



Guidelines For Excellence

Assisting Teachers Of English As A Foreign Language

DESIGNING EFFECTIVE LANGUAGE INSTRUCTION:
AN ENGLISH TEACHER'S RESPONSIBILITIES

Developed by

EVELYN C. DAVIS, ED.D.

UNHAS-SIL COOPERATIVE PROGRAM



Guidelines For Excellence

Assisting Teachers Of English As A Foreign Language

DESIGNING EFFECTIVE LANGUAGE INSTRUCTION:
AN ENGLISH TEACHER'S RESPONSIBILITIES

Developed by

EVELYN C. DAVIS, ED.D.

UNHAS-SIL COOPERATIVE PROGRAM

Hasanuddin University
and
The Summer Institute of Linguistics
Ujung Pandang, Indonesia

FOREWORD

As the Chairman of the Consortium of Eastern Indonesia Institutes of Higher Learning, I would like to welcome this series of publications. The seminar manuals entitled *Guidelines For Excellence: Assisting Teachers of English As A Foreign Language*, is being published by UNHAS-SIL Cooperative Program for use by instructors of English who participate in the series of seminars hosted by the various universities and institutions that are members of the consortium.

Hasanuddin University, as the main state university in the eastern part of Indonesia, has been encouraging cooperation between universities and institutions in the region by means of sharing academic experience and expertise. The series of seminars on *Guidelines For Excellence* conducted by the UNHAS-SIL Cooperative Program exemplifies that cooperation.

At this point, it is but proper to thank the people who have made the attainment of the goals of the cooperation possible: Prof. Dr. Husen Abas, M.A., the Director of the Language Centre and concurrently the UNHAS Counterpart to the UNHAS-SIL Cooperative Program; Dr. Evelyn C. Davis, the very energetic writer of the manuals and presenter of the seminars at the various universities, and Mr. Ronald Snell, M.B.A., the Director of SIL, Sulawesi Program.

Ujung Pandang, 1989.



Prof. Dr. Basri Hasanuddin, M.A.
Chairman, BKS PTN INTIM

PREFACE

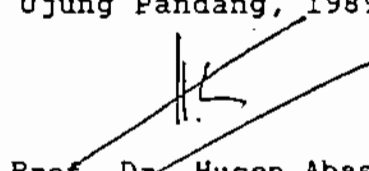
The publication of this series of manuals entitled *Guidelines For Excellence: Assisting Teachers Of English As A Foreign Language* is another significant contribution to the excellent cooperation between UNHAS and SIL through the UNHAS-SIL Cooperative Program.

The Cooperative Program has been operational since 1980, and numerous international seminars and workshops have been conducted during that period. Not only have UNHAS staff participated in these seminars, but they have also been attended by staff members from other institutions of higher learning such as Tadulako University, Haluoleo University, IKIP Ujung Pandang, Universitas Muslimin Indonesia, Universitas 45, etc.

Those seminars and workshops were hosted by UNHAS in Ujung Pandang. The *Guidelines For Excellence* series of seminars, however, give an important impetus to the role of the Cooperative Program. These seminars are held not only on the UNHAS campus, but at other institutions of tertiary education as well - at the respective campuses of those institutions which are members of the Eastern Indonesia Consortium.

As the UNHAS counterpart of the UNHAS-SIL Cooperative Program, I would like to wholeheartedly thank Dr. Evelyn C. Davis, who has worked hard to conduct the seminars and to prepare the manuals. I would also like to thank Mr. Ronald Snell, M.B.A., the SIL Sulawesi Program Director, who has enthusiastically supported the project, morally as well as materially.

UNHAS Language Center
Ujung Pandang, 1989.



Prof. Dr. Husen Abas, M.A.
Director
Nip 130 162 833

ACKNOWLEDGMENTS

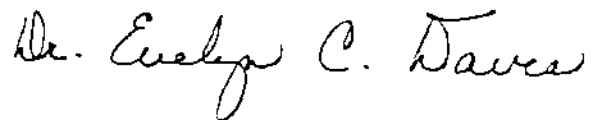
The *Guidelines For Excellence* series of seminars began as weekly training sessions that were held for a group of faculty members at Hasanuddin University (UNHAS), Ujung Pandang, Indonesia during 1988 as part of the UNHAS-SIL Cooperative Program. Subsequently, the materials were developed into several seminars that have been conducted at a number of universities in the Eastern Indonesia Consortium.

The seminar manuals are dedicated to Prof. Dr. Husen Abas, M.A., Director of the Language Center, and formerly also Dean of the Faculty of Letters, Hasanuddin University. He was the one who first suggested the faculty training sessions at UNHAS. With a vision of expanding training, he took the initiative in scheduling the seminars at other universities.

Appreciation and thanks are also expressed to the Summer Institute of Linguistics (SIL), Ujung Pandang, and Ron Snell, M.B.A., Sulawesi Program Director. SIL provided the manuals and other materials for the participants, and also arranged for my travel.

Lois Youngman, SIL Ujung Pandang, provided invaluable assistance in the preparation of the manuals. Lynne Edwards, SIL Palu, and Wayan Arka, an S-2 student at UNHAS, did many of the illustrations. All three deserve special recognition and thanks.

Ujung Pandang, 1989.



Evelyn C. Davis, Ed.D.
Academic Consultant, SIL

GUIDELINES FOR EXCELLENCE SEMINARS
ASSISTING TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

Five seminars, each with an accompanying manual, have been developed by Dr. Evelyn C. Davis through the UNHAS-SIL Cooperative Program. They focus on ways to assist persons who teach English as a foreign language to become even more effective in their classrooms. A brief description of each seminar is given below:

DESIGNING EFFECTIVE LANGUAGE INSTRUCTION: AN ENGLISH TEACHER'S RESPONSIBILITIES *(for university faculty - five days)*

The basic components that are required for a language teacher's successful performance are examined: practicing principles of learning, preparing for each lesson, directing the learning environment, developing an encouraging atmosphere, making certain English is spoken, and using an integrated skills approach.

ACHIEVING SUCCESS IN ENGLISH LANGUAGE TEACHING

(for SMTA teachers - five days)

In this seminar, the basic principles described above are adapted and applied for English teachers working at the secondary level.

AN INTEGRATED SKILLS APPROACH: DEVELOPING LISTENING PROFICIENCY AND IMPROVING SPEAKING ABILITY

(for university faculty and/or SMTA teachers - five days)

A practical, hands-on approach is taken, with demonstration lessons and sample activities that teachers can use in their classrooms. In addition to the emphasis on developing listening skills and improving speaking ability, suggestions are given for teaching vocabulary and how to use fun activities for language learning.

AN INTEGRATED SKILLS APPROACH: STRENGTHENING READING COMPREHENSION AND ACQUIRING WRITING COMPETENCE

(for university faculty and/or SMTA teachers - five days)

In small-group workshop sessions, teachers develop "low-tech" materials that are easy to prepare and to use. The emphasis is on strengthening reading comprehension and acquiring writing competence, but strategies are also given for teaching grammar in an integrated way.

LEARNING STYLES AND LANGUAGE LEARNING STRATEGIES

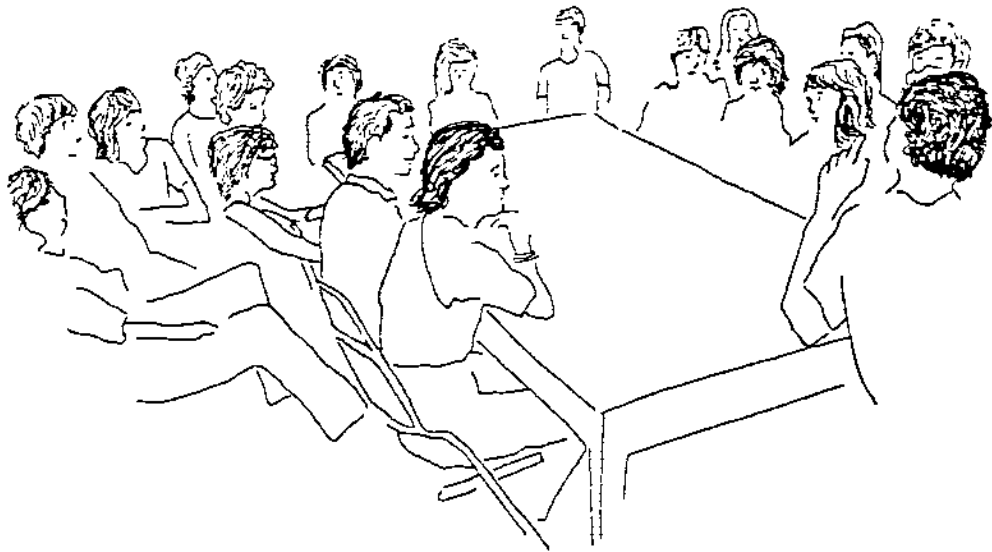
(for university faculty - three days)

Various learning styles are described, and participants have an opportunity to identify their own styles by answering several inventories. Effective strategies for learning English as a foreign language are discussed, and suggestions are given for helping students become independent learners.

Table of Contents

AN ENGLISH TEACHER'S RESPONSIBILITIES

	page
INTRODUCTION.....	7
Guidelines For Language Teachers.....	8
What Are An English Teacher's Responsibilities?..	9
A. PRACTICE PRINCIPLES OF LEARNING.....	10
What Principles Of Learning Should Be Practiced?..	11
1. Active Learning.....	12
2. Meaningful Material.....	14
3. Multiple-Sense Learning.....	16
4. Feedback And Correction.....	20
5. Overloading.....	24
6. Positive Reinforcement.....	26
B. PREPARE FOR EACH LESSON.....	30
What Is Involved In Preparing For Each Lesson?...	31
1. Make A Lesson Plan.....	32
2. Select Resources Carefully.....	48
3. Collect And Prepare Teaching Items.....	52
C. DIRECT THE LEARNING ENVIRONMENT.....	54
How Can A Teacher Direct The Learning Environment?	55
1. Arrange The Classroom.....	56
2. Maintain Discipline.....	58
3. Establish Regular Routines.....	60
4. Use Pace And Variety To Stimulate Learning....	62
D. DEVELOP AN ENCOURAGING ATMOSPHERE.....	66
What Are Ways To Develop An Encouraging Atmosphere?	67
1. Know And Accept Students.....	68
2. Respond To Individual Needs.....	72
3. Use Humor And Fun Activities.....	74
E. MAKE CERTAIN ENGLISH IS SPOKEN.....	78
How Can We Make Certain English Is Spoken?.....	79
1. Model Good Communication.....	80
2. Provide Many Activities.....	82
3. Encourage Use Of English Outside The Class....	86
F. USE AN INTEGRATED SKILLS APPROACH.....	90
What Is An Integrated Skills Approach?.....	91
How Are Language Items Introduced And Taught?....	92
Planning Integrated Skills Lessons.....	93
GLOSSARY.....	102
BIBLIOGRAPHY.....	108
EVALUATION.....	110



INTRODUCTION

GUIDELINES FOR LANGUAGE TEACHERS

What qualities and characteristics make a "good" language teacher?

Teachers, like everyone else, have a variety of abilities and skills. They need to make the best possible use of the talents that they already have, and also learn new skills and techniques.

This manual focuses on ways to assist persons who teach English to understand their responsibilities, and to be able to design effective language instruction.

The format consists of basic teaching principles that are illustrated by practical exercises and activities that teachers will be able to use in their classrooms.

WHAT ARE A TEACHER'S RESPONSIBILITIES
IN
ENGLISH LANGUAGE TEACHING?



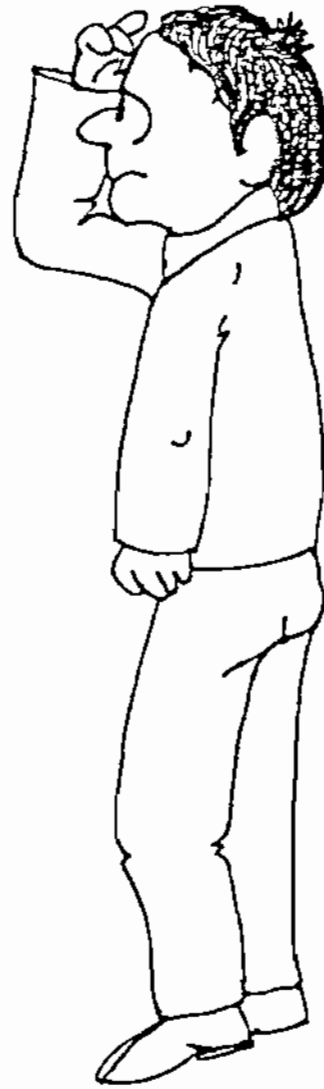
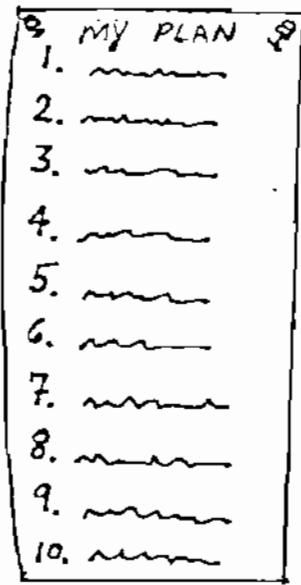
Blissful



Satisfied

This manual examines six things that an English language teacher should do in order to be successful. They are as follows:

- A. PRACTICE PRINCIPLES OF LEARNING
- B. PREPARE FOR EACH LESSON
- C. DIRECT THE LEARNING ENVIRONMENT
- D. DEVELOP AN ENCOURAGING ATMOSPHERE
- E. MAKE CERTAIN ENGLISH IS SPOKEN
- F. USE AN INTEGRATED SKILLS APPROACH



WHAT ARE A TEACHER'S RESPONSIBILITIES?

A. PRACTICE PRINCIPLES OF LEARNING

WHAT PRINCIPLES OF LEARNING SHOULD BE PRACTICED?

What principles of learning should be practiced in the language classroom? There are many principles, but six that are especially important are listed below.

1. ACTIVE LEARNING

If the students participate actively in the learning process, rather than just listening passively, more learning will occur.

2. MEANINGFUL MATERIAL

Information that can be related to what is already known, and that can be applied to future needs, is more meaningful for the learner. It is necessary, therefore, to use examples of actual objects and real situations.

3. MULTIPLE-SENSE LEARNING

If more than one of the five senses can be involved in the learning process, this reinforces and aids in remembering.

4. FEEDBACK AND CORRECTION

If the students know and understand their errors, they can make more progress than if they do not know them. However, teachers must correct their students wisely.

5. OVERLOADING

Don't overload students with difficult or new information. Instead, give breaks with fun activities such as songs, jokes, riddles, cartoons, or games.

6. POSITIVE REINFORCEMENT

Praising the students when they are successful will encourage them, and will motivate them for additional language learning.

1. ACTIVE LEARNING

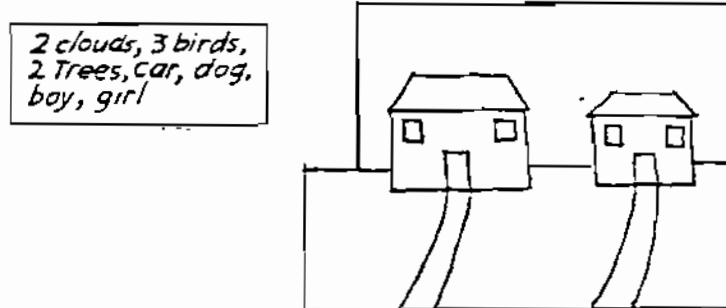


IF THE STUDENTS PARTICIPATE ACTIVELY IN THE LEARNING PROCESS RATHER THAN JUST LISTENING PASSIVELY, MORE LEARNING WILL OCCUR.

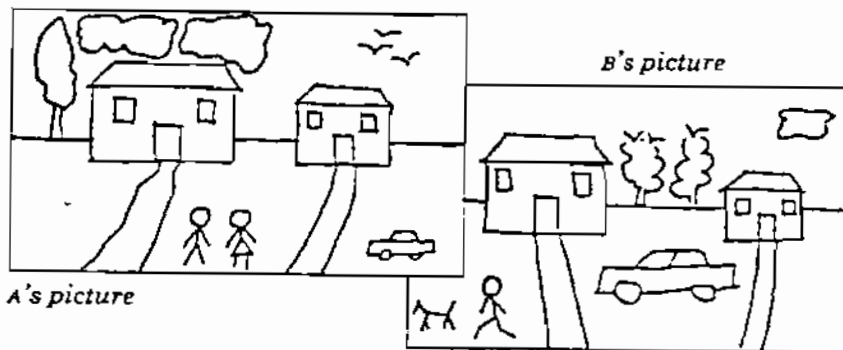
EXAMPLE OF ACTIVE LEARNING

DRAWING OBJECTS IN A PICTURE

An activity that is both active and fun to do is to give the students a simple picture, like the one below. Then tell them a *list of objects* they can draw in their pictures.



Give them permission to omit two or three objects on the list. As shown, this means that each student will draw *slightly different pictures* - they will put the objects in different positions and they will choose different objects.



With the help of pictures like these (quickly drawn) the students can work in pairs to:

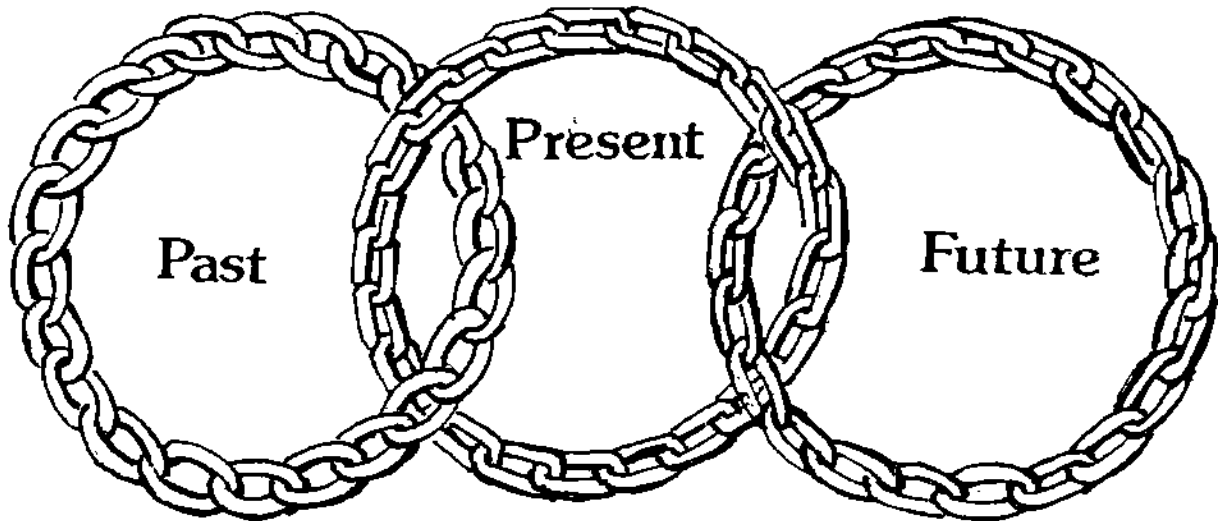
- find out about each other's pictures by asking questions. For example:

A: Where have you put your trees?
B: I've put them between the two houses. How about you?
A: I've only put one tree in my picture.
B: Where is it? (etc.)

- compare the pictures they have drawn. That is, instead of trying to find out about each other's pictures, they place them side by side and talk about the differences. For example:

A: Oh, you've put all your birds on the trees.
B: That's right. Where are yours?
A: They're here, in the sky, flying over the house. The small one. And here's my cloud - in the corner. I've only drawn one.
A: I've drawn two. They're both over the big house.
B: And they're big ones too! (etc.)

2. MEANINGFUL MATERIAL



PAST, PRESENT, AND FUTURE LEARNING

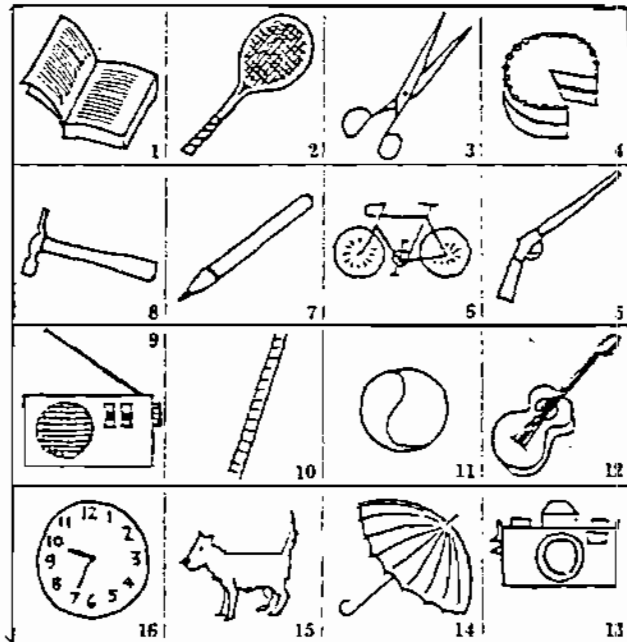
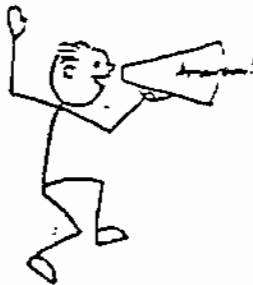
INFORMATION THAT CAN BE RELATED TO WHAT IS ALREADY KNOWN, AND THAT CAN BE APPLIED TO FUTURE NEEDS, IS MORE MEANINGFUL FOR THE LEARNER. IT IS NECESSARY, THEREFORE, FOR THE TEACHER TO USE EXAMPLES OF ACTUAL OBJECTS AND REAL SITUATIONS.

