



វិធីសាស្ត្របង្រៀន និងហ្វឹកហ្វឺនគរុកោសល្យ កាសោអង្គជ្រួត

TEACHER-CENTERED <ul style="list-style-type: none">• Lecture• Demonstration• Modeling• Presentation	LEARNER-CENTERED <ul style="list-style-type: none">• Constructivism• Collaborative Learning• Student-Led Discussion• Peer Teaching
ACTIVITY-BASED <ul style="list-style-type: none">• Task-Based Learning• Project-Based Learning• Hands-On Activities• Role Play	INQUIRY-BASED <ul style="list-style-type: none">• Problem-Solving• Discovery Learning• Research Tasks• Critical Thinking Activities

TEACHING METHODOLOGY

EVALUATION
& ASSESSMENT

TEACHER ROLES

CLASSROOM
MANAGEMENT



សម្រាប់ការបណ្តុះបណ្តាលគ្រូបង្រៀនកម្រិតឧត្តម (បរិញ្ញាបត្រ+២)

២០២៦



បុព្វតា

ទស្សនវិស័យអប់រំនាសតវត្សរ៍ទី២១ បាននាំមកនូវវឌ្ឍនភាពទាំងផ្នែកវិទ្យាសាស្ត្រ និងបច្ចេកវិទ្យាឌីជីថល ដែលជាមូលដ្ឋានគ្រឹះក្នុងការអភិវឌ្ឍសង្គម និងសេដ្ឋកិច្ច។ ឆ្លើយតបទៅនឹងទស្សនៈខាងលើនេះ ក្រសួងអប់រំ យុវជន និងកីឡា បានយកចិត្តទុកដាក់លើការបណ្តុះបណ្តាល និងការអភិវឌ្ឍធនធានមនុស្ស ប្រកបដោយចីរភាព ដោយដាក់ចេញនូវគោលដៅជាអាទិភាព សម្រាប់ការធ្វើកំណែទម្រង់វិស័យអប់រំ ឈរលើសសរស្តម្ភចំនួន៥ រួមមាន៖ (១)ការអនុវត្តគោលនយោបាយគ្រូបង្រៀន (២)ការវាយតម្លៃ (៣)ការងារ អធិការកិច្ច (៤)កម្មវិធីសិក្សា និងបរិស្ថានសិក្សា និង (៥)ឧត្តមសិក្សា។ ការធ្វើកំណែទម្រង់គ្រូបង្រៀន និង កម្មវិធីសិក្សា គឺដើម្បីធានាឱ្យកម្ពុជាមានការអប់រំប្រកបដោយគុណភាព មានធនធានមនុស្សប្រកបដោយ សមត្ថភាពវិជ្ជាជីវៈ និងដើម្បីឆ្លើយតបទៅនឹងតម្រូវការទីផ្សារពលកម្ម។

ទ្រឹស្តីនៃការរៀននិងបង្រៀន វិធីសាស្ត្របង្រៀន វិធីបង្រៀន និងយុទ្ធវិធីបង្រៀនល្អៗ សម្រាប់លើកកម្ពស់ឧត្តមភាពគ្រូបង្រៀន និងគុណភាពនៃការសិក្សា ត្រូវបានរៀបចំឡើងដោយគ្រូឧទ្ទេសវិទ្យាស្ថានជាតិអប់រំ ស្របទៅតាមទស្សនៈ និងចក្ខុវិស័យថ្មីៗ ដោយបានធ្វើការសំយោគចំណេះដឹងពីទ្រឹស្តីអប់រំបែបស្ថាបនានិយម កម្រិតគិតរបស់ប្លូមតាក់សូណូមី និងវិធីសាស្ត្របង្រៀនបច្ចុប្បន្នរបស់ប្រទេសមួយចំនួនក្នុងតំបន់ និងសាកលលោក ដើម្បីឱ្យសិស្សានុសិស្សទទួលបានវិជ្ជាសម្បទា បំណិនសម្បទា ចរិយាសម្បទា និងកាយសម្បទា។

វិទ្យាស្ថានជាតិអប់រំសង្ឃឹមថា គ្រប់ស្ថាប័នពាក់ព័ន្ធទាំងអស់ នឹងចូលរួមគាំទ្រអនុវត្តវិធីសាស្ត្របង្រៀនទាំងអស់នេះ ដើម្បីពង្រឹងសក្តានុពលរបស់គ្រូបង្រៀនគ្រប់កម្រិតសិក្សា និងអភិវឌ្ឍជំនាញវិជ្ជាជីវៈ គ្រូបង្រៀនឱ្យកាន់តែបានល្អប្រសើរឡើង។

វិទ្យាស្ថានជាតិអប់រំ សូមថ្លែងអំណរគុណយ៉ាងជ្រាលជ្រៅ និងកោតសរសើរចំពោះគណៈកម្មការអភិវឌ្ឍន៍វិធីសាស្ត្រ បង្រៀន គ្រូឧទ្ទេស និងលោកគ្រូ-អ្នកគ្រូ ដែលបានខិតខំប្រឹងប្រែងយកអស់កម្លាំងកាយចិត្ត និងប្រាជ្ញា ធ្វើឱ្យស្នាដៃដ៏ មានសារៈសំខាន់នេះសម្រេចបាន ដើម្បីជាប្រយោជន៍ដល់សង្គមជាតិយើង។

ថ្ងៃ ខែ ឆ្នាំម្សាញ់ សប្តស័ក ព.ស.២៥៦៩

រាជធានីភ្នំពេញ ថ្ងៃទី ខែ ឆ្នាំ២០២៥

នាយកវិទ្យាស្ថានជាតិអប់រំ

អារម្ភកថា

ធនធានមនុស្សជាកម្លាំងយ៉ាងសំខាន់ សម្រាប់ការអភិវឌ្ឍសង្គមជាតិ ឱ្យទទួលបានជោគជ័យ។ គោលដៅចម្បងរបស់ផែនការអភិវឌ្ឍសង្គមសេដ្ឋកិច្ច គឺការរៀបចំប្រជាជនយើងឱ្យក្លាយទៅជាពលរដ្ឋពេញលេញ ដែលប្រកបទៅដោយវិជ្ជាសម្បទា បំណិនសម្បទា ចរិយាសម្បទា និងកាយសម្បទា ដែលការអប់រំជាយុទ្ធសាស្ត្រយ៉ាងសំខាន់ ដើម្បីឈានទៅសម្រេចបានគោលដៅអភិវឌ្ឍន៍ប្រជាជាតិប្រកបដោយជោគជ័យ។

ដូចនេះ ការកែលម្អវិស័យអប់រំជាការធានានូវការលើកកម្ពស់គុណភាពអប់រំដែលជានិន្នាការរួមរបស់បណ្តាប្រទេសក្នុងពិភពលោក។ ចំណែកឯការអភិវឌ្ឍសមត្ថភាពលើវិធីសាស្ត្របង្រៀនសម្បូរបែប និងកិច្ចតែងការបង្រៀន តាមបែបវិទ្យាសាស្ត្រ គឺជាស្នូលនៃការបង្កើនគុណភាព និងប្រសិទ្ធភាពអប់រំ។ ឈរលើស្មារតីនេះ ក្រសួងអប់រំ យុវជន និងកីឡា ដោយមានការឧបត្ថម្ភផ្នែកថវិកាពីធនាគារអភិវឌ្ឍន៍អាស៊ី បានកែលម្អកម្មវិធីសិក្សា និងសៀវភៅ រួមទាំងវិធីសាស្ត្របង្រៀន ដោយប្រើវិធីសាស្ត្របញ្ជាបការអប់រំសម្រាប់ការអភិវឌ្ឍប្រកបដោយនិរន្តរភាព វិធីបង្រៀន ដោយប្រើប្រាស់កម្រិតគិតទាំង៦របស់ Bloom's Taxonomy វិធីសាស្ត្របង្រៀនតាមបែបរិះរក វិធីសាស្ត្របង្រៀនបែបផែនទីគំនិត វិធីសាស្ត្របង្រៀនបែបតុក្កតាគំនិត និងវិធីសាស្ត្របែបដោះស្រាយបញ្ហាសម្រាប់សាលាមធ្យមសិក្សាទុតិយភូមិ។

សៀវភៅសម្រាប់បណ្តុះបណ្តាលគ្រូបង្រៀនមធ្យមសិក្សាទុតិយភូមិនេះ ត្រូវបានរៀបចំជាពីរផ្នែកគឺវិធីសាស្ត្របង្រៀននិងកិច្ចតែងការបង្រៀនគំរូសម្រាប់ហ្វឹកហ្វឺនគរុកោសល្យ។ នៅក្នុងឯកសារនេះមានខ្លឹមសារមេរៀន ដែលត្រូវបានតម្រៀបទៅតាមលំដាប់លំដោយដើម្បីឱ្យអ្នកសិក្សាទទួលបានលទ្ធផលល្អសម្រាប់យកទៅបង្ហាត់បង្រៀននៅតាមគ្រឹះស្ថានសិក្សារបស់ពួកគាត់ ។

គណៈកម្មការរៀបចំសៀវភៅបំប៉នវិធីសាស្ត្របង្រៀន និងហ្វឹកហ្វឺនគរុកោសល្យ សង្ឃឹមទុកថាសៀវភៅនេះ នឹងផ្តល់មូលដ្ឋានគ្រឹះដ៏មានប្រយោជន៍សម្រាប់អ្នកអនុវត្ត ជាពិសេសគ្រូបង្រៀននៅសាលាមធ្យមសិក្សាទុតិយភូមិ ដែលទទួលបានការបណ្តុះបណ្តាល ឬបំប៉នពីវិទ្យាស្ថានជាតិអប់រំ យកទៅអនុវត្តការបង្រៀនប្រកបដោយគុណភាព ប្រសិទ្ធភាពខ្ពស់ និងជំរុញឱ្យការអប់រំនៅកម្ពុជាមានការអភិវឌ្ឍដូចបណ្តាប្រទេសនានាក្នុងតំបន់ និងលើសកលលោក។

គណៈកម្មការរៀបចំសៀវភៅ

ចងក្រង និងបោះពុម្ពដោយ៖ វិទ្យាស្ថានជាតិអប់រំ ឆ្នាំ២០២៦

គាំទ្រថវិកាដោយវិទ្យាស្ថានជាតិអប់រំ

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គណៈកម្មការនិពន្ធ

-អ្នកស្រី សេង សប្បា

-លោក សោម មុនី

-បណ្ឌិត លី សុខជា

-បណ្ឌិត សៀង សុផា

-លោកស្រី ជឹម វុទ្ធារី

-លោក ឥម អូន

គណៈកម្មការត្រួតពិនិត្យ និងកែលម្អ

-លោកស្រី ឡោ ចាន់តែ

-លោក លាង វណ្ណៈ

-លោកស្រី ជឹម វុទ្ធារី

-លោក សេង វ៉ា

គណៈកម្មការរចនា

-លោក ប៊ុនលី ម៉ារឌី

-លោកស្រី វីរៈ ខេងឡា

-កញ្ញា កែវ កញ្ញា

-លោកស្រី វ៉ា ចំណាន

-កញ្ញា ជា សូដាភា

គណៈកម្មការគ្រប់គ្រង

-ឯកឧត្តមបណ្ឌិត សៀង សុវណ្ណា

-បណ្ឌិត អាន វ៉ុប្រាវ

-លោក ម៉ៅ សារឿន

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Session 1: Introduction To Textbooks

❖ Introduction

Teacher elicits Wh-question words and writes them on the board (e.g., what, why, how, etc.). Then teacher elicits and writes on the board YES/NO question stems, like Do you...? Have you ever...? Are you...? Trainees work in groups creating questions to ask the trainer. The trainer answers some of those questions.

❖ Do an introductory activity that demonstrates student-centered, communicative learning. How does it differ from traditional methods, pros and cons, etc.).

Example:

Put this grid on the board. Put your own numbers in any of the boxes. Don't write any information next to the numbers. The trainees have to guess the significance of each number. After they understand the activity. Have them work in pairs or small groups. They make their own grids and guess each other's info.

11 (countries been to)	2 (languages I speak)	40 (years old)
	3 (siblings)	1 (year in Cambodia)
15 (years teaching)		

❖ Questions about syllabus

Have students read through it and answer these questions. Writes on the board.

- 1) What is the name of this course?
- 2) Who is your instructor?
- 3) Who is this course for?
- 4) What are the 2 books you need for this course?
- 5) Why will we use English Grade 11?
- 6) What will you learn about the four skills in this class?
- 7) What days and times do you have class?
- 8) What are we going to study on this Thursday?

❖ The goals of the course

First, this class is designed to make you an effective high school English teachers. This class focuses on general methodology (classroom management, some general techniques, lesson planning); Core English will help you with teaching grammar, vocab, listening, reading, etc. We include a lot of peer teaching so that trainees can practice the things they are learning. We also use English Grade 11 a lot since that is the book used in the high schools. This first semester course is practical rather than theoretical as we want trainees to be well prepared for the teaching practicum.

❖ Instructor's policies.

- be on time
- we'll usually take a break in the middle of the class
- no cell phones in class
- use English as much as possible
- participate as much as possible—that's how you will learn
- ask questions when unsure about something,

Course description

This course is designed for learners who are prospective teachers of English as a foreign language. It will provide them with a practical introduction to English language teaching in Cambodian high schools. Students will be able to acquire a deep understanding of the teaching and learning process, learner behavior, principles of teaching and learning, teaching techniques, classroom management, lesson planning, and delivery, which are all concerned with actual classroom applications of teaching methodology. It will show learners how to make teaching and learning easier and more interesting and enjoyable for themselves and their students. It will also help them to think about how to extend and improve their own teaching practices. The course will include a significant amount of peer teaching practice with English Grade 11 so that trainees get hands-on experience with certain techniques and gain familiarity with it.

Explanation of curriculum

Below you will find suggested teaching ideas and resources listed for each lesson. Some lessons have more information than others. The trainer must decide what he/she thinks is suitable for the learners. Most of the lessons should take about one class period. However, the instructor may wish to spend a little more or less time on different lessons. It is important that all or most of these topics are covered thoroughly.

The Core English class in semester 1 covers teaching methodology of the 4 macro skills (R, W, L and S) as well as language systems (vocabulary, grammar and pronunciation). In contrast, the ELT Methodology class covers more general aspects of teaching methodology, such as classroom management and lesson planning. It is recommended that the teachers of the Core English and ELT Methodology classes communicate with each other so that each knows what the other covers.

For some of the lessons listed below, there are few details included in this document. Instead, more detailed notes have been included in the appropriate lesson plan folder.

Required materials for students

Scrivener, J. 2011. *Learning Teaching* (3rd Ed.). U.K.: Macmillan.
English Grade 11.

Session 2: The Roles of The Teachers

Learning Outcome:

By the end of the session the trainees will be able to:

1. Knowledge

Describe the importance of rapport

List teacher roles

2. Cognitive skills

Present different roles of teacher in the classroom.

Write a paragraph: what makes a good teacher

3. Interpersonal skills and responsibility

Prefer to create a positive learning environment in the classroom.

4. Numerical skills, information technology and communication

LCD projector, Loudspeaker Google Suite, Zoom, Telegram, ClassPoint...

Materials:

- TKT Module 3: the roles of the teacher PDF, Learning Teaching 3rd ed by Scrivener

Teacher motivation: Brainstorm and discuss

- The trainees are asked to work in pairs to discuss this question:

Why do you decide to become a teacher?

- I love teaching

-
-
-
-
-
-
-
-
-

Task1: Teacher Roles:

What are teacher roles and why are they important?

- Write *a teacher is a...* and elicit ideas. Explain that we are talking about teacher roles, and that teachers take on many different roles.
- ❖ **Feedback:** *It is important to think about teacher roles so that we recognize all of the different things' teachers do. They don't just stand at the front of the class and explain. They take on many roles. We also notice that the teacher isn't always at the center of the classroom. Sometimes the teacher listens, monitors, facilitates in a student-centered classroom.*

Task 2: Word squares

Find nine teacher roles in the word square. Create their own word square.

