group discussions, exchanging ideas, brainstorming some problems etc. Deliberate and well-considered classroom arrangements help teacher organize the classroom, making lesson more vivid and emotional.

Besides the classroom itself, teacher has to organize learners. Teacher is responsible for the character of teacher-student interaction, depending on which classrooms may be learner-centered or teacher-dominated. A traditional teacher-dominated classroom contradicts with the mainstream pedagogical approach to putting learner in the centre of the educational process, encouraging their active participation and involvement in classroom interaction. The teacher role of a controller (in a teacher-dominated classroom) is shifted to that of a facilitator, whose job is to think not only about the procedure of the lesson, interesting and useful tasks and activities, but also about motivational factors that will influence successful learning.

The creation of favourable classroom atmosphere is one of these motivational factors which leads to establishing **rappor**t between teacher and learners. The teacher's manner to run a lesson and communicate with students; his/her personal interest in students' needs create trust and confidence in relations between teacher and students. It is a well-known fact that enthusiastic teachers have enthusiastic learners, so the teacher's own enthusiasm about their job, activities proposed and materials used encourage students' active participation and involvement.

Relaxed, supportive classroom atmosphere is also related to the variety of activities proposed by teacher during a lesson. The activity is *lifeblood of language lesson*. Proposing different activities in the classroom teacher should think over procedures and techniques for performing them in order to meet learners' expectations and create their positive attitude to the target language. Teachers should thus be prepared to develop fewer teacher-dominated activities and tasks, while remaining conscious of their students' need for guidance in setting objectives, for appropriate models of and feedback about the target language, and for constructive and supportive evaluation of their progress. In this case, teacher faces the problem of effective management.

Classroom management involves both decisions and actions teacher has to do every minute of lesson. The actions are what are done in the classroom, e.g. rearranging the chairs. The decisions are about whether to do these actions, when to do, how to do them, who will do them, etc. The essential basic skill for classroom is therefore to be able to recognize options available to teacher, to make appropriate decisions between these options and to turn them into effective and efficient actions. As teacher grows in experience the awareness of possible options will grow.

(Adapted from: Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Macmillan Education.)

1. Classroom management is mainly about:

- A. memorizing grammar rules
- B. organizing the classroom, learners, and activities
- C. testing students at the end of the lesson

2. According to Jim Scrivener, classroom management involves:

- A. planning only homework tasks
- B. moment-by-moment decisions and actions in class
- C. writing textbooks for students

3. A good learning environment includes:

- A. only textbooks and tests
- B. physical and emotional conditions
- C. only teacher explanations

4. Which of the following is part of the physical environment?

- A. students' motivation
- B. classroom noise, light, and temperature
- C. teacher's personality

5. Seating arrangement is important because it:

- A. is not related to learning
- B. helps create interaction and learning conditions
- C. replaces teaching methods

6. Changing seating arrangement can:

- A. limit student interaction
- B. help students interact with different classmates
- C. reduce speaking activities

7. Traditional classroom setting is mostly effective for:

- A. teacher-class interaction and pair work
- B. only group discussions
- C. outdoor learning activities

8. Group work usually requires:

- A. fixed seating in rows
- B. appropriate seating arrangement for interaction
- C. no classroom organization

9. A learner-centered classroom means:

- A. teacher controls everything
- B. students actively participate in learning
- C. students only listen to lectures

10. The teacher's role in a modern classroom is mainly:

- A. controller of all activities
- B. facilitator of learning
- C. textbook author

11. A positive classroom atmosphere depends on:

- A. strict discipline only
- B. trust, enthusiasm, and teacher-student relationships
- C. silent students only

12. Enthusiastic teachers usually:

- A. reduce student motivation
- B. have more enthusiastic learners
- C. avoid using activities

13. The «lifeblood» of a language lesson is:

- A. grammar tests
- B. classroom activities
- C. seating plans

14. Classroom management involves:

- A. only lesson planning
- B. decisions and actions during the lesson
- C. only final assessment

15. Effective classroom management requires teachers to:

- A. ignore student needs
- B. recognize options and make appropriate decisions
- C. avoid changing activities

➡ **TASK 3.** Explore the following article that discusses the challenges and benefits of using pair and group work in monolingual classes and complete the table
 Taken from Classroom management: Pair and group work in EFL/ESOL | Article | Onestopenglish

Positive sides of group work	Negative sides of group work

➡ **TASK 4. CLASSROOM TERMINOLOGY**

a) Match the term with its definition.

TERM	DEFINITION
1. Eliciting	a.... is when all the students in the class are communicating together in pairs, each pair working independently. E.g.
2. Modeling	b...is when the teacher asks a student to say a word or sentence on his/her own, so that the teacher can check the pronunciation. E.g.
3. Individual drilling	c....is when the teacher asks the students to say a word or sentence all together, so that the teacher can check the pronunciation. E.g.
4. Choral drilling	d... is when you ask the students questions to keep them involved in the lesson in some way. E.g.
5. Open pairs	e.... is when the teacher says a word or sentence (often a number of times) in order for the students to hear the correct pronunciation. E.g.

TERM	DEFINITION
6. Closed pairs	f... is when the teacher listens and watches what the students are doing during individual, pair or group work. E.g.
7. Monitoring	g... is when the teacher draws students' attention to a potentially difficult aspect of the target language (e.g. by focusing on a problem sound or word). E.g.
8. Target language	h... is a drill where the students repeat a sentence changing one part of the sentence each time. E.g.
9. A substitutional drill	i.... is when two students are communicating with each other across the class, while the teacher and the other students are listening. E.g.
10. Highlighting	j. ...is the language that the teacher has decided to introduce in that particular lesson. E.g.

b) Think of an example from the English lesson that illustrates them all.

■ ■ ■ ➡ **TASK 5. Read 12 Steps to Clear Instructions by Jaimie Scanlon and say if you agree or disagree with her.**

12 Steps to Clearer Instructions
- by Jaimie Scanlon- SIT TESOL Cert Trainer
School for International Training

Making instructions clear for language learners can be a challenge. Unfortunately, there is no magic formula for giving instructions that works for all students in all situations. However, a variety of strategies applied in combination will help teachers reach a wider range of students and will serve to clarify and reinforce instructions for students as well.

Here are a few practical ideas I hope will be helpful for both teachers and students.

1. When lesson planning, consider how you will give instructions for tasks. For each activity or assignment, think to yourself «How can I convey this task clearly to the students?» I find it helpful to write down in my lesson plan what I will say and what materials and visuals I will use to help clarify instructions.

2. Plan enough time in your lesson to deliver instructions thoroughly and to check students' understanding. Do not deliver instructions hurriedly while the bell is ringing, students are grabbing books, and backpacks and leaving the room

3. Be sure you have all students' attention when giving instructions - insist on it and never make exceptions.

4. Be well prepared, not only for verbal delivery of instructions, but also with instructions written in clear, concise, simple English on the board (or on a flip chart). This additional visual will catch students whose listening skills may make it challenging to follow verbal instructions.

5. Be simple and economical, verbally. Consider the following verbal instructions strands:

«Ok, everybody, listen to me. I want to tell you what we're going to do next. What we're going to do is... I want everybody to get together with the partners you were working on the peer-editing with last week». VS.

«Please find last week's writing partner».

6. Model the task and always do an example together with the class, even for homework exercises. For in-class tasks, rather than just telling students what is expected of them, show them as well. When assigning a task, physically DO the task yourself in front of the students. Show them with your body, gestures and facial expression, exactly what you want the task to look like when they begin doing it. With pair tasks, have the class watch while you model with another student. Check for understanding and model again if needed, or ask two students who seem to understand the task to model together.

7. When assigning a textbook activity or exercise, ask students to open to the correct page in their textbooks and follow along as you go over the task. Use your own textbook as a prop. Point to the exercise, check that all students are following and do the first question together as an example.

8. Repeat instructions at least once with slightly different wording, if possible.

9. Give students time to write assignments down. Insist that they do

10. Break instructions down and deliver them in steps or «chunks». When instructions include a series of steps, deliver the first step, wait, check for comprehension, and then deliver the next small chunk of

instructions. This gives students time to digest smaller pieces of information at one time rather than to grasp what bits and pieces they can of a lengthy explanation.

11. Use pairwork. Stop in the middle and at the end of instructions, and ask students to confirm the task with a partner. Often, this eliminates the need for repetition by the teacher.

12. Use comprehension checks and involve students actively in the instructions process. Have students repeat assignments or instructions back to you. Ask, «Can anyone tell me what you are going to do next/ for homework?» Open-ended comprehension checking questions (beginning with WH-words) such as «What is still unclear?» «What questions do you have?» «Who has a question about that?» are much more effective than «Any questions?» The former ask for a real feedback response from students while the latter allows students to shake their heads or not respond at all.

While applying these strategies may seem time-consuming, in reality they are great time-savers. Think of the class time spent repeating and repairing unclear instructions, the chaos created when students misunderstand a task, or the extra time added to a lesson if students fail to complete a homework assignment as a result of confusion about instructions. When we add it all up, it's a lot of precious class time lost - time when students could be learning and teachers could be doing what we are meant to do, serve student learning in the best way we can.

■■■➡ TASK 6. Giving Instructions

What is wrong with what the teacher does/ says below? Suggest improvements.