EXAMPLE OF MEANINGFUL MATERIAL

TASK-BASED ACTIVITY

In task-oriented work, students are given a *clear task* to complete. This is different from a practice activity, where students go on practicing until told to stop.

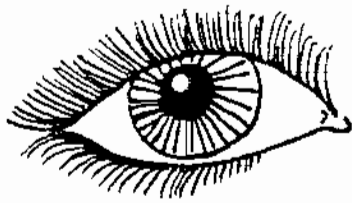
In this task-based activity, the students are put in pairs or small groups, and are given copies of the pictures below. They must discuss the tasks and work together to complete them.



Possible Tasks:

1. Find different uses for the objects.
Example: A *racquet* is used to play tennis.
2. Link different objects together.
Example: "I'm going to ride my *bike* to the baker's shop to buy a *cake*."
3. Link objects with people.
Examples: A hairdresser uses *scissors* to cut hair.
A *guitar* is played by a musician.
4. Link objects with places.
Examples: A library has many *books*.
A *pencil* is used at school.
5. Put the objects in alphabetical order.
Examples: ball, bike, book, cake, camera, clock, etc.

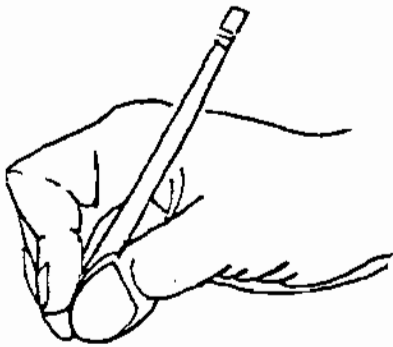
3. MULTIPLE-SENSE LEARNING



SEE



HEAR



TOUCH



SMELL



TASTE

IF MORE THAN ONE OF THE FIVE SENSES CAN BE INVOLVED IN THE LEARNING PROCESS, THIS REINFORCES AND AIDS IN REMEMBERING.

EXAMPLE OF MULTIPLE-SENSE LEARNING

A PHYSICAL RESPONSE ACTIVITY: SIMON SAYS

Introduce your students to the game of *SIMON SAYS*. They must follow the instructions of the leader by acting out whatever *SIMON SAYS* that they must do.

For example:

Simon says touch your nose.
Simon says stand up.
Simon says wiggle your right thumb.
Simon says turn and face the window.
Simon says sit down.
Simon says put your right hand on your desk.

When the leader does NOT say the words *SIMON SAYS*, then the students must NOT follow the commands.

For example:

Shake your left leg.
Wave your right hand.
Touch your shoe.
Scratch your ear.
Touch your left elbow.
Turn all the way around.

The sentences that omit *SIMON SAYS* should be mixed with the sentences that do contain those words.

If a student acts out a command when the words *SIMON SAYS* have been omitted, that person has to drop out of the game. It is fun to see which students can remain in the game for the longest time.

This game is useful for review of various vocabulary words, such as parts of the body, articles of clothing, and objects in the classroom. The teacher can begin with simple commands, then move into more difficult ones.

EXAMPLE OF MULTIPLE-SENSE LEARNING

A PHYSICAL RESPONSE SONG

How To Teach A Song

1. Sing the song to the group.
2. Teach new vocabulary words and phrases.
3. Repeat the words, tapping to establish the rhythm.
4. Put the words to the tune, verse by verse.

The Hokey Pokey

Words and Music by
LARRY LA PRISE
CHARLES P. MACAK
TAFFT BAKER

Moderately

Verse

1. You put your right foot in, You put your right foot out, You put your

right foot in, And you shake it all a-bout. You do The Hok-ey Pok-ey and you

Refrain

turn your-self a-round, That's what it's all a-bout. You do The

Hok - ey Pok-ey, You do The Hok - ey Pok-ey, You do The

Hok - ey Pok-ey, That's what it's all a-bout. 2. You put your

EXAMPLE OF MULTIPLE-SENSE LEARNING

A PHYSICAL RESPONSE SONG (continued)



THE HOKEY POKEY



By

LARRY LA PRISE, CHARLES P. MACAK,
CHARLES P. MASON and TAFFT BAKER

2. You put your left foot in,
You put your left foot out,
You put your left foot in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*

6. You put your left elbow in,
You put your left elbow out,
You put your left elbow in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*

3. You put your right arm in,
You put your right arm out,
You put your right arm in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*

7. You put your head in,
You put your head out,
You put your head in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*

4. You put your left arm in,
You put your left arm out,
You put your left arm in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*

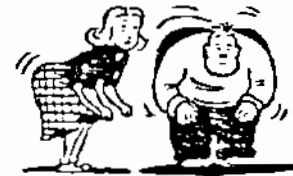
8. You put your right hip in,
You put your right hip out,
You put your right hip in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*

5. You put your right elbow in,
You put your right elbow out,
You put your right elbow in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*

9. You put your left hip in,
You put your left hip out,
You put your left hip in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about. *(Chorus)*



10. You put your whole self in,
You put your whole self out,
You put your whole self in,
And you shake it all about.
You do the Hokey Pokey
and you turn yourself around,
That's what it's all about.

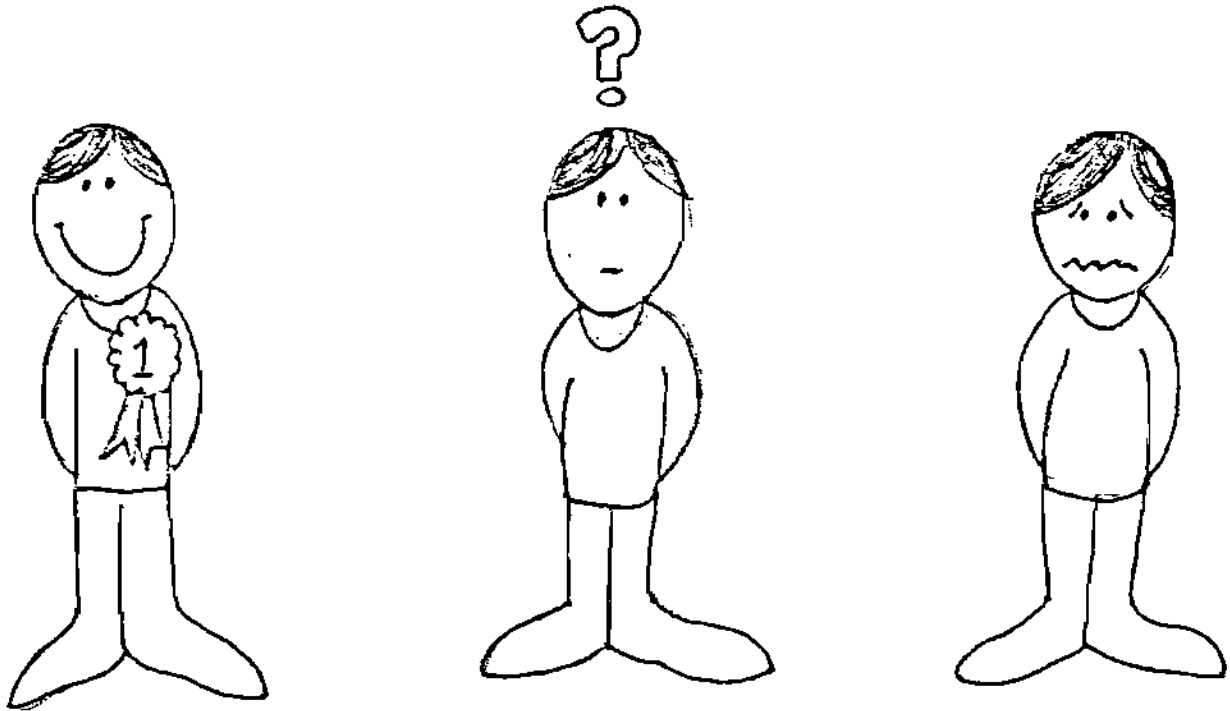


Last Chorus

You do the Hokey Pokey,
You do the Hokey Pokey, (on your knees)
You do the Hokey Pokey, (slap the floor)
That's what it's all about.



4. FEEDBACK AND CORRECTION



IF THE STUDENTS KNOW AND UNDERSTAND THEIR ERRORS, THEY CAN MAKE MORE PROGRESS THAN IF THEY DO NOT KNOW THEM. HOWEVER, TEACHERS MUST CORRECT THEIR STUDENTS WISELY.

EXAMPLE OF FEEDBACK AND CORRECTION

ANALYZING STUDENTS' ERRORS

Teachers should think carefully about the cause of students' errors. This can help correct problems, and will also aid the teacher in changing and improving teaching techniques.

Correct the following mistakes by writing down what you think the student was trying to say. Compare your changes with those of another member of the group. Discuss the errors.

1. John is ill since four days.

2. What you doing now?

3. I walk hard when I clean my room big.

4. Mary knowing the answer.

5. To school should has went Sue.

6. She bought many furnitures new.

7. I have pive books inside the back I am carrying.

8. I've lost my ruler. Can you lint me yours?

Hubbard, pp. 135-136.

USE OF AN ERROR CORRECTION SHEET

It is important for a teacher to correct students wisely so that they will not be embarrassed or ashamed when they make a mistake in the new language.

Teachers must give students many opportunities to communicate freely, even if errors are made. These kinds of opportunities are called *communicative activities*, or *fluency activities*.

Instead of correcting students while others are listening, the teacher can use an *Error Correction Sheet* such as the one on page 23.

When the teacher hears a mistake being made in vocabulary, spelling, pronunciation, or structure, the teacher writes it down on the *Error Correction Sheet*. Later the teacher can use the error for a teaching point, without naming the person who made the mistake.

ERROR CORRECTION SHEET

CLASS 1

VOCAULARY ERROR	SPELLING ERROR	PRONUNCIATION ERROR	STRUCTURE ERROR
	-- five [#] books -- five books		--- is ill [#] since 4 days --- has been ill for 4 days
		-- I walk [#] hard -- I work hard	

CLASS 2

VOCAULARY ERROR	SPELLING ERROR	PRONUNCIATION ERROR	STRUCTURE ERROR

5. OVERLOADING



DON'T OVERLOAD STUDENTS WITH DIFFICULT OR NEW INFORMATION. INSTEAD, GIVE BREAKS WITH FUN ACTIVITIES SUCH AS SONGS, JOKES, RIDDLES, CARTOONS, OR GAMES.

EXAMPLE OF HOW TO AVOID OVERLOADING

VOCABULARY GAME: LADDERS

A vocabulary game can be a good learning experience for the students as well as provide a welcome break from new or difficult material.

The advantages of using games are:

1. The students can see the *practical results* of their use of the language.
2. The students are often *less embarrassed* because they are concentrating on the task rather than on the language.
3. Successful completion of the task helps *motivate* students and builds confidence.

LADDERS

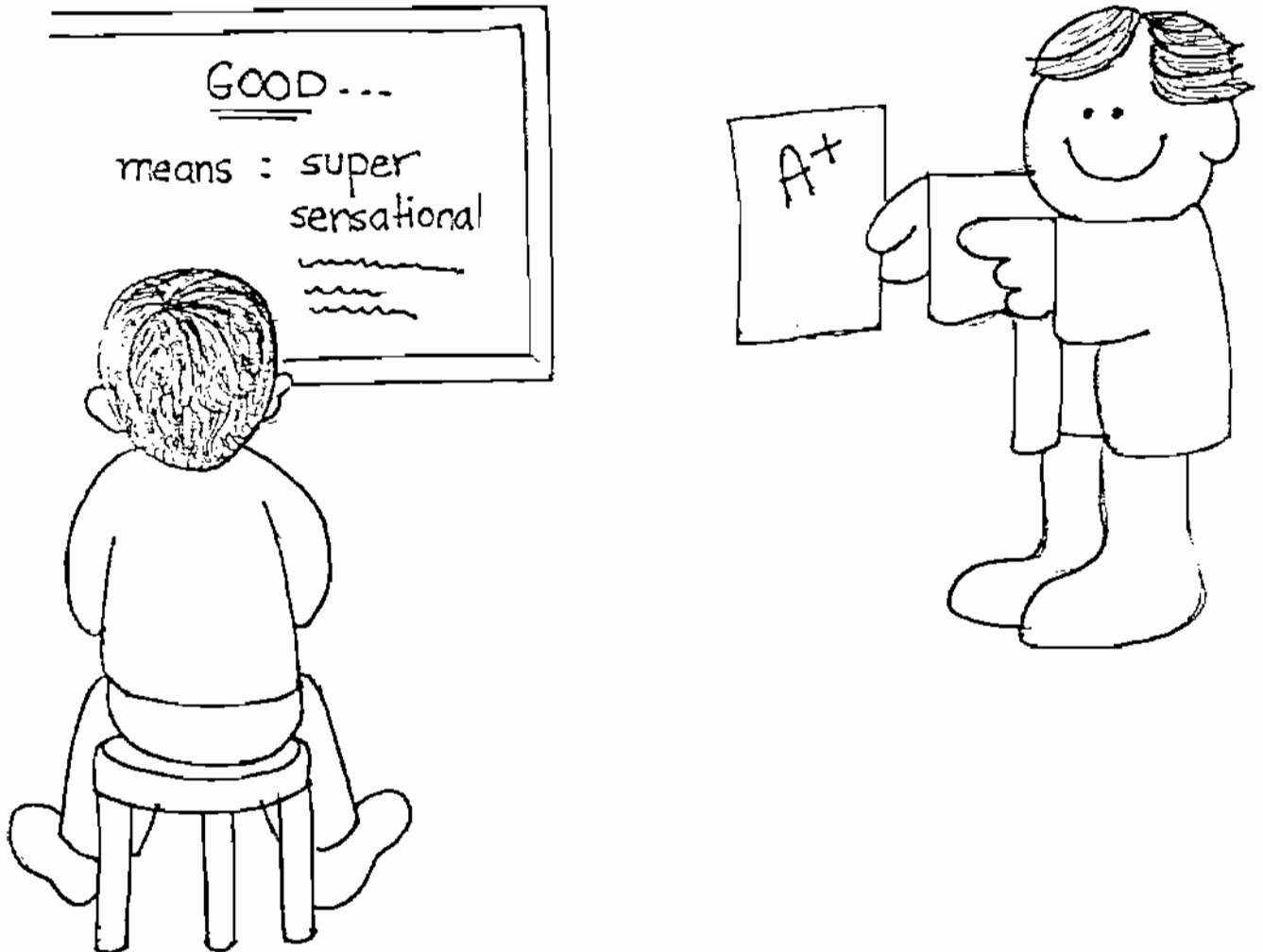
Students are divided into teams of eight or ten players each. The teacher draws separate ladders on the whiteboard for each team and then writes different words (one for each team) on the bottom rung of each ladder.

Team members take turns filling in different words on each rung. Each word has to *begin* with the *last letter* of the previous word. The first team to fill in words all the way to the top wins the game.

threw
market

down
red
chair

6. POSITIVE REINFORCEMENT



PRAISING THE STUDENTS WHEN THEY ARE SUCCESSFUL WILL ENCOURAGE THEM, AND WILL MOTIVATE THEM FOR ADDITIONAL LANGUAGE LEARNING.

EXAMPLE OF REINFORCEMENT

SIMPLE CONVERSATION PRACTICE

Do a simple conversation practice, and encourage students by praising them when they speak correctly.

Read and practice.



Answer these questions.

1. What is your name?

2. What is your address?

3. What is your phone number?

4. Where are you from?

Now ask the other students in your class.

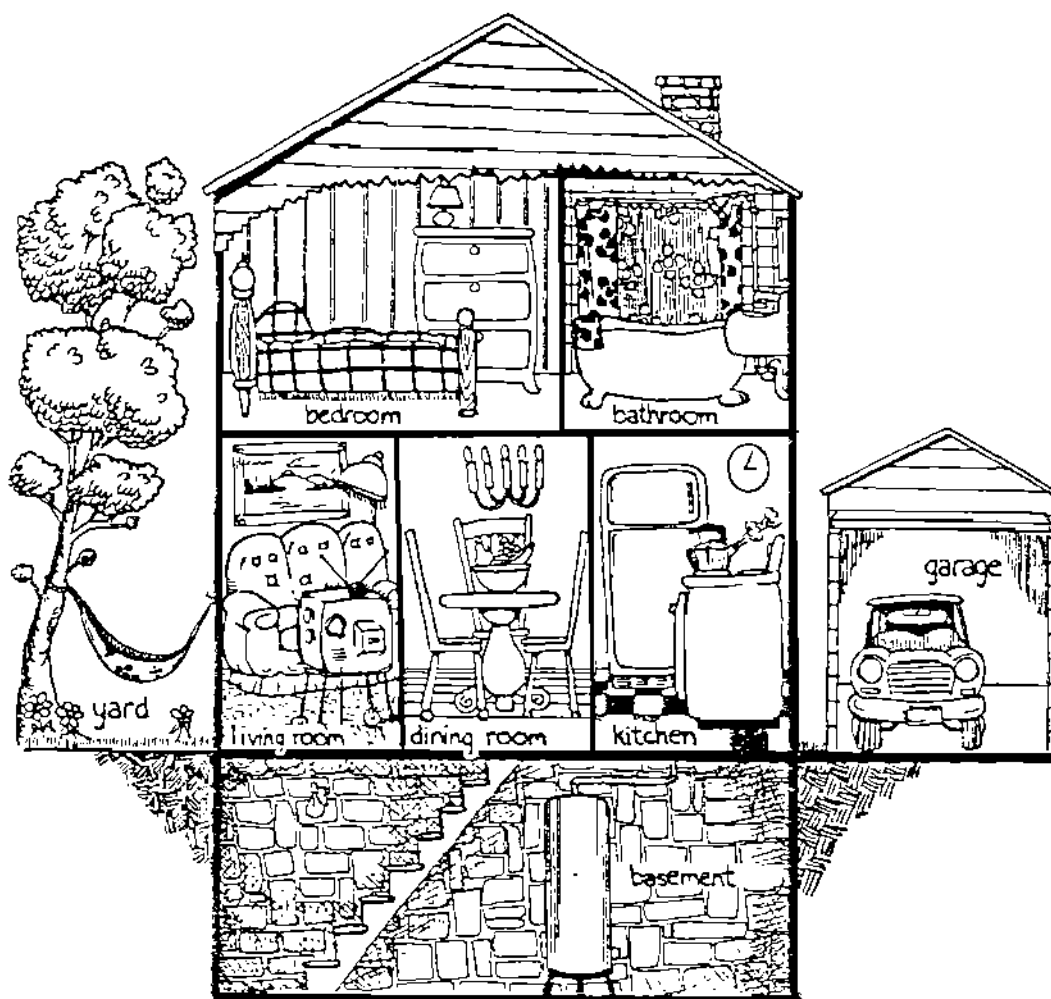
EXAMPLE OF REINFORCEMENT

SIMPLE CONVERSATION PRACTICE (continued)

Before using the guided conversation practice illustrated on this page and continued on page 29, the teacher should be sure that the students know the correct vocabulary words for the furniture and other items in the house.

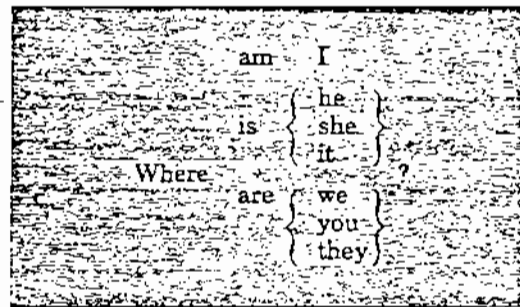
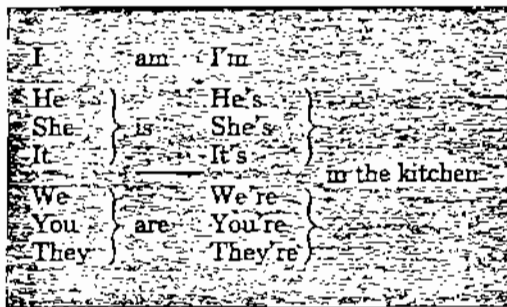
Notice that the large picture of the house on this page is used as a reference for the small pictures in the conversation practice on page 29.

AT HOME



EXAMPLE OF REINFORCEMENT

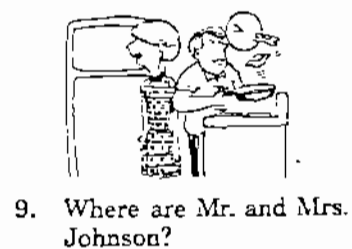
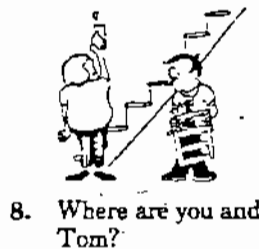
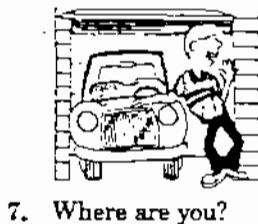
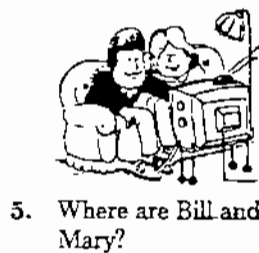
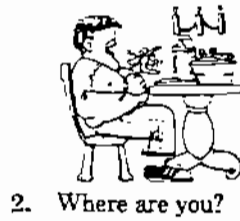
SIMPLE CONVERSATION PRACTICE (continued)



Read and practice.



Answer these questions.





WHAT ARE A TEACHER'S RESPONSIBILITIES?

B. PREPARE FOR EACH LESSON

WHAT IS INVOLVED IN PREPARING FOR EACH LESSON?

There are a number of things that a language teacher must do to prepare for each lesson:

1. Make A Lesson Plan

Decide what to do with each class, organize the activities, and make a simple lesson plan. Then you will be in control of the students' learning progress.