M	A	N	A	G	E	R	A	P	S
I	O	U	T	W	T	H	D	A	C
P	S	N	O	I	E	A	V	S	O
L	U	B	I	L	M	K	I	S	U
A	D	A	P	T	E	R	S	E	N
N	O	E	V	L	O	T	E	S	S
N	R	I	H	A	M	R	R	S	E
E	N	A	B	L	E	R	I	O	L
R	E	F	L	E	C	T	O	R	O
T	R	O	B	S	E	R	V	E	R

- When do teachers take these roles (work individually)

-

-

-

-

-

-

-

-

-

-

-

-

Task 3: Matching

Work with a partner match the functions of the teacher roles with the roles of the teacher

1. manager	2. facilitator	3. language resource	4. monitor	5. reflector
6. planner	7. counselor	8. narrator	9. assessor	10. contributor
				11. diagnostician

A. evaluating learners' performance, behavior, effort and contribution; checking understanding; testing learner progress and level; providing feedback on work, progress, behavior and contribution
B. putting forward ideas or information other than language, e.g. participating in discussions
C. giving learners advice on difficulties they may have outside of their language classroom; showing understanding of issues learners may bring to the classroom from outside
D. evaluating learners' needs and difficulties
E. developing learner autonomy; enabling learners to fulfill their potential; helping learners to access resources; providing opportunities for individual learning
F. personalizing, contextualizing, eliciting, clarifying, explaining, modeling language; correcting learner language; consolidating learner language; providing language input
G. controlling the group dynamic; deciding on interaction patterns; demonstrating tasks and activities; developing rapport; encouraging learners; giving instructions; motivating learners; praising learners; maintaining discipline; responding to classroom problems as they happen
H. observing and collecting information about learner performance, behavior, contribution and effort and progress; keeping a written record of learners' work
I. telling stories and telling learners about things that have happened
J. anticipating problems; deciding on a methodology for lessons; designing and adapting texts and materials; preparing texts and tasks for learners; selecting materials and texts for lessons
K. thinking about his/her performance; thinking about learners' progress

Write your answers here!!!

1	2	3	4	5	6	7	8	9	10	11

Task 4: Mark the correct letter (A, B, C or D) on your answer sheet. You need to use some options more than once.

Teacher roles

- A. MANAGER (manages students and activities during class time)
- B. PLANNER (chooses materials and/or methodology before the course or the lesson)
- C. LANGUAGE RESOURCE (gives expert information about target language)
- D. DIAGNOSTICIAN (finds out the needs and interests of students)

Teacher activities

1. The teacher puts students into groups of three for a role play.
2. The teacher asks a noisy student to speak more quietly.
3. The teacher invites students to suggest topics for course content.
4. While students write a story, the teacher walks round the class helping students who make mistakes or ask for new words.
5. The teacher wants to identify gaps in students' knowledge, so she asks them to brainstorm crime vocabulary.
6. The teacher introduces the present perfect continuous.
7. The teacher decides which course book activities will fit into the time available for the lesson.
8. The teacher finds a video to fit into the topic of the unit.
9. The teacher gives students a questionnaire in order to find out more about their learning styles and preferences.

Extra activity ideas:

- TKT Module 3: The roles of the teacher – sample task
- Teacher roles review words, as swat the word or backs to WB. Could also do in groups with small pieces of paper.
- Trainees write one paragraph: what is a good teacher?

Task 5: Discussion

Discuss these questions

1. What do you think are some of the problems of Entertainer teaching and Traditional Teaching?
2. What do you think are the characteristics of a good teacher?

What is a teacher?

Language learners don't always need teachers. They can set about learning in a variety of ways. Some learn by studying on their own at home with books, CDs, DVDs, e-workbooks, computer programs and so on; others seem to 'pick up' a language just by living and communicating in a place where the language is used (this is known as immersion).

Of course, many students do learn in classes with other students and a teacher — whether that's a class they chose to come to (for example, at a language school) or maybe a class they were required

to attend (such as in a high school). And much language learning will involve elements of all three ways: self-study, 'picking it up' and classroom work.

But, if it's possible to learn successfully without a teacher, then what difference does having a teacher make to the learning process? Why do some people pay to have a teacher? What do students expect from them? To put it bluntly, what on earth are teachers for? If you are (or are planning to be) a teacher, it's important to consider such basic questions.

Remembering teachers you have known

1. Think back to some teachers (of any subject) you have had in your life. What do you remember about them and their lessons? The teacher's manner? How you felt in their presence? Can you recall any specific lessons? Specific teaching techniques? What it was like to be a student in that room? What words or phrases characterize the atmosphere of the classes (eg positive, encouraging, boring, friendly, like an interrogation, sarcastic, humorous, respectful, scary, quiet)?
2. To what extent do you think your personal style as a teacher is based to some degree on these role models?

Commentary

When I started teaching, I found that my basic image of what a teacher's job was and how a teacher should behave were drawn largely from what I had seen my own teachers doing. These internal images were quite deeply held and quite hard to challenge. Any teacher starting out needs to check if they have inbuilt assumptions about teaching from this exposure to hours and hours of observing your own teachers at work.

If you think about it, you have watched and experienced an awful lot of teaching being done to you — and this can often remain a subtle and deep-seated influence. Whether we acknowledge it or not, much of our view of what a teacher is and what a teacher should do can often be traced back to these many years of lesson observation from the pupil's seat. Sadly, a lot of the teaching that has left a deep impression on us was not necessarily very good teaching. As well as some excellent teachers, most of us have probably seen examples of teachers who were boring, unkind, incompetent, sarcastic or inept.

'Entertainer' teaching

Learners come to class to learn a language rather than to be amused by a great show. Certainly no one would wish their lessons to be boring, but it's important to check out if the classes of an 'entertainer' style of teacher are genuinely leading to any real learning. It's easy to get swept up in the sheer panache of one's own performance; the teacher who constantly talks a lot, tells stories and jokes, amuses the class with their antics, etc can provide a diverting hour, but it may simply cover up the fact that very little has been taken in and used by the students. The monologue may provide useful exposure to one way of using language, but this isn't sufficient to justify regular lessons of this kind. I've found that quite a number of teachers suspect that this 'performer' style is a goal they should aim for, partly maybe because of an influence from Hollywood films about teaching. But there is a fine

line between creating a good atmosphere and good rapport in class and becoming an entertainer. I hope that I can persuade you that rapport is crucial but entertainment is much less so.

Traditional teaching

For many of us, school teaching was in a style we could characterize as 'traditional'. While the details may vary considerably from school to school and between different countries and cultures, there will still be many aspects of 'traditional' teaching that are familiar to many.

Traditional teaching

Example:

- Where does the teacher stand / sit?
- How are students seated?
- How is the class managed?
- What do you think are the disadvantages of a traditional teaching approach for language teaching and learning?

[illegible]

Commentary

'Traditional' teaching comes in many varieties, but is often characterized by the teacher spending quite a lot of class time using the board to explain things — as if 'transmitting' knowledge to the class — with occasional questions to or from the learners. After these explanations, the students will often do some practice exercises to test whether they have understood what they have been told. Throughout the lesson, the teacher keeps control of the subject matter, makes decisions about what work is needed and orchestrates what the students do. In this classroom, the teacher probably does most of the talking and is by far the most active person. The students' role is primarily to listen and concentrate and, perhaps, take notes with a view to taking in the information. Often the teacher takes as if by right (usually, but not always, benignly) permission to direct, give orders, tell off, rebuke, criticize, etc, possibly with limited or no consultation. This 'transmission' view of the role of a teacher is relatively widespread, and in many cultures represents the predominant mode of education. Students will expect that a teacher will teach in this way, and fellow teachers may be critical or suspicious of teachers who do not. In such cases, it's important to remember that your choice of methodology is not simply a matter of what you believe to be best, imposed at any cost, but it is also about what is appropriate in a particular place with particular people. What you do in any school or with any learner will often represent your best compromise between what you believe and what seems right in the local context. You then have the interesting possibility of starting to persuade your colleagues and students to your ideas . . . or maybe learning from them about why their approaches work better.

The process by which traditional teaching is imagined as working is sometimes characterized as 'jug and mug' — the knowledge being poured from one receptacle into an empty one. It is often based on an assumption that the teacher is the 'knower' and has the task of passing over knowledge to the students, and that having something explained or demonstrated to you will lead to learning — and if it doesn't, it is because the teacher has done this job badly or the student is lazy or incompetent.

In many circumstances, lecture or explanation by a teacher may be an efficient method of informing a large number of people about a topic. However, if our own educational experience has mainly been of this approach, then it is worth pausing for a minute and questioning whether this is indeed the most effective or efficient teaching method. Whereas most teachers will need to be good 'explainers' at various points in their lessons, a teaching approach based solely or mainly on this technique can be problematic.

Task 6: Good teachers and Bad teachers

Think about your best teacher and your worst teacher. What do you remember about them? What made them good or bad? Take a few minutes to think and write down some notes. Then share with the group.

Good teachers	Bad teachers
- Give time for the students to talk or practice	- always stand in front of the class

Session 3: CLT And Student-Centered Learning

Communicative Language Teaching

Communicative Language Teaching (or the Communicative Approach) is a term used to describe a major change in focus that happened in the 1970s. This was a change from focusing on language systems (i.e., grammar and vocabulary) to focusing on how to use these systems in real communication. Therefore, the focus on *linguistic competence* was replaced with a focus on *communicative competence*. This change made people re-think syllabus design, materials, classroom practice and testing. The traditional *grammar syllabus* (focusing on verb forms and other key aspects of grammar) was supplemented or replaced with a *functional-notional syllabus*. In a functional-notional syllabus, functions like *requests*, *suggestions*, *ordering* and *apologizing*, and notions like *frequency*, *quantity*, and *time* are included. With an emphasis on real-life language, it became more common to use *authentic materials* (e.g., newspaper articles, menus, advertisements, etc.). Interactive communicative activities, such as *information gaps*, became popular. Test designers, instead of just focusing on grammar and vocabulary, began making tests which focused on the four skills, including speaking tests. The new focus on the communicative purposes of language made people more aware that these purposes might be different for different learners. This led to the development of the *needs analysis*.

Two schools of thought developed in Communicative Language Teaching: The *strong form* and the *weak form*. In the strong form, it is believed that people learn a language by using it. This strong form of CLT led to the development of *Task-based Learning*, where the communicative focus is more important than the language that is taught. In the weak form, it is argued that you learn a language, and then you use it. In other words, you need to learn the language systems first, and then you try to use them. This weak form is represented by the PPP procedure (present, practice, produce) where students learn the language from the teacher, do some controlled practice, and then do more meaningful, free practice. Even though it is not new, this kind of teaching is still one of the most popular in the world right now. However, in some cultures, Communicative Language Teaching has been criticized for being too student-centered.

Source:

Adapted from p36-37, An A-Z of ELT, by Scott Thornbury, Macmillan, 2006.

Student Centered Learning

At least two things are important regarding student-centered learning. First, in general, the students do more, and the teacher does less. In a student-centered classroom, the teacher talks less, and the students talk more. More pair and group work is included and the class time is seen as a place where students can practice the language and develop their skills. However, beginning levels may be more teacher-centered because the students are not yet able to produce much language and need more support and direction from the teacher.

The other important feature is curriculum. In a learner centered course, the needs of individual students are carefully considered so that the curriculum addresses their needs and takes into account their learning styles. In many cases, teachers need to balance the requirements of their schools' curriculum with the individual needs of their students.

Adapted from p115, *An A-Z of ELT*, by Scott Thornbury, Macmillan, 2006.

Some characteristics of Communicative Language Teaching and Student-Centered Learning (SCL)

Communicative Language Teaching	Both CLT and SCL	Student Centered Learning
–SCL activities are common	- Lots of group/pair work	- Curriculum is tailored to meet students' needs

Grammar Translation Method and Communicative Approach

Grammar Translation Method	Communicative Approach
.....

Session 4: Good Teacher Talk And Effective Instructions

1. Why is it important to focus on our teacher talk?

- We must be careful with how we use the language so that the students can understand the subject of English.
- We need to carefully grade our teacher talk so that we don't waste time repeating ourselves.

2. What is good teacher talk?

- Teacher talk should generally be at the level of our students and easy for them to understand. And it should not be unnecessarily complex with difficult vocabulary or grammatical structures.
-
-
-
-
-
-
-
-
-

3. How to know the instructions have been understood.

I. Techniques for giving effective instructions

- a. Getting students' attention before talking
- b. Including general and specific information in instructions. General: You are going to do a speaking activity about food; Specific: You are going to work in pairs for 5 minutes.
- c. Demonstrating what you want students to do first, by modeling the activity with other students, or doing an example on the whiteboard
- d. Asking focused instruction check questions (ICQs), e.g., Are you going to work alone or in groups? Are you going to write or speak?
- e. Supporting students with visuals, e.g., using effective eye contact, body language, and gestures; using the board and/or handouts as you explain.

II. Stages of giving instructions

1. Get students' attention.
2. Give instructions. Include general and specific details.
3. Model the activity with a student or give an example on the whiteboard.
4. Use instructions to check whether the students understand.
5. Give students the materials for the activity.

Activity A:**Read instructions and then answer questions 1-3.**

- Okay, everyone looks up here.
- Here are 12 sentences (teacher holds up handout for students to see). Complete each sentence by writing the correct form of the verb on the line.
- Let's do an example first (teacher does the first one on the board).
- Please work alone. You have five minutes.
- Are you going to speak or write?
- Here is the handout (teacher gives the students the handout). Please begin.
 1. Do you think these are good or bad instructions?
 2. Do these instructions follow Stages of Giving Instructions from above?
 3. What techniques does the teacher use from Techniques for giving effective instructions from above? List them by writing the letters, a toe.

Activity B

Look at the following examples of bad teacher talk. Decide what is wrong with each one and make it better.

1. So, what I want you to do is to read each sentence and write true or false for numbers 1 to 5.
.....
.....
2. Let's see, I'd like you to open your books to... wait a minute, umm, page 53. No, I mean page 55. Just do the exercise.
.....
.....
3. Excuse me. Hello. Class. Class? If you could please just stop what you are doing for a minute. Hello class? Class!!!
.....
.....
4. Ok, everybody, would you, Vuthy, sit down. Now what you have to do is, when you, you take this sheet of paper that I am handing out and keep it secret, and some of you are As, it's written at the top, and some are labeled Bs. Ok, can you see that? Don't show your paper to anyone and then you have to describe to your partner; sit face to face. Could you move your chairs around and describe what's on your paper so that your partner can find out what's different, and you must agree; when you find something, draw it on your paper? Ok, do you understand? (p65)
.....
.....
.....

Activity 3**1. Look at these instructions. Re-write them to make them shorter, simpler for lower levels.**

Practice saying them clearly, using gestures to help the students understand.

- a. Okay everybody, I'm going to draw a table on the board and I'd like you to copy it.

.....
.....

- b. Now I want you to stop taking and listen to me.

.....
.....

- c. I am going to help you with the pronunciation of the new words, so listen carefully and then repeat the words after me.

.....
.....

- d. Now we are going to start studying English, so please open your textbooks at page 12.

.....
.....

- e. Now I want you to check your answers with a friend to see if you agree or not.

.....
.....

- f. Right everybody, now we are going to practice speaking so I want you to make pairs and then student A will ask the questions and student B will answer the questions.

.....
.....

- g. Now, when student A has finished asking student B the questions, I want student A and student B to swap so that student B asks the questions and student A answer them.

.....
.....

- h. We are going to play a game, and so, in order for you to play a game, I want everyone to get into groups of four people.

.....
.....

- i. I would like one student to volunteer to come to the board and write the answers.

.....
.....

- j. Please can you look at the sentences on the board and read them silently.

.....
.....

2. Read the following instructions (a, b, c, d, e, and f).**Fill in the blanks and then make them shorter and clearer.****a. Read these instructions about introducing a conversation and then fill in the blanks.**

'Right, now today we're going to do something (a)different from anything we've done before. It's kind of conversation (b)Ok?

'Now, I'm going to ask you to (c) into groups of six and I'm going to (d) each group a cassette recorder. Right, now, in your groups you're going to (e)a conversation and you're going to record what you say. OK? Now (f)you're talking I'll be here, walking around, and if there's anything you (g) to ask me, like how to say this or that, you just call me and I'll (h) and help. Now, what are you going to talk about? I'd like you to choose a topic from' (Mary Spratt, 1994 p 20)

b. Read these instructions about introducing a reading activity then fill in the blanks.

'Right, now we're going to move (a)to something different. We're going to read a (b)in which a teacher talks about his experiences as a teacher. Now the first time you read it, I'd like you to read it fairly quickly and don't (c) attention to the details of the passage or worry (d) any words you don't understand- we'll come (e) to them later. Ok? Right, now, I just want you to read it (f)quickly and answer the question-I'll write it (g) the board.

'OK, are you clear (h)what you're going to do? Could someone explain (i)us please? Takako? OK, fine, thanks, yes, that's right.

'Now, the passage starts (j) Page 22. So, could you find it, please? Everybody OK? Ok, can you start reading? (Mary Spratt, 1994 p 28)

c. Read these instructions about introducing a writing activity then fill in the blanks.

'OK, now I'd like (a)to move on to (b) some writing. What I'd like you to do is to write a review of a coursebook you know well. And I'd like you to imagine that your partners are the people you're writing the review (c) Because after you've written your reviews, I'd like you to (d)them up on the wall- somewhere where everyone can read them. (e) you'll be able to (f)an idea about what some coursebooks are like.

OK, Is that (g)? You're going to write a review of a coursebook and (h) display it (i) the wall where everyone else will be able to read it. If you want to, you can (j) back to the questionnaire on pages 31 and 32 for ideas. (Mary Spratt, 1994 p 36)

d. Read these instructions about preparing for speaking and then fill in the blanks.