1. *OK, now, what you're going to do is, you're going to write these words in the spaces, just here, see where the space is.*

2. *(class is chatting, shuffling papers) Maria and Gonzalo, write the words in the spaces. (Teacher moves round the class) Ahmed, Ines, can you do the same? Write the words in the spaces. Pierre, you and Mahmoud, write the words in the spaces...*

3. *(to an elementary class) You have to guess who your partner is describing and if you give up, then it's the next person's turn.*

4. First, write 3 questions you want to ask your partner, then ask the questions and remember the information because after that, you'll have to tell a new partner.

5. (Teacher hands out their pictures) So, tell your partner what is in your picture. Your partner listens and finds any differences...

6. Do you understand? Is that clear?

➡ **TASK 7. Observe the following Lesson and complete this observation form focused on Teacher.**
<https://www.youtube.com/watch?v=AbRxBPY1vsc>

CLASSROOM ENVIRONMENT 1

TEACHER

(rapport, dynamics and teacher talk and social-emotional support)

When observing today's lesson, consider the points regarding rapport, dynamics, teacher talk, social-emotional support

	COMMENTS
1. Did the teacher smile during the lesson? When? At what stage/s of the lesson?	
2. Did the teacher show interest in the content of what learners were saying? Specify.	
3. Did the teacher allow learners sufficient time to speak? If not, what would you recommend to improve?	
4. Did the teacher use a combination of a) sitting b) standing c) monitoring, circulating classroom management techniques? How did it help in making the lesson more learner centred?	

	COMMENTS
5. Was there enough variety of interaction patterns: individual, pair, group, whole class? If not, what stages of the lesson would you recommend that variety?	
6. How many times did the teacher praise individual learners? What about the whole class? Specify.	
7. Was the teacher relaxed and confident? What could he/she do to feel more relaxed and confident?	
8. Did you notice any fidgeting, speaking too fast/too much/too loud/too softly, repeating sometimes like «Okay», «Well», a lot, etc.? Give examples or specify.	
9. Was the teacher able to vary his/her volume of the voice during the lesson? When? At what stage/s of the lesson?	
10. Was the teacher's use of language appropriately graded, i.e., for this level of learners? Specify.	
11. Was the teacher's own use of language accurate? In case you spot any type of errors regarding meaning, form or pronunciation, please note them down in order to help the teacher correct them.	
12. How was the quantity of Teacher Talking Time (TTT) at the observed lesson? What would you recommend to reduce the amount of TTT?	

(Adapted from CELTA course materials)

■ ■ ■ ■ TASK 8. Observe the following Lesson and complete this observation form focused on Student.
<https://www.youtube.com/watch?v=AbRxBPY1vsc>

CLASSROOM ENVIRONMENT 2

STUDENT

(rapport, dynamics and teacher talk and social-emotional support)

When observing today's lesson, consider the points regarding rapport, dynamics, teacher talk, social-emotional support

	COMMENTS
1. Did learners share anything personal/about themselves of interest? Specify.	
2. Did the teacher show interest in the content of what learners were saying? Specify.	
3. Did the teacher allow learners sufficient time to speak? If not, what would you recommend to improve?	
4. Was there enough variety of interaction patterns: individual, pair, group, whole class? If not, what stages of the lesson would you recommend that variety?	
5. Were the students aware of educational cultural rules of classroom management during the lesson?	
6. Were the students engaged into exploration the topic? Were questions asked by the students? Were eliciting techniques used by the teacher?	
7. Were the students engaged into learner autonomy process? How? Give examples?	

(Adapted from CELTA course materials)

TASK 9. Reflection

Complete the sentences:

1. One idea about classroom management that changed for me is _____.
2. The strategy I feel most confident about using is _____.
3. The area I need to develop further is _____.
4. As a future English teacher, I believe good classroom management means _____.



References and further reading

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Alice: Would you tell me, please, which way I ought to go from here?

Cheshire Cat: That depends a good deal on where you want to get to.

Alice: I don't much care where ...

Cheshire Cat: Then it doesn't matter which way you go.

Alice: ... so long as get somewhere.

Cheshire Cat: Oh, you're sure to do that, if you only walk long enough.

Alice's Adventures in Wonderland, Lewis Carroll



UNIT 14. UNLOCK YOUR PROFESSIONAL GROWTH

Aims	<p>By the end of the unit, teacher trainees should:</p> <ul style="list-style-type: none">▪raise awareness of continuous professional development (CPD) in English language teaching▪develop understanding of key factors influencing teacher growth▪encourage reflective practice as a core professional habit▪support teachers in setting realistic professional goals▪promote lifelong learning and self-directed professional improvement
Learning outcomes	<p>By the end of this unit, students (future English teachers) will be able to:</p> <ul style="list-style-type: none">▪define the concept of professional growth in teaching▪identify key areas of teacher development (pedagogical, linguistic, reflective, digital, and collaborative)▪analyze their own strengths and areas for improvement as English teachers▪design a personal professional development plan▪apply reflective practice to evaluate teaching experiences▪select appropriate professional development activities (reading, training, peer observation, etc.)

	<ul style="list-style-type: none"> ▪demonstrate awareness of teaching as a lifelong learning process
Key concepts	<ul style="list-style-type: none"> ▪Professional development (PD) / Continuous Professional Development (CPD) ▪Reflective practice ▪Teacher autonomy and self-directed learning ▪Lifelong learning in teaching ▪Professional identity of an English teacher ▪Goal setting (short-term and long-term goals) ▪Peer learning and collaboration ▪Classroom-based inquiry ▪Teaching innovation ▪Self-assessment and professional reflection

TASK 1. The Path of a Teacher

A) Read the dialogue from *Alice's Adventures in Wonderland* by Lewis Carroll

Alice: Would you tell me, please, which way I ought to go from here?

Cheshire Cat: That depends a good deal on where you want to get to.

Alice: I don't much care where...

Cheshire Cat: Then it doesn't matter which way you go.

Alice: ...so long as I get somewhere.

Cheshire Cat: Oh, you're sure to do that, if you only walk long enough.

B) Think about your profession as an English teacher

1. Do you have a clear direction in your professional development?
2. Or are you «just walking» and hoping to improve over time?
3. What does «getting somewhere» mean in teaching?

TASK 2. Read the following information and answer the questions

PROFESSIONAL GROWTH OF AN ENGLISH TEACHER

Professional growth is a **continuous, purposeful, and reflective process** through which teachers develop their pedagogical, linguistic, and personal competencies.

An effective English teacher:

- **sets clear professional goals** (short-term goals (weekly/monthly improvements), long-term goals (career development, specialization);
- **reflects on teaching practice** (lesson effectiveness, student engagement, classroom challenges, teaching strategies);
- **engages in lifelong learning** (methodology reading, workshops and webinars, peer observation, online courses and communities);
- **adapts to new methodologies and technologies** (experiment with new approaches, integrate digital tools, adapt materials for learners' needs);
- **collaborates with colleagues** (teamwork with colleagues, mentoring and being mentored, professional discussions and sharing experience)

1. Why is reflection important for an English teacher?
2. Give two examples of lifelong learning activities.
3. How can collaboration support professional growth?
4. *What three actions will you take to develop professionally during your first year of teaching? Explain why.*
5. Create your own **mini professional development plan** including:
 - one short-term goal;
 - one long-term goal;
 - two strategies to achieve them.

➡ **TASK 3. Read the following and decide whether you agree (strongly) or disagree (strongly).**
Compare your answers with your groupmates

1. Languages are mainly learned through imitation.
2. Parents usually correct young children when they make grammatical errors.
3. Highly intelligent people are good language learners.
4. The most important predictor of success in second language acquisition is motivation.
5. The earlier a second language is introduced in school programmes, the greater the likelihood of success in learning.
6. Most of the mistakes that second language learners make are due to inference from their first language.
7. The best way to learn vocabulary is through reading.
8. It is essential for learners to be able to pronounce all the individual sounds in the second language.

9. Once learners know 1,000 words and the basic structure of a language, they can easily participate in conversations with NS.

10. Teachers should present grammatical rules one at a time, and learners should practice examples of each one before going on to another.

11. Teachers should teach simple language structures before the complex ones.

12. Learners' errors should be corrected as soon as they are made in order to prevent formation of bad habits.

13. Teachers should use materials that expose students only to language structures they have already been taught.

14. When learners are allowed to interact freely (e.g. in group or pair work activity), they copy each other's mistakes.

15. Students learn what they are taught.

16. Teachers should respond to students' errors by correctly rephrasing what they have said rather than by explicitly pointing out the error.

17. Students can learn both language and academic content (for example science and history) simultaneously in classes where the subject matter is taught in their second language.

18. Classrooms are good places to learn about language but not for learning how to use language.

■ ■ ■ ■ ■ TASK 4. Answer the following questions

1. What are your core beliefs about teaching English as a second language (ES) or English as a foreign language (EFL)?

2. How do you approach classroom management in an ESL/EFL setting?

3. What strategies do you use to differentiate instruction to meet the diverse needs of English language learners?

4. How do you integrate technology into your English language teaching practice?

5. What role do you believe cultural sensitivity and awareness play in effective English language teaching?

6. How do you assess student learning and progress in English language acquisition?

7. What are your beliefs about the importance of collaboration and teamwork among English language teachers? How do you stay current with developments and trends in English language teaching pedagogy?

8. What professional development opportunities have you pursued to enhance your English language teaching skills and knowledge?

9. How do you foster a growth mindset and continuous improvement mindset among your students?

10. What is your approach to incorporating socio-emotional learning (SEL) principles into your English language teaching?

11. How do you support English language learners with special educational needs or learning disabilities?

12. What strategies do you use to promote student engagement and motivation in English language learning?

13. How do you create a supportive and inclusive learning environment for English language learners from diverse linguistic and cultural backgrounds?