Try to guess what learning difficulties might occur during the lesson, and think about how you might solve these possible problems.

No lesson, however carefully prepared, works out exactly as it was planned. Remember that being flexible is one of the signs of a good teacher!

2. Select Resources Carefully

There are many good EFL teaching materials available. Make wise choices based on:

- a. The language skills the students need.
- b. The degree of proficiency that must be reached.

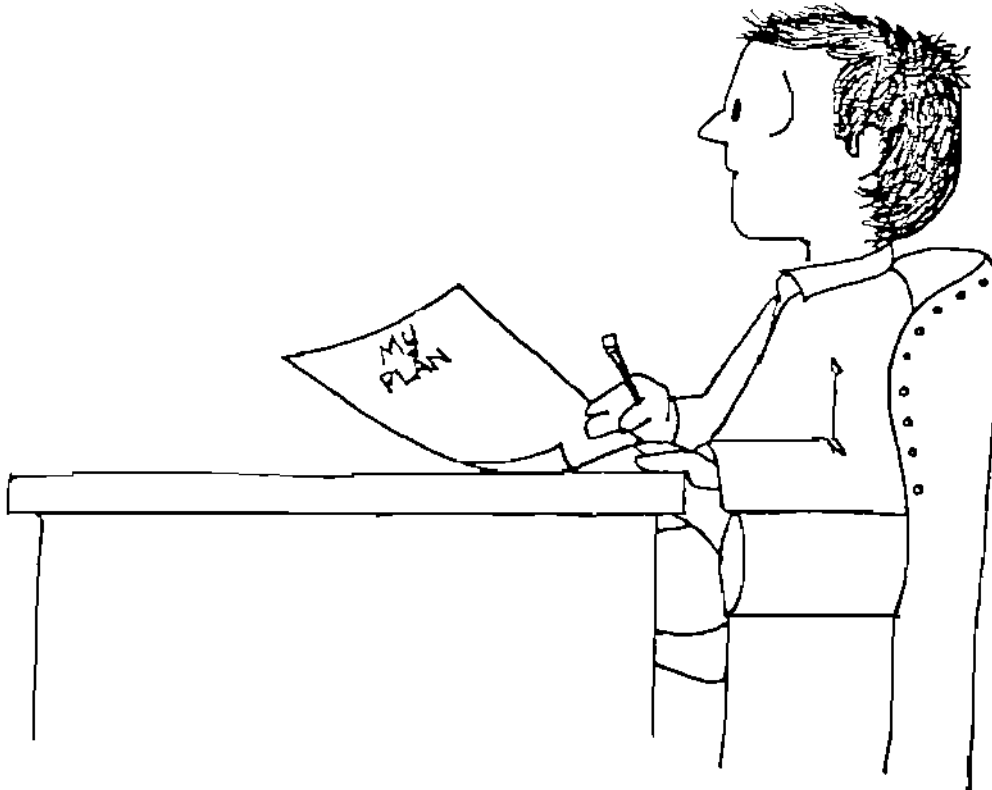
3. Collect and Prepare Teaching Items

Begin a collection of simple items such as pictures, flash cards, maps, drawings, stamps, etc. and put them in a *Resource Box*.

Prepare all the items needed for drills, exercises, and activities in advance, and arrive at the classroom a few minutes before time for the class to begin.



1. MAKE A LESSON PLAN



DECIDE WHAT TO DO WITH EACH CLASS, ORGANIZE THE ACTIVITIES, AND MAKE A SIMPLE LESSON PLAN. THEN YOU WILL BE IN CONTROL OF THE STUDENTS' LEARNING PROGRESS.

WHY IS A LESSON PLAN IMPORTANT?

A language teacher should give careful thought to what will be done during each lesson. Making a lesson plan is an important part of a teacher's job.

Having a carefully prepared lesson plan is a great help in the classroom. The plan should be simple and easy to use.

A good lesson plan will assist in producing the following results:

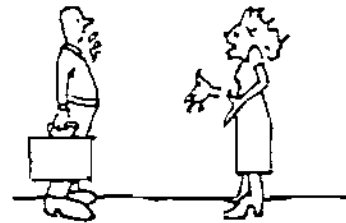
1. There will be a sense of unity and purpose.
2. The students will learn more, because the teacher has prepared specific teaching points.
3. The students will enjoy the lesson more, because the exercises and activities "fit" with the teaching points.
4. The learning will "connect" with what has been taught before and will build toward future learning.
5. The teacher will be better able to evaluate what took place.

THE PARTS OF A LESSON PLAN

The parts of a lesson plan are:

1. General Instructional Goal

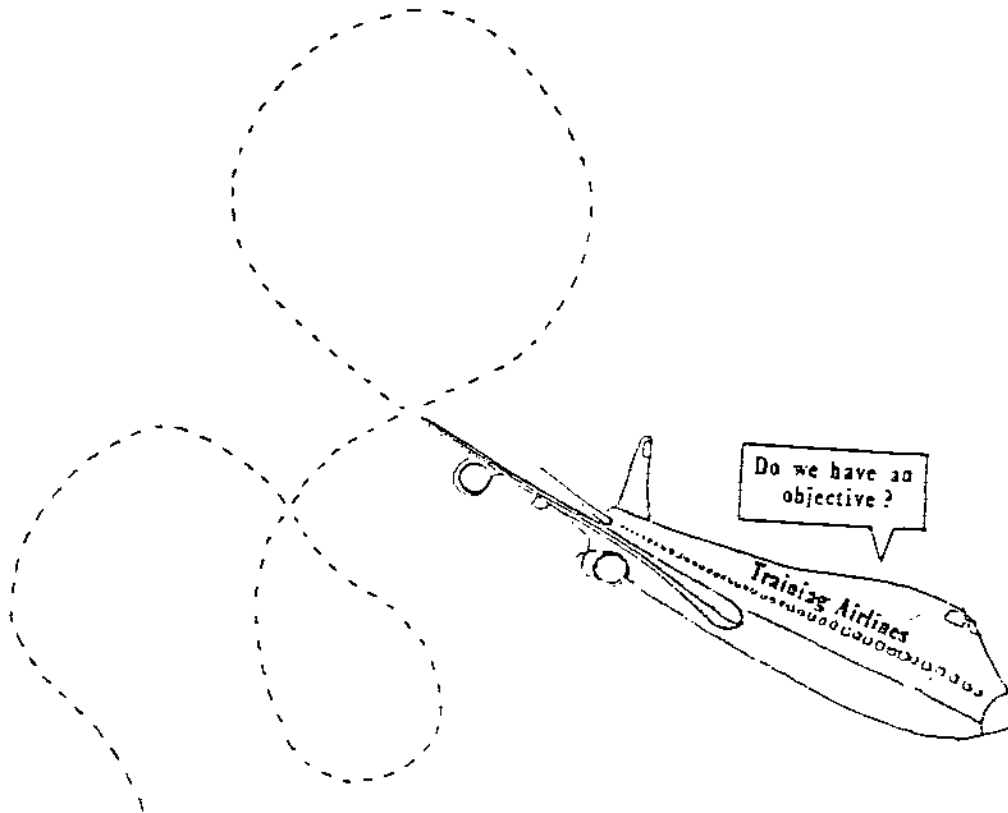
What do I want the students to be able to do after the lesson is over?



If you don't know where you're going... how will you know when you get there?!

2. Specific Instructional Objectives

- a. What skills of listening, speaking, reading, and/or writing do I need to teach in order to reach the goal?
- b. What are the main teaching points to include?
- c. What new vocabulary words are necessary?



THE PARTS OF A LESSON PLAN (continued)

3. Procedure

- a. How will I present and explain the teaching points?
- b. How should I balance the amount of time spent on presentation, explanation, controlled practice, and free practice?

4. Exercises and Activities

- a. What exercises and activities will I use in order to practice the teaching points?
- b. How long will it take for each exercise and activity?

"Will the activities I have chosen lead to attainment of the objectives?"

5. Teaching Aids and Resources

- a. What aids and other resources would be helpful with the exercises and the activities I have selected?
- b. How can I make the best use of these aids and resources?

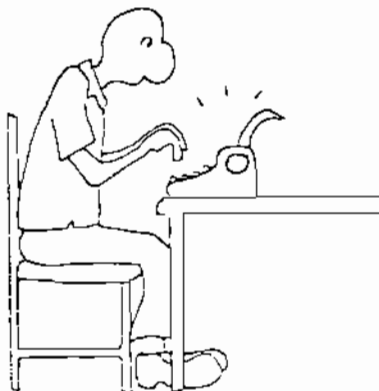


6. Possible Problems

- a. What learning difficulties are likely to occur?
- b. How can I plan to solve these possible problems?

7. Homework

- a. Will I give a homework assignment after this lesson?
- b. If so, how will the homework be discussed and used?



8. Evaluation

- a. *Of the students:*
How will I measure the students' progress?
- b. *Of the lesson:*
What was the result of the lesson? What should I change, add, or omit to make the lesson more effective?

LESSON PLAN FORM (Standard Format)

Name _____ Class Level _____

Topic _____ Date _____ Room _____

1. General Instructional Goal:

2. Specific Instructional Objectives:

3. Procedure (Method):

4. Exercises and Activities:

5. Teaching Aids and Resources:

6. Possible Problems:

7. Homework:

8. Evaluation:

LESSON

Name _____

Topic _____

GENERAL INSTRUCTIONAL GOAL:

OBJECTIVES	PROCEDURE

HOMEWORK:

EVALUATION:

A SAMPLE LESSON PLAN

A sample lesson plan, based on based on teaching SINGULAR/PLURALS, is given on page 39. An activity that can be used with the lesson is shown on pages 40-41.

NOW IT'S YOUR TURN!

Now try developing two lesson plans, based on these teaching points:

ADJECTIVES

THIS/THAT/THESE/THOSE

To assist you in preparing your lesson plans, some exercises and activities that have been developed for these teaching points are shown on pages 42-47. They are taken from the Molinsky and Bliss *Side by Side* book*, as is the activity on pages 40-41.

Of course, you will not be able to use all of the activities in two lessons. You can save some of them for future lessons on the same teaching points.

Make copies of the lesson plan form on page 36 (Standard Format) OR the one on page 37 (Chart Format) to use in writing your lesson plans.

*Molinsky and Bliss (1A), pp. 41-49.

LESSON

Name _____

Topic SINGULAR / PLURAL

GENERAL INSTRUCTIONAL GOAL:

The students will be able to

OBJECTIVES	PROCEDURE
<u>To be able to:</u>	
1. Identify singular/plural forms.	Presentation and explanation
2. Pronounce [s], [z], and [iz] correctly	Introduce correct pronunciation
3. Match items of clothing with the correct nouns.	Demonstration using items of clothing
4. Change the singular form to plural.	Explanation, then let students work in pairs
5. Distinguish between regular/irregular	Show differences on a list

HOMEWORK: *Write six sentences using nouns (from a list supplied)*

EVALUATION:

Students: *Matching or Completion*Lesson: *The instructional goal will be*

PLAN FORM (Chart Format)

Class Level First Semester
 Day _____ Time _____ Room _____

use correct singular/plural forms.

ACTIVITIES	TEACHING AIDS	POSSIBLE PROBLEMS
Listen to recorded sentences	cassette	<u>Pronunciation</u> Consonant clusters in final position
Pronunciation drills	flash cards	<u>Spelling</u> Use of suffixes <u>s</u> and <u>es</u> in making the plural
Label pictures	pictures	<u>Suggestions</u> 1. Use Error Correction sheet for revision of errors 2. Make chart
Practice guided conversations	<u>Side by side</u> (activity on pp. 40-41 in this manual)	
write singular/plural forms		

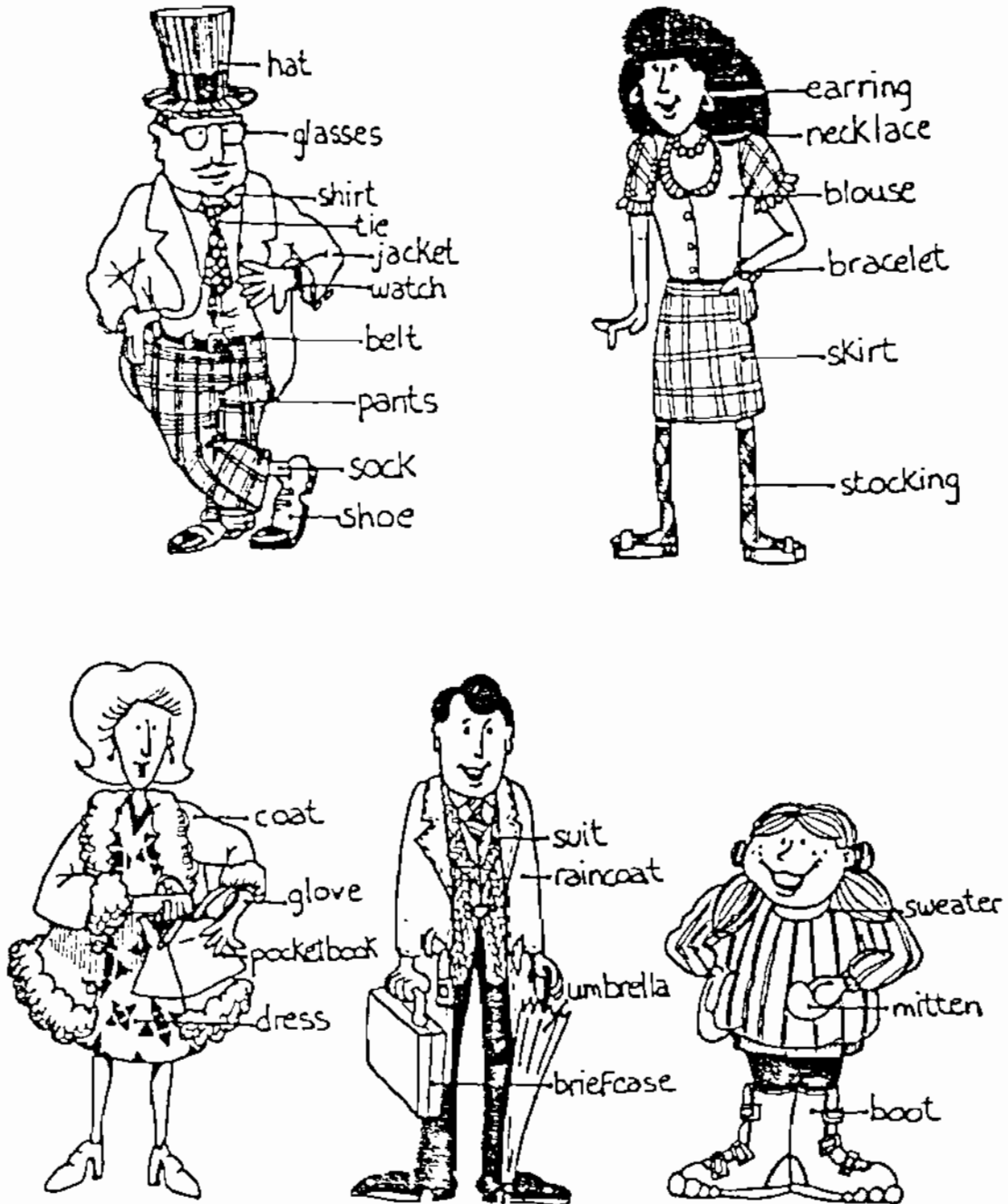
eg. the correct singular or plural form of died by the teacher). Board correction.

Quiz; Oral Production is met, but continue to work on spelling errors.

SINGULAR/PLURAL

The activity that is on this page and continued on page 41, using singular and plural nouns, can be used with the sample lesson plan on page 39.

Practice saying these words and then write them in the chart on the next page.



SINGULAR/PLURAL*

[s]

[z]

[ɪz]

a book - books
a shop - shops
a student - students
a bank - banks
an airport - airports

a car - cars
a school - schools
a window - windows
a store - stores
an island - islands

a class - classes
a church - churches
a garage - garages
an exercise - exercises
an office - offices

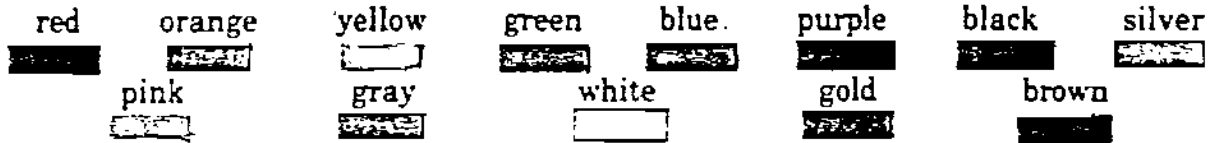
a hat - hats

*Some words have irregular plurals:

a man - men
a woman - women
a child - children
a person - people
a tooth - teeth
a mouse - mice

I'm Looking for a Jacket

COLORS



- A. May I help you?
 B. Yes, please. I'm looking for a jacket.
 A. Here's a nice jacket.
 B. But this is a **PURPLE** jacket!
 A. That's okay. Purple jackets are very **POPULAR** this year.

- A. May I help you?
 B. Yes, please. I'm looking for a _____.
 A. Here's a nice _____.
 B. But this is a _____!
 A. That's okay. _____s are very **POPULAR** this year.



1. *green*



2. *orange*



3. *red*



4. *yellow*



5. *purple*



6. *pink and green*



7. *polka dot*



8. *striped*

I'm Looking for a Pair of Gloves

pair of shoes/socks. . . .



- A. Can I help you?
- B. Yes, please. I'm looking for a pair of gloves.
- A. Here's a nice pair of gloves.
- B. But these are GREEN gloves!
- A. That's okay. Green gloves are very POPULAR this year.

- A. Can I help you?
- B. Yes, please. I'm looking for a pair of _____.
- A. Here's a nice pair of _____.
- B. But these are _____ s!
- A. That's okay. _____ s are very POPULAR this year.



1. pink



2. black



3. red



4. striped



5. green and yellow



6. purple and brown



7. polka dot



8. red, white, and blue



What are you wearing today?
 What are the students in your class wearing today?
 What's your favorite color?

READING



NOTHING TO WEAR

Fred is upset this morning. He's looking for something to wear to work, but there's nothing in his closet.

He's looking for a clean shirt, but all his shirts are dirty. He's looking for a sports jacket, but all his sports jackets are at the dry cleaner's. He's looking for a pair of pants, but all the pants in his closet are ripped. And he's looking for a pair of socks, but all his socks are on the clothesline, and it's raining!

Fred is having a difficult time this morning. He's getting dressed for work, but his closet is empty and there's nothing to wear.

✓ CHECK-UP

Choose

1. Fred's closet is
 - a. upset.
 - b. empty.
2. Fred is
 - a. at home.
 - b. at work.
3. Fred's shirts are
 - a. dirty.
 - b. clean.
4. He's looking for a pair of
 - a. jackets.
 - b. pants.
5. The weather is
 - a. not very good.
 - b. beautiful.
6. Fred is upset because
 - a. he's getting dressed.
 - b. there's nothing to wear.

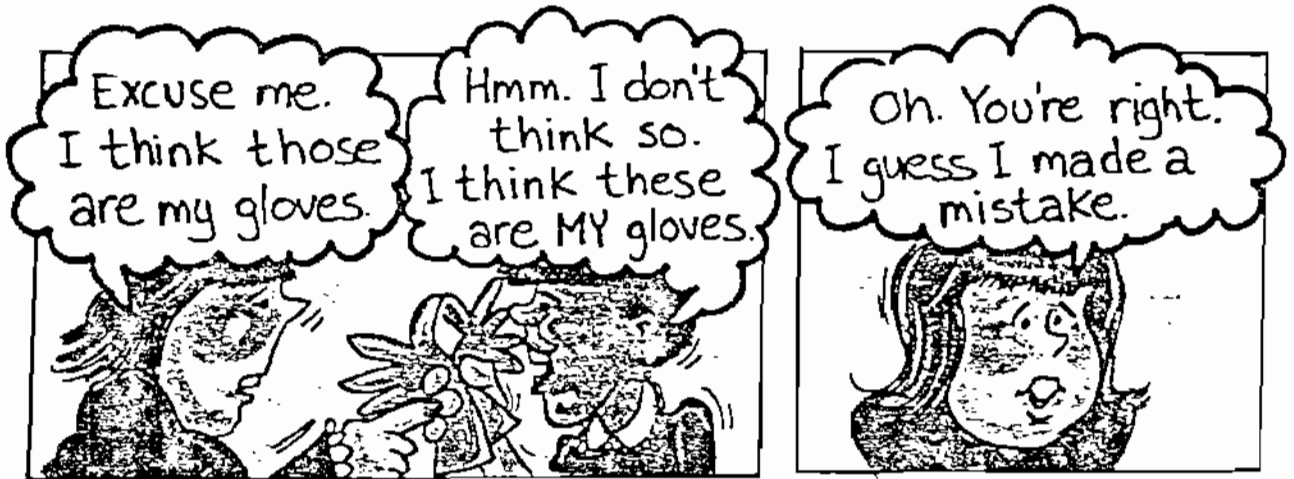
Choose

What word doesn't belong?

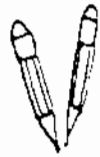
1. a. shoes b. socks c. earrings d. boots
2. a. necklace b. bracelet c. sweater d. earring
3. a. skirt b. raincoat c. jacket d. coat
4. a. dress b. blouse c. skirt d. tie
5. a. umbrella b. shirt c. briefcase d. purse

Excuse Me. I Think That's My Jacket.