OK, can you stop what you're doing? Right, we're going to go (a)to something else- some speaking practice. Can you look at section 5, Activity 1 on page 41 (b) your books? Got it? Now in that activity, there are ten statements all about what makes a good lesson. Do you agree (c)these statements? Wait a minute, hold (d) a minute. If you agree with the statements, I want (e) to tick them. If you don't agree, what do you think you should do? Yes, that's right, put a (f) next to them. ok, so do you understand what you've (g) to do? Read the statements and tick the (h) you agree with and put a cross next to the ones you disagree with OK, off you go. (Mary Spratt, 1994 p 43)

e. Read these instructions about setting homework and fill in the blanks.

'Right, I'd like to give you some homework. We've done a lot of listening and speaking today but we haven't done much reading, so (a) like you to do some reading. It's the texts and tasks (b) pages 48 and 49 of your books. Can you look at them now? Just read the exercises through to (c) sure you know what you have to do. OK? Now (d) Activity 1 just write a very short answer, for Activity 2 just write the word for the feeling (e) the number of the text and for Activity 3 write me a paragraph (f) each situation. Ok? Is this clear? Vuthy, could you explain the homework to (g)? 'Thank you. Now, could you do the homework on a (h) of paper and (i) to me (j) Friday. OK? (Mary Spratt, 1994 p 52)

f. Read these instructions about introducing a true/ false activity and fill in the blanks.

'OK, now this time we're going to listen (a)...the excerpt again but in a greater detail. I want (b) to (c) the summary of the excerpt as you listen. Ok? That's right, fill (d) the blanks in this passage.

'Now, before you listen again, (e) you read the summary to make (f) you understand it and to know what you're listening (g)? If there are any words you don't understand, just (h)me'? (Mary Spratt, 1994 p 62)

Session 5: Improving Classroom Interaction

Classroom interaction patterns

In ELT interaction patterns are the different ways learners and the teacher can interact in the class. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims.

Example

The class are doing a dictation activity. The interaction pattern is teacher to the whole group (T-Ss). Other patterns include pair work (S-S), and group work (Ss-Ss).

In the classroom

Different interaction patterns can support the aims of different kinds of activities. For example, if the learners are doing group writing then small Ss-Ss groups are best, but for elicitation of ideas the interaction pattern could be Ss-T. Changing interaction patterns can help vary the pace and choosing an appropriate pattern can help achieve learning aims, for example, making learners take the place of the teacher (S-Ss) can be very productive.

Some common types of student grouping in the classroom include:

-
-
-
-
-

In any one lesson, you may include work that involves a number of these different arrangements. Varying groupings is one way of enabling a variety of experiences for the learners.

In this section, we examine the rationale for making use of pairs and small groups as well as whole-class work. There are some suggestions and guidelines for maximizing useful interaction in class.

Teacher talk and student talk

The language classroom is rich in language for learners, quite apart from the language that is the supposed focus of the lesson. Students learn a lot of their language from what they hear you say: the instructions, the discussions, the asides, the jokes, the chit-chat, the comments. Having said that, it would be unsatisfactory if your talk dominated the lesson to the exclusion of participation from as many learners as possible.

Classroom interaction

In the list of statements below, tick any that you feel you can agree with.

1. a. It is more important for learners to listen and speak to you than for learners to listen and speak to each other.
b. Students should get most conversation practice in interacting with other learners rather than with you.
2. a. People usually learn best by listening to people explaining things.
b. People usually learn best by trying things out and finding out what works.
3. a. The teacher should speak as much as possible in classroom time.
b. The teacher should speak as little as possible in classroom time

Increasing student—student interaction

When working in a whole-class stage, a large amount of interaction tends to go from teacher to student and student to teacher, as shown in Figure 3.2. How could you get more student—student interaction?

Commentary**Some ideas for maximizing student interaction in class:**

- Encourage a friendly, relaxed learning environment. If there is a trusting, positive, supportive rapport amongst the learners and between learners and you, then there is a much better chance of useful interaction happening.
-
-
-
-
-
-
-
-
-
-

Make the Class Interactive

As teachers, we have to do everything possible to transform all students from passive learners who only sit comfortably to active learners who act enthusiastically. We can also get them out of their seats frequently to walk around and work in as a whole class, in pairs or in groups. Students learn more and retain more when they are actively involved. Working in pairs at the start of every class gets everyone engaged to the lessons, not just only the ones who raise up their hands. Teachers should also ask students to share their thoughts with each other first, the class discussion will be of a higher quality as they feel confident to share their ideas with their partners or as the whole class.

Call on Students Constantly to Answer Questions

Make a habit of calling on individual students by using their names to answer questions without first asking for volunteers. This can keep all the students awake and alert to the teachers' questions. Teachers should never spend for more than a few minutes without getting a student to speak or answers the questions. Teachers should let students know we may call them at any time to answer the questions.

Reassure students know that you will come back to them

If two or more students raise their hands up at the same time, reassure those not selected to answer the questions that we won't forget about them and we will come back to them for their questions in a moment.

Find students' Strengths and Weaknesses

If one of the students is particularly adept at a particular skill set, point it out and have an expectation for the student to be the "expert." This raises the student in the esteem of classmates and encourages them to stay abreast of the topic.

Encourage Shy Students to Speak

Protect the soft-spoken and encourage shy students to speak. Don't allow long-winded or allow students to dominate the classroom discussion. Call on those who don't speak much so everyone can hear from each other. Some students are shy to come to the front of the class to talk. So, teachers can work out a plan with them to allow them for the first few times, to present from their seats instead of coming to the front of the class. This can help them made great progress of talking in front of the class. Another idea is to pose a question and give the students a few moments and discuss the answers with their partners before asking them to answer in front of the class. This allows students to formulate their thoughts before the discussion begins (McKeachie p 34).

Listen Actively to Students During Discussions

During discussions, maintain eye-contact with the students speaking they have our complete attention. Students want to be heard. By nodding our head at them, smiling or otherwise acknowledging the students, we show that we are totally committed to listening and

understanding what each student has to say. Give critical feedback, but look for ways to compliment the students for the observations so the students feel at ease and encouraged.

Incorporate Peer Review

When students make presentations, which they should do frequently, encourage peer review. We can get students to teach each other and to learn from each other. It engages them more than the teachers doing a solo act every time in front of the class.

Do a Networking Exercise

Teachers ask students to stand up, walk around the room and find a student they don't know or know very little or the one they have never talk with. We should give them a task such as questions relevant to the class or finding out something unique about that new classmate and then have them report back to the whole class on what they have just learned from their new classmates.

Ask early for Feedback from Students

Teachers can spend their time asking students for feedback or ask them for the flection. Here are suggested questions: What is helping you learn in this class? What is getting in the way of your learning? What are your suggestions for the rest of the semester? Teachers can either ask students individually or ask them to hand in their written answers. Repeat this exercise about two months into the class. It will give the teachers significant information about what is working and is not working, allowing teachers to change, modify or tweak what the teachers are doing.

Always report back to the class on what we have learned from the feedback and the changes we intend to make as a result. Make it clear that we welcome candid and constructive feedback from students and make sure we implement the changes we promise to make. This exercise will empower our students and send the message that we care about how they are doing in the academic year, and that we are open to making changes for their benefit and improvement.

Adapted from: McKeachie, Wilbert J (2002). McKeachie's Teaching Tips:

<https://www.facultyfocus.com/articles/effective-classroom-management/building-student-engagement-classroom-interactions/>

Session 6: Board And Visuals

Task 1: Write on the Board

Why it is important to be able to use the board well.

- a. Most classrooms have a blackboard or a whiteboard. It is the most common resource in schools so it is important to make the best use of it.
- b. Seeing English on the board as well as hearing it helps students to focus on it and to learn.
- c. It is easy and cheap to use the board. Student can use it, as well as the teacher.
- d. The board can be used for many different activities- to present new materials, to revise old material, to give prompts for practicing activities, to give tests etc.
 - Two demonstrations of board writing

Task 2: Demonstrate the 2 techniques. Activity one on the trainees' handouts

Teachers A: Write this sentence on the board.

She was walking along the road, up the hill and down the hill and soon di.....Some people tried.

- Stand with your back to the class so you hide your writing.

Do not speak or look at the class.

Teacher B:

She was walking alone at a cross roads, she was not at home in her own home, and she soon disappeared in.....

- Stand half facing the class on the right or the left, so the class can see as you write, look at the class from time to time as you write, ask questions:
 - + What comes next?
 - + How do you spell it?

Asks trainees 'Which one is more effective?' Why?

1. Using the white board

Organization

One resource that almost every teacher has is a board, whether it is a small board on an easel, a wide chalk board, a pen board or an interactive computer board. Although it is possible to write randomly on the board as things occur in class, you'll often find that it's worth paying a little attention to organizing items. I'm not naturally a very tidy board user, but I've found that the following idea does make a difference.

At the start of the lesson, draw a few dividing lines on the board, e.g. to form three working areas, like this:

Review section (for key points from last lesson)	Scratchpad for drawing, displaying words as they come up, etc	Key vocabulary and grammar
--	---	----------------------------

Use these areas to help you organize different content as you write it up, keeping different kinds of things to separate sections of the board, for example:

- a vocabulary column for new words, with a second column example sentences and notes;
- a substitution table for a new grammar item;
- a space to stick up sketch pictures to help when telling a story;
- questions for students to think about when listening to a recording.

Using the board

Here are a few more board thoughts: Try to avoid long teacher-writing times while students are just watching and waiting.

Whenever possible, find opportunities to write things up on the board while students are working on other things, so that you are ready when they finish. • It seems natural enough to write standing in front of the board. Unfortunately, this blocks the view of what you're writing for the class and they can't read it till you've finished (Figure 3.7a). You also can't talk to them easily. When you get a chance in an empty classroom, practice writing on the board in a way that your body doesn't block the view for everyone and you can make eye contact with the class (Figure 3.7b). This requires a slightly sideways position, which will feel odd at first, but it allows you to talk to students, ask questions and look around, all of which can be very helpful in maintaining a good working atmosphere.



See *Writing on the board* teaching technique on the DVD



(a)



(b)

Figure 3.7 Alternative positions when writing on the board

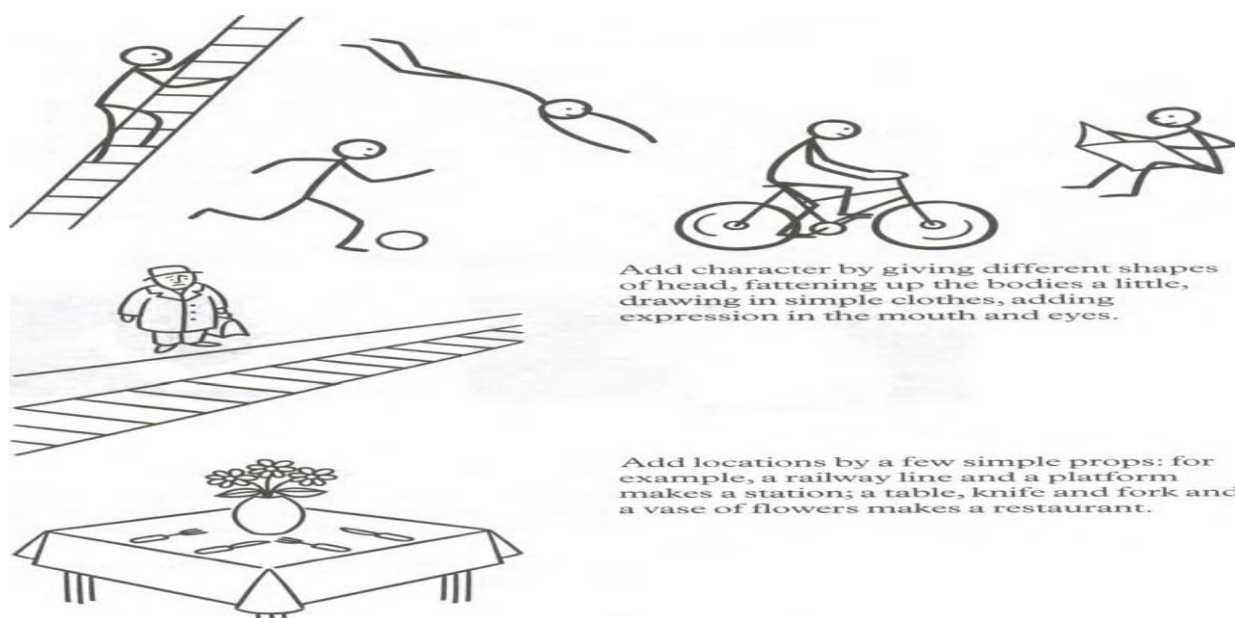
Remember that it's not only teachers who can write on the boards — where appropriate, get learners to write up answers and ideas, draw pictures and timelines, etc. The division of the board into sections can also help them to write more tidily.

Watch out that you don't use your own writing on the board as a lengthy time-wasting way to avoid real teaching.

Board drawing

Don't say you can't draw! No matter how un-Monet-Like your artistry, one picture is often worth many unnecessary words. For the quick explanation of vocabulary items, for setting up a discussion, a dialogue or role play, for story-building, you need pictures.

Clearly the basic skill is to draw people in some form, and stick people are in many ways better than detailed figures because they're so quick to do.



Remember that the pictures alone are usually only a starting point. They don't need to do all the work — build from them with questions and discussion. And even if they end up looking like nothing on earth, badly drawn pictures can actually be a rich source of language and humour in the classroom. If they don't understand what on earth you've drawn, whisper the word to a student and get them to draw it.

2. Using visuals and gestures

Try to develop a range of gestures (and facial expressions) to save yourself repeating basic instructions and to increase opportunities for learner talk. For example, I have seen many teachers using a set of gestures to indicate 'time'. This helps them quickly correct learners who

use tenses inaccurately. Pointing to the ground indicates the present; pointing ahead is the future; pointing behind, over the shoulder, indicates the past.

Remember that learners will need to learn the meanings of your gestures; they will not magically know that your pointing means 'Use the past tense', but if you give the oral instruction a few times while also gesturing, they will soon associate the gesture alone with that instruction.

Bear in mind that gestures can mean different things in different countries. If you are teaching away from your own culture, learn which gestures to avoid! And always keep alert to the possibility that you might be giving offence!

Peer Teaching

See drawing people teaching technique on the DVD

Practice in quick board sketches

1. Draw quick pictures (single images or a sequence) to illustrate some of the following: swimming pool, London, happy, escalator, mouse, exhausted, robbery, whale, planet, overtake.
2. What questions could you ask your learners about the sketches to establish that they actually see what you intend them to?

Adapted from "Learning Teaching" Jim Scrivener (P71)

Session 7: Monitoring And Giving Feedback

1. Monitoring

Teacher roles in pair and group activities

What is teacher roles once she/he have set up an activity in which students will mainly work on their own in pairs or groups?

- a. Sit down and read a book?
- b. Go out of the room and have a coffee?
- c. Wander round and look at what students are doing?
- d. Sit down and work with separate groups one by one, joining in the tasks as a participant?
- e. Listen carefully to as many students as possible, going over and correcting mistakes when you catch them, offering ideas when students get stuck, etc?

Commentary

Well, I think all of these answers are possible, even the first two (which you may have dismissed as unlikely). It all depends, of course, on the nature of the specific activity and on its aims. The next section suggests a general strategy for making decisions about what to do.

Deciding on your role while students do an activity Let's distinguish two steps.

Step 1: The first 30 seconds: are they doing the task set?

Immediately after you have given the instructions for a task and students start doing it, there is often an immediate need to check to make sure that students are doing the activity that you asked them to do and have understood the basic instructions and the mechanics of the activity.

You could do this by quietly and relatively inconspicuously wandering around the room, listening in briefly to snatches from many groups and assuring yourself that students are doing what they are supposed to. We could call this 'monitoring to check the mechanics'.

Step 2: The task itself

In many activities, the prime aim is for learners to get a chance to work on their own, speaking fluently and trying out things without too much interference and correction. If they are doing the task correctly, then possibly they don't need you any more once the task is under way. Your presence might actually be an interference. If you are around and very visible, they might look to you for language items and help whenever they hit a problem, whereas it might be more useful for them to struggle a little and learn to make use of their own resources. So once an activity is safely under way, your options often boil down to the following choices: monitor discreetly or vanish.

In some tasks — especially those in which students might not move forward quickly, but need ongoing advice, support, input and encouragement— you may find that some kind of more active role is called for. In these cases, your best options are probably monitor actively or participate.

Monitor discreetly

Discreet monitoring is when you maintain a presence in the room, but do not overtly offer help, interfere, correct, etc. Your aim is that the students know you are there, but you're watching and listening does not in any way disturb them. They will not feel tempted to call on you unless there is a significant problem — and when they do ask for help, do this swiftly and effectively, then return to the discreet monitoring role. You are sending a message that you are interested, but that the main task is for them to do using their own resources as much as possible.