14. What role do you believe reflective practice plays in professional development for English language teachers?

■■■➡ **TASK 5. My Professional Profile**

Write a short profile of yourself as an English teacher:

1. My current teaching strengths are...
2. I feel confident in...
3. I need to improve...

■■■➡ **TASK 6. Professional Growth Map**

Create a development plan:

1. Where am I now?
2. Where do I want to be in 1 year?
3. Where do I want to be in 5 years?
4. What steps will help me get there?

■■■➡ **TASK 7: «Teacher as a Lifelong Learner»**

List and evaluate and explain why are these important for your development?

- 2 books/articles you want to read on ELT methodology
- 1 webinar or course you plan to attend
- 1 colleague whose teaching you can observe

■ ■ ■ ➔ **TASK 8. Classroom Innovation Challenge**

a) Design one small innovation for your next lesson:

- new activity
- new digital tool
- new interaction pattern (pair/group work)

b) Describe:

- What will you do?
- Why?
- What do you expect students to gain?

■ ■ ■ ➔ **TASK 9. Professional Growth Statement**

Write a short statement (100–150 words):

«As an English teacher, I aim to...»

Include:

your values

your teaching philosophy

your professional goals

■ ■ ■ ➔ **TASK 10. REFLECTION**

Answer the questions below

1. How do you personally understand «professional growth» now?
2. Which aspects of teacher development are strongest in your current practice (goal setting, reflection, lifelong learning, innovation, collaboration)?
3. Which area needs the most improvement in your professional development? Why?
4. What concrete steps will you take in the next month to develop as an English teacher?
5. How can reflection help you become a more effective teacher?



References and further reading

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PART 5. LAB WORKS

Part 5 of handbook «**English Lessons: Handbook for English Teachers**» has been designed to support pre-service and in-service teachers of English in developing the professional knowledge, practical skills, and reflective abilities required for effective language teaching. The laboratory works presented in this section provide opportunities to connect theoretical principles of English Language Teaching (ELT) with real classroom practice.

The laboratory works and sample materials presented in this handbook are adapted from CELTA course materials and supplemented with tasks, examples, and recommendations developed through the author's own teaching practice.

They reflect contemporary communicative approaches to language teaching and are intended to help future teachers apply pedagogical theory in authentic educational contexts.

The laboratory works focus on key areas of teacher development, including language analysis, skills-based lesson planning, learner needs analysis, and professional self-reflection. Through these tasks, students will learn to analyze language for teaching purposes, design effective learning activities, identify learners' strengths and areas for improvement, and critically evaluate their own teaching practice.

Special attention is given to the development of practical teaching competencies, such as lesson planning, materials adaptation, classroom observation, learner-centered instruction, and reflective practice. The assignments encourage the use of professional terminology, informed decision-making, and engagement with relevant academic and methodological literature.

It is hoped that this handbook will serve not only as a guide for completing coursework requirements but also as a valuable resource for continuous professional development. By engaging with these laboratory works, future English teachers will strengthen their pedagogical expertise, enhance their confidence in the classroom, and cultivate the reflective mindset essential for lifelong learning and professional growth.

▀ LAB WORK 1

LANGUAGE ANALYSIS (LEXIS /GRAMMAR)

Language related tasks

On the next page is a typical text that you might get students to read in class. It contains some useful language.

Look at the items from the text in the box below. Choose **two** of the grammar structures and **two** of the items of lexis and for each of them do the following:

- analyse the **meaning**, describing how you would check students' understanding. Use
 - concept checking questions and some other clarification techniques if necessary, e.g.
 - timelines, personalisation.
 - highlight the **form**
 - highlight key **pronunciation** features
 - focus on **appropriacy** where necessary
 - anticipate problems** that students might have with meaning, form, pronunciation and appropriacy and **suggest solutions**. The solutions for problems with meaning could include some of the same techniques you used to analyse meaning, e.g. concept checking questions (CCQs), timelines and personalization
- state which **references** you have used to help you in your analysis.

1. ...everything that **has happened** to us during the day. (grammar)
 2. We can **put off** sleeping for a limited period. (lexis)
 3. ...but sooner or later we **have to sleep**. (grammar)
 4. ...we suffer hallucinations, and **eventually** die. (lexis)
 5. ...the **unpleasant symptoms** we suffer (lexis)
 6. **If scientists invented a pill** which, if you took it, would keep you awake for ever, **would you take it?** (grammar)

Two example answers, one grammar and one lexis, have been done for your guidance. These can be found in the *Guidelines for Lab Work 1*.

Assessment criteria

In *Language related tasks assignment* (Lab work 1), you have to demonstrate your learning by:

- analysing language correctly for teaching purposes
- correctly using terminology relating to form, meaning and phonology when analyzing language
- accessing reference materials and referencing information they have learned about to an appropriate source
- using written language that is clear, accurate and appropriate to the task.

Word count: 750 – 1000 words

DO WE really need to sleep?



*Tonight between eleven o'clock and one o'clock millions of people will start yawning. Very soon, they will get undressed, lie down, and close their eyes. A few minutes later, they **will be asleep**.*

5 Sleep is a powerful influence on all our lives, and a 60-year-old person has spent almost twenty years asleep. The traditional theory about sleep
10 is that our brain needs to rest for several hours to refresh itself and to 'file' in our memory everything that has happened to us during the day.
1 We can put off sleeping for a limited period, for instance if we go to an all-night party, but sooner or later we have to sleep. If we are not allowed to
20 sleep, we suffer hallucinations, and eventually die.



However Ray Meddis, a scientist at the Sleep Research Unit at Loughborough
25 University, has a fascinating new theory. He suggests that we don't really need to sleep at all. We sleep only because our brain is 'programmed' to make
30 us do so. He believes that the sleep instinct originates from prehistoric times; primitive man was 'programmed' to
35 sleep to protect himself from the darkness with its many dangers. Animals appear to have been similarly

programmed. The number of hours that they sleep does not depend on physical activity but on how much time they need to eat. Horses, cows, sheep and elephants for example, which
45 spend many hours eating, sleep only 2–3 hours. Cats, on the other hand, who have a lot of spare time, sleep for 14 hours a day, more than half of
50 their lives.

According to Dr Meddis, the 'tiredness' we feel at the end of the day is produced by a chemical mechanism in the
55 brain which makes us sleep. We are 'programmed' to feel 'tired' or 'sleepy' at midnight, even if we have spent the day relaxing on the beach or doing
60 nothing. Dr Meddis believes

5 that the unpleasant symptoms we suffer when we don't sleep enough are not because we have not rested but because
65 we have disobeyed our brain's programming. The longer we don't sleep, the worse we feel. But Dr Meddis believes that if scientists could locate and
70 'turn off' the sleep mechanism in our brain that produces tiredness, we could live completely normal and healthy lives without sleeping.
75 So is sleeping a waste of time? Well, even Dr Meddis does not deny the great psychological value of sleep, and he asks us, 'if scientists
80 invented a pill which, if you took it, would keep you awake for ever, would you take it?'

Clive Oxenden and Christina Latham-Koenig, *English File Intermediate*, 1999, OUP

GUIDELINES FOR LAB WORK 1

The following recommendations are designed to help you prepare for the assignment.

Introduction

In this Lab Work you are required to analyse the **meaning, form, pronunciation** and **appropriacy** of specific language items. As a practising teacher, you will need to do this whenever you are preparing to **clarify language**. In *Lesson planning session* you saw how important it is to analyse MFPA at the planning stage, so that you can clarify language effectively during the lesson. *Anticipating problems* learners may have with the language and finding suitable solutions is also crucial at the planning stage. This assignment will give you extra practice in *analysing language* as well as preparing how to deal with *learners' difficulties*.

Example answers

The following example answers will help you structure your language analysis. The first one is grammar and the second lexis

LANGUAGE ANALYSIS (GRAMMAR)

Example 1: A few minutes later, they will be asleep. (grammar)

Meaning

In this sentence *will* is used to express certainty about a future situation.

CCQs: Are we talking about the future? Yes
Are we sure that this is going to happen? Yes

Form

will + bare infinitive

They will be asleep

This structure is referred to as the future simple.

Will is a modal auxiliary verb and is followed by the bare infinitive of the main verb.

Be is a copular verb and is followed by an adjective. In informal speaking and writing we use the contraction 'll after pronouns in affirmative sentences (e.g. *they'll*).

Pronunciation

● ●
they will be asleep.

/bɪ ə sli:p/

There is linking between *be* and *asleep*. Sentence stress is placed on the pronoun *they* and the adjective *asleep*.

Anticipated problems and solutions

1. **Problem:** Students may say '*they will asleep*' missing out the main verb. They may think that *asleep* is a verb rather than an adjective.

Solution: Highlight the fact that *asleep* is an adjective which follows the main verb.

Write the correct form on the board above the example sentence.

2. **Problem:** Students may say '*they will to be asleep*' using the full infinitive with '*to*' instead of the bare infinitive.

Solution: Elicit the correct form of the verb. Cross out «*to*» on the board and write bare infinitive above the correction.

3. **Problem:** Students may stress *will* when they are speaking, which can suggest the degree of obstinate insistence.

●
E. g. «they will asleep»

Solution: Elicit and drill the correct sentence stress on the board. Model and drill.

References

Swan, M. Practical English Usage. Oxford University Press, 2002

Parrot, M. Grammar for English Language Teachers. Cambridge University Press, 2000.