This/That is - These/Those are



1. pen



2. pencils



3. book



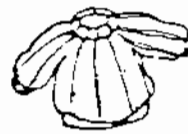
4. mittens



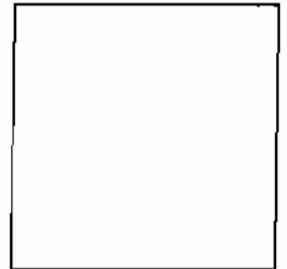
5. raincoat



6. earrings



7. sweater



8.

Lost and Found



- A. Is this your umbrella?
- B. No, it isn't.
- A. Are you sure?
- B. Yes. **THAT** umbrella is brown, and **MY** umbrella is black.



- A. Are these your boots?
- B. No, they aren't.
- A. Are you sure?
- B. Yes. **THOSE** boots are dirty, and **MY** boots are clean.

Make up conversations, using colors and other adjectives you know.



1. *watch*



2. *glasses*



3. *purse*



4. *gloves*



5. *little boy*



6. _____

SUMMARY

GRAMMAR

Singular/Plural

(s)	I'm looking for a <i>jacket</i> . Purple <i>jackets</i> are very popular this year.
(z)	I'm looking for an <i>umbrella</i> . Purple <i>umbrellas</i> are very popular this year.
(iz)	I'm looking for a <i>dress</i> . Pink <i>dresses</i> are very popular this year.

I'm looking for	a	jacket hat blouse
	a pair of	gloves pants shoes

Thi / That/These/Those

Is this your *umbrella*?
That *umbrella* is brown.

Are these your *boots*?
Those *boots* are dirty.

Adjectives

This is a purple *jacket*.
These are green *gloves*.

FUNCTIONS

Offering to Help

May I help you?
Can I help you?
Yes, please.

Expressing Want-Desire

I'm looking for a *jacket*.
I'm looking for a *brown briefcase* for my
husband.

Describing

Here's a nice *jacket*.
But this is a *PURPLE jacket!*
But these are *GREEN gloves!*
That *umbrella* is *brown*.
Those *boots* are *dirty*.

Expressing Agreement

You're right.

Expressing Disagreement

I don't think so.

Asking for and Reporting Information

Is this your *umbrella*?
No, it isn't.
Are these your *boots*?
No, they aren't.

Inquiring about Certainty

Are you sure?

Expressing Certainty

I think *that's my jacket*.

Apologizing

I'm sorry.

Admitting an Error

I guess I made a mistake.

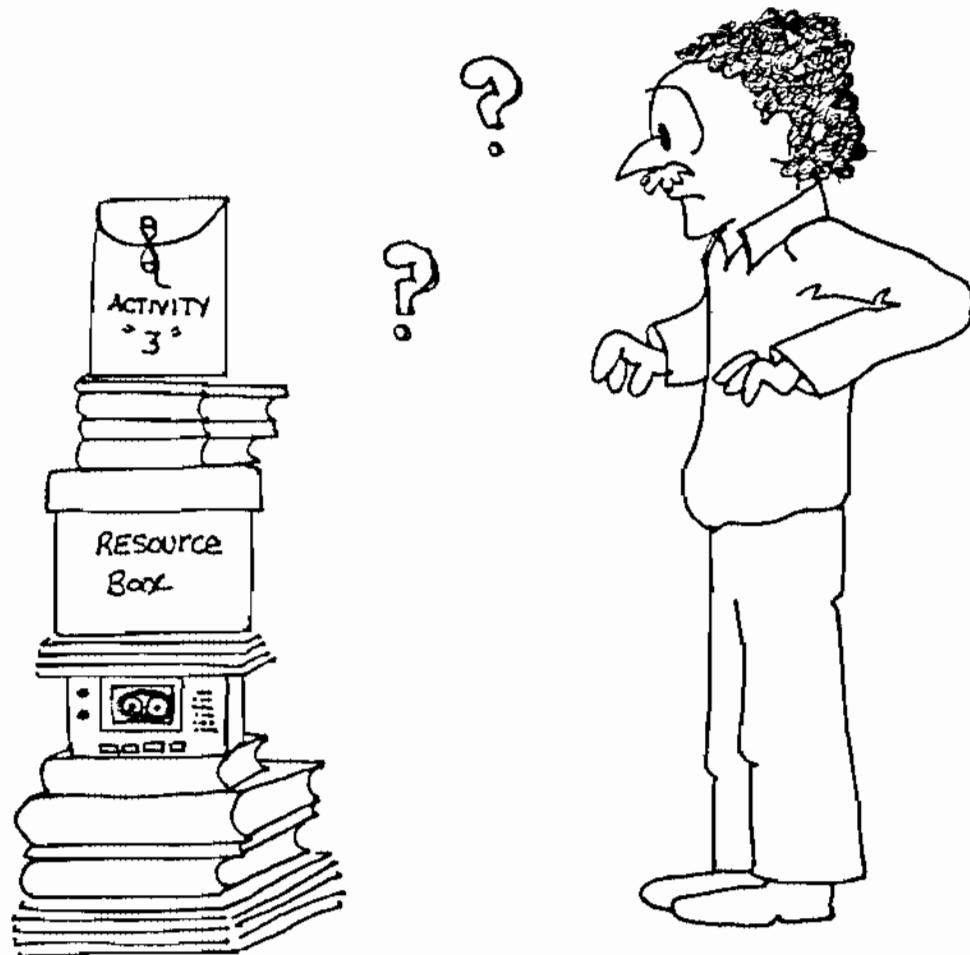
Attracting Attention

Excuse me.

Expressing Surprise-Disbelief

But this is a PURPLE jacket!

2. SELECT RESOURCES CAREFULLY



MAKE WISE CHOICES OF EFL TEACHING MATERIALS, BASED ON THE LANGUAGE SKILLS THE STUDENTS NEED AND THE DEGREE OF PROFICIENCY THAT MUST BE REACHED.

WHAT ARE SOME GUIDELINES FOR THE SELECTION OF RESOURCES?

Most teachers have at some time used supplementary (additional) materials with their classes. When evaluating books and other resources, it is important to consider both the teaching situation and the learning objectives.

1. What are the language skills the learner will need?
2. What degree of proficiency should be reached?

There are generally two categories of textbooks:

TRADITIONAL
and
COMMUNICATIVE

These two types of textbooks are described on pages 50 - 51.

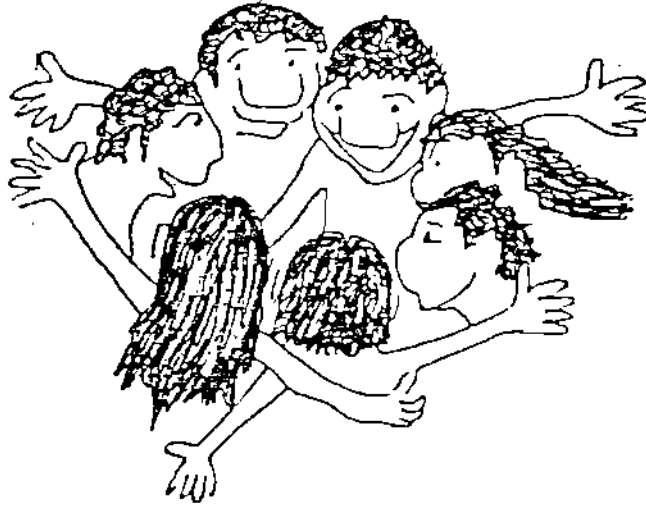
TRADITIONAL TEXTBOOKS

There are many traditional textbooks in use. Traditional textbooks have most of the following characteristics:

1. They emphasize the *forms*, or *patterns*, of language (the grammar) more than the communicative functions.
2. They tend to focus on reading and writing activities, rather than on listening and speaking activities.
3. They emphasize the importance of *accuracy* (correctness) rather than fluency (ability to communicate).
4. They tend to focus narrowly on a few topics.
5. Some teachers like them because they seem easy to use and are highly examination-oriented.
6. Students can work through traditional textbooks and still be incapable of using the language. They may know the grammar, but they can't communicate.



COMMUNICATIVE TEXTBOOKS



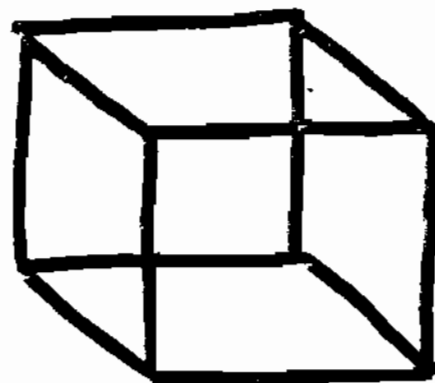
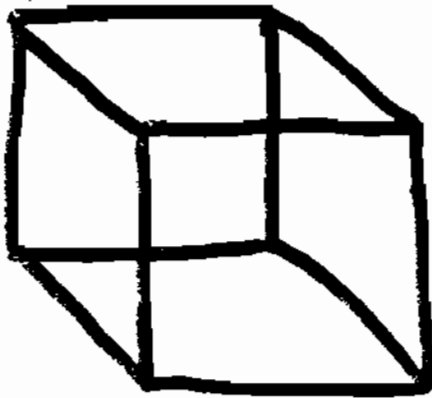
Communicative textbooks try to create opportunities for the students to use the language in the classroom so that they will be able to use it in real life.

These textbooks usually have the following characteristics:

1. They emphasize the *communicative functions* of language, not just the forms.
2. They usually have a good balance among the four language skills, but emphasize listening and speaking more than a traditional textbook does.
3. They emphasize *fluency* (ability to communicate), not just accuracy (correctness).
4. The topics reflect students' needs and interests.
5. They encourage work in groups and pairs, and therefore make heavier demands on the teacher for preparation.
6. They emphasize skills in using the language to communicate, and are therefore activity-based.

Adapted from Grant, pp. 12-14.

3. COLLECT AND PREPARE TEACHING ITEMS



BEGIN A COLLECTION OF SIMPLE ITEMS SUCH AS PICTURES, FLASH CARDS, MAPS, DRAWINGS, STAMPS, ETC. AND STORE THEM IN A RESOURCE BOX.

SUGGESTIONS FOR COLLECTING AND PREPARING TEACHING ITEMS

The range and quality of teaching aids and resources that are available to language teachers varies from place to place. However, teachers can be creative in collecting and preparing simple items that are needed for exercises and activities.

Suggestions regarding aids and resources to use:

1. Portable Cassette Player-Recorder

Consider purchasing a small, portable, battery-run player that you can use in your classroom. This aids greatly in using language tapes. If you purchase one that also has the "record" feature, then you will be able to make cassette recordings.

2. Resource Box

Obtain a box (or two) that you can use for storing resources of all kinds.

3. Items To Put In The Resource Box

a. *Items To Collect*

Always be on the look-out for items that you can collect, such as postcards, stamps, maps, menus, English language magazines and newspapers, physical objects, etc.

b. *Already-Prepared Activities*

When you prepare exercises and activities, do it with the plan to use them over and over. Photocopy a "set" and make them last longer by pasting them on strong paper. Place each set of activities in a large marked envelope before storing.

c. *Pictures*

Constantly clip pictures from magazines, calendars, etc. These can be used for many teaching activities and also can be put on the wall of the classroom to make it more attractive. As with the exercises and activities, place the pictures in large marked envelopes.

d. *Flash Cards*

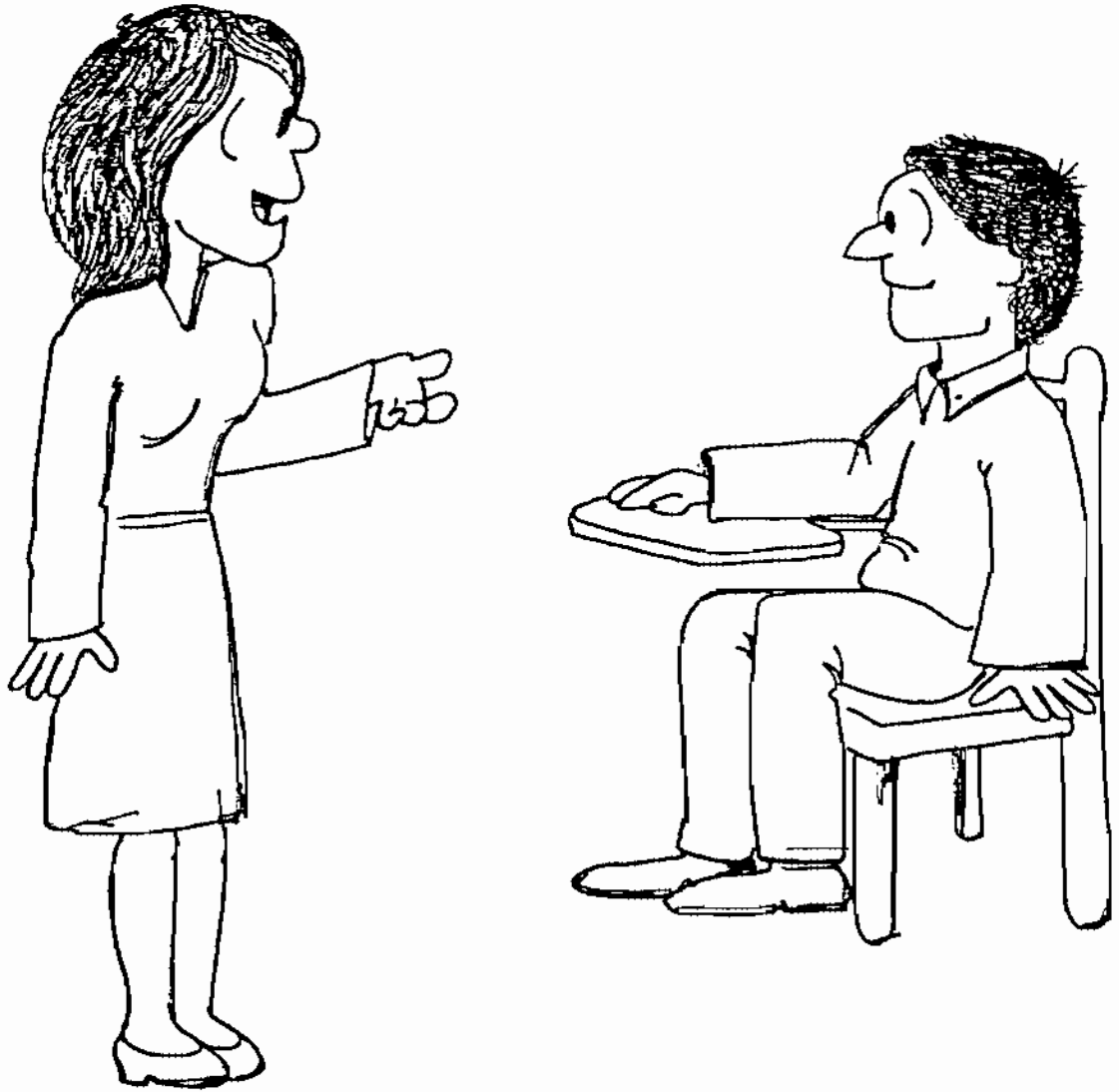
These can be very simply and cheaply made, and can be used in a variety of ways.

e. *Miscellaneous Fun Items*

Collect jokes, riddles, cartoons, and songs. As with the other items, put in marked envelopes.

4. Whiteboard

Remember that the whiteboard is a valuable resource. Use it for drawings, stick-figures, etc. as well as for the more traditional use.



WHAT ARE A TEACHER'S RESPONSIBILITIES?

C. DIRECT THE LEARNING ENVIRONMENT

HOW CAN A TEACHER DIRECT THE LEARNING ENVIRONMENT?

There are several important ways that a teacher can direct the learning environment in a language classroom:

1. Arrange the Classroom

Language activities, pair work, and group work can be carried out in almost any setting, but it will increase effectiveness if you can organize the desks and chairs to fit your teaching purposes. Also, it is stimulating to the students if you put charts, posters, pictures, etc. on the walls.

2. Maintain Discipline

Each teacher must decide what kind of behavior will be acceptable, and how he or she will react to problems. However, students who are busy and believe that what they are doing is worthwhile are less likely to be disruptive. A well-organized teacher will have fewer problems with discipline.

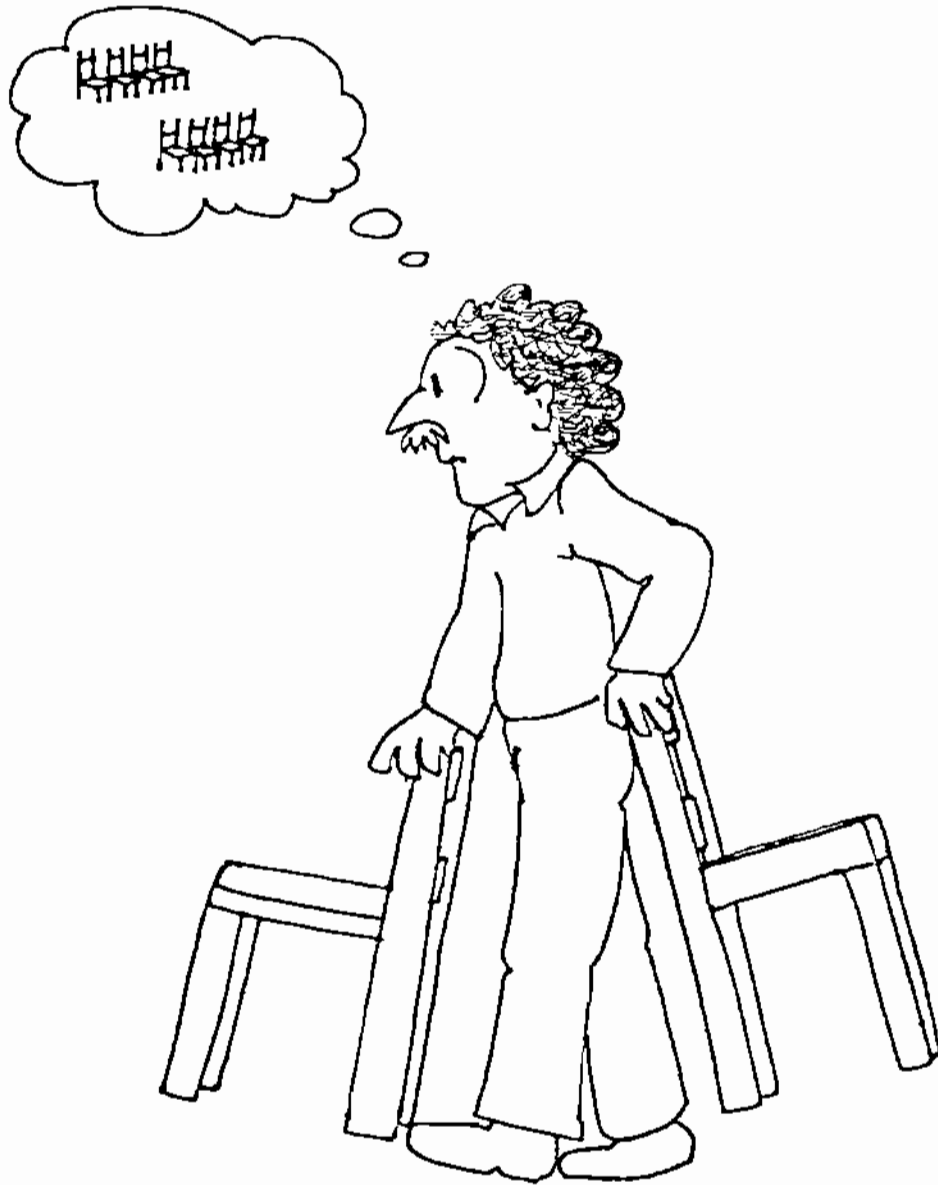
3. Establish Regular Routines

Language classes will be more successful if the teacher establishes basic class routines which everyone understands and accepts. In addition, the teacher must learn to direct the various steps in a lesson: the presentation, practice, changes of activity, arranging the students into pairs and groups, and ending the lesson effectively.

4. Use Pace and Variety to Stimulate Learning

Using many different teaching techniques keeps student interest at a high level. Teachers should also alternate concentrated work with something more relaxing such as a game or song.