There are cases when any teacher presence can actually interfere with and diminish the usefulness of work being done. Sometimes the best option for you is to vanish, ie get out of immediate eyeshot. You could go into a corner of the room and sit quietly.

It is often an idea to have something concrete to do (eg read something) in order to prevent yourself from constantly worrying about how students are doing and getting drawn back into it. You need to keep a small percentage of attention on the room, in order to know when the activity is reaching an end or a crisis point, but otherwise restrain yourself from doing too much. Relax and stop being a teacher for a while.

In a few specific cases, you might want to emphasize the point that students need to work without your help, and in such cases even leaving the room for a few minutes may be an option. (Whenever I have done this, I have been interested to learn that most students do not even notice that I have been out of the room!)

Monitor actively

You can monitor as described above, but be more visible and allow students to be more aware of your presence and of the possibility of calling on you for help and advice. A teacher who is actively monitoring will be walking around, viewing and listening to many different groups and frequently offering spontaneous advice and corrections, as well as responding to requests and questions from students.

Participate

You may sit down and join a group (temporarily or for the whole task) and take part as if you were one of the groups, offering ideas, helping with questions, joining in discussions. You could quietly move on to another group. By the end of the task, you might have worked with a number of groups. Of course, while you are monitoring or working with one group, you will need to remain alert to what others are doing and if there are any problems.

What would you do?

1. Students are copying extremely slowly from the board.
2. Students are making a lot of mistakes in copying from the board.
3. Students get into groups when you tell them. Some of the groups get on with the activity but the weaker groups sit in silence.
4. One group of the students can't do the activity because they can't remember the vocabulary.
5. You find that all the students are making the same mistake, over and over again.
6. One group of students does the activity well but finish a long time before the rest of the class.
7. Instead of completing the activity with their own ideas, students copy the one or two things you have demonstrated and do no more.

See Monitoring and Giving full attention teaching techniques on the DVD**2. Different ways of giving feedback****A. Ways to monitor learners**

1. Look at the whole class. Notice if students are doing what you asked or look confused.
2. Go around and listen to different pairs and groups. Don't spend too much time with one group.
3. Sometimes, sit away from students so that they can relax without teacher listening to everything.
4. Don't interrupt unless absolutely necessary (i.e. communication has broken down, they aren't doing what you wanted them to).

B. What you are listening/looking for when monitoring

1. Are students on task?
2. Are students doing exactly what you want them to do?
3. Are students using the target language?
4. What types of mistakes are students making?
5. What are some good examples of language that you notice?

C. Ways of giving feedback

1. The teacher asks the students for the answers orally.
2.
3.
4.
5.

D. What to give feedback on

1. Give feedback about students' use of language (e.g., grammar, pronunciation, vocab.).

2.

3.

4.

❖ Elicit what teachers do before an activity/ during an activity/ after an activity

.....
.....
.....
.....
.....
.....
.....

- What are different ways we can monitor Ss?
- What are you listening/looking for when you monitor?
- What are ways of giving FB?
- What do we give feedback about?

After trainees' brainstorm ask them for a few ideas. Then give them this handout to compare their ideas. Clarify any questions students have.

Follow up by asking why monitoring and feedback are important.

Session 8: Techniques for Eliciting

A. Eliciting

'Eliciting' means drawing out information, language, ideas, etc from the students. It is a technique based on the principles that:

- students probably know a lot more than we may give them credit for;
- starting with what they know is a productive way to begin new work;
- involving people in a question-and-answer movement towards new discoveries is often more effective than simply giving 'lectures'.

Eliciting enables me to start from where the learners are and then to work forward from there. The learners have a real effect on the outcomes of the lesson in terms of ideas, language and pace. With constant learner involvement, I can work more at their speed rather than my own. I can find out where the real difficulties and problems are.

There are three steps to eliciting:

1.
.....
2.
.....
3.
.....

Here is an example from a lesson:

The teacher is working on the present simple tense for daily routines. On the board, she has written the words Every day and drawn a house. She adds a bed to one room.

She looks at the students and gestures that she wants the word. One says bed.

The teacher does not repeat it, but gets other students to repeat the word. Students who didn't hear ask the first student to repeat it.

The teacher does the same procedure with a clock and with the time (seven o'clock). She then draws a stick man and mimes yawning and climbing out of bed. She looks to the students and gestures to encourage them to say a sentence. He gets up seven o'clock, says one student. The teacher thanks him for the sentence, but doesn't repeat it. Instead, she uses finger correction (see Chapter 12, Section I) to establish a corrected version from him (with the help of other class members). When it is correct, she gets the class to repeat the sentence a number of times.

In that sample lesson, the teacher did not model the vocabulary or grammar herself; in fact, she didn't even say the vocabulary or sentence being worked on. The vocabulary was known by at least one student. The grammar, though not accurate, was close enough to be useful to work on. If no student had known bed or clock or get up, then the teacher would have said these herself, having found out that they were really new and needed. As it was, she was able to elicit most of the language from the students and hardly needed to speak at all herself.

With this technique, there is a reduction in unnecessary teacher talk and a maximization of student talk. The students take an active part in the learning, being involved even in the part of the lesson that might otherwise be only teacher explanation. The teacher is able to pinpoint precisely what students know and what they still need to work on. The language is learned through a process of guided discovery, and it seems likely that it will be more memorable because of the degree of student involvement in the learning. Confidence is built because their use of the language is continuous and does not have to wait for the end of teacher exposition.

Advice when eliciting

Here is some advice for elicitors. Two pieces in the list are spurious: which ones? I Give sufficient information. Eliciting doesn't mean 'Guess what's in my head'. Don't try to elicit your grandmother's maiden name.

1. Use hand gestures to indicate who is being asked to speak, either a gesture for 'anyone' or to a specific individual. If everyone speaks at once, it can be hard for students to know which answer was OK and which not.
2.
.....
3.
.....
4.
.....
5.
.....
6.
.....
7.
.....

'Lead-in' questions

You're planning a lesson on language used when meeting people at parties. What questions could you ask at the start of your lesson in order to interest the learners and to elicit some of their personal feelings and reactions?

Planning questions to elicit specific things

Consider the next lesson you need to teach. Write down one specific item of factual information that the students will need to know: maybe a grammar rule, a fact about the topic, what a picture on the board represents, etc. Write a sequence of questions that you could use to lead the students step by step towards finding out that same information for themselves.

If possible, work with someone else to try out your sequence of questions. Practice drawing out the information rather than explaining yourself.

See Eliciting from a picture teaching Technique on the DVE

B. Techniques for Eliciting Vocabulary**1. Jumbled words**

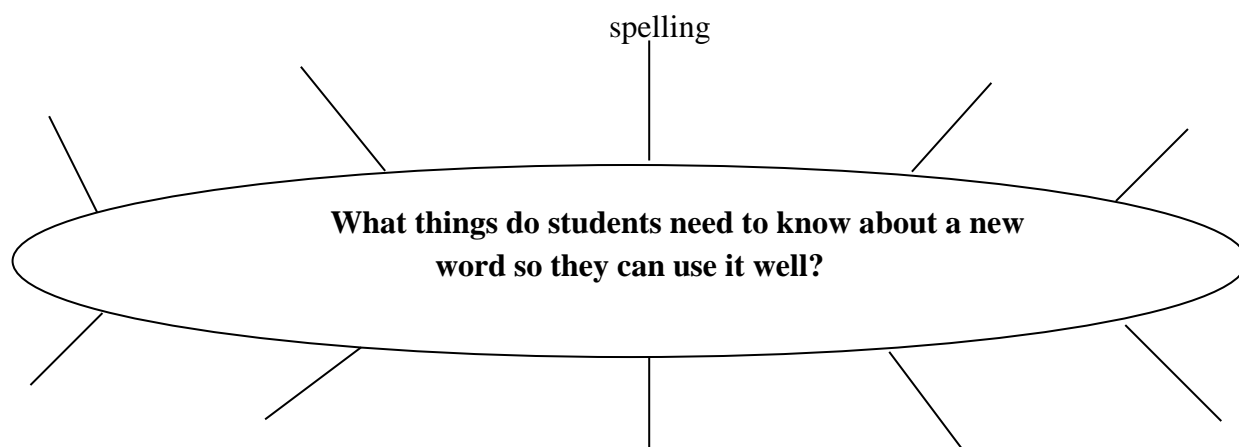
emim	=.....	Maxepel	=
popiteso	=	Learia	=
latranstoni	=	Nosynym	=
tirepuc	=	napexlitaon	=

2. Matching

Match each technique with its meaning.

Techniques	Meaning
1. explanation/situation	a. ការប្រើកាយវិការ
2. opposite/antonym	b. ការប្រើឧទាហរណ៍
3. picture	c. ពាក្យផ្ទុយ
4. example	d. ការប្រើវត្ថុពិត
5. synonym	e. ការបកប្រែ
6. realia	f. ការប្រើសម្ភារៈជាក់ស្តែង
7. translation	g. ការប្រើរូបភាព
8. mime	h. ការពន្យល់

- **Revising what is involved in teaching a new vocabulary item.**
- Look at this question and list the answers down.



Task 1: Put the steps of pre-teaching new vocabulary in the right order

Statements	Order	Statements
a. Students repeat the word chorally then individually.	1	
b. Eliciting a new word by using a particular technique.	2	
c. Teacher puts the word on the board.	3	
d. Teacher models the word once or twice.	4	
e. Students practice all the words after pre-teaching them.	5	
f. Teacher checks a word stress, part of speech and meaning.	6	
g. Students copy the word from the board.	7	

C. Techniques for eliciting vocabulary

1. Pictures/Visuals

Example: a car

What this in English?



Example: tiger

What this in English?



2. Mime

Example: bored

T. looks at a watch, makes a bored face, and yawns.

T. asks, "How do I feel?"

Example: (to) jump

T. jumps.

T. asks, "What am I doing?"

3. Realia

Example: oranges (count.), rice (uncount.)

T. brings real oranges and rice into the class.

T. asks, "What's this in English?"

Example: binder (n)

T. brings a binder.

T. asks, "What's this in English?"

4. Situation/ Explanation

Example: honest

T. explains, "I don't tell lies. I don't cheat in the exam. I tell the truth."

T. asks, "What am I? Tell me the word in Khmer"

5. Example

Example: furniture

T. lists examples of furniture:

"Tables, chairs, beds - these are all *furniture*. Give me another example of furniture."

Example: (to) complain

T. says, "The bed is too hard I don't like. The room is too small. It's no good (etc.)"

T. asks. What am I doing?"

6. Synonym/Antonym

Example: intelligent

T. asks, "What's another word for clever?"

7. Opposite/Antonym

Example: to increase

T. asks, "What's the opposite of to decrease?"

8. Translation

Example: (to) forget

T. asks. "How do you say..... in English?"

Task 2: Peer Teaching

- Choose an appropriate technique to elicit the word and write the eliciting question.

Words	Eliciting techniques	Eliciting questions
a finger	Realia	What's this in English?
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Session 9: Lesson Planning

Common Lesson Frameworks

The following is a basic guide that you can follow for lessons based on introducing new language (grammar, vocabulary, and functional language) or teaching receptive skills (listening and reading). Please remember that this is just a guide, and that other options are possible. Also, it is possible to add in or take away some stages below. For example, you could add in some pre-teaching of vocabulary before the *Reading for Main Ideas* activity in the *Teaching new language from a text* lesson, or you might decide not to pre-teach vocabulary in the *Teaching receptive skills* lesson. Finally, in order to make the frameworks clearer, separate feedback stages have not been included; but giving feedback is necessary in these lessons.

Teaching new language through a situational presentation (PPP)	Teaching language from a text	Teaching receptive skills
Lead in	Lead in	Lead in
Presentation of new language	Reading for Main Ideas	Pre-teach vocabulary Set the scene Reading for Main Ideas Reading for Details
Controlled practice	Presentation of language	If time, option 1 or option 2
Free practice	Controlled practice	1: Follow up with productive skills practice (S or W)
	Free practice	2: Follow up with language Work (vocab or grammar)

Lesson Plan Procedure Sheet

Stages	Materials	Time	Interaction	Procedures	Purposes

Look at these statements and decide whether they are true or false.

1. It is not necessary to write a lesson plan because all the information a teacher needs is in the Teacher's Guide. T/F
2. It is important to write lesson plans when you first start teaching, later on you can forget about it. T/F
3. There is only one right way to write a lesson plan. T/F
4. When you have finished teaching a lesson, you can throw away your lesson plan. T/F
5. Students will think you are a bad teacher if they see you using a lesson plan in the class. T/F
6. Once you have written a lesson plan, it is important to stick to it, whatever happens. T/F

Lesson Plan Checklist**Points to Consider when Writing a Lesson Plan**

What is the aim of the lesson? What do you want the students to learn?

What are the steps of the lesson?

- How will you start the lesson? Will you use a warmer?
- Will you revise anything from a previous lesson?
- How will you introduce the aim of the lesson and set the scene?
- Will you present any new language? If so, how? How will you show the target item? What drills will you use? How will you check the students' understanding of the new language? What other controlled exercises will you give the students to practice using the new language accurately? What freer exercises will you give the students to practice using the language more fluently? Which skills will the students be practicing?
- If you are going to give the students more practice in using language already introduced to the students, what exercises will you use? Which exercises are more controlled and which ones are freer? Which skills will the students' practice? What functions/competencies will they practice? What vocabulary will they need?
- How will you sum up what has been done in the lesson?
- Will you give the students any homework?
- How will you close the lesson?

How long will each part of the lesson take?

What materials, equipment and/or visual aids will you need?

When will the students work in pairs? In groups? On their own? As a whole class?

Will you need to move any furniture?

What problems do you think you or the students might have?

What classroom language will you need to use?

What will you need to write on the board and how will you do it?

Do you need any extra exercises for the stronger students?

How will you help the weaker students?

Is your lesson varied, interesting and fun?

TKT Module 2: Identifying the different components of a lesson plan – Sample Task 1

For questions 1–8 match the classroom management strategies with the problems of group or pair work listed A, B, C and D

Mark the correct letter (A, B, C or D) on your answer sheet.

You need to use some options more than once.

Lesson plan components

A. Aims

B. Personal aim(s)

C. Teaching aids

D. Procedure

Information from a lesson plan

1. keep the pace of the lesson lively
1. students talk about what they did at the weekend
2. tell students to put four photographs in the correct order
3. practice listening for specific information
4. recycle recently taught vocabulary in a different context
5. tape of two people talking about what they did at the weekend
6. students check their answers in pairs
7. make better use of the whiteboard

	Statements	Agree/ Disagree
1	There should be a balance of teacher explanation and students practice activities.	
2	Grammatical accuracy is less important than fluency in the Practice Stage.	
3	Grammatical accuracy is less important than fluency in the Production Stage.	
4	A 'PPP' lesson is also an opportunity for students to practice the 4 skills.	
5	The longest part of the lesson should be the Presentation Stage because the teacher needs to talk the most.	
6	The teacher does an equal amount of correction in the Presentation, Practice and Production stages.	
7	As the lesson proceeds, the teacher should become less and less the center of attention.	
8	Teachers don't give their students enough practice because they think "learning = understanding" not "learning = doing".	
9	Each stage of the lesson is made up of several steps.	
10	The teacher should not let the students control the activities.	

TKT Module 2: Identifying the different components of a lesson plan –**Participant's Worksheet 1**

Match the lesson plan components with the descriptions below.

1. Procedure	2. Interaction pattern	3. Timetable fit	4. Stage
5. Main aim	6. Timing	7. Aids	8. Assumptions
9. Personal aim	10. Anticipated problems and solutions	11. Subsidiary aim	

A. The most important aim, e.g. the teacher's main aim could be to teach the present perfect or develop listening skills.
B. What the teacher would like to improve on in his/her teaching, e.g. To reduce the time, I spend writing on the whiteboard.
C. The details of exactly what is going to happen in each stage of a lesson, e.g. students practice the language of complaints in a role-play in pairs.
D. A section of a lesson. Lessons work through different steps such as lead-in, presentation, controlled practice, etc.
E. When teachers plan lessons, they think about how long each activity will take and they usually write this on their plan.
F. The things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons, they think about what things they will need.
G. When teachers are planning a lesson, they think about what their students might find difficult about the language or skills in the lesson so that they can help them learn more effectively at certain points in the lesson.
H. When teachers think about what they believe their students will know or how they will behave in a particular lesson.
I. The different ways students and the teacher work together in class, e.g. student to student, in pairs or groups or teacher to student, in open class.
J. How a lesson fits logically into a sequence of lessons; what goes before a particular lesson, how a lesson links to, and helps students with, the following lesson.
K. The secondary focus of the lesson, less important than the main aim. It could be the language or skills learners must be able to use in order to achieve the main aim.

1	2	3	4	5	6	7	8	9	10	11

TKT Module 2: Identifying the different components of a lesson plan – Participant's Worksheet 2 (Handout A)

Group A Fill in the gaps in the lesson plan.