LANGUAGE ANALYSIS(LEXIS)

Example 2: ...because we have **disobeyed** our brain's programming. (lexis)

Meaning

When someone disobeys a person or an order they deliberately do not do what they have been told to do.¹ [Insert footnote to show quotation comes from dictionary below]

CCQs: Did we do what we were told to do? *No.*

Did we choose not to follow orders? *Yes*

Other examples: School children who disobey school rules, children who disobey their parents, people who disobey the law.
Extension: People disobey the law if they drive over the speed limit, smoke in non-smoking areas or steal objects from shops or houses.

Form

Disobeyed is the past participle of the verb *disobey*.

Disobey is normally followed by an object: *to disobey someone / a rule / a law / an order.*

Pronunciation

■ ■ ■

...we have disobeyed our brain's programming
/dɪsə'beɪd/

There are three syllables and the main stress is placed on the last syllable. The second syllable is a schwa /ə/ The - ed ending of the past participle is pronounced /d/

Anticipated problems and solutions

1. Problem: Students may think that *disobey* has a similar meaning to *disagree* and that the example in the text means that we do not agree with the brain's programming.

Solution: Use the CCQs above to show that *disobey* means not following orders rather than a difference in opinion. Elicit examples of other contexts in which people do not follow orders to reinforce meaning.

2. Problem: Students might misspell the past participle and write 'disobeied' instead of 'disobeyed'. **Solution:** Elicit the correct spelling and record the word on the board.

3. Problem: Students may pronounce the -ed ending as /ɪd/ instead of /d/.

Solution: Emphasise the /d/ sound and use back-chaining, e.g. start by modelling and drilling the sound /d/ followed by /beɪd/ then /ə'beɪd/ and finally the whole word /dɪsə'beɪd/.

4. Problem: Students may use the word *disobey* in an inappropriate context and say 'I disobeyed his advice' when they mean that they chose not to follow someone's advice.

Solution: Highlight that you can only disobey someone who has a power or right to set the rules. If someone offers you advice you choose if follow it or not. Provide examples of people who can set the rules: teachers, parents, policemen ect.

References

1. [Footnote] Collins Cobuild Dictionary Advanced Learner's English Dictionary

Analysing language

Here are some useful guidelines for analysing MFPA:

Meaning

- Look back at how structures were analysed in *Dealing with language*, and lexical items in *Lexis*

- Consider how you are going to clarify meaning for learners. You will need to use some concept checking questions, as well as other techniques explored in *Checking understanding*: timelines, clines, personalisation, visuals, non-verbal answers, examples, synonyms and opposites, paraphrase/explanation and extension

- Refer to the 'Golden Rules' for devising concept questions in *Checking understanding*.

Form

- Consider which parts of the language item you are going to highlight for learners. Refer back to *Using the coursebook: Exploring language*.

- Consider the different types of lexical items which were explored in *Lexis*: single words, compound words, lexical sets, synonyms, antonyms, prefixes, suffixes, word families, fixed expressions (including idioms), semi-fixed expressions and collocation.

Phonology

- Consider different features, such as individual sounds, word stress, sentences stress, intonation and linking.
- Refer back to *Phonology 1* and *Phonology 2*.

Appropriacy

- Consider whether the language is formal, neutral or informal and in which context it can be used.

Anticipating problems and solutions

Here are some guidelines for anticipating problems and finding solutions:

- Make sure that your anticipated problems are clearly defined. Refer to *Anticipating problems and finding solutions* to see how to express problems clearly

- Make sure that solutions are appropriate

- Solutions for meaning could include the same techniques you used to analyse meaning: concept checking questions, timelines, clines, personalisation, visuals, non-verbal answers, examples, synonyms and opposites, paraphrase/explanation and extension

- Solutions for form could include eliciting and recording the correct form on the board

- Solutions for pronunciation could include modeling and drilling, marking stress circles, sound linking and intonation arrows on the board, and using the phonemic chart

- Solutions for appropriacy could include asking students if it is formal or informal or eliciting situations where you might use this language.

References

It is very important to reference any books you have used during your language analysis. In terms of grammar, use one of the grammar books. For lexis, it is a good idea to use a dictionary which has been written for students.

Assignment checklist

It is sometimes necessary to resubmit assignments, often because parts of the rubric have been omitted or the criteria have not been met. In case, re-doing the assignment can be a useful part of the learning process. However, some common mistakes can easily be avoided:

Research

- The language has not been researched thoroughly
- There is no list of references at the end of the assignment

Meaning

- The essential meaning of the target language has not been identified
- The techniques used to check understanding are inappropriate
- There are not enough CCQs
- Answers to CCQs have not been included

Form

- The analysis is inaccurate
- The terminology is incorrect or not specific enough

Pronunciation

- The phonemic script has not been used correctly. It is important that candidates do not make up their own way to describe pronunciation
- Sentence stress and word stress have not been identified accurately

Appropriacy (where necessary)

- You have not considered whether language is formal, neutral or informal and in which contexts it can be used

Problems and Solutions

- There are not enough anticipated problems
- All the anticipated problems focus on one aspect of language, e.g. they all focus on meaning. There should be a range of problems which focus on meaning, form, pronunciation and appropriacy
- The solutions to the problems are inappropriate or not specific enough.

(Adapted from CELTA course materials)

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■ LAB WORK 2

SKILLS RELATED TASK (750-1000 WORDS)

You are going to design a reading or listening skills lesson using an authentic text.

Part one:

1. Select an appropriate **authentic text** for the group you are **currently teaching** (The upper word limit is approx. 500 words). This can be a reading or listening text. Provide a rationale for your choice and explain how it responds to the level, needs and interests of the learners.

Part two:

1. Firstly, provide a **lead-in** which will get students thinking about the topic, e.g. *an anecdote, a brainstorming session*, etc. Secondly, **anticipate any vocabulary that might block learners' comprehension** and explain how you would deal with this lexis in a lesson, e.g. *'I would pre-teach the following words: urban, traffic and congestion, and use a range of synonyms and picture cards to do this.'* Thirdly, identify the **main reading/listening sub-skills** that students will develop using the text, such as: *gist, scanning and detailed comprehension*. Use references from methodology books or other named sources to talk about why these sub-skills are important.

2. Design and provide **two** receptive skills tasks appropriate for the material with answers supplied, e.g., *gist and detailed comprehension tasks*. These must be the actual materials **you would give to students**. Don't just talk about your tasks – **design** them as finished handouts and include them in the appendix – remember to **put your answers separately**. (They must not be language related tasks, e.g. *'identify all the examples of the present perfect in the text'*).

3. Provide a rationale for both tasks. This means you have to explain **how** and **why** the exact tasks you have designed practise the above mentioned sub-skills and also say how you would **set them up** (i.e. justify the design of your particular task, describe how it works and why and how you would stage it, e.g. *'This is a detailed comprehension task because it requires students to...'*).

Part three:

1. Design and provide **one** productive skills task (*speaking or writing*) to follow up the material. Attach this as finished material in the appendix.

2. Provide a rationale for this task. This means you have to explain **how** and **why** the task you have designed practises the productive skill you have chosen to develop (e.g. *'This is a speaking fluency task because it requires students to....'*) and also explain how you would **set it up**. This activity must have a fluency focus.

3. **You must include a word count.** This does not include titles, subtitles or appendices - the absolute limit is 1100 words.

Assessment Criteria

Cambridge English specifies that for the *Skills Related Tasks Assignment*, successful candidates will demonstrate learning by:

- a) correctly using terminology that relates to language skills and sub-skills;
- b) relating task design to language skills development;
- c) finding, selecting and referencing information from one or more sources using written language that is clear, accurate and appropriate to the task.

Most common reasons assignment is resubmitted

- No reference made to background reading.
- No reference made to sub-skills – check reference books and input session notes for accurate terminology.
- No mention of how and why the tasks practise the chosen sub-skills.
- Rationale for tasks does not focus on students' needs or interests.
- Materials supplied do not have answers – they need to be supplied on a separate sheet.
- Tasks are language related – they focus on the meaning of vocabulary items.
- No mention is made to how tasks will be set up.

RATIONALE

SKILLS RELATED TASK

I have chosen an authentic text «Pros and Cons of Working from Home» for my Intermediate group. I hope that this text will help «introduce an interesting topic and stimulate discussions during the lesson» (J. Harmer, *How to Teach English*, 2007).

I made my choice for the following reason:

- The majority of the students in the group are working people and, as I found out during my interview, some of the students are currently considering a possibility to work online from home, which they believe may be very beneficial for them. So this article will help them to see some advantages as well as drawbacks of setting an office at home. It is also possible that some of the students already have some experience of working from home. In this case, their background knowledge will be activated, facilitate understanding of the article and provide with good speaking extensions.

- As for the format of the article, all the students will be familiar with the layout of the articles giving pro and cons in separate paragraphs. Thus, the students will be able to apply their schematic knowledge (J. Harmer, *The Practice of English Language Teaching*, 2001).

- As for the language of the article, I suppose most students will be able to grasp the main idea of each paragraph even though there will be a certain amount of unfamiliar words.

Lead in

To set the context and engage students in the topic I would start the lesson with a short five-minute long lead-in. I would put the pictures of 2 people working from home on the whiteboard and ask students what these pictures have in common. Then I would put students in groups and ask them to brainstorm in groups and come up with some possible advantages and disadvantages of working from home. This stage will end with whole class feedback in order to generate the discussion between all the students and prepare them for the text. I would gather students' ideas on the board for future reference.