1. ARRANGE THE CLASSROOM

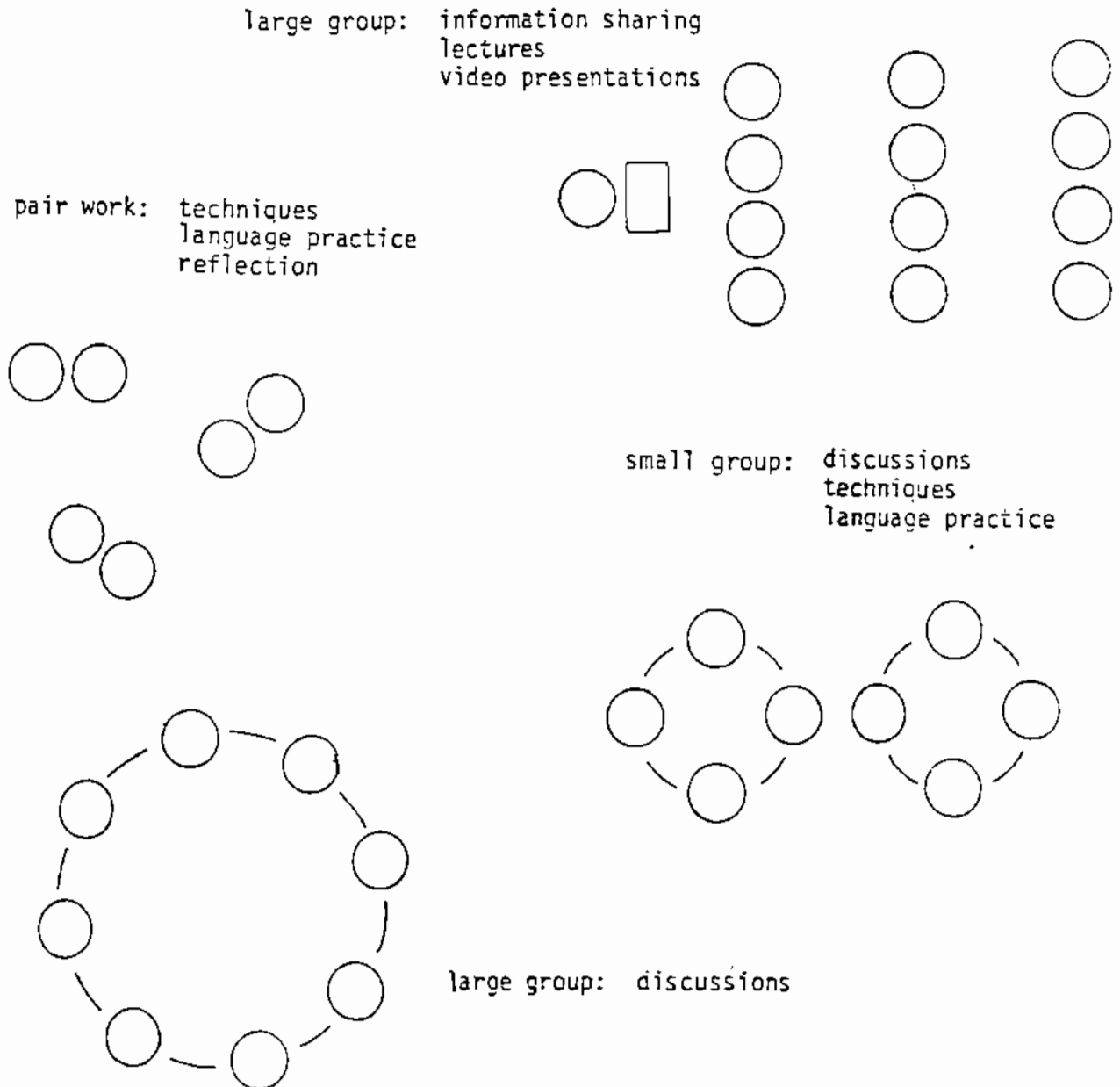


IT WILL INCREASE EFFECTIVENESS IF YOU CAN ORGANIZE THE DESKS TO FIT YOUR TEACHING PURPOSES. ALSO, IT IS STIMULATING TO THE STUDENTS IF YOU PUT CHARTS, PICTURES, ETC. ON THE WALLS.

SUGGESTIONS FOR ARRANGING THE CLASSROOM

1. Choose seating arrangements depending on the purpose of a given activity or task.
2. Whatever the arrangement, assign students to a certain seat which they will use each day.
3. Prepare a chart of the seating arrangements. Use it when checking attendance, calling on students to answer a question, etc.
4. Change the students' seats after several months, so that everyone will have an opportunity to sit in a different place. Prepare a chart of the new plan.

Some possible seating arrangements are shown below:



2. MAINTAIN DISCIPLINE



EACH TEACHER MUST DECIDE WHAT KIND OF BEHAVIOR WILL BE ACCEPTABLE AND HOW HE OR SHE WILL REACT TO PROBLEMS.

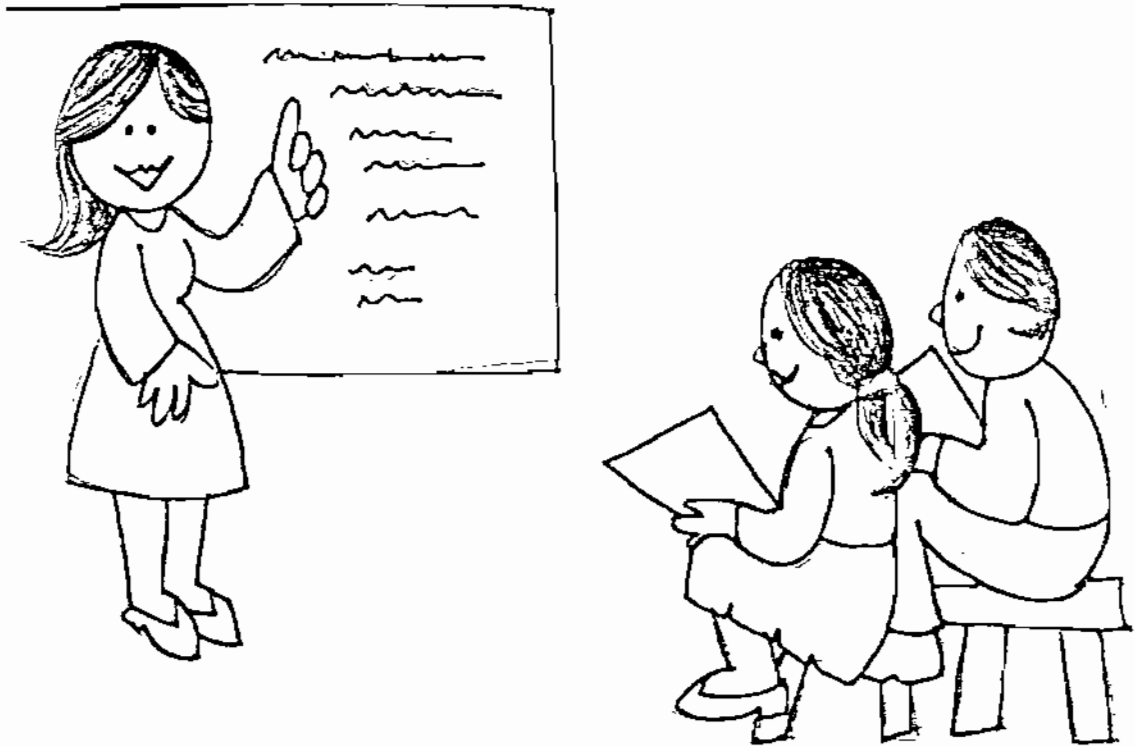
WHAT ARE SOME WAYS TO MAINTAIN DISCIPLINE?

1. Always be polite to your students and expect them to be polite to each other as well as to you. This includes expecting them to arrive on time and to apologize if they are late.
2. If students become noisy, don't raise your voice. Instead, stop whatever work you are doing with the class and wait until you have all the students' attention again.
3. Say what you mean, and mean what you say. If, for example, you have told the class to look at the next unit *if they have time*, do not complain if some students have not done so.

But if you say *This homework must be done by Thursday*, and some students do not do it, then you must be firm and express your displeasure.

4. Do the things which you have told the students you will do. For example, if you say *I'll bring the book and show it to you at our next lesson*, then you must do so. It is better not to make a promise than to forget to keep it.
5. Have simple and fair rules, and be consistent in how you deal with your students. If you say that certain behavior is not acceptable (for example, *eating in class*), then you must enforce those rules.
6. Sometimes you will have to be stern with students who misbehave, but if you treat all students alike, your firm stand will not spoil your relationship with the group.

3. ESTABLISH REGULAR ROUTINES



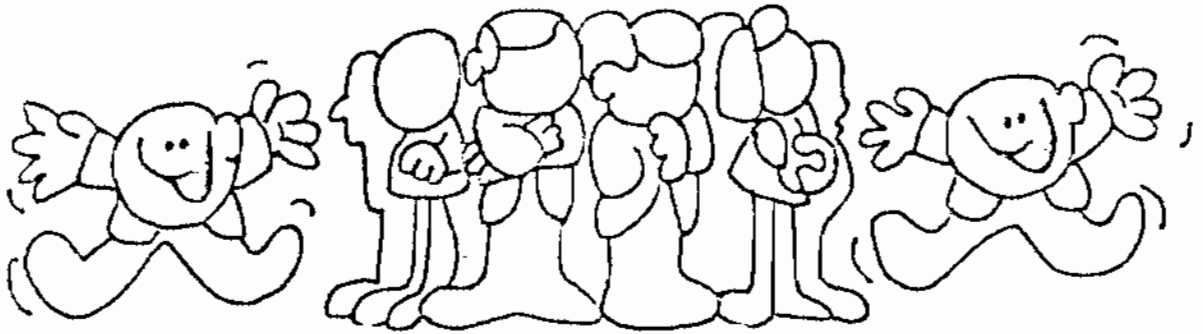
LANGUAGE CLASSES WILL BE MORE SUCCESSFUL IF THE TEACHER ESTABLISHES BASIC CLASS ROUTINES WHICH EVERYONE UNDERSTANDS AND ACCEPTS.

REGULAR CLASSROOM ROUTINES THAT ARE USEFUL

Listed below are some regular routines that will help a teacher direct the language classroom.

1. Address every student by name and encourage the rest of the class to do so too.
2. Treat every student the same. Make sure that you do not pick favorites.
3. On the first day of class, explain your routines and procedures to the students, and ask for their cooperation.
4. Plan carefully what you are going to do in each lesson, but do not stick so closely to it that you cannot handle occasional interruptions.
5. Walk to various parts of the room as you model sentences and as you conduct the lesson, so that all of the students can see you and can hear you.
6. Train student assistants to help you check class attendance, to keep desks and chairs in order, to distribute papers and books, etc.
7. Train capable students to help check homework and to help correct short quizzes.

4. USE PACE AND VARIETY TO STIMULATE LEARNING



USING MANY DIFFERENT TEACHING TECHNIQUES KEEPS
STUDENT INTEREST AT A HIGH LEVEL.

SOME WAYS TO STIMULATE LEARNING

1. In order to maintain the students' interest, plan lessons in which there is a great deal of variety and use of all four skills: listening, speaking, reading, and writing.
2. Using several teaching techniques will help keep the students enthusiastic rather than sleepy.
3. A teacher should use as many different exercises and activities as possible, even when teaching the same language item.
4. Tell the students what you want to achieve in the lesson and then, at the end, say how successful you think you have been.
5. Use visual aids (charts, pictures, real objects) to make sure the students understand the teaching points.
6. Demonstrate new words and structures. Ask students to participate in the demonstrations.
7. If you must use a certain textbook or a certain curriculum, prepare exercises and activities as extra, additional work. You can also change the order of presentations in the book to make them more interesting.
8. Use *pair work* (students working in twos) and *group work* (four to seven students working together) often.

EXAMPLE OF AN ACTIVITY TO STIMULATE LEARNING

FIND THE DIFFERENCES PICTURES

PROCEDURE:

The students work in pairs (twos), or in groups of four.

Each student or pair of students has a picture. The pictures are similar but not identical.

Students may not look at each other's pictures.

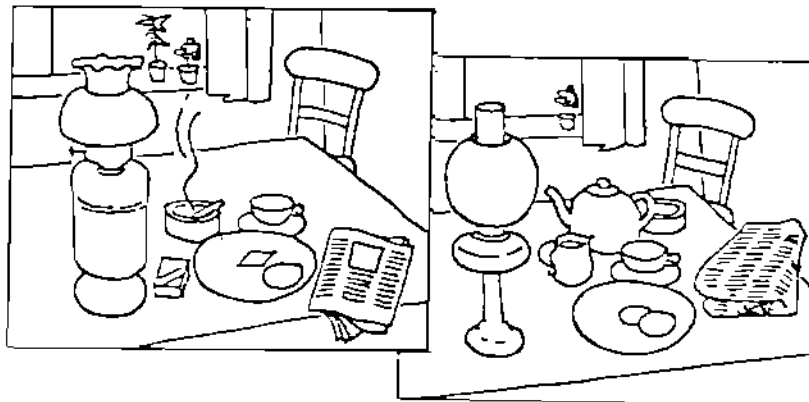
INSTRUCTIONS:

Each student describes his or her own picture and asks questions about the other student's picture.

Each must find *a certain number of things that are different* in the pictures. The teacher tells the students how many different things they must find.

When they have reached this number, they may then look at each other's pictures and discuss any other differences that they can see.

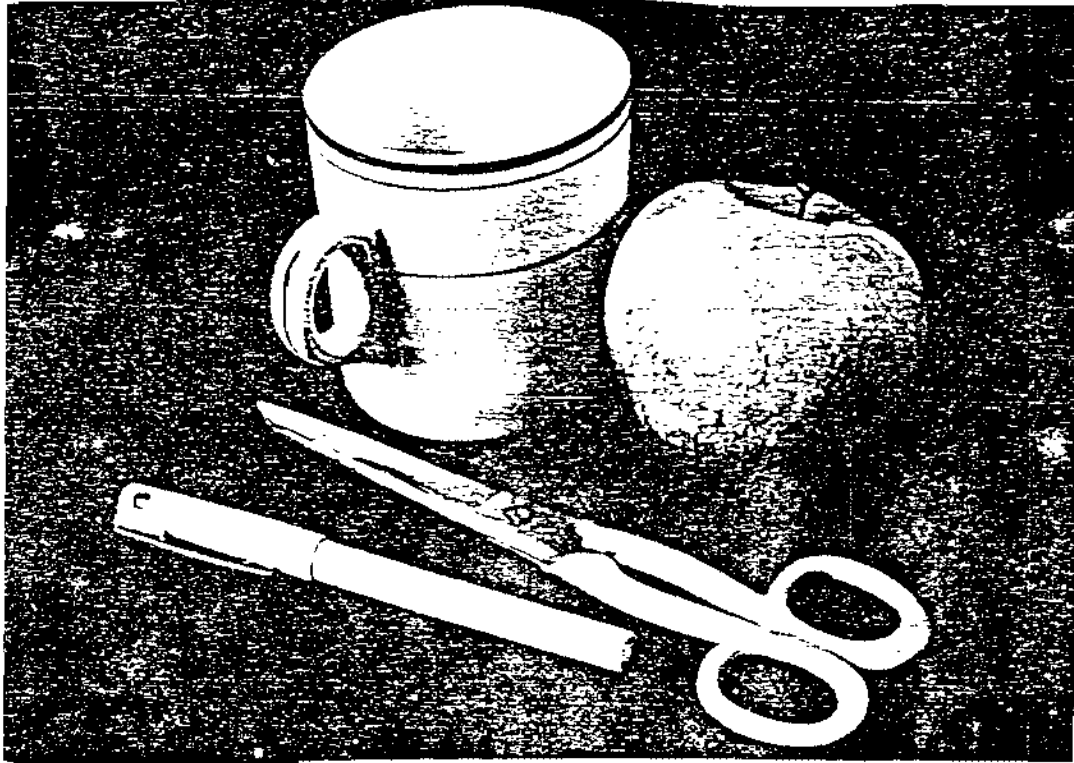
EXAMPLES OF PAIRS OF PICTURES THAT CAN BE USED ARE SHOWN BELOW AND ON PAGE 65.



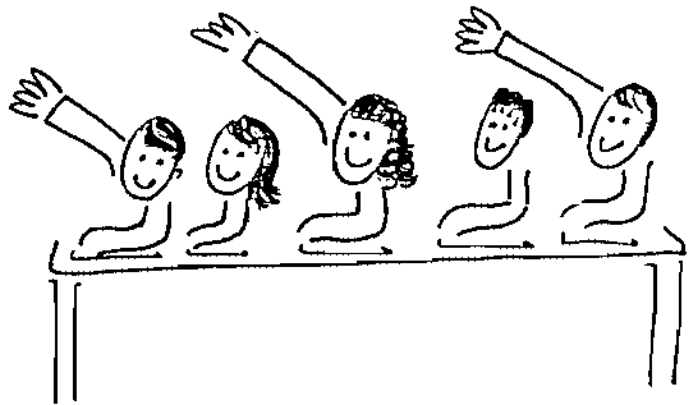
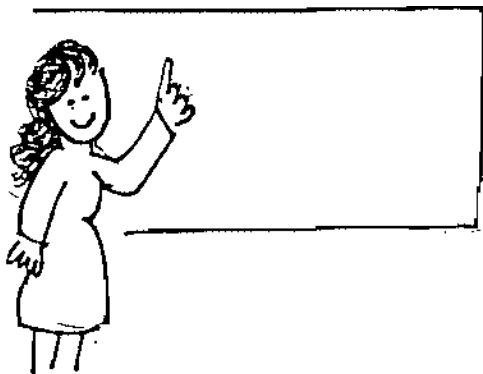
EXAMPLE OF AN ACTIVITY TO STIMULATE LEARNING

FIND THE DIFFERENCES PICTURES (continued)

Another example of a pair of pictures that can be used for the *Find the Differences* activity described on page 64 are given below.



Byrne and Rixon, p. 12.



WHAT ARE A TEACHER'S RESPONSIBILITIES?

D . DEVELOP AN ENCOURAGING ATMOSPHERE

WHAT ARE WAYS TO DEVELOP AN ENCOURAGING ATMOSPHERE?

An encouraging atmosphere motivates the students. This can be developed in several ways:

1. Know and Accept Students

Try to know as many of the students as possible, and realize that they are individuals with different personalities and backgrounds. Give them encouragement at whatever language level they are, and try to involve all of them in class activities and oral practice.

2. Respond to Individual Needs

Build students' self-confidence by responding to individual learning needs in creative ways. Language study is not easy, and sometimes *blocks to learning* occur. A *block to learning* is anything that prevents a student from learning the target language. Students have different learning styles, so they will have different learning needs.

3. Use Humor and Fun Activities

Integrate humor and fun activities with the language skills being taught. Students will not only learn something as they participate, but these activities will also encourage and motivate the students for additional language learning.

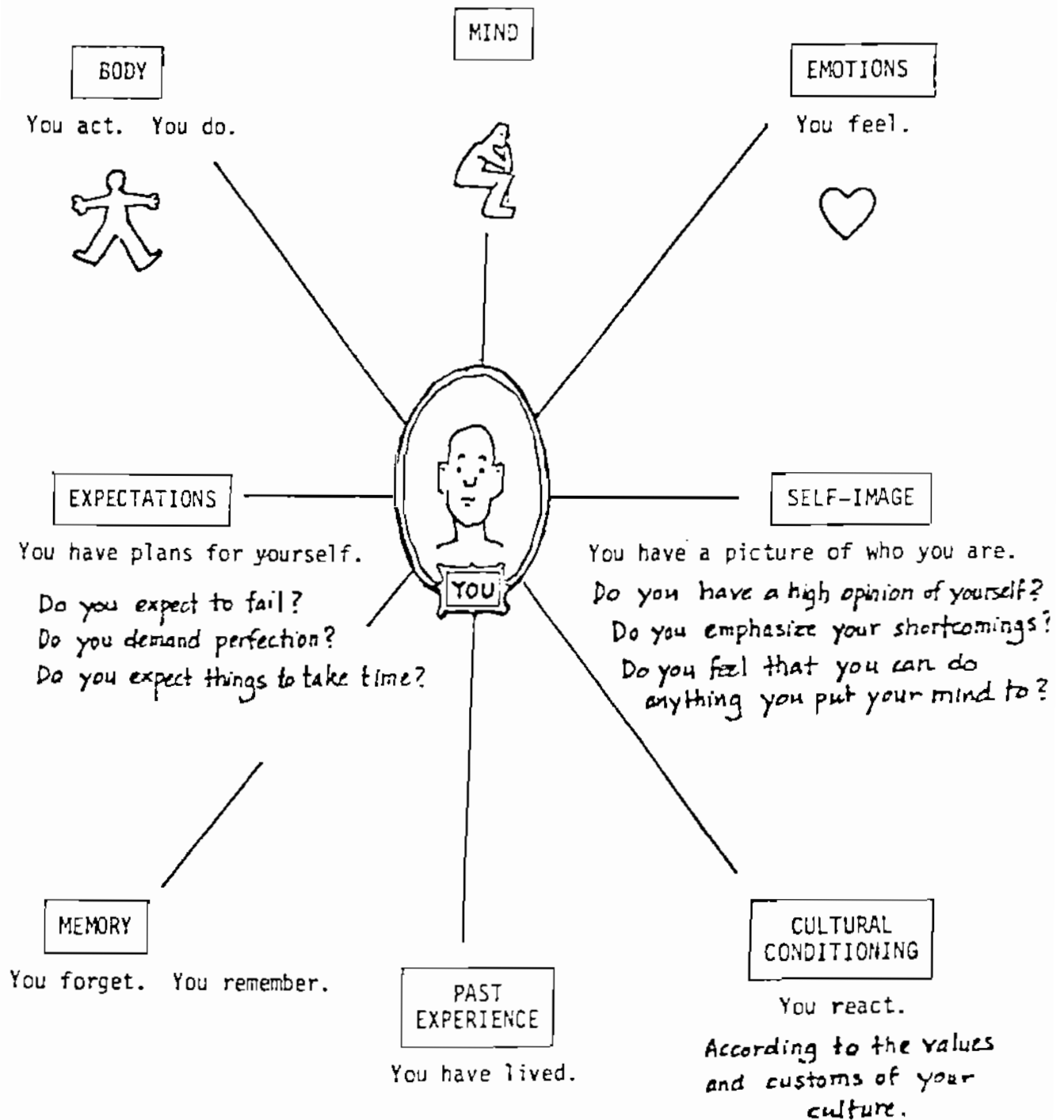
1. KNOW AND ACCEPT STUDENTS



TRY TO KNOW AS MANY OF THE STUDENTS AS POSSIBLE.
GIVE THEM ENCOURAGEMENT AT WHATEVER LEVEL OF LANGUAGE
LEARNING THEY ARE.

MAKEUP OF AN INDIVIDUAL

There are many aspects of an individual, and all of them are involved when a person participates in a learning experience.



Reznich, p. 328.

NOBODY CARES WHAT YOU KNOW

UNLESS

THEY KNOW YOU CARE

I wish my students
learned faster.
They're so slow...

Why don't you just
accept them the way
they are?!



It depends upon you.



It doesn't happen by chance.

It involves effort and
thought.

It involves good communication.

EXAMPLE OF AN ACTIVITY TO HELP YOU KNOW YOUR STUDENTS

WHAT DO YOU DO WHEN YOU'RE NERVOUS?