Level: Intermediate **Length of lesson:** 50 minutes **Topic:** extra lessons

- 1) _____ : to practice the skills of listening for gist and listening for detail, and to provide practice in the language of the topic
- 2) **Subsidiary aim:** to develop oral fluency
- 3) _____ : to simplify teacher language in class
- 4) **Assumptions:** students will be interested in the topic as it is relevant to them
- 5) _____ and 6) **solutions:** two of the students are less good at listening so the recording will be difficult. I'll pair them with stronger students for support

Stages/Time	Stage Aims	Procedure	Int	Aids
7) Lead in 5 minutes	8) _____	Ask the students if any of them do extra lessons after school, what kind they do and if they enjoy them.	W/C	
9) _____ 5 minutes	to help students understand vocabulary in the recording	Elicit/teach: <i>enjoyable, boring, expensive, time-consuming, exciting</i> , then write them on the board.	W/C	B
10) _____	11) to provide practice of new vocabulary	Choral drill, individual drill and ask students to give me examples of the words in sentences.	12) W/C	B
Lead in to recording and set task 5 minutes	to provide practice in predicting content	Write the title of the recording on the board: ' <i>Never waste a moment after school</i> '. Students 13) _____	W/C SS	B
Recording x1 14) 3 minutes	to provide practice in listening for gist	Students listen to the recording to check their predictions.	15) S	CD
Feedback 2 minutes	to check answers	Students share their answers in open class.	W/C	
Recording x2 and 3 6 minutes	to provide practice in listening for detail	Hand out worksheet. 16) _____ _____	W/C	17) W/S
Pair check 3 minutes	to encourage peer cooperation	18) Students check their answers in pairs.	19) _____	
Feedback 3 minutes	to check answers	Report back on answers.	W/C	
Class survey 9 minutes	to develop oral fluency and provide practice	Put students into groups with a worksheet. Students carry out a class survey on the topic in groups.	SS-S	20) _____
Feedback 4 minutes	to allow students to share views	Report back and class discussion of survey results	W/C	

Key to symbols: Int = interaction pattern	SS = students work in groups	B = board
W/C = whole class	S = students work individually	CD = compact disc
S = student to student	W/S = worksheet	

TKT Module 2: Identifying the different components of a lesson plan – Participant's Worksheet 3 (Handout B)

Group B Fill in the gaps in the lesson plan.

Level: Intermediate **Length of lesson:** 50 minutes **Topic:** Extra lessons

- 1) **Main aim:** to practice the skills of listening for gist and listening for detail, and to provide practice in the language of the topic.
 2) _____: to develop oral fluency.
 3) **Personal aim:** to simplify teacher language in class.
 4) _____: students will be interested in the topic as it is topical for them.
 5) **Anticipated problems and 6)** _____: two of the students are less good at listening and the recording will be difficult. I'll pair them with stronger students for support.

Stages/Time	Stage Aims	Procedure	Int	Aids
7) _____ 5 minutes	8) to create interest in the topic	Ask the students if any of them do extra lessons after school, what kind they do and if they enjoy them.		W/C
9) Pre-teach vocabulary 5 minutes	to help students understand vocabulary in the recording.	Elicit/teach: <i>enjoyable, boring, expensive, time-consuming, exciting</i> , then write them on the board.	W/C	B
Drill 10) 5 minutes	11) _____	Choral drill, individual drill and ask students to give me examples of the words in sentences.	12) _____	B
Lead in to recording and set task 5 minutes	to provide practice in predicting content.	Write the title of the recording on the board: ' <i>Never waste a moment after school</i> '. Students 13) predict the content of the conversation in pairs	W/C S-S	B
Recording x1 14) _____	to provide practice in listening for gist.	Students listen to the recording to check their predictions.	15) _____	CD
Feedback 2 minutes	to check answers	Students share their answers in open class.		W/C
Recording x2 and 3 6 minutes	to provide practice in listening for detail	Hand out worksheet. 16) Students listen to the recording (twice) and do the comprehension exercise.	W/C	17) _____
Pair check 3 minutes	to encourage peer cooperation	18) _____	19) S-S	
Feedback 3 minutes	to check answers	Report back on answers	W/C	
Class survey 9 minutes	to develop oral fluency and provide practice	Put students into groups with a worksheet. Students carry out a class survey on the topic in groups.	SS-S	20) W/S

Key to symbols: Int = interaction pattern	SS-S = students work in groups	B = board
W/C = whole class	S = students work individually	CD = compact disc
S-S = student to student	W/S = worksheet	

Session 10: Lesson Plan (Form and Terms)

Stages, Interaction patterns, and Purposes

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A. What should be included in a lesson plan? Greeting

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B. Shorthand for writing interaction patterns

1. T-SSS Teacher interacts with the whole class
2. _____ Students work in pairs
3. _____ Students work in groups
4. _____ Whole class activity, like a mingle or class game
5. _____ Students work individually

Note: Teachers have different ways of writing interaction patterns. It is okay if you use something different, if it is clear, and consistent. If you are unsure, then it is recommended that you use the above interaction patterns.

C. Clarification of terms

1. _____ This is the reason for a stage of the lesson. It indicates how particular procedures (for example, a practice activity or a presentation of language) support the aims of the lessons. It is sometimes called a stage aim.
2. _____ These are aspects of our own teaching that we want to develop or improve. They are sometimes called, personal aims.

Key concepts

A lesson plan can include the following headings. Which ones do you think should always appear?

Which ones may only appear sometimes?

Lesson Plan headings	Definitions
1. Level and number of learners	a. What we think learners already know or can already do related to the aims
2.	b. Action we will take to deal with the anticipated problems
3. Main aim(s)	c. Work which teachers give their students to do at home
4.	d. Useful reminders of things to take to the lesson
5. Personal aims	e.
6.	f.
7. Anticipated language problems	g. Ways in which learners work at different stages, i.e. individually, in pairs, in groups, as a whole class
8.	h.
9. Teaching aids, materials, equipment	i. Other thing we want learners to be able to do during the lesson because they lead to the main aim
10.	j.
11. Timing	k. How the lesson is connected to the last lesson / or the next one
12. Interaction patterns	l. Things that learners may find difficult
13.	m. Tasks and activities for each stage

1	2	3	4	5	6	7	8	9	10	11	12	13

It is usually a good idea to anticipate possible problems and solutions, but in a revision lesson we may not need these headings. Also, we may not have personal aims for every lesson, and we may not always give learners homework

Source: The TKT Course, p92 by Mary Spratt, CUP, 1st edition

Session 11: Writing Effective Aims

Lesson Plan Cover Sheet

NIE Trainee name _____ Date _____ Time _____
Homeroom teacher name _____ Grade _____
NIE Trainer name _____ Number of students _____
School _____ Class _____
EFC book number _____ Chapter _____ Unit _____ Page numbers _____

1. Main aim of lesson- *By the end of the lesson students...* _____

2. Subsidiary aim(s) of lesson _____

3. Potential problems _____

4. Solutions to potential problems _____

5. Teaching aids, materials, equipment _____

6. Personal objectives _____

7. Homework for next lesson _____

A. Trainer's comments on the lesson plan:

B. Trainee's self-reflection on the lesson (to be written right after the lesson):

1. What do you think went well in the lesson? _____

2. What didn't go well? _____

3. How successful were you in achieving your main and sub aims? _____

4. Were you able to make progress in your personal objectives? _____

5. List any other questions or comments below. _____

Session 12: Lesson Planning

Main points	Teaching ideas and materials
Review	- Review last 2 lessons, including the components of Lesson Plan, main and sub-aim, purpose of stages, and personal objectives. (trainees work in pairs)
Problems with Textbooks	<p>1. Discuss some of the problems with textbook.</p> <p>Example problems:</p> <ul style="list-style-type: none"> - too much grammar, vocab and reading in one lesson - since 2010 curriculum for Upper Secondary School only allows for 2 hours of study per week; this means that most teachers only finish around 13 out of 20 chapters per year. - During Teaching Practice, you have 50 minutes to teach a 2-page unit. So there will be not enough time <p>.....</p> <p>.....</p> <p>.....</p> <p>2. Discuss some implications:</p> <p>-</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Analyzing	<p>Use <u>Analyzing the textbook</u> to have students examine the textbook.</p> <p>.....</p> <p>.....</p> <p>.....</p>

Analyzing The textbook**A. You should look at the students' book, NOT the teachers' book.**

1. What skills (RWLS) does this chapter focus on? Do some skills receive more focus than others? If so, which ones receive more focus?

.....

.....

.....

2. Look closely at activities that focus on speaking. Do you think these activities are effective? Why or why not?

.....

.....

.....

3. Look at the same chapter as above. What language (grammar, vocabulary, functional language, pronunciation) does the book focus on? Do you think the book focuses on some language areas more than others? If so, which ones?

.....

.....

.....

4. In this chapter, are there any activities that focus on vocabulary? If so, do you think there are enough? What are some activities that you can add to help the students with vocabulary?

.....

.....

.....

B. In small groups, choose one unit from English Grade 11. Do not look at the teacher's manual. Look at all of the activities in this unit carefully.

- Discuss each activity's purpose.

.....

.....

.....

- Write down 2 possible Main aims for this unit.

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.....

.....

- Write down 2 possible sub-aims for this unit.

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.....

- Discuss which main aim and sub aim you think is best. Share your ideas with another group.

.....

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Session 13: Receptive Skills

Teaching Reading

Task 1:

1. What does reading mean?.....
2. What do we read?.....
3. Why do we read?.....
4. Why ask question while reading?.....
5. What are your main problems when trying to read a text in a language that you don't know very well?
6. Question Hierarchy Techniques:
 - a. Yes/No questions Is the room bright?
 - b.
 - c.
 - d.
 - e.

Task 2: Different types of reading

Reading Situation	Term
1. You read a Khmer novel for pleasure at the weekend 2. You flick through a copy of "Cambodia Daily" to see if there are any events coming up in which you might be interested. 3. While waiting for your motorbike to be cleaned, you pick up a copy of "Procheapreay" magazine and find it has an article that interests you very much. You don't have much time to read it carefully, so you read it as fast as you can. 4. You see an advertisement in the newspaper for a job that you like. You read it very carefully to make sure you don't miss anything.	a. Skimming for main idea(s) b. Reading intensively c. Reading extensively or receptively d. Scanning for specific information

Task 3: Look at these sentences and decide whether they are true or false

- a. Silent reading involves looking at a text and saying the words silently to yourself.
- b. Being a good reader in your mother tongue is not the same as being a good reader in a foreign language.
- c. To understand a word, you have to read all the letters in it; to understand a sentence, you have to read all the words in it.
- d. The teacher help students to read a text by reading it aloud while follow it in their book

Task 4: Have a look at good or poor readers**Good teachers****Poor teachers**

1. Prepare students for reading by discussing the topic or showing them pictures relating to the topic beforehand.
2. Elicit, pre-teach or revise essential new words.
3. Make sure the students know every word in the passage before starting to read.
4. Ask the students to read aloud.
5. Read the whole text aloud to the students, asking them to repeat it, line by line.
6. Ask the students to read silently.
7. Give students reason to read.
8. Translate everything for the students.
9. Encourage the students to guess the words they don't know.
10. Teach the students different reading skills.
11. Ask the same comprehension questions several times so that many students have a chance to answer the questions.
12. Ask the students to read the comprehension questions aloud.

Task 5: Have a look at good or poor readers**Good Readers****Poor Readers**

1. Read carefully, word by word, making sure they understand everything.
2. Don't worry about every word. They concentrate on understanding the main points
3. Read aloud and point to the words with their fingers.
4. Read silently, using their eyes and their brains.
5. Stop reading when they meet difficult words.
6. Translate every word into their mother tongue.
7. Try to guess words they don't know from the context.
8. Look up every word they don't know in a dictionary.

Task 6: Whenever you ask your students to read, what activities do you give them to do?

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Task 7: Ideas for reading activities**1. Pre-question**

- A general question is given before reading, asking the learners to find out a piece of information central to the understanding of the text.

2. Do- it- yourself questions

- Learners compose and answer their own questions.

3. Provide a title

- Learners suggest a title if none was given originally, or an alternative, if there was.

4. Summarize

- Learners summarize the content in a sentence or two. This may also be done in the mother tongue.

5. Continue

- The text is a story; learners suggest what might have happened next.

6. Preface

- The text is a story; learners suggest what might have happened before.

7. Gapped text

- Towards the end of the text, four or five gaps are left that can only be filled in if the text has been understood. Note that this is different from the conventional cloze test (a text with regular gaps throughout) which tests grammatical and lexical accuracy and actually discourages purposeful, fluent reading.

8. Mistakes in the text

- The text has, towards the end, occasional mistakes (wrong words; or intrusive; or omissions). Learners are told in advance how many mistakes to look for.

9. Comparison

- There are two texts on a similar topic; learners note points of similarity or difference of content.

10. Responding

- The text is a letter or a provocative article; learners discuss how they would respond, or write an answer.

11. Re-presentation of content

- The text gives information or tells a story; learners re-present its content through a different graphic medium. For example:
 - a drawing that illustrates the text
 - coloring
 - marking a map
 - lists of events or items described in the text
 - a diagram (a grid or flow chart)

Task 8: Type of Questions**Grammar types**

Most teachers are familiar with the two grammatical types of questions:

A. Wh Questions

Who, which, what, why, when, where, how, how much, how many, how often. “Who is going to the picnic? Where are you going? How do you come to school? How long have you been working in this school?”

B. Yes/No Questions

‘Can you swim? Have you ever been to Siem Reap? Do you like coffee?’

C. Information Type

We can also classify questions according to the type of information they ask for. There are many different ways of classifying questions but the division into three types below can be helpful and precise.

1. On-the-line questions

These ask about specific information which can be easily found in the texts. There is usually one correct answer for this type of questions, and the answer includes words from the texts. ‘How did you go to Kampong Sam? How much was the ticket? The purpose of an on-the-line question is to make students pay close attention to the detail of the texts. Probably most of the questions will be this type, and they are easy for students and teacher to make them. We can also call this type of questions factual Questions.

2. Between-the-line questions

These ask students to guess or infer information which is not clearly stated in the texts. There might be several possible answers for this type of questions. ‘Did he enjoy the trip? How do you know?’ The purpose of between-the-line questions is to get students to think more carefully about the information in the texts and link it to their knowledge of the world. Students can give evidence for their answers. These are not so easy for teacher and students to prepare. Another name for this type of questions is Inference Questions.

3. Beyond-the-line questions

This type of questions is really prompts or clues to get students to express ideas related to the text topic rather than giving exact answers. ‘Would you have enjoyed his journey? What is your favorite way of traveling? Why? These questions can be used as either:

a. Pre-Comprehension ‘warm-up’ to activate students background knowledge or

b. Post-Comprehension links to a following activity.

Beyond-the-line questions are not suitable for main comprehension techniques because they don’t focus students’ attention directly on the texts.

Beyond-the-line questions aim to activate students to use their imagination and knowledge of the world.

So there should be many responses which cannot be judged as ‘right or wrong’ like on-the-line questions. We can also call these Reaction Questions.

Important points

1. The teacher's Guide gives the main ideas but there are many other important matters a teacher needs to consider.
2. The way a teacher writes a lesson plan may change with experience, but it is always important to have a lesson plan, whatever the teacher's age. Even if there isn't time to write it down, the teacher should have a clear plan in her/his head.
3. Writing a lesson plan is a personal matter. There are many different ways to write a it.
4. Never throw away a lesson plan. If a teacher takes time to add notes about what worked and what didn't work very well, s/he will have an invaluable resource next time s/he has to teach that lesson.
5. On the contrary. Students will be impressed that the teacher has spent time preparing the lesson.
6. Many things can happen in a lesson to change a lesson plan. E.g., there may be an unexpected visitor; the students may know more or less than expected; the teacher may realize s/he has forgotten something important. A good teacher is ready to change her/ his lesson plan if necessary.

➤ Give points to remember**Points to remember**

1. Reading aloud is difficult because it involves two skills at the same time-reading and speaking. Most people cannot read aloud well in their mother tongue. It is even more difficult for them to do this in a foreign language.
2. Reading aloud is not a skill we use very often in daily life.
3. In daily life we need to be able to read fast and silently, and to understand the meaning of any text, short or long, quickly and well. Children, therefore, need lots of practice in this kind of reading.
4. Silent reading does not involve saying the word silently to yourself in your head. It is a different kind of reading using only your eyes and your brain.
5. If students are allowed to read silently, each one can read at his or her own speed. They can also go back to re-read a sentence if necessary. This is important if they are to understand what they read. Reading aloud means that everyone has to read at the same speed, whether they understand the passage or not.
6. Teachers feel they are in control if they can hear students doing something. However, even though students may be trying to read aloud, they may not be understanding anything. On the other hand, if they are reading silently, they may seem to be doing nothing, but they are much more likely to be understanding what they are reading.
7. Reading aloud is not a good way of practicing pronunciation/speaking.
8. When reading aloud, only the teacher or one student is active at any one time. The others in the class are half listening or not listening at all or listening to a poor model. They are probably very bored.