It is important to get students involved and interested before introducing the text as Jeremy Harmer says «When they (students) are really fired up by the topic or the task, they get much more from what is

in front of them». Moreover, «lead in» activates schemata – «We want to activate their knowledge before they read or listen so they bring their schemata to the text» (J. Harmer, *How to Teach English*, 2007).

Pre-teach vocab

There are some low-intermediate students in the group, who may find themselves reading an authentic English text for the first time. Thus, I would pre-teach 6 vocabulary items by asking students to match them with their definitions. I have chosen this task to prepare all the students for reading and facilitate understanding of the «blocking» vocab. J. Harmer's opinion on the issue is that «where students are likely to be held back unnecessarily because of three or four words, it makes sense to teach them first» (J. Harmer, *The Practice of English Language Teaching*, 2001).

Receptive skills tasks

Reading for gist

I would instruct students to read the text quickly (2 min) and choose the best title for the article from Appendix 2 ex 1. They would then check their answers in pairs, which will be followed by a whole-class feedback.

This task will improve the students' skimming reading skills. They will have to «find the answer quickly, without reading every word of the passage» (J. Scrivener, *Learning Teaching*, 2005).

Describing the procedure of the gist tasks, J. Harmer says that pairwork is essential for this type of activity because «individual students do not get exposed for failing the task» (J. Harmer, *The Practice of English Language Teaching*, 2001).

Reading for detail

I would ask students to read the text again and decide whether the statements are true or false according to the article. This task would give students an opportunity to practise reading for in-depth understanding and detail. In other words, students would «search for specific small sections of text which they can read more carefully to find a required piece of information» (J. Scrivener, *Learning Teaching*, 2005).

As feedback students compare the answers in pairs and then with the correct answers on WB provided by the teacher.

Productive skills task

For developing students' productive skills I would choose a speaking activity.

I agree with J. Hammer that the same material should be used for different purposes - «Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks...». That is why I would continue with the topic of home-based work asking students to do a role play. This kind activity will «provide entertaining practice opportunities, as well as offering a useful springboard into real-life language use» (Scott Thornbury, *An A-Z of ELT*, Macmillan, 2006).

I would put students in pairs (A and B) and ask them to imagine that students A are very successful and well off people who work from home and Students B are journalists and they want to interview students A because they need to write an article for a business magazine «Entrepreneur» about pro and cons of working from home.

After a short preparation stage students perform interviews while I monitor. After the activity is finished, I would have some open class feedback on the content and add some more pro and cons to those on the WB. It's also important to have some feedback on the language at the end of the lesson.

Writing their own articles for the magazine could be set as a homework.

913 words



Bibliography

S. Thornbury, *An A-Z of ELT*, Macmillan, 2006.

J. Harmer, *How to Teach English*, Second Edition, Longman, 2007

J. Harmer, *The Practice of English Language Teaching*, Forth Edition, Longman, 2001.

J. Scrivener, *Learning Teaching*, Second Edition, Macmillan, 2005.

Appendix 2

(Authentic text, 530 words)

PRO AND CONS OF WORKING FROM HOME

There are many reasons for setting up office at home. One might need to be with the children or maybe saving office rent is a requirement. Just like there are innumerable reasons for working from home similarly there are many pros and cons that one must consider when setting up shop in the house.

When you are working in a formal set-up, all the advantages of working from home seem to come to our minds. And many people often get attracted by the whole idea of being one's own boss. And there is no doubt about the fact that there are many rewards of working from home.

More time with children – One of the main advantages of working from home is that one gets to spend much more time with the children. Monitoring their progress and providing them with the guidance that they may need for their development becomes easier.

Reduction in travel time – Another major advantage is that travel time is saved. Millions of people waste hours traveling to-and-fro from work. In fact commercial cities have unbearable traffic during the office hours that are aptly called the 'rush hours'.

Savings in wardrobe – Not having to maintain a formal wardrobe is another aspect of working from home that is advantageous. There is no need to get into a suit or other such formal wear while working from home. One can just work in comfortable casual clothing and that might actually increase productivity.

Savings in office rent – If you have a separate office of your own and do not work for another company, working from home can mean a huge saving in office rent.

Flexibility – There is a lot of flexibility that comes with working from home. You can decide your own timings and can accommodate other tasks that need to be accomplished.

But life is not all rosy when working from home. On the flip side of the coin the disadvantages of working from home are aplenty too.

Slips into slackness – Since there is no pressure to start work at a certain time or dress a certain way it is very easy to delay the start of work. Productivity can seriously decrease under such circumstances if great self discipline is **not maintained**.

Pressing personal chores – Personal chores can mount and get extremely difficult to avoid when one is at home. The tasks can be overwhelming and one could fall prey to it. Tasks that would otherwise take only fifteen minutes can end up taking up a lot more time.

Lack of competitive spirit – A major disadvantage of working from home is lack of human interaction. Colleagues and peers help in keeping the competitive spirit alive and enhance productivity. Going to office is a great way to get away from the stress at home and vice versa but if office is at home then there might be no escaping the stress.

With virtual offices being set up across the world working from home is no longer a thing of the past. Following a few simple tips and maintaining a high discipline can overshadow the cons and let you reap the fruits of the benefits.

➡ Appendix 3

Ex. 1. Look at the pictures below discuss with your partner what advantages and drawbacks might be when working from home.



Pic. 1



Pic. 2

➡ **Appendix 4**

Ex. 2 Match the words (1-6) with their definitions (a-f)

1) unbearable (adj)	a) to improve the quality, amount or strength
2) maintain (v)	b) very great or large
3) aplenty (adv)	c) the state of being slow and less active than usual
4) slackness (n)	d) to continue to have; to keep in existence, or not allow to become less
5) overwhelming (adj)	e) available in large amounts
6) enhance (v)	f) too painful or unpleasant for you to continue to experience

Ex. 3. Read the text quickly and choose the tittle which best summaries the text.

- a) More people work from home now than ever before.
- b) The truth about working from home.
- c) Benefits of a home- set office.
- d) Pros and cons of working from home.

Ex. 4. Read the text again and decide whether the following statements are true or false according to the article

1. Many people tend to work from home as they can avoid being pressed by the boss.

2. Working from home is not a good idea because your there is motivation for buying new wardrobe.

3. Wearing casual clothes reduces your productivity.

4. Working in an office often helps you to escape stress at home.

5. When you work from home, you manage to do all housework as well as business on time.

6. Working from home is a new tendency which has big prospective.

Ex. 5. Role play

Student A

You are a successful and well off person who works from home. A journalist wants to interview you and ask you a few questions about your lifestyle, your typical working day and what you like and dislike about working at home.

Student B

You are journalist from a business magazine «Entrepreneur» and you need to interview somebody who has experience working from home in order to write an article about pros and cons of working from home.

Think about your questions and interview our partner. Take notes of his answers during the interview.

Appendix 5

Keys

Ex. 2	Ex 3	Ex 4
1. f	d)	1. T
2. d		2. F
3. e		3. F
4. c		4. T
5. b		5. F
6. a		6. F

(Adapted from CELTA course materials)

▀ LAB WORK 3

FOCUS ON LEARNER

This is a very practical assignment. It is designed to help you develop insight into students as people and learners. You will choose a student and get to know him/her so that you can analyze their strengths and weaknesses in learning English. You will need to choose a student from your current teaching and arrange a time to meet and interview him/her. During the lesson, record your conversation (you should ask them first) and give the student a couple of tasks to evaluate their abilities in both skills and systems. They could do these at home and send them to you via email. You do not need to include these samples in the assignment. You can use writing and reading from their class tasks to assess their skills. You should observe them in class and give them a questionnaire to talk about their learning style. You then select two activities (not included in the word count) for your learner based on your findings and which are suitable to develop your student's needs.

Format:

- Use the headings given to frame your assignment.
- Write between 750 and 1000 words in total
- Please write as paragraphs in continuous prose, and accurate English.

Include specific references to reading, in the body of your assignment: e.g. My learners find it hard to hear the stress change in English and 'cannot either recognize or produce the difference in English expressions such as *the blackbird* and *the blackbird*.' (Swan and Smith: 95) Dima showed this when we were looking at stress on words in the lesson. He pronounced the sentence 'I live in a *green house*' as *greenhouse* and found it hard to shift the stress, despite drilling.

References should be in your bibliography:

Swan M and Smith B (2001) **Learner English** CUP

Assessment criteria

In *Focus on Learner* (Lab work 3), you have to demonstrate your learning by:

- a) Showing awareness of how learners' backgrounds, previous learning experience and learning styles affect learning.
- b) Identifying the learners' language/skills needs.
- c) Correctly using terminology relating to the description of language systems and language skills.
- d) Selecting appropriate material and/or resources to aid the learners' language development.
- e) Providing a rationale for using specific activities with learners.
- f) Finding, selecting and referencing information from one or more sources.
- g) Using written language that is clear, accurate and appropriate to task.

What are we looking for? An assignment that...	You	Tutor's Comments
PART 1		
Provides information on the learner's age, nationality, level of English and reasons for learning English.		
Provides information on learners' classroom behaviour.		
Provides information on students' learning styles and preferences.		
PART 2		
Identifies and gives specific examples of weaknesses in learners' grammatical, phonological and lexical abilities, including plausible reasons for the errors.		
Identifies and gives specific examples of weaknesses in learners' skills.		
PART 3		
Provides evidence of ability to select appropriate activities to suit the needs and learning styles of a specific learner, including a rationale. One activity for systems, one for skills.		
Total of 1,000 words maximum		

GUIDELINES FOR LAB WORK 3

The following recommendations are designed to help you prepare for the assignment.