What do you do when you're nervous?



Do you perspire?



Do you bite your nails?



Do you walk back and forth?

Answer these questions and then ask another student in your class.

What do you do when you're . . .

1. nervous?



When I'm nervous I bite my nails.

2. sad?



3. happy?



4. tired?



5. sick?



6. cold?



7. hot?



8. hungry?



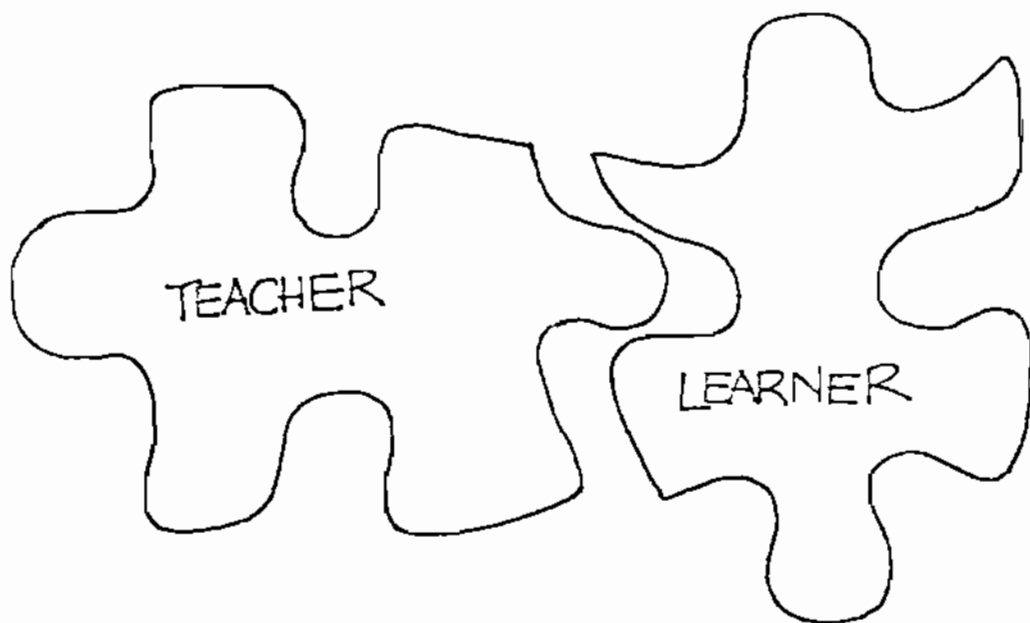
9. thirsty?



10. angry?



2. RESPOND TO INDIVIDUAL NEEDS

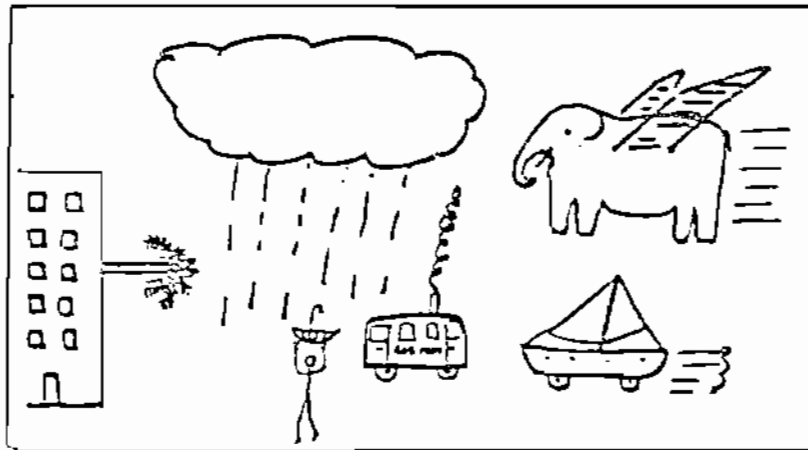


STUDENTS HAVE DIFFERENT LEARNING STYLES, SO INCREASE SELF-CONFIDENCE BY RESPONDING TO INDIVIDUAL NEEDS IN CREATIVE WAYS.

INCREASE STUDENTS' SELF-CONFIDENCE BY RESPONDING TO NEEDS

1. When we learn a new language, we are learning to view the world from a different place. This is not easy.
2. *Blocks to learning* sometimes occur. The teacher needs to discover what these blocks are, and to make sure that the students feel at ease.
 - a. Sometimes a student feels incapable of learning a new language.
 - b. Perhaps a student is afraid he will make a mistake if he tries to speak in English, and he doesn't want to be embarrassed.
 - c. Sometimes a student feels that the other students don't like him, or even that the teacher doesn't like him.
3. It is helpful to plan lessons which allow the students to talk about themselves and what is important to them. The ideal situation is one in which the students are eager to try to say something in English about a familiar topic.
4. Students have different *learning styles*, which means that they respond and react to a learning experience in different ways. They also will acquire a foreign language at different rates and in different ways.
5. If the teacher teaches in a way that takes these differences in learning style and language development into account, and has the attitude that the students CAN and WILL learn, this aids in motivation.
6. It is helpful to assign the more able students to assist the less able ones with difficult exercises and activities. The teacher can train these able students to be group leaders in charge of approximately five or six other students.
7. The teacher should tell the students not to worry about making errors, and should assure them that the teacher will not embarrass them in front of the other students. The students will then be more willing to speak in English and can make use of their mistakes and learn from them.

3. USE HUMOR AND FUN ACTIVITIES



INTEGRATE HUMOR AND FUN ACTIVITIES WITH THE SKILLS BEING TAUGHT. STUDENTS WILL BE ENCOURAGED AND MOTIVATED FOR ADDITIONAL LANGUAGE LEARNING.

A SONG



Don't Sit Under The Apple Tree

(With Anyone Else But Me)

LEW BROWN
CHARLIE TOBIAS
and SAM H. STEPT

Chorus (Brightly)

Don't Sit Under The Apple Tree with any-one else but me, An-y-one else but me,

An-y-one else but me, No! No! No! Don't Sit Under The Apple Tree with anyone else but me 'til

I come march-ing home. Don't go walk-in' down lov-er's lane with

any-one else but me, An-y-one else but me, An-y-one else but me, No! No! No!

Don't go walkin' down lover's lane with anyone else but me 'til I come march-ing home.

EXAMPLE OF HUMOR AND FUN ACTIVITIES

DESCRIBE A PICTURE

Study the picture, describe what you see, then answer the questions.



QUESTIONS

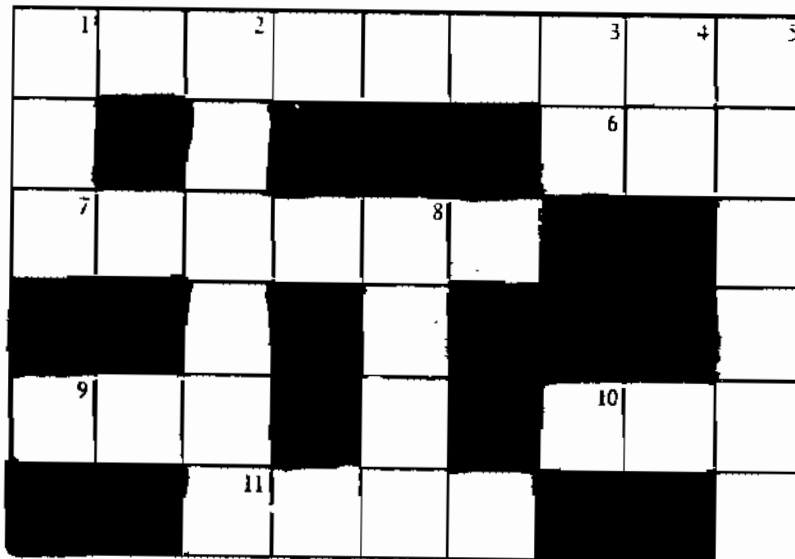
1. What is the lion saying? the hunter?
2. What is funny about this scene?
3. Do you think that the hunter is afraid?
4. Is the lion hungry?
5. What finally happens, do you think?

ASKING QUESTIONS: Ask questions of your classmates about the picture using the following interrogative words: WHO, WHERE, WHEN, WHY, and HOW.

EXAMPLE OF HUMOR AND FUN ACTIVITIES

AN INTRODUCTORY CROSSWORD PUZZLE

When students have not had experience with crossword puzzles, a simple puzzle like this one should be copied on the whiteboard. The teacher and the students should do it together, so that the teacher can demonstrate the technique. After that, puzzles may be done by individual students, pairs, or by small groups,



ACROSS

1. Tuesday is between Monday and _____.
6. I have two ears but only _____ nose.
7. The number after 89 is _____.
9. We hear with each ear, and we see with each _____.
10. This tea is _____ hot to drink.
11. Did she ring that bell? No. He _____ it.

ANSWERS:

ACROSS:

1. Wednesday
9. eye

6. one
10. too

7. ninety
11. rang

DOWN

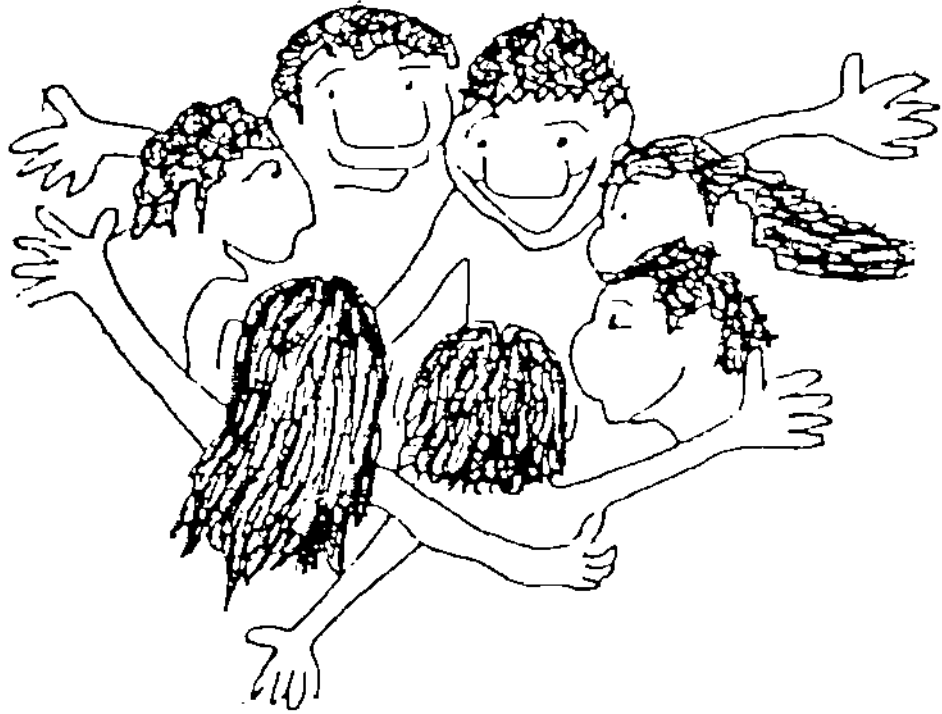
1. They were happy when their team _____ the game.
2. What did you eat for _____?
3. You don't like coffee, _____ you?
4. Come back in _____ hour, please.
5. To make green, we mix blue and _____.
8. France is larger _____ England.

DOWN:

1. won
4. an

2. dinner
5. yellow

3. do
8. than



WHAT ARE A TEACHER'S RESPONSIBILITIES?

E. MAKE CERTAIN ENGLISH IS SPOKEN

HOW CAN WE MAKE CERTAIN ENGLISH IS SPOKEN?

1. Model Good Communication

The teacher's own confident use of English has a strong influence on the student's willingness to speak English.

2. Provide Many Activities

Include every student, and provide many class opportunities for them to talk and to listen to each other in English.

3. Encourage The Use of English Outside The Class

It is very important to encourage the students to watch English films and TV programs, listen to English tapes, join an English club, and read English newspapers, books and magazines.



1. MODEL GOOD COMMUNICATION



THE TEACHER'S OWN CONFIDENT USE OF ENGLISH HAS A STRONG INFLUENCE ON THE STUDENTS' WILLINGNESS TO SPEAK ENGLISH.

HOW DOES A TEACHER MODEL GOOD COMMUNICATION?

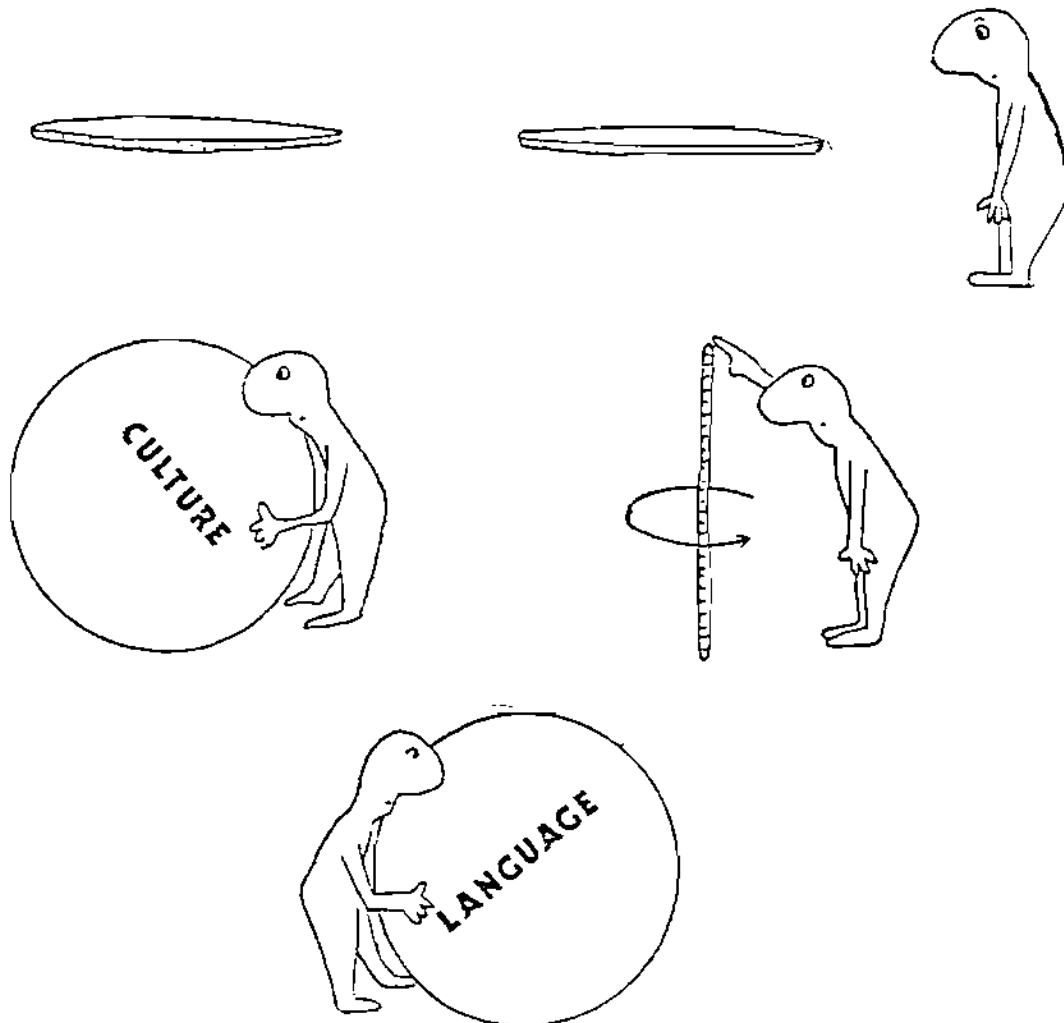
The teacher in the illustration below is discovering that language and culture are reflections of each other. A language teacher has the responsibility of helping the students learn the target language, and also helping them understand the target culture. It is important, therefore, for the teacher to be the best example possible.

In order to be a model of good communication, the teacher should first be an active learner and constantly be seeking to upgrade his or her own language skills.

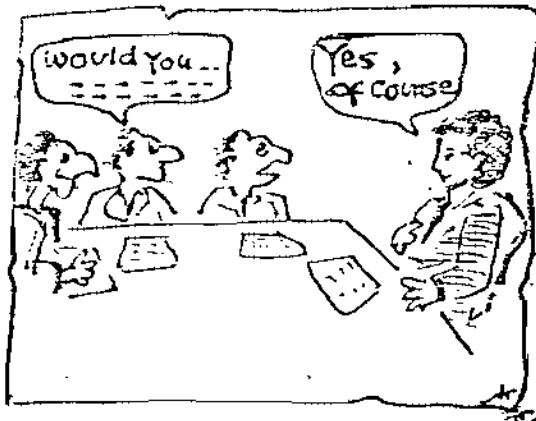
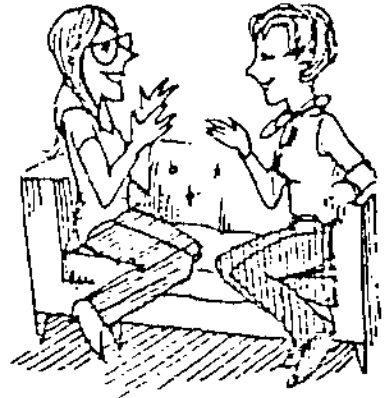
The teacher should refrain from using the students' native language as much as possible, and speak in English.

During class, the teacher should use a number of regular expressions which are needed for polite exchanges and for dealing with the work of the class. These are taught very early, and the teacher gradually adds more expressions as the students become familiar with them.

A teacher usually knows when the students don't understand the English being spoken, but nevertheless must make sure the students know to tell the teacher when they are having a problem.



2. PROVIDE MANY ACTIVITIES



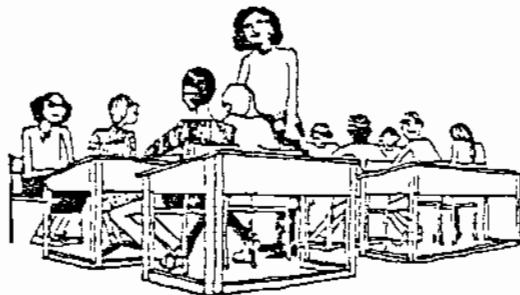
INCLUDE EVERY STUDENT, AND PROVIDE MANY CLASS OPPORTUNITIES FOR THEM TO TALK AND LISTEN TO EACH OTHER IN ENGLISH.

WAYS TO GROUP STUDENTS FOR LANGUAGE ACTIVITIES

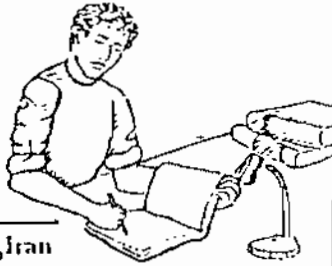
Oral language skills develop best when *natural conversation* is used, and teachers must allow students to practice the new language in a variety of formats.