Approaches to reading

Reading to oneself (as opposed to reading aloud) is, like listening, a 'receptive' skill, and similar teaching procedures can be used to help learners. The task— feedback circle works equally well with reading texts, and many of the guidelines given in Section 2 are also easily adaptable.

The most obvious differences are to do with the fact that people read at different speeds and in different ways. Whereas a recording takes a definite length of time to play through, in a reading activity, individuals can control the speed they work at and what they are looking at.

Difficulties when reading a foreign language

What are your own main problems when trying to read a text in a language that you don't know very well?

Commentary

Maybe:

- I don't know enough vocabulary.
- I need the dictionary all the time.
- It's very slow — it takes ages just to get through a few sentences.
- I often get to the stage where I understand all the individual words, but the whole thing eludes me completely.
- Because it's slow, the pleasure or interest in the subject matter is soon lost.

Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this as a way of improving their vocabulary and their understanding of grammar, but, as with listening, this kind of approach does not necessarily make them into better readers, because this plodding, word-by-word approach is not the way that we most often do our reading in real life. In order to make students better readers, we need first of all to raise their awareness that it's not always essential to understand every word, and that practicing some different reading techniques in English may be very useful to them. And if their basic strategy is to read slowly and ponderously, then a good first strategy could be to help them learn to read fast; not worrying about understanding every word; not, perhaps, even understanding most words, but still achieving a specific and useful goal.

Reading for detail

A lot of in-class reading work has traditionally been 'reading for detail' — or 'intensive reading', ie reading texts closely and carefully with the intention of gaining an understanding of as much detail as possible. Often this is so that the student can answer comprehension questions (eg Why did the three men go into the office?) This is typically a stop / start kind of reading, involving going back over small pieces of the same text a number of times to find out more and more about it, making sure that the words have been correctly interpreted. This is how a competent language user might read an instruction manual for a piece of flat-pack furniture or a leaflet with guidelines on whether they have to pay income tax or not. It's not the way she would typically read a chapter from a novel or a magazine article, although, in classrooms, it is often how students are asked to process such material (with true / false and other comprehension questions to check if they can pick up specific points).

In everyday life, we tend to do much more extensive reading, ie fluent, faster reading, often of longer texts, for pleasure, entertainment and general understanding, but without such careful attention

to the details. When we don't understand words or small sections, we usually just keep going, maybe only coming back when there has been a major breakdown in our understanding.

There is certainly a place for intensive reading in class, helping students to uncover and accurately understand details in a text — but this is by no means the only strategy that a good reader needs. Being able to read fast and fluently is also very important.

Skimming and scanning

Many activities designed to increase reading speeds are variations on the following two ideas:

- **Skimming**
.....
.....
.....
- **Scanning**
.....
.....
.....

Skimming and scanning are both 'top-down' skills (see Section 3 earlier in this chapter). Although scanning is involved with finding individual points from the text without reading carefully through every word of the text, the way that a reader finds that information involves some degree of processing of the overall shape and structure of the text, moving her eyes quickly over the whole page, searching for key words or clues from the textual layout and the content that will enable her to focus in on smaller sections of text that she is likely to get answers from.

Selecting an appropriate reading task

Imagine that you have given students a copy of a tourist leaflet publicizing a nearby town and advertising local attractions, museums, special events and with information on prices, opening times, etc. What would be a suitable task to get students to read this quickly (rather than read every word)?

Commentary

You probably want tasks that encourage students to search for specific small sections of text which they then read more carefully to find a required piece of information. These might be factual, information questions such as 'When does the Military Museum close?' 'Can I take my dog into Chapultepec Park?' 'What is a good souvenir to take back from this region?' 'How much would it cost for a family of four to go swimming?' 'What are the newest animals in the zoo?' Students doing this will be reading material in a similar way to how people might read it in everyday life.

Choosing useful reading activities

Which of the following seem to be useful reading activities and which not? Why? Briefly work out an alternative procedure for the less satisfactory ones.

1. The class reads a whole page of classified advertisements in the newspaper, using their dictionaries to look up all unknown words.
2. Students are each looking at an online page from a newspaper. Ask them to find the word over somewhere on the front page.

3. Place a pile of local tourist leaflets on the table and explain that students, in groups of four, can plan a day out tomorrow.
4. Students read a short extract from a novel and answer five multiple-choice comprehension questions about fine points of detail.

Commentary

One test for useful reading (or listening work) might be to check how far tasks reflect real-life uses of the same text. If a text is used in class in ways that are reasonably similar to real life, it is likely that the task will be effective.

Procedure 1 seems unsatisfactory because it is an unrealistic use of the advertisements; in real life, no one would read them in such a way. A more realistic task would require them to scan the ads for specific items (as we do when we want, say, to buy a second-hand TV). So 'What is the best TV I could buy?' would be a far more realistic task.

Procedure 2 is similarly strange. This is a scanning exercise, but an entirely unrealistic one. We might well scan a newspaper looking for names of people or countries that we wanted to read about or headings that directed us to information we needed (such as weather), but it seems unlikely that we would search for a single word like over (though as a game, it could be fun). For a more useful scanning task, students could be asked to find where specific articles are or find certain factual information. Skimming tasks would also be useful, to get the gist of an article for example.

Procedure 3, although it perhaps appears a little strange initially, is in fact a very interesting reading activity. The students will be using the leaflets for precisely the purpose for which they were written, and will be reading them in order to obtain a whole range of appropriate ideas and information: seeing what's available, checking opening times, prices, etc. As a bonus, there will be a lot of speaking as well as reading.

Procedure 4 describes an exercise commonly found in exams. It is clearly useful as a demanding way of testing comprehension, and is useful for studying the fine shades of meaning a writer conveys. It is, however, important to ensure that this kind of activity is not the only reading work done, partly because it seems to be confirming to students that this is the normal (or only) way to read a novel. Students also need to be shown approaches to a novel that allow them to read fluently, at speed, without worrying about catching every nuance.

Real-life purposes are not the only way of measuring the usefulness of classroom reading work. Often, we might want to train students in specific reading techniques or strategies, things that will help their future reading, even if the immediate classroom work doesn't itself reflect a real-life purpose.

Skimming or scanning?

What would you do in the following situations, skimming or scanning?

1. You want to find out what 'facilitate' means and look it up in your dictionary.
2. You are looking on the Internet for suitable material to support your debate topic.
3. You and a friend want to go and see the latest blockbuster movie and you need to check at which cinemas it is showing and at what times.
4. You are going to visit a friend who lives in Lamma so you check the ferry timetable.

5. Your lecturer has given you three articles to read on 'China and its people'. You have to choose one to summarize.
6. You are looking at a book in the library and are deciding whether to take it out.
7. You are looking through the database to find an activity that will help you increase your reading speed.
8. You are doing preliminary research for your final year project.

Reading 1

(Stolen from O'Henry)

There was once a happy couple. They were young and in love, although they had little money. The young man had a handsome pocket watch that he was very proud of, though he had to be careful with it because he had no chain for it. His wife had beautiful long blond hair, which hung loosely down to her waist. It looked like gold when it sparkled in the sunshine. One fine Christmas Eve, the man and the woman went separately to town. The next morning, they came downstairs to have breakfast. The wife was wearing a cap, which was unusual for her. "Why are you wearing a cap?" asked the man. "Because I have a present for you," she smiled and replied. She took off her hat, revealing that she had cut her beautiful hair very short. "I've sold my hair to buy you something." With that, she reached into her hat and pulled out a handsome chain for her husband's watch. "Why are you so upset?" she asked, seeing that he was about to cry. He replied, "Because I sold my watch to buy you these combs for your hair."

Read the text and compose questions

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Reading2

The camel can go without waters for a long time. Some people think it stores water in its hump. This is not true. It stores food in its hump. The camel's body changes the food into fat. Then it stores the fat in its hump. It cannot store the fat all over its body. Fat all over an animal's body keeps the animal warm. Camel's live in the desert. They do not want to be warm during the day.

The desert is very hot. The camel gets hotter and hotter during the day. It stores this heat in its body because the nights are cool.

The Arabian camel has one hump. The Bactrian camel of Central Asia has two humps. It also has long, thick hair because the winters are cold in Central Asia.

There is a lot of sand in the desert. The camel has long eyelashes. Then the sand cannot go into the camel's eyes.

Arabic has about 150 words to describe a camel. Arabs need all these words because the camel is very important to them.

Read the text and compose questions

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Top-down reading

As with listening lessons, many reading lessons move from 'big' to 'small', ie 'top down' — from overview to details. Using the task—feedback circle as a starting point, we can plan a route map for a basic reading lesson (Figure 10.5).

Pre-text	1	Introduction and lead-in, eg get the learners interested in the topic, initial discussion of key themes, make an explicit link between the topic of the text and students' own lives and experiences, focus on important language that will come in the text
	2	First task (pre-reading), eg predict from some extracted information (illustration, key words, headlines), read questions about the text, students compose their own questions
Text	3	Tasks to focus on fast reading for gist (skimming), eg check text against predictions made beforehand, guess the title from a choice of three options, put events (or illustrations) in the correct order
	4	Tasks to focus on fast reading to locate specific information (scanning)
	5	Tasks to focus on meaning (general points), eg answer questions about meaning, make use of information in the text to do something (make a sketch, fill out a form, find out which picture is being described, etc), discuss issues, summarize arguments, compare viewpoints
	6	Tasks to focus on meaning (finer points of detail, more intensive comprehensive understanding)
	7	Tasks to focus on individual language items, eg vocabulary or grammar exercises, use of dictionaries, work out meaning of words from context

Post-text	8	Follow-on task, eg role play, debate, writing task (eg write a letter in reply), personalization (eg 'Have you ever had an experience like this one? ')
	9	Closing, eg draw the lesson to a conclusion, tie up loose ends, review what has been studied and what has been learned

Figure 10.5 Possible route map for a reading lesson

Here are some specific ideas for reading tasks

- Put these illustrations of the text in the correct order.
- Put these cut-up paragraphs in the correct order.
- Find words in the text that mean the same as the words in this list.
- Read the text and find the mistakes in this illustration (or draw your own).
- Read the text and make a list of particular items (eg jobs that need doing, the author's proposals, advantages and disadvantages, etc).
- Give a headline to each section of the article (or match given headlines with the sections).
- Find appropriate places in the text to reinsert some sentences that have previously been separated from the text.
- Write a reply.
- Look at the title and the illustrations (but not the text). Predict which of the following list of words you will find in the text.
- Solve the problem.
- Discuss (or write) the missing last paragraph of the text.
- Discuss interpretations of, reactions to, feelings about the text.
- Make notes under the following headings:...
- Before you read this text, make notes about what you already know about the subject.
- Act out the dialogue, story, episode, etc.
- Put this list of events in the correct order.

Extensive reading

There is a great deal of evidence that extensive reading (ie reading longer texts, such as a novel, over time) has a powerful impact on language learning. The more someone reads, the more they pick up items of vocabulary and grammar from the texts, often without realizing it, and this widening language knowledge seems to increase their overall linguistic confidence, which then influences and improves their skills in other language areas, too (though this is probably only true in cases where material they read is self-chosen and is genuinely relevant and interesting to them).

So, there are strong arguments for actively encouraging students to read a lot in the target language, both in and outside the classroom. We can help by:

- providing a library of readers (see below), magazines, newspapers, leaflets, etc;
- training learners how to select suitable reading material and in ways to read it;
- creating a 'book club' environment that encourages learners to choose what books to purchase, talk about favorite books, share them with each other, write brief recommendations, etc; allowing sections of classroom time purely for students to read; some teachers who have five or six lessons a week set aside one of these lessons as quiet reading time.

A library doesn't need to be large. It can be something as simple as a small box of books and magazines. However, it's important to include items that are relevant and suitable for your class. Unabridged old copies of worthy classics are probably not a good choice. Better to have a few recent magazines on themes that students like (eg films, pop stars, computer games, etc for a teen class) and a small set of graded readers.

Readers

These are books of stories (or other content) published specifically for learners to get extended exposure to English. They often have their grammar and vocabulary 'graded' to named levels (eg Elementary) so that learners at that level should stand a reasonable chance of successfully reading them. Many states the size of vocabulary used and have footnotes or glossaries of words outside their stated word limit. The main aim of readers is to provide opportunities for extensive reading for pleasure. For this reason, be careful about integrating comprehension checks, tests and exercises into your teaching. As far as possible, let students read, enjoy and move on, rather than read and then have to do lots of exercises afterwards. There are ideas for some creative extensive reading activities at the end of this section.

Reading round the class

Readers can be read outside class or can be used in 'quiet reading' class time. Some teachers use them in class for reading aloud, with different students reading short sections one after the other. This reading aloud 'round the class' is something many of us recall from our schooldays. Why might this popular technique not be effective?

Commentary

- I read faster than he speaks.
- It's so boring.
- She makes mistakes.
- I've already read to page 37 myself.
- He can't pronounce it and he gets embarrassed.
- I'm so nervous about reading, I miss the story.
- I can't follow the story with all these different people speaking.
- I prefer to read to myself.
- It's going to be 35 minutes till my go,
- It gets in the way of me hearing the voices of the characters.
- It's not good practice for speaking — I'd never talk like that!

Obviously, a fluent reader with the ability to inject life and feeling into the reading is a wonderful bonus. Most students, however, do not fit this description, and round-the-class reading tends to be a slow, tedious turn-off rather than a rouser of enthusiasm.

Some alternatives to reading aloud round the class

Here are some alternatives to try:

. You read;

- You read narrative, but students read character dialogue;
- You (having read the chapter yourself before class) tell the story in your own words, without notes, in the most spell-binding way you can; later, you get students to do the same with other bits;

- Students read to each other in small groups or pairs, stopping, changing, discussing and helping each other whenever they want to;
- Students read silently, then, without discussion, act out, improvising a scene based on what happened;
- Students silently speed-read a chapter (say in two minutes) then report back, discussing, comparing, etc before silently reading it more carefully.

Extensive reading activities

The following ideas are some slightly more unusual activities based around interpreting and enjoying readers in class:

- Don't always start at the beginning! Try jumping in at the middle and reading one page. Predict what happened before, who the people are, where they are, etc. Or use a contents page similarly.
- Use a key section of the story as a dictation.
- Create a situation quite separate from the story of the book and allow students to improvise to see how the characters would behave in a totally different environment or time. The Forsytes watching TV together? Jane Eyre applying to get a temporary secretarial job? Not quite as silly as it sounds — this is a very exciting way to investigate character.
- Students draw the picture of the scene. When finished, they compare and discuss their different interpretations.
- Interviews: one student is a chat show host or a newspaper reporter and interviews another student in the role of a character. 'So why did you do that?' 'What do you really think about Joseph?' etc. Or get all the characters together and interview them. Similarly, put the characters 'on trial' in a courtroom:
'Whose fault was it?'
- Map the story (or one chapter). Draw lines on it to show different characters' movements. Or map out the relationships between characters. A good classroom poster?
- Keep a character's diary.
- Review the book for a TV programme. Meet the author. Discuss, argue. Phone in callers can ask questions.
- Would it make a good film? The students are the board of directors for a film company. They need to decide whether the book is film material or not. How does the story need to be changed? How can they make it more exciting? Who should direct it? Who should play the parts? Make an advertisement poster for the film.
- What did the front page of the local newspaper look like on the day when ... ?
- Choose a page or paragraph from the next chapter in the book and blank out some words. Students need to guess what is going to happen by trying to find the missing words.
- Redesign the cover of the book. Write the blurb on the back cover.