The profile should consist of the following:

■■■➡ PART 1

Learning background you should talk to your learners to find out about their educational and language learning background. Write one paragraph on this and comment on how you think your learner's background affects their learning. For example, you could say that because X studied only grammar at school they have little confidence speaking.

Learner style Observe your learner in class and note their reaction to different activities (open class, pair work, group work etc.) and different lesson types (grammar, speaking reading etc.). Decide what learning style your subject has. (You can refer to pp. 42 to 44 of *The Practice of English Language Teaching* (3rd edition) by Jeremy Harmer for a description of different learning styles. Please reference this material, if you use it e.g. Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford University Press.)

■■■➡ PART 2

Language and skills During the first 10 days, observe your learner in TP and collect information on their English language learning weaknesses and needs. You should listen for problems with:

- grammar;
- vocabulary;
- pronunciation.

You should also consider your learner's ability in the following areas:

- reading – listening;
- speaking – writing.

You need to discuss all of the above areas, backing up your claims with a specific example/examples. For example, «X only uses the simple present when talking about the future e.g. I buy ticket tomorrow which

could be confusing for people she talks to, particularly if the time marker tomorrow is not included». Alternatively, «X reads very slowly and seems very dependent on her dictionary. She needs practice in learning to skim read so she can gain confidence in having understood the gist of texts before focusing on detail».

To help you collect more information, you can also ask your learner to write something for you (some biographical information or a story from their childhood) and you could also record your learner when you speak to her/him individually.

■■■➡ PART 3

Materials Select an activity (or activities) that will help your learner by meeting some of the language and/or skill needs identified in the section above. (NB It is highly unlikely that you can find a piece of material that will meet all your learner's needs, so you will need to prioritise which are more urgent or critical and find appropriate material.) The material should come from a course book at the same level as you are using in TP, but not from the TP course book itself. Say why you think this material would help your learner. Please attach a copy of the material.

Total of 1,000 words maximum

▣ LAB WORK 3

FOCUS ON LEARNER

▣➡ PART 1

Focus of the course

Their primary focus for all the students is to enhance their English to communicate in a much more efficient and fluent way. For example Tatiana, Iryna, Max have specific interest for doing this course, for professional development purposes.

Level

This is a monolingual class of six adult students from Ukraine. The level is Intermediate which corresponds to B1+ on the CEFR.¹ It is a diverse group in terms of ages and occupations, ranging from two students aged 18 and 19 to professionals involved in pedagogy. The oldest member of the group is a 50-year old lady.

Motivation

All the students intelligent and highly motivated in learning English. I feel they really value the space and opportunity to use and improve their language skills in class.

Interaction and group dynamics

There is a friendly atmosphere among students, and I have witnessed co-operation and sensitive peer feedback from stronger to weaker learners. They are willing to participate in all activities, and students are keen to learn English in a Communicative Approach style.

There are no behavior issues and teachers seem to manage this group very effectively. I have taught this group twice. The students are very punctual and never late for online lessons in Zoom. These students do not know each other in person, some of them have attended online lessons on this course together and are familiar with each other.

¹ Common European Framework of Reference for Languages: Learning, teaching, assessment (2003). Cambridge, Cambridge University Press.

INDIVIDUAL LEARNERS - PROFILES

General Information	Weaknesses in relation to this lesson	Strengths in relation to this lesson
<p>Max, 28</p> <p>He is intelligent and highly motivated in learning English. He is one of the strongest students in the class. He needs English for communication in the field of IT and for doing his research in Phd</p>	<p>He can be dominating. I do not have records of any specific weaknesses.</p>	<p>A confident learner, is quite fluent but lacks grammatical accuracy. Enjoys interacting with others in freer practice activities. He is a fast finisher. He was interested in the topic of metacognition during the diagnostic lesson. He wants to be challenged. He will be engaged prediction and clarification stages.</p>
<p>Tatiana, 33</p> <p>She is perhaps the strongest student in the class, she makes very few errors and is very fluent and confident when talking. She is referee judge and needs English for passing international exam and working abroad.</p>	<p>She wants to know more about English. I think that thanks to this lesson she will focus on new reading strategy and how to use it. What is more, the final activity will give her a chance to think about her answer and focus more on accuracy.</p>	<p>She is a strong learner and a fast finisher. She is fluent and has a very positive attitude in class. She contributes often to the class and I believe that she will benefit practicing self-monitoring strategy in reading comprehension as she wants to pass an international exam.</p>
<p>Olha, 50</p> <p>She enjoys English learning. She has mentioned that she studied French before. It seems to me that her level is lower than other students. She is able to learn from her peers. She needs English for communication.</p>	<p>She might struggle during the prediction stage. Sometimes, she could not understand instructions and asked the teacher to repeat, privately.</p>	<p>She lacks confidence in reflecting and evaluation the input of the lesson English. Working with a partner during the final stage of this lesson should help her.</p>

General Information	Weaknesses in relation to this lesson	Strengths in relation to this lesson
<p>Kate, 40</p> <p>She seems to be very keen and very talkative, she participates very well in all the activities and is quite strong in all skills. She needs English for communication.</p>	<p>She identified the meaning of the text in a previous listening lesson. She could understand instructions and was able to understand all her co-speakers in group discussions, and respond quickly, without much time spent on processing.</p>	<p>She has a good English background. She has good reading skill. She interacts very well in pairs. I believe she will benefit and enjoy today's theme and help others feel comfortable working in groups and pairs.</p>
<p>Iryna, 28</p> <p>She is presently doing PhD and needs English for professional purposes (presentation skills, advertising). She is very enthusiastic and does her best to improve her English skills in the class.</p>	<p>She can be straggled with analytical activities, as it was in the previous lesson when playing «Tic Tac Toe».</p>	<p>She is quite fluent and confident in reading. She can understand instructions. I expect she will be a confident in practising using self-monitoring strategy in reading comprehension.</p>
<p>Ira, 18</p> <p>She is studying at university and needs for studying. She is strong in all the skills.</p>	<p>He said she finds reading boring which might impact her negatively during reading stages. She may be confused by «Traffic light» activity.</p>	<p>She likes doing something new, works well in a group, helps others. She works better in pairs and small groups. I expect she will be engaged in reading comprehension as it is unknown information in the text.</p>

■ PART 2

Needs perceived by the learners

At the start of the course we carried out a needs analysis, from which we found that many of them shared similar reasons for taking the course. Tatiana wants to get a lot of practice to improve English and pass international exams. Most of the students have also mentioned the fact that they may need English for work. Iryna is currently a PhD student: she is interested in developing presentation skills and public speaking skills. After lesson observation and my own experience I can say, they enjoy pair work, group work that I intend to employ in today's lesson.

Needs perceived by the teacher

Open class interactions and discussions need to be encouraged, but the overall atmosphere is positive. In terms of skills, most of them they are aware of are aware of basic techniques (scanning, skimming), as I noticed from our previous lesson and observing my colleagues, actively involved in reading tasks and try to deduce the meaning of unknown words from the context. Olha needs some extra encouragement or very specific instructions for speaking activities as limit themselves to answering questions rather than engaging in natural conversation. Ira, Iryna, Kate easily and fluently hold a conversation with their classmates. In general, their reading skills is not perfect, and they need more practice and special tools to become better readers.

Group's needs

The students are strong and motivated. The learners demonstrate interest for doing different activities during the lesson. They did not show the high level of engagement in the last lesson. In general most of them have positive attitude to reading and they think it is essential. (Appendix1). For example, (Max, Tatiana) demonstrate rather good reading skills. I hope that today's lesson will motivate and engage them in reading and they will benefit of practicing using monitoring strategy for reading for their personal and professional purposes in real life. They need more meaningful learner-centered clarification of target language during the lesson.

■ ■ ■ ➔ PART 3

Materials

The exercise I have chosen for Student A comes from a John Eastwood book, *Oxford Practice Grammar* (2006). I have prioritised this because this issue is one of the most glaring I noticed when speaking to her. The exercise aims to practice and clarify the present perfect. It is a difficult language point because it is used to tell us about the past and the present.

Outside of this Student A would benefit from classes or exercises that clarified and practiced new vocabulary and revised words that she has encountered before. She would also find reading novels that are written in simplified English very useful in developing her vocabulary. I haven't attached materials but will personally make these suggestions to Student A.



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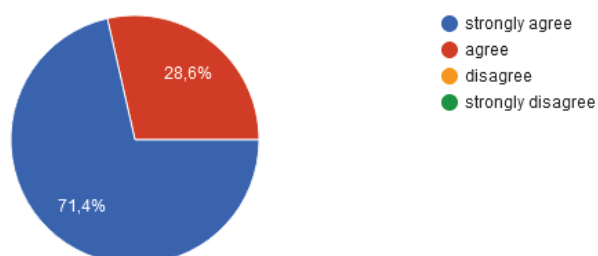
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APPENDICES

APPENDIX 1

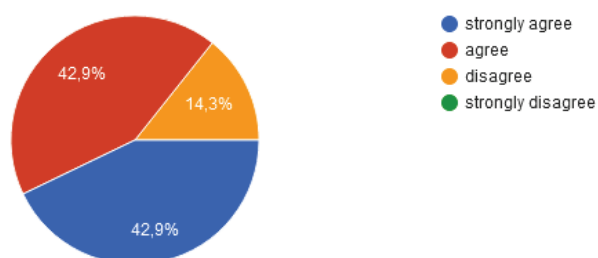
1. A good way to learn English is in class with a professional English teacher.