. Some ways to put students together are:

1. Pair-Work (dyads)
Students work together in two's.
2. Triads
Students practice in three's.
3. Small Group
Four to seven students work together.
4. Team
The class is divided into teams of six or more students.
5. Section
The class is divided by rows or sections, for oral response or other work.
6. Whole Class
The entire class works on an activity together.



a VARIED ORIGIN VARIED OCC



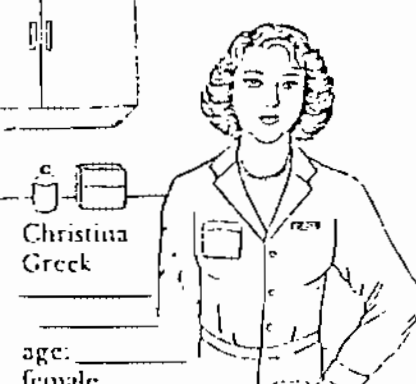
Reza
Teheran, Iran
age: 34
male
occupation: _____



Fred
American
Kansas City,
Kansas
age: _____
male
occupation: _____



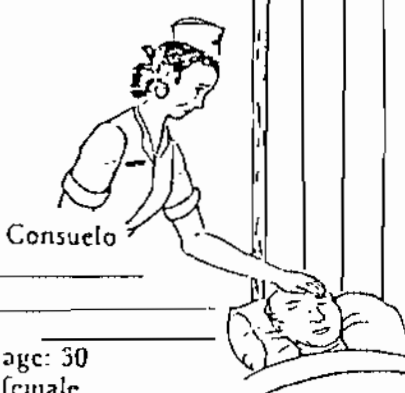
Elizabeth
Bath, England
age: 16
female
occupation: waitress



Christina
Greek
age: _____
female
occupation: dental technician



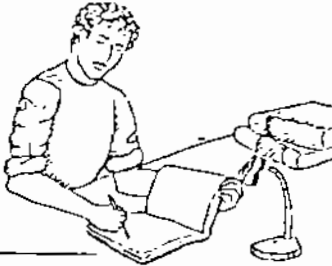
Avi
Israeli
Tel Aviv,
Israel
age: _____
male
occupation: _____



Consuelo
age: 30
female
occupation: _____


F b

V **VARIED** **O** **R** **I** **G** **I** **N** **E**
V **VARIED** **O** **C** **C** **O** **P** **O** **S** **I** **O** **N**



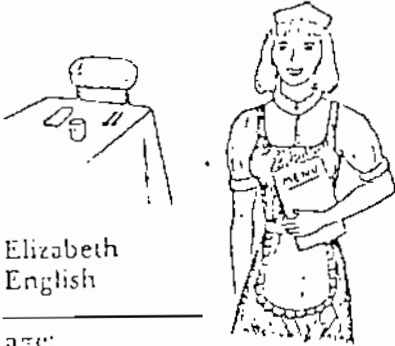
Reza
Persian

age: _____
male
occupation: electrical
engineering student



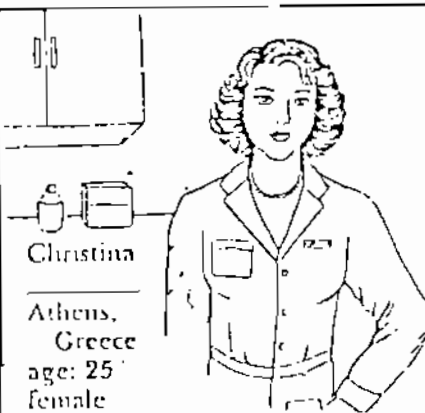
Fred

age: 26
male
occupation: librarian



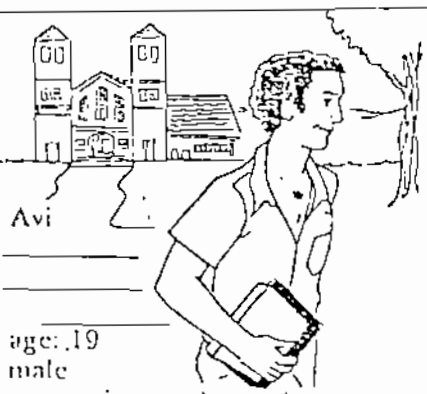
Elizabeth
English

age: _____
female
occupation: _____




Christina

Athens,
Greece
age: 25
female
occupation: _____



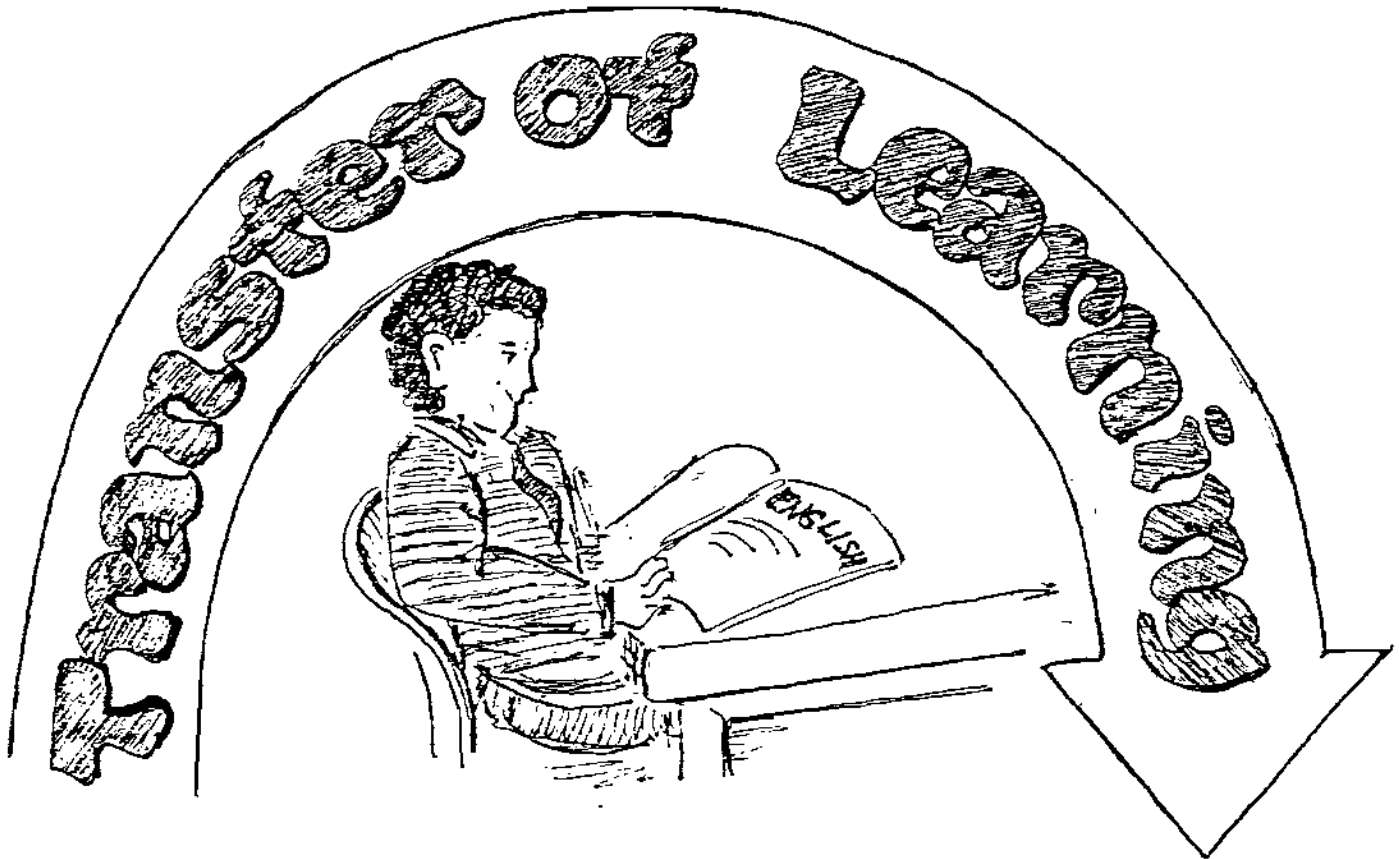
Avi

age: 19
male
occupation: undergraduate
student



Consuelo
Mexican
Mexico City,
Mexico
age: _____
female
occupation: nurse

3. ENCOURAGE USE OF ENGLISH OUTSIDE THE CLASS



ENCOURAGE STUDENTS TO WATCH ENGLISH FILMS AND TV PROGRAMS, LISTEN TO ENGLISH CASSETTES, JOIN AN ENGLISH CLUB, AND READ ENGLISH NEWSPAPERS AND MAGAZINES.

HOW CAN THE USE OF ENGLISH OUTSIDE OF CLASS BE ENCOURAGED?

Both teacher and students need to realize that they cannot rely only on what takes place inside the classroom, but instead must actively seek opportunities to use English in other settings as well.

1. Students must be taught how to learn independently.
2. They must take the initiative to find opportunities to listen to English, read English, and speak English.

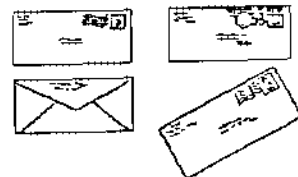
Some possibilities for increasing understanding of English:

1. Watch English films.
2. Watch English TV programs and video cassettes.
3. Listen to English short-wave radio.
Information on the *Voice of America* and *BBC* broadcasts is given on pages 88 and 89.
4. Listen to English cassette tapes.
5. Join an English club that meets regularly to converse in English.
6. Read English newspapers, books, and magazines.
7. Play English games such as Scrabble.
8. Look for English-speaking tourists and, if they are friendly, start a polite conversation with them.
9. Think of other creative ways!

One special thing a teacher can do: let the students write to a student in America. Contact one of the organizations listed below, and they will send you names of students who would like to have a pen-pal in another country.

International Friendship League
40 Mt. Vernon Street
Boston, Massachusetts 02108
U.S.A.

Letters Abroad
18 East 60 Street
New York, New York 10022
U.S.A.



World Pen Pals
University of Minnesota
Minneapolis, Minnesota 55455
U.S.A.



EVENING BROADCASTS: PACIFIC/OCEANIA, EAST ASIA, SOUTH ASIA, MIDDLE EAST, NORTH AFRICA, EUROPE

Region	SUNDAY	MONDAY - FRIDAY	SATURDAY
Pacific/Oceania	1000 News 6:00 p.m./18:00 1010 Critic's Choice 1030 Special English Features	1000 News 6:00 p.m./18:00 1010 Newslines 1030 Magazine Show	1000 News 6:00 p.m./18:00 1010 Communications World 1030 Weekend Magazine
East Asia	1100 News 1110 New Horizons 1130 Issues in the News 1200 News 1210 Encounter 1230 Studio One	1100 News 1110 Special English Features 1130 Music, U.S.A. 1200 News 1210 Newslines 1230 Magazine Show	1100 News 1110 Focus 1130 Press Conference, U.S.A. 1200 News 1210 Communications World 1230 Weekend Magazine
South Asia	1300 News 1310 Critic's Choice 1330 Special English News/Features 1400 News 1410 The Concert Hall 1455 Editorial 1500 News 1510 New Horizons 1530 Studio One	1300 News 1310 Focus 1330 Special English News/Features 1400 News 1410 Asia Report 1455 Editorial 1500 News 1510 Newslines 1530 Magazine Show	1300 News 1310 American Viewpoints 1330 Special English News/Features 1400 News 1410 Music, U.S.A. (Jazz) 1455 Editorial 1500 News 1510 Focus 1530 Press Conference, U.S.A.
Middle East	1600 News 1610 Encounter 1630 Special English News/Features 1700 News 1710 Critic's Choice 1730 Issues in the News	1600 News 1610 Focus 1630 Special English News/Features 1700 News 1710 Newslines 1730 Music, U.S.A.	1600 News 1610 American Viewpoints 1630 Special English News/Features 1700 News 1710 Communications World 1730 Weekend Magazine
North Africa, Europe	1800 News 1810 Encounter 1830 Special English News/Features 1900 News 1910 Newslines 1930 Music, U.S.A. (Standards) 2000 News 2010 The Concert Hall 2055 Editorial 2100 News 2110 New Horizons 2130 Studio One	1800 News 1810 Focus 1830 Special English News/Features 1900 News 1910 Newslines 1930 Magazine Show 2000 News 2010 Music, U.S.A. (Jazz) 2055 Editorial 2100 News 2110 World Report	1800 News 1810 American Viewpoints 1830 Special English News/Features 1900 News 1910 Newslines 1930 Press Conference, U.S.A. 2000 News 2010 Music, U.S.A. (Jazz) 2055 Editorial 2100 News 2110 Communications World 2130 Weekend Magazine

Evening Frequencies

East Asia/Pacific

1000-1100 5985, 11715.
1100-1500 1143* (to 1230, 1400-1500),
5985 (to 1200), 6110, 9760, 11715, (to
1200), 15160, 15425.

South Asia

1400-1500 6110, 7125, 9645, 9760, 15205,
15395.
1500-1800 6110, 7125, 9645, 9700, 9760,
15205, 15395.

Middle East, North Africa, & Europe

1500-1600 1260* (to 1630), 9700, 15205.
1600-1700 1260* (to 1630), 9700, 15205.
1700-2200 792* (to 1800), 1197*, (to
1730), 1260*, (from 2100), 3980 (to 1730),
6040, 7205, (from 2100), 9700, 9760,
11760.

Listening Notes: All times are GMT. Days of the week are local time in the listening area. Frequencies between 621 and 1580 kHz. are medium wave* (MW or AM). Those above 3980 kHz. are shortwave (see conversion table below). For best reception, try all the frequencies receivable on your radio.

You may also be able to hear some transmissions directed to other parts of the world. Because of atmospheric conditions, reception may be best on one frequency one day, and on another frequency the next. Times, frequencies, and programs in this schedule are subject to change.

Kilohertz (kHz)	3900-4000	5950-6200	7100-7300	9400-9900	11550-12050	15100-15600	17550-17900	21450-21850
Megahertz (MHz)	3.9-4.0	5.95-6.2	7.1-7.3	9.4-9.9	11.55-12.05	15.1-15.6	17.55-17.9	21.45-21.85
Metre bands	75	49	41	31	25	19	16	13
Medium wave (AM) frequencies in kHz:	621	792	930	1197	1260	1575	1580	
Wavelengths in metres:	484	379	323	251	238	190	190	



THE MAGAZINE WITH A VOICE

BBC English is a bi-monthly magazine for learners and teachers of English, based on the BBC's English by Radio Broadcasts

For subscription rates and further information please write to:

BBC English
World of Information
21 Gold Street
Saffron Walden
Essex
CB10 1EJ

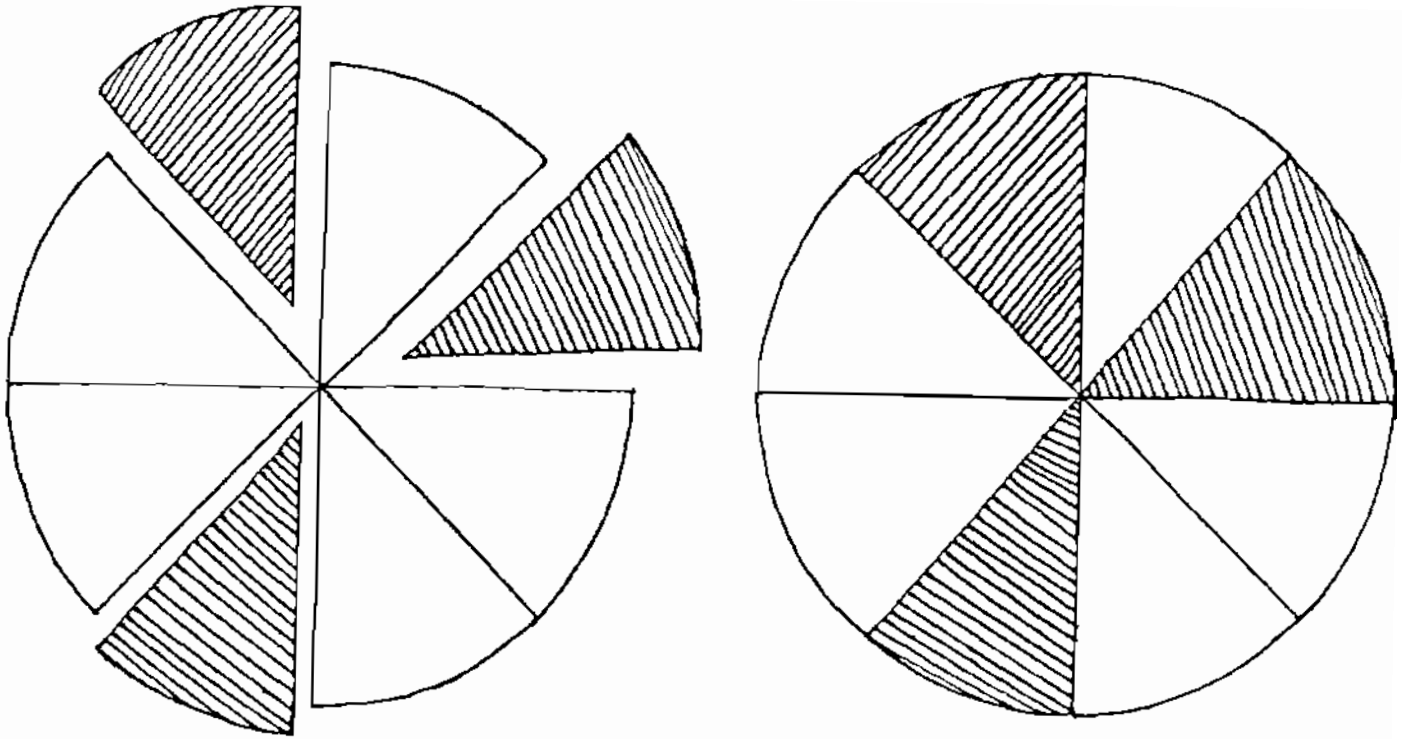
WAVE LENGTHS

GMT	1195 9725	1195 9725	1195 9725
0300-0045			
0930-1000			
1200-1215			
1645-1700			
2330-2345			

WHEN TO LISTEN...

The lesson times are given in Greenwich Mean Time (GMT). To calculate the equivalent time in your own country it will be necessary to add some hours. For example add 5 hours for Pakistan, and 5½ hours for India and Sri Lanka, add 5¾ hours for Nepal, add 6 hours for Bangladesh, add 6½ hours for Burma, add 7 hours for Indonesia Western zone, Kampuchea, Laos, Thailand and Vietnam, and 8 hours for Brunei, Hong Kong, Indonesia Central zone, and Philippines, add 9 hours for China, Indonesia Eastern zone, Japan and Korea (North), add 10 hours for Korea (South)

LEARN ENGLISH!



WHAT ARE A TEACHER'S RESPONSIBILITIES?

F. USE AN INTEGRATED SKILLS APPROACH

WHAT IS AN INTEGRATED SKILLS APPROACH?

What do we mean by an *integrated skills approach*? Four aspects of the integrated skills approach are:

1. The use of all four skills (listening, speaking, reading, and writing) to present and practice language forms and functions.
2. Practice in one skill supports the development of other skills.
3. There is a balance between the receptive skills (reading and listening), and the productive skills (speaking and writing).
4. There is a balance of pace between active participation (speaking for fluency, or task-based activities, for example), and quieter activities such as reading or writing. The quieter activities give the students time to reflect and reinforce what was learned orally.

HOW ARE LANGUAGE ITEMS INTRODUCED AND TAUGHT?

The following sequence is used for introducing and teaching new language items:

1. Selection

- a. Decide what language items will be used.
- b. The amount of material introduced should be such that the students can learn to use it quickly and easily.
- c. A lot of new and/or difficult material will make the students feel helpless.

2. Presentation and Explanation

- a. In a clear way, introduce the new language item.
- b. Now go back to something previously taught that fits in with the the new item.
- c. Teach the two items together.

3. Controlled Practice

- a. Practice the new item blended with the English the students already know (the teacher is in control).
- b. When an error occurs, correct it until the students produce the form correctly and meaningfully.
- c. Help the students achieve *accuracy* (correctness).

4. Free Practice

- a. Move quickly from guided or controlled practice to more free activities. Students need to learn to *use* English more than how to analyze it.
- b. Help the students achieve *fluency* (ability to communicate).
- c. Mistakes will occur, but the students usually correct themselves or each other.

5. Review and Correction

- a. Be aware of various problems, and decide on a course of action to help *remedy* them.
- b. Remind students repeatedly over days, weeks, or even months of the language items that have already been introduced.
- c. Teaching English can be compared to painting a wall. You put on one coat and let it dry. You put on the second one and it dries. Then you put on a third coat.

PLANNING INTEGRATED SKILLS LESSONS

An example of an integrated skills lesson is given on page 94. The activity pictured on page 95 can be used with this lesson.

Additional materials are shown on pages 96 through 101: pictures, exercises, activities, and fables. Plan how you will use these materials in an integrated way.

Remember to make copies of one of the lesson plan forms (page 36 or page 37) to use as you plan your integrated skills lessons,



LESSON PLAN FORM (Standard Format)

Name _____ Class Level Second Semester

Topic SOME / ANY Date _____ Room _____

1. General Instructional Goal:

Students can differentiate between, and use, SOME and ANY.

2. Specific Instructional Objectives:

Students will be able to:

- a. Identify objects in the picture
- b. Apply both the positive and negative use of some/any
- c. Use the prepositions on, in, under, and on top of
- d. Make sentences using some/any.

3. Procedure (Method):

- a. Teacher gives explanation from chart and asks general questions (listening and speaking).
- b. Students work in small groups with picture cards to ask and answer questions (listening and speaking).
- c. Students work in pairs to write sentences about the picture, then ask partner to read and correct (writing and reading).

4. Exercises and Activities:

Students work in small groups and then in pairs to ask questions about the picture cards and to do the sentence writing/reading.

5. Teaching Aids and Resources:

Chart

Picture cards (made from page 95 in manual)

6. Possible Problems:

Confusion of positive/negative use of some/any

7. Homework:

no homework

8. Evaluation:

The lesson needs more variety, and additional exercises or activities. The instructional goal has not been met. Evaluate progress with oral production.

PLANNING INTEGRATED SKILLS LESSONS
(continued)

glasses
oranges
dishes

cups
pots
books

flowers
magazines
candles

table
cupboard
chair
vase

Ask and answer questions about the objects in the picture.

Are there any pots on the wall? Yes, there are ^{two} some (pots on the wall).

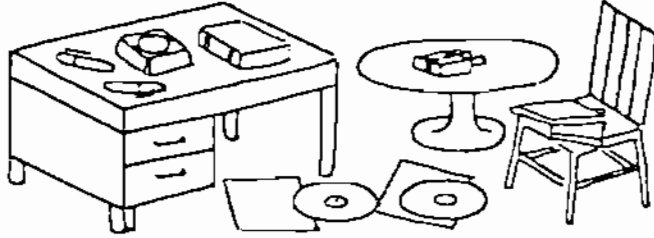
Are there any candles in the cupboard? No, there aren't any (candles : - -).

PLANNING INTEGRATED SKILLS LESSONS
(continued)

Sentence writing

Students can practise their sentence writing by describing a picture, as in this example:

Write four sentences about this picture using *there is* and *there are*.



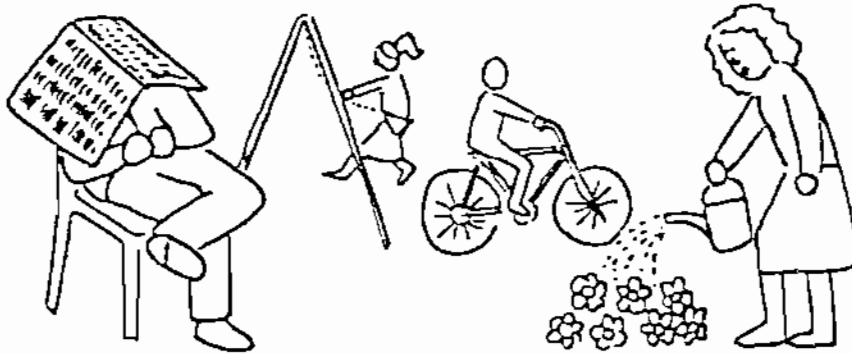
1. _____
2. _____
3. _____
4. _____

This activity certainly tests the students' ability to write correct sentences – and their ability to use *there* with *is* and *are* correctly.

Sentence writing

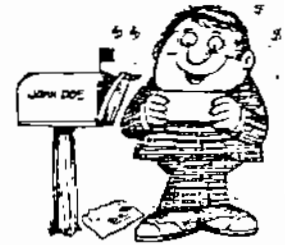
In this exercise for beginners, students are asked to write sentences about a picture using a particular verb tense. This example uses the present continuous.