Session 14: Teaching Reading-Integrated ESD

Integrating ESD into Lessons

វិធីបង្រៀនដោយបញ្ចូលការអប់រំសម្រាប់ការអភិវឌ្ឍប្រកបដោយនិរន្តរភាព

១.១ បញ្ញត្តិទូទៅនៃការអប់រំ (ESD)

ការអប់រំ គឺជាឧបករណ៍ដ៏សំខាន់មួយសម្រាប់ការសម្រេចបាននូវនិរន្តរភាព។ ប្រជាជននៅជុំវិញពិភពលោកបានទទួលស្គាល់ថា និន្នាការនៃការអប់រំនាពេលបច្ចុប្បន្ននេះ គឺមានគោលដៅអភិវឌ្ឍសេដ្ឋកិច្ចប្រកបដោយចីរភាព ព្រមទាំងការយល់ដឹងពីបច្ចេកវិទ្យា ដែលជាគន្លឹះក្នុងការផ្លាស់ប្តូរសង្គម ឆ្ពោះទៅរកនិរន្តរភាព។ កិច្ចប្រជុំនៅ Toolkitប្រទេសថៃបានលើកឡើងពីបញ្ញត្តិ៣គឺ៖

- និរន្តរភាពនៃការអប់រំ Sustainability Education (SE)៖ គឺជាការរៀនពេញមួយជីវិត និងជាផ្នែកមួយដ៏សំខាន់សម្រាប់ ការអប់រំប្រកបដោយ គុណភាព។
- ការអប់រំសម្រាប់និរន្តរភាព Education for Sustainability (EfS)៖ គឺជាការអភិវឌ្ឍវិស័យអប់រំដែលឆ្លើយតបទៅនឹងតម្រូវការនាពេលបច្ចុប្បន្ន ដោយមិនចាំបាច់ធ្វើឱ្យមនុស្សជំនាន់ក្រោយមានការលំបាក។
- ការអប់រំសម្រាប់ការអភិវឌ្ឍប្រកបដោយនិរន្តរភាព Education for Sustainable Development (ESD) ៖ គឺជាការផ្តល់ឱកាសដល់អ្នកសិក្សាដើម្បីធ្វើការសម្រេចចិត្ត និងចាត់វិធានការប្រកបដោយការទទួលខុសត្រូវលើការថែរក្សាបរិស្ថាន លើការអភិវឌ្ឍសេដ្ឋកិច្ច និងសុខុមាលភាពសង្គមដោយតម្លាភាព និងយុត្តិធម៌ សម្រាប់មនុស្សក្នុងពេលបច្ចុប្បន្ន ក៏ដូចជាអនាគតដោយគោរពនូវភាពចម្រុះខាងវប្បធម៌។ ជាងនេះទៀត ការអប់រំប្រកបដោយនិរន្តរភាព គឺជា ការអប់រំ ដ៏ទូលំទូលាយមួយ ក្នុងការផ្លាស់ប្តូរមនុស្ស និងសង្គម តាមរយៈការ ប្រើប្រាស់ខ្លឹម សារមេរៀនលទ្ធផលសិក្សា និងវិធីសាស្ត្របង្រៀននានាលើកកម្ពស់ បរិស្ថាន សេដ្ឋកិច្ច និងសង្គម។

ការអប់រំ បានផ្តោតយ៉ាងសំខាន់លើការអភិវឌ្ឍ ដែលជាប្រយោជន៍សម្រាប់មនុស្ស និងសង្គមឱ្យល្អប្រសើរក្នុងពេលអនាគត។ លោក Ian Boyne បានលើកឡើងថាការអប់រំ គឺជាធាតុចម្បងសម្រាប់អភិវឌ្ឍមនុស្ស ការបង្កើតសង្គមដ៏ពិសិដ្ឋមួយ និងការអភិវឌ្ឍទីផ្សារការងារនាពេលបច្ចុប្បន្ន ។ UNESCO បានពន្យល់ក្នុងសៀវភៅមួយ “រៀនដើម្បីរស់” ដែលមានន័យថា ស្វែងរកវិធីនៃការអភិវឌ្ឍឱ្យកាន់តែប្រសើរឡើងនូវគុណភាពជីវិតរបស់យើងទាំងអស់គ្នាដោយមិនបំផ្លាញបរិស្ថាន។ Education for Sustainable Development (ESD) គឺជាដំណើរការបង្រៀន-រៀនដែលផ្អែកលើទស្សនៈនិងគោលការណ៍ធានាបាននូវនិរន្តរភាព ដែលមានទំនាក់ទំនងនៅគ្រប់កម្រិតភូមិសាស្ត្រ តាមរយៈការផ្តល់នូវគុណភាពអប់រំ និងជំរុញនូវការអភិវឌ្ឍធនធានមនុស្សប្រកបដោយនិរន្តរភាព។

សកម្មភាពសំខាន់ៗនៃ ESD រួមមាន៖

- មនុស្សធ្វើការអភិវឌ្ឍខ្លួនឯង
- សិស្សត្រូវបានរៀបចំឱ្យក្លាយទៅជាមនុស្សដែលមានទំនុកចិត្ត និងឯករាជ្យ សមភាព និងសម

ធម៌ត្រូវបានលើកកម្ពស់

- អ្នកសិក្សាត្រូវមានសកម្មភាពអាទិភាពផ្ទាល់ខ្លួន

អ្នកសិក្សាត្រូវគិតអំពីការអភិវឌ្ឍផ្នែកដទៃទៀត

- អ្នកសិក្សាត្រូវអភិវឌ្ឍជាអចិន្ត្រៃយ៍

២.២ ប្រវត្តិនៃការអប់រំប្រកបដោយនិរន្តរភាព (ESD)

ការអភិវឌ្ឍប្រកបដោយនិរន្តរភាព (ESD) ចាក់ឫសនៅក្នុងប្រវត្តិសាស្ត្រនៃអង្គការសហប្រជាជាតិ នៅក្នុងចលនាបរិស្ថាន។ ពាក់កណ្តាលឆ្នាំ១៩៨០ អង្គការសហប្រជាជាតិបានដាក់ចេញយុទ្ធសាស្ត្រធំៗ ដើម្បីដោះស្រាយពីតម្រូវការក្នុងសង្គម និងបរិស្ថាន។ ចាប់ពីឆ្នាំ១៩៨៧ ដល់ឆ្នាំ២០០៥ អង្គការ (UNESCO) បានពិភាក្សាអំពីការអប់រំ សម្រាប់ការអភិវឌ្ឍប្រកបដោយនិរន្តរភាពដោយផ្ដោតទៅលើធាតុសំខាន់ៗចំនួន បីសម្រាប់ការអនុវត្តជាសកល។ ធាតុសំខាន់ទាំងបីនោះរួមមាន៖ បរិស្ថាន សង្គម និងសេដ្ឋកិច្ច ហើយបាន ដាក់ឱ្យអនុវត្តពេញលេញចាប់ពីឆ្នាំ២០០៥ មក។

អង្គការ UNESCO បានកំណត់នូវមូលដ្ឋានគ្រឹះ សម្រាប់ការអប់រំប្រកបដោយនិរន្តរភាពមាន៥ គឺ (Five Pillars of ESD)¹

១. រៀនដើម្បីមានចំណេះដឹង (Learn to know)

- ស្គាល់ពីធម្មជាតិ និងវិវត្តន៍របស់វា
- ឆ្លុះបញ្ចាំងពីតម្រូវការដែលមិនធ្លាប់មានក្នុងសង្គម
- ទទួលស្គាល់ពីតម្រូវការក្នុងស្រុកនិងផលប៉ះពាល់ពីអន្តរជាតិ
- ដោះស្រាយបញ្ហាជាសកល និងអាទិភាពក្នុងស្រុក

២. រៀនដើម្បីមានចំណេះធ្វើ (Learn to do)

- រួមចំណែកដល់ការស្វែងរកការងារសម្រាប់ជីវភាពប្រចាំថ្ងៃ និងសកម្មភាពកសាងពិភពលោកមួយ ប្រកបដោយនិរន្តរភាព និងមានសុវត្ថិភាពសម្រាប់មនុស្សគ្រប់គ្នា

៣. រៀនដើម្បីឱ្យក្លាយជា (Learn to be)

- កសាងគោលការណ៍ និងតម្លៃនៃការអភិវឌ្ឍប្រកបដោយចីរភាព
- ដោះស្រាយបញ្ហាសុខុមាលភាពនៃវិស័យទាំងបីនៃនិរន្តរភាព បរិស្ថាន សង្គម និងសេដ្ឋកិច្ច
- រួមចំណែកដល់ការអភិវឌ្ឍមនុស្សចិត្ត និងរាងកាយ បម្រែបម្រួលអាកាសធាតុ និងសាសនា។

៤. រៀនរស់នៅជាមួយគ្នាឱ្យមានសុខដុមរមនា (Learn to live together)

- កសាងសមត្ថភាពសម្រាប់ធ្វើការនៅតាមសហគមន៍ ការសម្រេចចិត្ត ការអត់ឱនក្នុងសង្គម ការថែ រក្សាបរិស្ថាន និងគុណភាពនៃជីវិត។

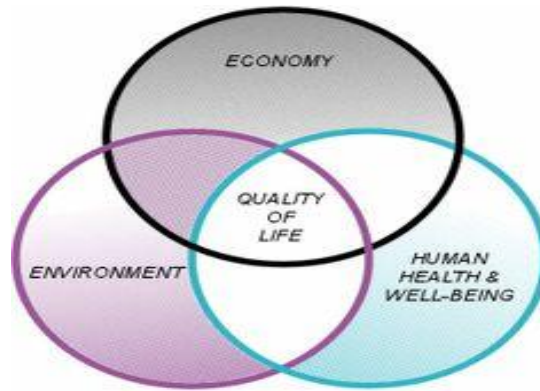
៥. រៀនដើម្បីផ្លាស់ប្តូរខ្លួនឯង និងសង្គម (Learn to transform oneself and society)

- ឱ្យតម្លៃលើមរតកវប្បធម៌ដើម្បីការអភិវឌ្ឍប្រកបដោយចីរភាពគ្រប់ទិដ្ឋភាពទាំងអស់នៃការសិក្សា

¹-សូមមើល អង្គការ UNESCO ការអប់រំប្រកបដោយនិរន្តរភាព(ESD)ឆ្នាំ២០០៥។

- ផ្តល់អំណាចដល់ប្រជាជនដើម្បីឲ្យការទទួលខុសត្រូវលើការអភិវឌ្ឍប្រកបដោយនិរន្តរភាពនាពេលអនាគត។

អង្គការ (UNESCO) បានកំណត់យក (ESD) ជាកំណត់ត្រាក្នុងកម្មវិធីសិក្សាដើម្បីផ្តល់នូវការអភិវឌ្ឍជំនាញវិជ្ជាជីវៈសម្រាប់គ្រូបង្រៀន សិស្ស អ្នកអភិវឌ្ឍកម្មវិធីសិក្សា អ្នកបង្កើតគោលនយោបាយអប់រំ អ្នកនិពន្ធសៀវភៅសិក្សា និងអ្នកផលិតសម្ភារៈឧបទេសសម្រាប់បង្រៀន និងរៀន។



២.៣ ការអនុវត្តការអប់រំសម្រាប់ការអភិវឌ្ឍប្រកបដោយនិរន្តរភាព (ESD)

កិច្ចតែងការបង្រៀនតាមវិធីបញ្ចូល ESD

Lesson Plan Cover Sheet
(Sample Lesson Plan)

Trainee name:

Date:

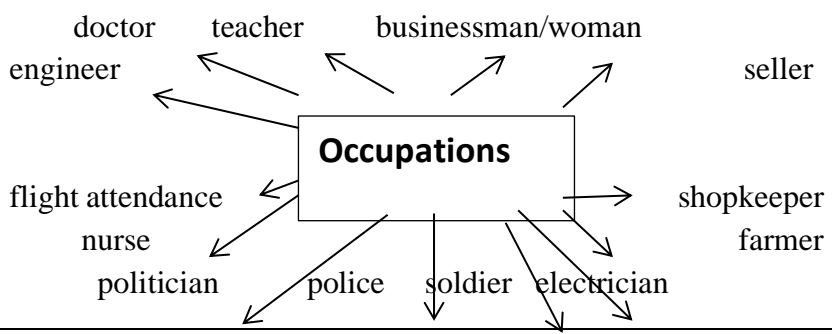
Grade/ Level:

Number of students:

Material: English for Cambodia Book 4, Chapter 4 Unit2: Future Plans

1. Main aim of lesson- *By the end of the lesson students will be able to skim the text to get general ideas and to scan for specific information through multiple and reading comprehension questions.*
2. Subsidiary aim(s) of lesson
 - *Students will get practice speaking about their future plan.*
 - *Students will get practice speaking about real situations related to gender quality and social discrimination (ESD components)*
3. Potential problems- *Students may have no ideas about the jobs.*
4. Solutions to potential problems- *In lead in/ warmer, I should brainstorm some occupations.*
5. Teaching aids, materials, equipment – *WB, SNBs, pictures of activities.*
6. Personal objectives- *I want to improve my whiteboard work. I will plan out my whiteboard work and take my time to write more neatly.*
7. Homework - *Students will write a paragraph about their future plan. They must use the target language in these paragraphs.*

LESSON PLAN PROCEDURE SHEET

Stages	Materials	Time	Interaction	Procedures	Purposes
Opening		‘2	T-SSS	<ul style="list-style-type: none">- Greeting: Good morning everybody. How are you?- Check the attendance: Who is absent today?- Check the date: What date is it today?	- To greet and check the reason why some ss are absent.
Warmer		3	T-SSS	Brainstorm 	- To give them the ideas of the job that they want to be in the future.
❖ Before Reading Pre-teach		4/5’	Teacher elicits these words from the students Now I would like you to listen carefully and guess what they are. <ul style="list-style-type: none">- <i>Choice</i> (n): when you decide to get one thing between several things? (<i>expalnation</i>)- <i>Compare</i> (v): Tell me a word when you look for the difference between 2 or more things ? (<i>explanation</i>)- <i>Manage</i> (v): how do you say ပြောပြန် in English? (<i>Translation</i>)- concerned (adj) What is another word for worried? (<i>synonym</i>)- explain(v) when you try to make something clear or easy to understand- particularly (adv) especially, or more than usual (<i>explanation</i>)		- To help students understand some new words before reading the text
Set the scene		2’/3	T-SSS	Asks students to open their books at page 22. I would like you to open your books at page 22. Have a look at the pictures? <ul style="list-style-type: none">- How many pictures are there?- How many people can you see in picture1?- What are their nationalities?- What are they doing?- What are they doing in picture 2 and 3?	- To help Ss prepare for the reading tasks

Pre-reading Task	Page23	3/5	<p>I would like you to guess the multiple-choice statements for 2 minutes</p> <p>1. Rathanak is going to study.....</p> <p>a. in Champa b. with Socheata c. in Grade Nine d. in Phnom Penh</p> <p>2. Pisey's parents are.....</p> <p>a. business people b. nurses c. politicians d. electricians</p> <p>3. Pisey don't have any choice about</p> <p>a. women's lives in Cambodia b. her future job</p> <p>c. being a businesswoman d. her parents' company</p> <p>4. Rathana wants to become a</p> <p>a. doctor b. nurse c. project manager d. receptionist</p> <p>5. Rathana is going to leave her school.....</p> <p>a. after Grade 9 b. in the future c. soon d. after Grade 11</p>	<p>- To get students familiar with some information in the text.</p> <p>- Students work individually</p>
Main Reading Task 1:		10	<p>- Read the text quietly and check the answer (with their guess).</p> <p>- Please compare the answers with your partners.</p> <p>- T. Checks the answers as a whole class.</p> <p>Answer: 1 – d; 2 – a; 3 – b; 4 – b; and 5 – b</p>	<p>- To give Ss practice with skimming for main ideas from the multiple-choice questions</p>
Task 2:		10	<p>- Have a look at questions in section B first and then read the text again and answers the questions.</p> <p>Questions</p> <p>1. What does Rathanak want to learn more about?</p> <p>2. What can you buy in Pisey's parents' shop?</p> <p>3. How do Pisey and Rathana want to help?</p> <p>4. How are they going to help them?</p> <p>4. What kind of project is the Ministry of Health going to manage, do you think?</p> <p>Answers: 1. How to repair televisions and radios.</p> <p>2. Televisions and radios.</p> <p>3. Women and girls in Cambodia.</p> <p>4. Pisey is going to become a nurse.</p> <p>5. A health project for girls and women.</p>	<p>- To give Ss practice with scanning for specific information by answering the questions</p>
Post Reading		10	<p>1. Asks students to get into pairs ask and answer questions in task 2.</p> <p>I would like you to talk about your future plan.</p>	<p>- To help students practice speaking in a reading lesson</p>

			<p>2. I would like you to write a paragraph about your next weekend</p> <p>+ What are you going to do next weekend?</p> <p>+ Who are you going to go with?</p> <p>+ What are you going to take along with?</p> <p>Example: I am going to visit my hometown this weekend.</p>	- To give students an opportunity to use the target items in writing
Integrated ESD			<p>- Write these 2 situations on the board.</p> <p>- Asks students to work in pairs ask and answer these questions.</p> <p>- Asks 2/3 students to report as a whole class.</p> <p>Society: - When boys and girls graduate from high school, can they study at the same university? Why or why not?</p> <p>- If you are a project manager, will you hire men or women? Why?</p> <p>Economy: When boys and girls have the same jobs, can they get the same pay? Why?</p>	- To give students some ideas about their real situations related to gender equality and social discrimination (ESD components)
Closing Reflection		2/3	<p>- What have you learned from the lesson?</p> <p>- Asks students to write statements about Mr. Rathanak in section C</p> <p>- Thanks for working hard today!!!</p>	- To recall what they have just learned and to reinforce their understanding

Peer Teaching

- **Form 6 groups**
- **Write Lesson Plans by integrated ESD into a Reading Skill Lesson.**

Session 15: Presenting New Language (1)

Language from a text presentation

Common Lesson Frameworks

The following is a basic guide that you can follow for lessons based on introducing new language (grammar, vocabulary, and functional language) or teaching receptive skills (listening and reading). Please remember that this is just a guide, and that other options are possible. Also, it is possible to add in or take away some stages below. For example, you could add in some pre-teaching of vocabulary before the *Reading for Main Ideas* activity in the *Teaching new language from a text* lesson, or you might decide not to pre-teach vocabulary in the *Teaching receptive skills* lesson. Finally, in order to make the frameworks clearer, separate feedback stages have not been included; but giving feedback is necessary in these lessons.