7 ответов



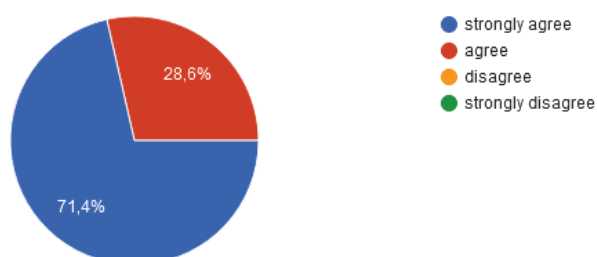
2. A good way to learn English is in a café with a native speaker of English (not necessarily a teacher).

7 ответов



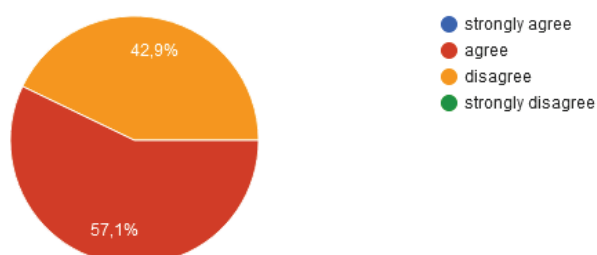
3. A good way to learn English is living in a country where people speak English.

7 ответов



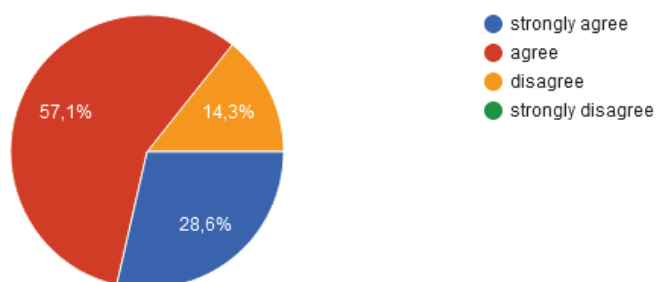
4. A good way to learn English is doing business in English.

7 ответов



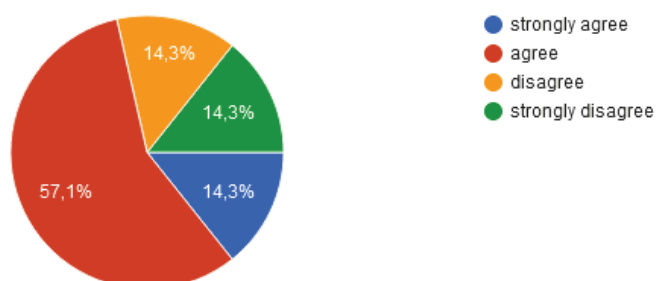
5. A good way to learn English is watching films and TV in English.

7 ответов



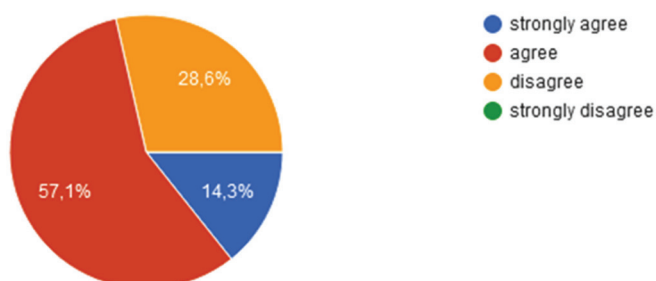
6. A good way to learn English is repeating what the teacher says in class.

7 ответов



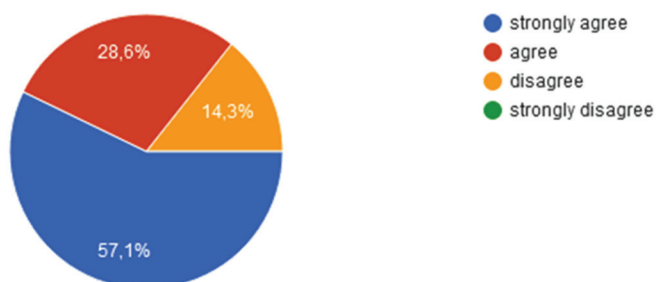
7. A good way to learn English is keeping a notebook of new words.

7 ответов



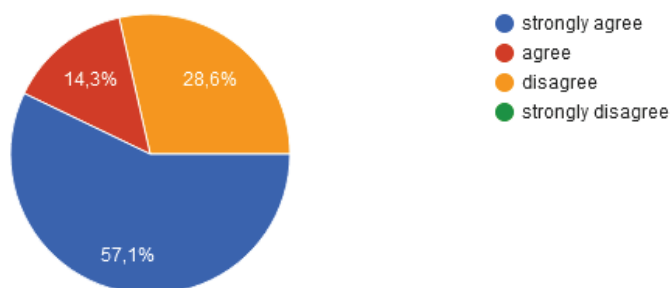
8. A good way to learn English is doing some English homework (writing or reading) very often.

7 ответов



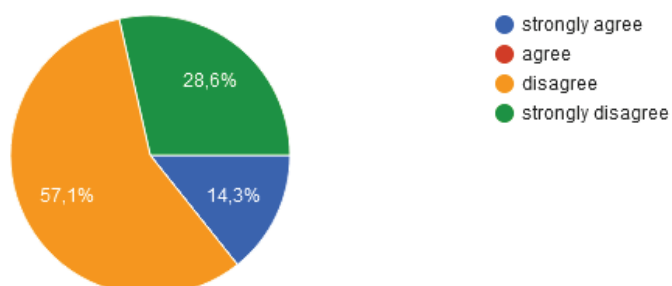
9. A good way to learn English is having lots of tests in class to help us remember.

7 ответов



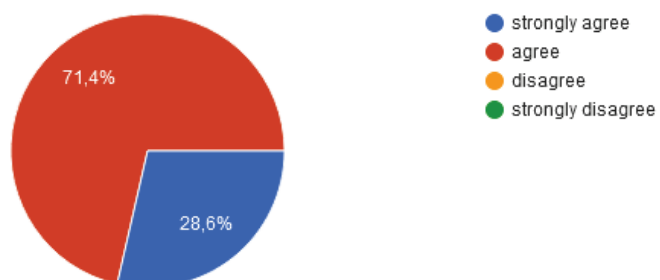
10. A good way to learn English is using a bilingual dictionary all the time.

7 ответов



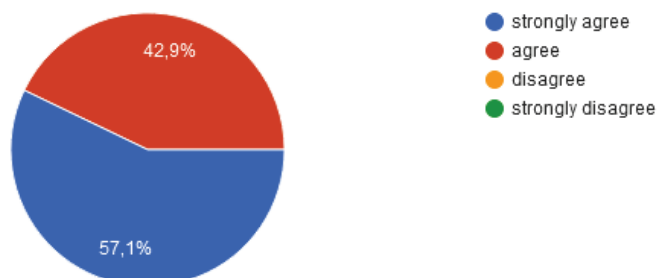
11. A good way to learn English is reading in English.

7 ответов



12. A good way to learn English is speaking English with other students in the class.

7 ответов



(Adapted from CELTA course materials)

////////////////////////////////////

■ LAB WORK 4

SELF-REFLECTION ON PROFESSIONAL DEVELOPMENT

This assignment is intended to assess your ability to reflect and identify the strengths and areas for improvement in your own teaching and to draw implications for your development as a teacher from observing others. Refer to your teaching practice, feedback from tutors and peers, your own lesson evaluations, observations of peers and experienced teachers during pedagogical practice carried.

Length: 750–1,000 words

Assessment criteria

In SELF-REFLECTION ON PROFESSIONAL DEVELOPMENT (*Lab work 4*), you have to demonstrate your learning by:

- a) noting your own teaching strengths and weaknesses in different situations in light of feedback from learners, teachers and teacher educators;
- b) identifying which ELT areas of knowledge and skills they need further development in;
- c) describing in a specific way how they might develop their ELT knowledge and putting it into your action plan;
- d) using written language that is clear, accurate and appropriate to the task.

GUIDELINES FOR LAB WORK 4

Put yourself in the place of one of the students in your lessons. Try to see yourself as a teacher from that students' point of view, and write (in the third person) a description/evaluation of your teaching, focusing both on specific aspects of your lessons (e.g. atmosphere, your personality, your reactions to different students) and on the techniques that you have used which are used by many teachers (e.g. pairwork). The following recommendations are designed to help you prepare for the assignment.

Lab Work 4 Assignment consists of the following parts:

■■■➡ PART 1. Teaching Strengths, Areas of continued development

What do you feel are (or will be) the strengths of your own teaching? Refer to feedback from your tutors, peers and students.

Strengths of your own teaching	Examples from your teaching	Why this is a strength and why it is important

■■■➡ PART 2. Teaching Strengths, Areas of continued development

What do you feel are the areas for improvement at the moment and how do you think they can be overcome? Refer to feedback from your tutors, peers and students.

Area for improvement	Examples from your teaching	Why this is an area for development and how can developing benefit the learners?	Specific ways you can develop this area

■■■➡ PART 3. Peer Observations and Application to your own Teaching

What strengths have you noticed in your peers' teaching that you would like to emulate? What things do you remember from the observations of your trainers or other experienced teachers that you would like to incorporate into your own teaching? Refer to specific peers and lessons.