Write four sentences about the picture. Say what the people are doing.



1. _____
2. _____
3. _____
4. _____

PLANNING INTEGRATED SKILLS LESSONS
(continued)



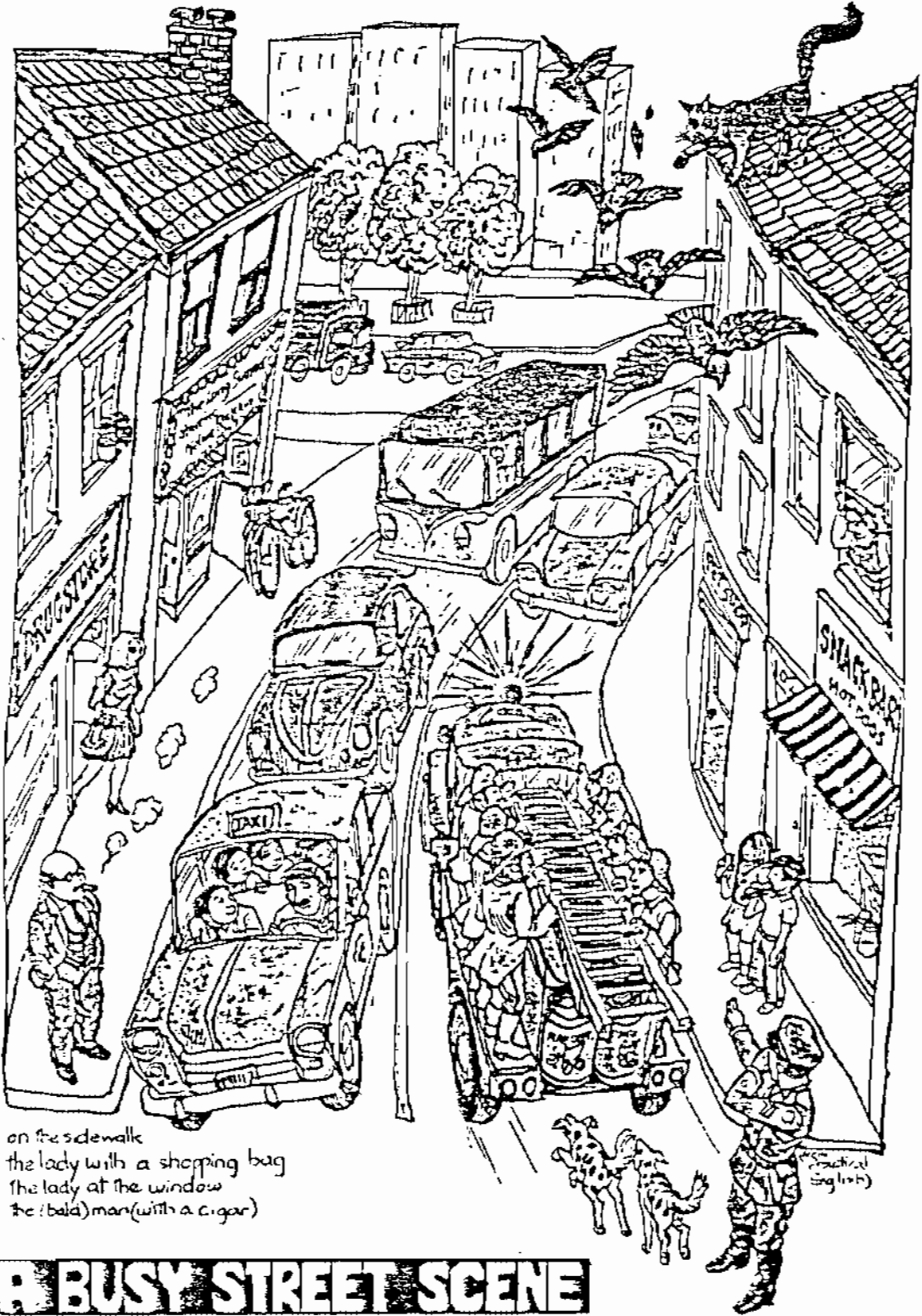
VERB LIST

going
carrying
cooking
riding
getting
driving
speeding
holding

NOUN LIST

hamburgers
mail
bank
ride
motorcycle
boxes
letter
money
sign

PLANNING INTEGRATED SKILLS LESSONS
(continued)



on the sidewalk
the lady with a shopping bag
the lady at the window
the (bald) man (with a cigar)

A BUSY STREET SCENE

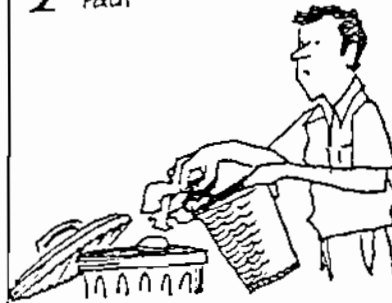
PLANNING INTEGRATED SKILLS LESSONS
(continued)

Q: (a) What's x doing? (b) Who is ...? (c) Is x ...? No, he's ... (d) Why is ...?

1 Joe



2 Paul



3 Peter



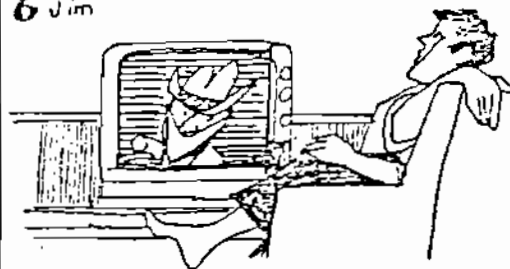
4 George



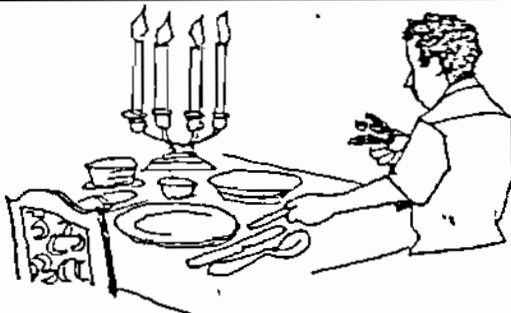
5 Jeremy



6 Jim



7 Bob



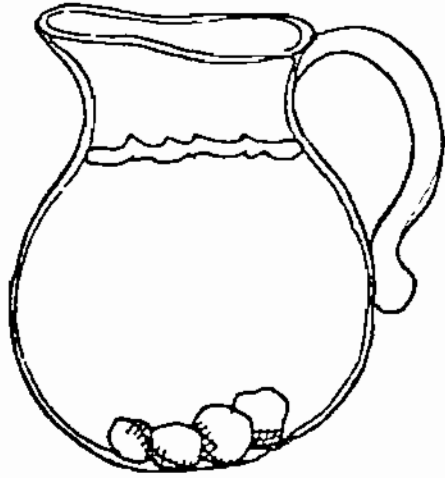
8 Chris



washing the dishes
cleaning his teeth
making coffee

watching television
writing in a book
vacuuming the carpet

throwing out the rubbish
relaxing in an armchair
setting the table for dinner



Aesop's Fables

THE CROW AND THE PITCHER

A crow was very thirsty and saw a pitcher of water standing on a stone wall.

Quickly the crow flew to the pitcher, thinking of the cool, refreshing drink he would have.

Unfortunately his beak was not long enough to reach the water. The poor bird was not going to get his drink after all.

He flew to a tree stump. Just as the crow was about to give up, he saw some pebbles lying nearby.

Suddenly he had an idea! He flew over and picked up a pebble in his beak.

Carrying it in his beak, he dropped it into the pitcher. The level of the water rose just a little.

Then he brought another pebble and another. With each pebble, the water rose still higher.

By the time he had dropped all the pebbles into the pitcher, the water had reached the top. The clever crow then settled down beside the pitcher and took a long drink.

Never had any drink tasted so delicious.

APPLICATION: IF SOMETHING SEEMS IMPOSSIBLE TO OBTAIN, TRY USING YOUR BRAIN.

THE HARE AND THE TORTOISE

A hare was making fun of a tortoise. "What a slowpoke you are!" said the hare. "Your legs are so short I'm surprised they ever get you anywhere. Just look at mine."

"Never mind," replied the tortoise. "I can get around well enough. If you like, I'll race you to the pond."

The hare laughed at the idea of running a race with the tortoise, but for the sake of a good joke he agreed. The animals of the forest gathered to watch.

When the hare and the tortoise were ready, the owl gave the starting signal by flapping his wings.

The hare quickly ran out of sight. But that did not bother the tortoise. He just went slowly and steadily on his way.

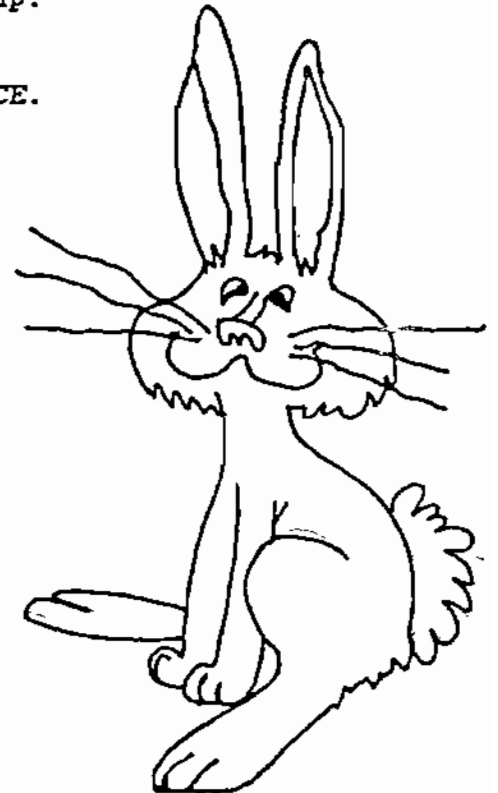
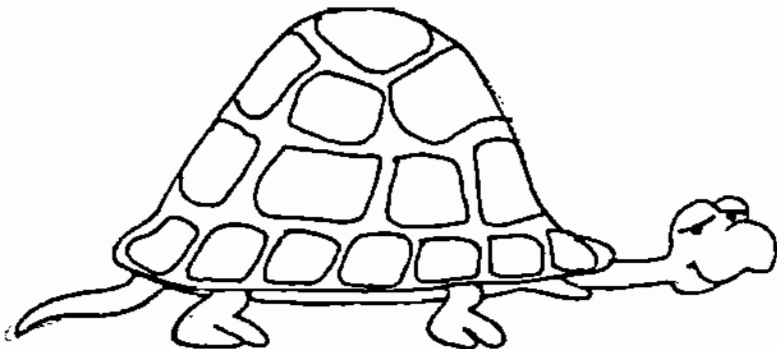
After running a short time, the hare grew tired. "I may as well rest a while," he said, and quickly fell asleep.

The tortoise continued slowly down the road. He passed many of the other animals and he even passed the sleeping hare.

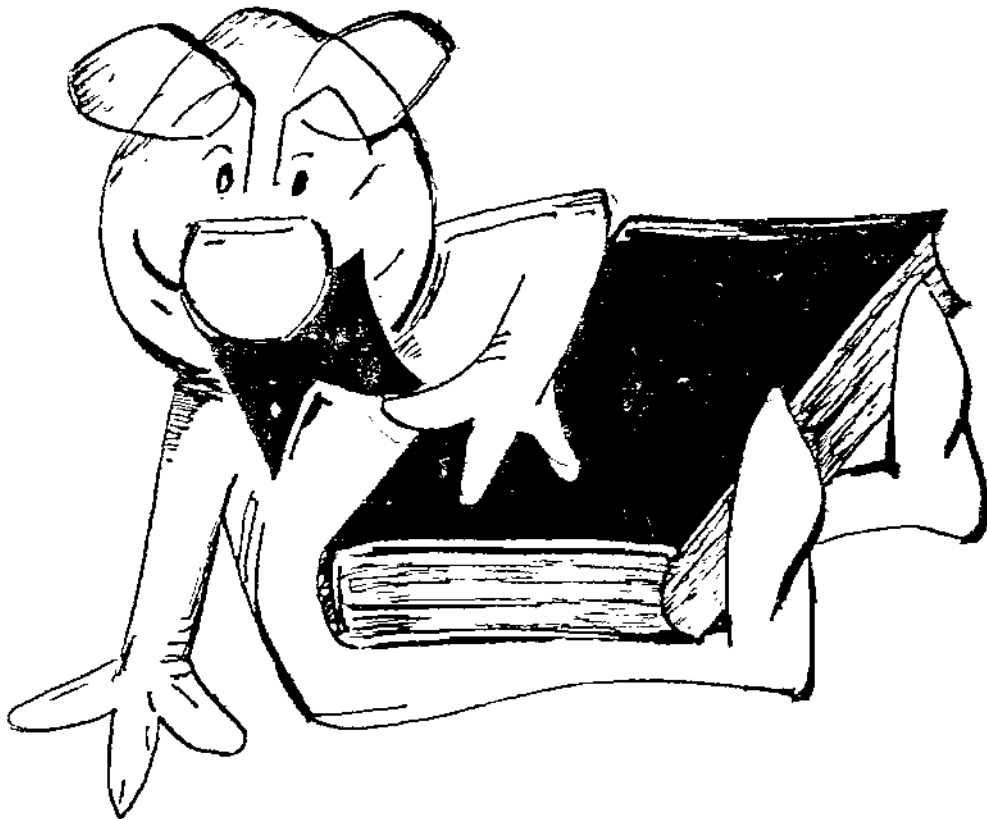
The tortoise didn't stop--not even to get a cool drink. He just kept going down the hot, dusty road.

The hare woke up when the tortoise had almost reached the pond. He raced down the road as fast as his long legs would take him, but he was too late. The tortoise crossed the finish line before the hare could catch up.

APPLICATION: SLOW AND STEADY WINS THE RACE.



GLOSSARY



GLOSSARY

- Accuracy - Correctness.
- Audio-Aids - Radios, cassette players, language laboratories, etc. They provide a means for learners to *listen* to the language.
- Audio-Lingual Approach - An approach to language teaching based on listening and then speaking. It relies heavily on oral imitation, drills, and memorization.
- Audio-Visual Aids - Television, films, video cassettes, etc. They allow the learners to *see* a situation as well as *listen* to the language.
- Authentic Materials-Items such as newspaper articles, train tickets, advertisements, announcements, letters, etc. which have been used in real situations. Such materials show the learners English in real communication.
- Bilingual - A person able to speak a second language as if it were his or her first language or a person with two first languages.
- Block To Learning - Something that prevents a student from being able to learn the target language.
- Cloze Test - A language test in which words are taken out at regular intervals. The student must fill in the blanks.
- Communicative Activities - Activities which are designed for the learners to *use* the language for communication, and to gain confidence.
- Communicative Approach - A way of teaching EFL in which the students learn through *using* the language, and in which they have many opportunities to interact with each other and with the teacher.

- Context - The situation in which an utterance is used.
- Controlled Exercise - A practice exercise in which the students are told exactly what to do and how to do it.
- Correction - The putting right of an error.
- Cue - Any device used by the teacher as a stimulus to obtain a response from a student. Cues may be verbal, visual, numerical, or sound effects.
- Diagnostic Test - A test designed to discover what a learner or group of learners can do and cannot do in the language. It is given at the beginning of a unit or a course.
- Dialogue - A conversation used as the basis for practice of certain aspects of the language.
- Drills - Language practice exercises designed to give learners an opportunity to use the correct forms, and thus establish correct habits.
- Error Analysis - Examination of samples of the learners' use of English to find out what errors they make.
- First Language - The language a person first learned as a child. It is also called the Mother Tongue or Native Language, and is often referred to as L1.
- Flashcards - Cards with pictures or words, used as teaching aids.
- Fluency - The ability to use a language to communicate.

Form	- The written words or spoken sounds (the structure), as opposed to the <i>function</i> (meaning and use).
Function	- The communicative purpose of the item of language (its meaning and use), as opposed to its <i>form</i> (structure).
Information-Gap Activity	- two or more students engaged in a practice activity must share information in order to carry out the language task.
Interaction	- Communication between people involving the use of language.
Key	- A listing of the correct answers for a test or examination.
Learning	- The process of gaining knowledge.
Lexical Item	- A piece of vocabulary to be taught.
Lexis	- Another name for vocabulary.
Method	- A set of techniques or procedures which follows a planned order.
Multilingual	- A person who can use many languages.
Objectives	- Statements of what the learners will be able to do by a certain point.
Pair-Work	- Students working in twos.
Participants	- The persons taking part.
Performance	- What a speaker actually does when performing in a language.

- Presentation - The part of a lesson when the teacher introduces a language item for the first time, or actively teaches particular points.
- Personalization - Planning language exercises and activities that are based on the students' actual experiences.
- Production - The use of language.
- Productive Skills - Speaking and writing (skills requiring production of the language).
- Receptive Skills - Listening and reading (skills requiring the ability to receive communication, but not to produce it).
- Reinforcement - Doing something which strengthens. *Positive Reinforcement* is a reward; *Negative Reinforcement* is punishment.
- Remediation - To correct or put right language errors that are made over and over.
- Response - The behavior observed as a result of a stimulus or cue.
- Role-Play - Activities in which the learners play parts (waiter, customer, policeman, wife, etc.).
- Sequence - Putting teaching materials in the best order or arrangement for teaching.
- Selection - Choosing what items or aspects of the language are to be included in teaching.
- Stimulus - The cue or signal which brings forth a response.

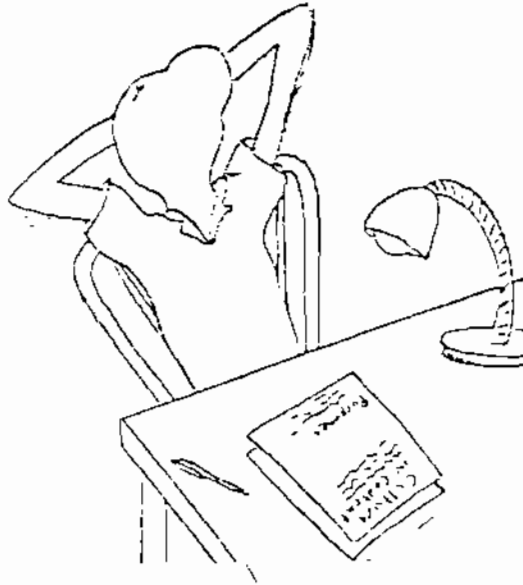
- Stress - The saying of particular sounds with greater force than others.
- Target Language - The language the students are trying to learn. It is often referred to as L2.
- Task-Oriented Work- Activities in which students are given a task to complete, as opposed to a practice activity, in which students go on practicing until told to stop.
- Teaching Points - Particular aspects of the language selected by the teacher for a lesson.
- Test Item - One single question on a test.
- Use - The way in which a speaker uses a particular language form to communicate.
- Varieties of English - Different versions of a language; for example, American English, British English, Irish English, Nigerian English.

BIBLIOGRAPHY



BIBLIOGRAPHY

- Allen, Virginia French. (1983). *Techniques in Teaching Vocabulary*. Oxford, England: Oxford University Press.
- Byrne, Donn. (1987). *Techniques for Classroom Interaction*. Essex, England: Longman Group Ltd.
- Byrne, Donn and Shelagh Rixon. (1985). *Communication Games*. London, England: The British Council.
- CFL Trainers, Ed. (1985). *Basic Literacy Tutor*. Philadelphia, PA: Center for Literacy.
- Cunningsworth, Alan. (1987). *Evaluating and Selecting EFL Teaching Materials*. London, England: Heinemann Books.
- Curry, Dean. (1984). *Experiencing English*. Washington, DC: U.S. Information Agency.
- Curry, Dean. (1984). *Fifteen Easy Pieces for EFL*. Washington, DC: U.S. Information Agency.
- Finocchiaro, Mary. (1986). *English As A Second/Foreign Language: From Theory to Practice*. New York, NY: Regents.
- Grant, Neville. (1988). *Making The Most of Your Textbook*. London, England: Longman Group Ltd.
- Harmer, Jeremy. (1988). *Teaching and Learning Grammar*. New York, NY: Longman, Inc.
- Haycraft, John. (1978). *An Introduction to English Language Teaching*. Essex, England: Longman Group Ltd.
- Hubbard, Peter, et al. (1987). *A Training Course for TEFL*. Oxford, England: Oxford University Press.
- Molinsky, Steven J. and Bill Bliss. (1983). *Side by Side: English Through Guided Conversations*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Reznich, Christopher. (1985). *Teaching Teachers*. Washington, DC: Department of State.
- Underwood, Mary. (1987). *Effective Class Management: A Practical Approach*. Essex, England: Longman Group Ltd.
- Willis, Jane. (1987). *Teaching English Through English*. Essex, England: Longman Group Ltd.
- _____. (1984). *All-America Song Book*. New York, NY: Columbia Pictures Publications.



EVALUATION

Your comments and suggestions on both the seminar and the manual will be appreciated.

SEMINAR/MANUAL EVALUATION

1. Did you enjoy attending the seminar? _____
2. Which topics were the most useful? _____

3. Were there topics that were not helpful? Please explain.

4. Did you like the seminar format of large group sessions, then small group workshops? _____

Explain why you did or did not like the format.

5. What are your comments about the presenters and the group facilitators? _____

6. Were the physical facilities adequate? _____
7. What are your comments about the lunches and the snacks?

8. Was the manual easy to understand, or difficult? _____

Will you be able to use it with your classes? _____
Explain why or why not _____

9. What suggestions do you have for the improvement of the seminar? _____

10. What suggestions do you have for the improvement of the manual? _____