Teacher's name and his/her strength	Specific techniques/ methods employed	Why would you like to incorporate this into your teaching?

PART 4. Professional Development Action Plan

Create an action plan for your overall professional development after the course. Say what you'd like to achieve and how you intend to develop your knowledge, skills, and career after the course. Be specific here and do not repeat point points from PART 2.

Area for development	ACTION PLAN

(Adapted from CELTA course materials)



GLOSSARY

////////////////////////////////////// A

accuracy: The ability to produce grammatically-correct language (contrast with *fluency*).

activity: A short task which is part of a lesson. Often used interchangeably with *task*.

approach: Teaching which is based on adherence to a particular theory about language or language learning.

appropriacy/appropriateness: The most suitable choice of language for *the* situation, the relationship between speakers, *the topic*, etc.

authentic materials: Spoken or written texts from real-life sources, originally intended for native speakers.

////////////////////////////////////// B

backchaining: Teaching a pronunciation pattern by getting learners to repeat successively longer portions of it, starting with the last part and extending backwards to the beginning.

body language: Non-verbal communication (also known as paralinguistics); how messages are conveyed with the body (e.g. through eye contact, facial expression, gestures).

brainstorm: A group activity in which learners come up with ideas themselves on a topic without teacher intervention.

buzz groups: An activity in which groups of students have a brief discussion to generate ideas, answer specific questions, etc. (similar to *brainstorm*).

////////////////////////////////////// C

classroom management: The way a teacher organises her classroom and learners (e.g. physical arrangement of room, when to stop and start activities).

cloze: A technique commonly used in testing whereby every «n» word is deleted from a text and replaced by gaps. Learners then fill in the gaps.

coherence: The linking of ideas or concepts in a text to express the underlying message which may or may not be marked by explicit cohesive devices.

cohesion: The linking of sentences and paragraphs in a text through the use of formal features, such as pronouns, and sequence expressions, such as, therefore, next, etc. Linking devices are also known as *cohesive devices*.

communicative language teaching: A teaching method in which the goal is for learners to be able to communicate using L2 both in the classroom and in real life. It generally encourages more learner talk for real communicative purposes and a more facilitative role for the teacher.

////////////////////////////////////// **E**

elicitation: A technique in which the teacher draws information from learners through question and answer, (also *to elicit*).

error: Imperfect production caused by genuine lack of knowledge about the language.

(Contrast with *mistake*)

evaluation: The judgement of something, such as a learner's performance, a class, a task, a book.

extensive reading: Reading a long text, such as a book, or reading a variety of texts, generally for pleasure, for overall understanding and not for detailed understanding.

////////////////////////////////////// **F**

facilitator: A person (usually the teacher) who helps learners find their own answers rather than providing them with the 'right' answers.

feedback: Information that is given to learners by their teacher on their spoken or written performance, or to trainees or teachers about their teaching.

flashcards: Small pieces of card with pictures or words on them, used as teaching aids.

fluency: The ability to produce language easily without too many hesitations, with the focus on communication of the message rather than grammatical accuracy (contrast with *accuracy*).

form: The actual words (written) or sounds (spoken) used to express something in language as opposed to *meaning* or *use*. Often synonymous with *structure*.

free practice: The stage of a lesson in which the teacher does not intervene or attempt to control learner production. (Contrast with *controlled practice*) Free practice is sometimes called *production*.

function: The communicative purpose of a structure on a particular occasion – what the speaker is trying to do through language (e.g. inviting, suggesting).

////////////////////////////////////// G

genre: The type of text e.g. a magazine, a letter, a note.

gist: The main idea or message of a text, either spoken or written.

grading: Adjusting language or tasks to suit the ability level of students.

group dynamics: The way a group of people interacts with one another.

////////////////////////////////////// I

inference: A guess about something which is not explicitly stated in a text – ‘reading between the lines’.

information gap: An activity in which a learner knows something that another learner does not know, so has to communicate to ‘close the gap’.

input: Language which learners experience in a lesson from which they can learn. It can also refer to information, or a mini-lecture, given by a trainer to trainees.

integrated skills: All or some of the language skills together (listening, speaking, reading and writing).

intensive reading: Careful reading to obtain detailed understanding of a text.

interaction: Patterns of communication (verbal and non-verbal) between people.

//////////////////////////////////// J

jigsaw reading: An activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must communicate with each other in order to find out the whole message or different views on the topic.

jumbled paragraphs: An activity in which the paragraphs in a text are mixed up and learners must put them in the right order.

//////////////////////////////////// K

key questions: the questions that the teacher uses to draw attention to the meaning or use of the structure, or the main ideas of a text.

//////////////////////////////////// L

L1 interference: The effect of the mother tongue on a learner's production of the foreign language, causing errors.

language acquisition: 'Picking up' the a language, not learning it consciously by being exposed to it in natural situations (contrasted with *language learning*)

language skills: listening, speaking, reading and writing. The skills also involve grammar and vocabulary.

learner-centred teaching: Learning situations where information and ideas are brought to the class by learners and used as learning material, and which are concerned with the interests, needs, learning styles, feelings, lives and/or values of learners.

learning strategy: A process or technique which a learner uses to help herself learn a language (e.g. drawing on background knowledge and experience before listening to the news).

learning style: The way a particular learner learns something; their preferred style of working.

lexis: Another term for vocabulary. A lexical item is a piece of vocabulary to be taught - not only the meaning of single words but also phrases, idioms, etc.

lexical set: A group of related words, a word family (e.g. all the words for pieces of furniture = lexical set)

//////////////////////////////////// M

meaning: The conventional or literal meaning of a particular form (e.g. that past tense form *means* past time). Traditional grammar books explain *form* and *meaning*. More contemporary grammar books also explain *use* of a structure.

meaningful drill: A drill which cannot be performed correctly without an understanding of the meaning of what is said.

mechanical drill: A drill which requires learners to produce correct examples of the language without needing to think about the meaning of the sentences.

metalanguage: Language used for talking about language, e.g. the use of grammatical terms (noun, verb, etc) or linguistic terms (e.g. paralinguistics)

method: A language teaching method is a set of techniques and procedures e.g. The Grammar-Translation method, Total Physical Response.

micro-teaching: A teaching situation which has been reduced in some way (e.g. the teacher's task is simplified, the lesson is very short, the number of learners is small). It is often used on training courses to concentrate on one particular aspect of a trainee's teaching and can involve real students or fellow trainees acting as students.

mind map: A diagram which supposedly represents the brain or the mind: topics or words associated with a topic are spread round the main topic or heading on a page (also known as a *scattergram* or *spidergram*).

mistake: A slip of the tongue which the learner can self-correct when challenged because it is not caused by lack of knowledge. A mistake is sometimes referred to as a *performance error*. (Contrast with *error*).

mixed-ability class: A class in which the learners are of different language proficiency levels. **monitoring:** What a teacher does while learners are doing an activity - walking round the class, listening to learners, and perhaps making notes on their performance to give feedback on later.

////////////////////// G

observation: Gathering information by watching a class in order to describe what is happening.

////////////////////// P

pair-work: Pairs of students working simultaneously on a task or tasks.

plenary: Whole class activity, often at the feedback stage.

personalisation: When learners communicate about themselves or their own lives (also *personalised task*).

presentation: A stage in the lesson when a language item is introduced for the first time.

pre-teach: To prepare learners for an activity by introducing new language before starting the topic. **problem-solving activity:** An activity where learners have to solve a problem (e.g. choose the best applicant for a job from several descriptions of applicants).

productive skills: Speaking and writing - learners are required to produce the language. (Contrast with *receptive skills*.)

project: A kind of task-based activity which usually involves an extended amount of independent work either by an individual student or group of students.

pyramid discussion: A form of group activity in which the class is divided into groups. After some « time, the pairs are joined together and continue the discussion. This procedure is continued until there is only one group, consisting of the whole class.

////////////////////// R

rank: To put items in a certain order, often in order of preference or importance.

realia: Things from real life which are used as a teaching aid.

realistic drill: A drill which is disguised to resemble a natural conversational drill.

receptive skills: Listening and reading - learners are receiving language and processing it, without producing it. (Contrast *with productive skills*.)

role play: A communicative activity in which learners talk to each other in different character roles.

////////////////////////////////////// S

scanning: Reading quickly to find specific information from a text.

simulation: A group activity which imitates (simulates) real life situations. Learners play themselves

skimming: Reading quickly for the main ideas of a text.

////////////////////////////////////// T

task: Another term for a short classroom activity.

tapescript: The transcription of a tape-recorded text.

task-based learning: A description of learning which involves the performance of a specified task or tasks.

teaching space: The area that a teacher uses in the classroom while teaching.

time line: A straight line drawn on the board representing the passage of time and used in teaching verb tenses.

transcript: A written record of what happens in a classroom.

transition: The way a teacher makes a link between two separate parts of a lesson.

////////////////////////////////////// U

usage: Refers to examples of language that are correct grammatically and have meaning, but which have no communicative value. *Rules of usage* refer to knowledge of grammatical form and meaning.

use: The way in which a speaker uses a particular language form to communicate in a particular situation for a particular purpose. *Rules of use* refer to knowledge of when and with whom an item should be used i.e. appropriacy.

//

W

workcard/worksheet: A card or sheet of paper containing a task or tasks for learners to complete.

workshop: A task-based group activity which involves the completion of a specified task. All members of the group will contribute something to the completion of the task (e.g. trainees produce some teaching material).



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Nadiia Grytsyk

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