Teaching new language through a situational presentation (PPP)	Teaching language from a text	Teaching receptive skills
Lead in	Lead in	Lead in
Presentation of new language	Reading for Main Ideas	Pre-teach vocabulary Set the scene
Controlled practice	Presentation of language	Reading for Main Ideas Reading for Details
Free practice	Controlled practice	If time, option 1 or option 2 1: Follow up with productive skills practice (S or W) 2: Follow up with language Work (vocab or grammar)
	Free practice	

Lesson Plan Cover Sheet
(Sample Lesson Plan)
Reading skills

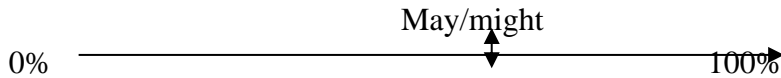
NIE Trainee name *Mao Mony*
Homeroom teacher name *Ms. Em Neary*
NIE Trainer name *Mr. Seng Dara*
School: *Wat Koh High School*
EFC book number 5 Chapter 5 Unit 1

Date *5/25/13* Time *2:00-2:50pm*
Grade: *11*
Number of students *40*
Class *3A*
Page numbers *26-27*

1. Main aim of lesson- *By the end of the lesson students will be able to write simple sentences using first conditional statements with the use of the modal verb 'may.'*
2. Subsidiary aim(s) of lesson *Students will get practice reading for main ideas.*
3. Potential problems *It may be difficult for students to write their own dialogues using the target language.*
4. Solutions to potential problems *I will have students work in pairs when they write their dialogues. Also, I will monitor the class to support groups who are having trouble. If the class is still struggling, I will do a quick example with them on the WB.*
5. Teaching aids, materials, equipment: *EFC Book 5, Chapter 5, Unit 1, p26-27; WB; SNBs.*
6. Personal objectives: *When presenting new language, I will try to involve the students more by eliciting and asking them concept checking questions.*
7. Homework for next lesson *Students write one more dialogue from Activity C, options 1, 2, 3, or 4 for HW.*

Lesson Plan Procedure Sheet

Stages	Materials	Time	Interaction	Procedures	Purposes										
Lead in	EFC Bk 5, p26 Activity A	5	T-SSS	T asks class to look at the picture. T explains that Dary is going on a trip to the mountains. Dary’s mother is giving her advice. T elicits possible advice that the mother could give Dary. - Don’t go alone in the forest - be careful when your climb up the mountain.	To create interest and activate background knowledge in the topic										
Reading for main ideas	Activity A	7	S S-S T-SSS S-S	Ss look at the questions in activity A. Then Ss read the text in order to answer the questions. Ss ask and answer the question in pairs. T checks the answers. Answers: 1. Because she must wait till someone arranges the trip. 2. One hour 3. She is concerned that Dary may go off on her own and find herself in danger 4. Because people can easily get lost. Because the forest routes are always change. Ss role play the dialogue twice as Dary and Thira.	To give Ss practice reading for main ideas; to expose Ss to the target language										
Presentation of language	WB	8	T-sss	Elicits the target item, drills it, and writes it on WB: <table border="1"><tr><td>If</td><td>Dary walks alone in the forest,</td><td>she</td><td>may</td><td>get lost.</td></tr><tr><td></td><td>you don’t get up early</td><td>you</td><td></td><td>miss the bus.</td></tr></table> Elicits the form and writes it on the Whiteboard Form: if + present simple.... , subject + may + infinitive ... - Explains that when we put the if clause in the middle of the sentence, we don’t use comma (,) She may get lost If Dary walks alone in the forest. Meaning: in Khmer	If	Dary walks alone in the forest,	she	may	get lost.		you don’t get up early	you		miss the bus.	To clarify the pronunciation, meaning and form of the target language
If	Dary walks alone in the forest,	she	may	get lost.											
	you don’t get up early	you		miss the bus.											

Highlight the target Item				<p>Use: Cconditional statements with “may” are used to talk about future possibility (may or may not happen)</p> <p>Concept questions</p> <p>T asks Ss Concept checking questions (CCQs) to check their understanding of the target language</p> <p>- T: <i>Do we know that Dary will walk alone in the forest?</i> SSS: <i>No, we don't know.</i></p> <p>- T: <i>That's right, because of the word 'if.' Let's imagine she does go in the forest. What will happen?</i> SSS: <i>She will get lost.</i></p> <p>- T: <i>Are you sure she will get lost?</i> SSS: <i>No, maybe.</i></p> <p>- T: <i>Why do you say 'maybe'?</i> SSS: <i>Because it says She <u>may</u> get lost.</i></p> <p>- T: <i>That's right. So we don't know that she will walk alone in the forest. If she does, she might get lost, but we are not sure.</i> (Note: if students are familiar with other modals of probability)</p> <p>- T can draw a scale from 0 to 100% as follows: won't/ probably won't / may / probably will / will</p> <p>- T can explain that you can substitute modals to express a different degree of certainty.)</p> <p style="text-align: center;">  </p>	To show students how to form the first conditional
Controlled practice of new language	Activity B	10	<p>S</p> <p>S-S</p> <p>T-SSS</p>	<p>- Drill (flash cards)</p> <ol style="list-style-type: none"> Dary/ walk/ forest, she/ get lost. we/save / money, we/ a party teacher/allow/students, they / go/ the forest. I /a better job, I/ buy / car. she /not get/ early, she/ miss/bus <p>Possible answers</p>	To give students-controlled practice with the target language

				<ol style="list-style-type: none"> 1. If Dary walks alone in the forest, she may get lost. 2. If we save enough money/ we might have a party. 3. If the teacher allows them, the students may go into the. 4. If I have a better job, I might buy a new car. 5. If she does not get up early, she might miss the bus <p>- Pair work</p> <p>Get the students into pairs, one says the if clause and the others say the main clause</p> <p>- Ss work alone. They make sentences and write them in their notebooks.</p> <p>Ss compare their answers in pairs.</p> <p>T checks the answers.</p> <ol style="list-style-type: none"> 1. If people are familiar with Kirirom, they may know the forest routes. 2. If she doesn't get up early, Dary may miss the bus. 3. I she goes into the forest, she may get lost. 4. If the teacher allows them, they may go into the forest. 5. If there is a map of the area, it may not be very useful. 	
Less controlled practice of new language	Activity C	10	S-S T-SSS SS-SS SS-SSS	<p>Ss choose situation 1, 2, 3, or 4. They match it with a, b, c, or d below. They write a short dialogue of at least 6 total lines. They must include at least one line that uses the target language.</p> <p>Teacher monitors to support. (If needed, do example on WB.)</p> <p>Students form groups and share their dialogues with other students.</p> <p>Pairs present their dialogues to the class. When the class listens, they try to remember advice and say if they think it is good advice.</p> <p>SS read the four sentences and give advice.</p> <ol style="list-style-type: none"> 1. Khema is going to Kompong Som next week. 2. Vanny is going to a trip to the zoo tomorrow. 3. Kim Seng has bought a ticket for a concert next week. 4. Sophy is taking a test tomorrow. <p>Possible advices:</p>	To give students practice speaking with simple sentence and giving by using the target language

				<p>a. There may be a lot of people there, so be careful. Some of them may be thieves and try to steal your money. 3 b. You may be careful if you swim, because it may not be safe. If you go in a long way, the water may be deep, so stay close to your friends. 1</p> <p>c. You may go through your lessons and tell me if don't understand anything, or you may not pass. 4 →</p> <p>d. Don't go too near the animals or they may injure you. They may be dangerous. 2</p> <p>Pairs work:</p>	
Free Practice activity		10	s-s	<p>T. asks students to make a short dialogue by giving advice in pairs. Example: Student1: I'm going to Kompong Som next week, mum. Student2: Are you, dear? That's nice, but be very careful if you swim, dear, because it may not be safe. If you go in a long way, the water may be deep, so stay close to your friends. Teacher corrects for the common mistakes.</p>	To give students free practice with the target language
Homework	Activity C	---	NA	Students write one more dialogue from options 1, 2, 3, or 4 for HW.	As above

- Peer Teaching

- Get into 6 group

- Write Teaching New Language From a Text Lesson Plans.

Session 16: How To Write Concept Checking Questions

1. Principle of Checking Understanding

Every time we introduce a new idea, a new piece of language, or a new activity we should check that our students have understood.

A) Evaluating

If the teacher does no checking s/he has no way of knowing how much the students have understood and how much they have missed.

B) Pacing

If the teacher continues talking, without stopping every few minutes to check, s/he will lose the students because s/he is going too fast. Checking forces the teacher to work at the same pace as the students. Often a teacher complains that checking takes up too much time but repairing the mistakes of going too fast takes much longer!

C) Maintaining Contact

Checking makes the teacher have a dialogue with the students. Teaching is not a one-way process where students do nothing!

When to check

The teacher should be using checking techniques throughout the lesson to check understanding of vocabulary, grammar, instructions, reading, listening and ideas.

In addition, the main checking understanding comes at the end of the presentation stage when the teacher checks the students understand the grammar or vocabulary that has just been presented. This is called the Concept Check.

The Concept Check

Traditionally, teachers check that students understand only the form of the grammar. But during the Concept Checking stage of the lesson the teacher should check 4 things.

A) The form

What is the structure? What are the parts of the sentence used? What is the word order? Can the sentence be changed around? What are the endings?

B) The meaning

What does the new language mean? How do you say it in Khmer? If there are no direct words in Khmer for it how would you translate it?

C) The use

When do you use this language? In what situations? With what kind of people?

D) The pronunciation

What phonology is important to make this new piece of language understood by the listener?
Stress? Intonation? Linking? Weak forms?

Answer these Questions

1. What are the 3 main reasons for checking students understand?
2. In the long run, does checking slow the lesson down or speed the lesson up? Why?
3. What sort of things does the teacher check in the lesson?
4. What's the name of the stage that comes at the end of the Presentation stage but before the Practice Stage begins?
5. What's the one thing most teachers check at this stage?
6. What are the other 3 things they should remember to check at this stage?

2. Techniques for Checking

Duration: Four hours

Aim: To give you some practical techniques for checking to use in the class.

Instructions

Get into 5 groups. Each group reads and discusses one technique.

Let your trainer cross group you. Explain your technique to the new members of your group

1. Yes/No Questions**Explanation**

This is the basis of all checking. The teacher doesn't tell the students the rule instead s/he uses "Yes/No" questions to get rid of misunderstandings that the students have and help them form a rule in their heads.

Instructions

The teacher puts the target language on the board.

The teacher asks three or four yes/no questions.

The teacher elicits the rules from the students.

Example**I went to London.**

Teacher	Students
Am I in London now?	No
Am I talking about tomorrow?	No
Am I talking about today?	No
Am I talking about yesterday?	Yes
Is it the past?	Yes
Which word is the verb?	Went
If it's everyday I....what do we say?	Go
So, what's the past form of go? (points)	Went

2. Alternatives**Explanation**

Instead of using Yes/No questions the teacher gives the students a choice of “Is it this or that?” The teacher does this when there's been some confusion that needs clearing up.

Instruction

When the yes/no questions are not helping, or the teacher gets no response from the students, the teacher asks an alternative question.

The students “choose” the correct answer.

Example**I used to play football.**

Teacher	Students
Did I play football only once or many times?	Many times
Was it a single action or a habit in the past?	A habit

3. Summing up

Explanation

After using the yes/no or alternatives questions to get the idea clear in the students' heads, you use eliciting questions to get the students to formulate a rule for themselves. Your questions guide them to the rule but you don't tell them they tell you.

Example

I can sing but I can't dance.

Teacher	Students
Is "can" strong or "sing" strong?	Sing
Is it positive or negative?	Positive
Is "can't" strong or "dance" strong?	Can't
Is it positive or negative?	Negative
So, in the positive statement do we stress "can" or the main verb?	the main verb
And in the negative sentence what do we stress?	Can't

4. Time Lines

Explanation

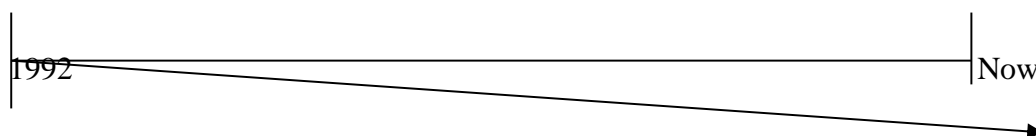
Sometimes it helps students to see a new idea as a diagram. The teacher "illustrates" the concept on the board. These diagrams are often called time lines and are used when we teach tenses.

Instructions

In combination with questioning techniques the teacher draws lines on or around the target language.

Examples

I've been in Cambodia since 1992



5. Negative Checking

Explanation

The teacher chooses a typical mistake that students make with the target language and asks the students if it's Ok to say that. This technique should be used with caution. We don't want to make errors worse.

Instructions

The teacher uses the question forms

Is it alright to say...?

Can I say...in English?

Example

Accountability: uncountable abstract nouns

Teacher

So. Can I say "Your advices are good?"

What should I say?

Why?

Student

No

Your advice is good

Because "advice" is uncountable.

Session 17: Practicing New Language Structures (1)

Speaking Drills

Answer the following questions on the board:

- a) What is a drill?
- b) What are the reasons for doing a speaking drill?
- c) What mistakes does the teacher correct during a drill?
- d) Do we use drills outside the classroom, in real life?
- e) Should a drill be meaningful?

1. Trainees discuss their answers in groups.
2. Trainer elicits their answers and dictates notes for the trainees.

Answers and Notes:

What is a drill?

A speaking drill is an activity in which the teacher provides a good model of the target language and the students practise this by listening carefully and repeating it mechanically. The teacher tightly controls the language the students use by giving cues or prompts and correcting any mistakes. The students have little or no choice of language.

What are the reasons for doing a speaking drill?

- to let the students practise using the new language
- to help the teacher see if the students are beginning to understand the new language
- to check pronunciation
- to help the students memorise the form
- to help the students begin to internalise the new language
- to help the teacher see what the students find difficult and what mistakes they make

What mistakes should the teacher correct during a drill?

The teacher should correct all the mistakes the students make because the aim of a drill is to practise the new language accurately.

Do we use drills outside the classroom, in real life?

A drill is not used in real life. A drill is a classroom activity to help the students focus on some new piece of language.

Should a drill be meaningful?

A drill should be meaningful. The examples the teacher uses for the drill should show how the new language is used in daily life.

Task 3: Consolidation

1. The trainer elicits from the trainees some guidelines for effective drilling.
2. The trainer answers any questions the trainees have.

Guidelines for Effective Drilling (possible answers):

- Control the drilling firmly.
- Don't drill for too long, about 5 minutes is plenty of time. Drills are boring if they last too long.
- Make sure the drill happens quickly and in a lively way.
- Don't repeat the model every time. Use gestures or pictures to prompt the class.
- Listen carefully to your students and correct every mistake.
- Drill the students as a whole class, in groups (eg: row by row) and individually.

Some technical words**Match the word with its definition.**

Word	Definition
a)	1) to give a good example for the students to copy
b) Mechanically	2)
c)	3) the ability to use language freely and easily to communicate, even if mistakes are made.
d) To transform	4) to copy what the teacher says
e)	5)
f) To model	6) to replace one word or phrase in a sentence with another word or phrase: Eg: Trainer says: "Yesterday, I played tennis." Students say: "Yesterday, I played football."
g) A cue	7) to change one grammatical structure into another: Eg: Present Simple → Past Simple I play He played
h) Accuracy	8)
i)	9) all the students speak together, at the same time
j) Chorally	10) to limit what language the students can use.

1	2	3	4	5	6	7	8	9	10

Why drill?

Drills are often associated with the largely discredited behaviorist philosophy which suggests that we can be trained into automatic responses to stimuli through repetition or restricted response drills. However, I don't think we need to throw drills out with the behaviorist bathwater. We can still argue that our brains need to 'automatize' tasks without having to buy the entire 'stimulus-response' philosophy. It seems reasonably clear from day-to-day experience that we become better at doing certain things through practice — I can feel this myself when trying to learn to say a difficult sentence in a foreign language. I may need to 'rehearse' it slowly and carefully many times before I eventually start to get the sounds nearly right and in the right order. Only after a lot of this 'cutting a groove' in my brain's record can I start to get 'up to speed' with the new item. Eventually, it is so easy for me to say it that I hardly notice I'm saying it and I can stop worrying about it. But my own private 'drilling to myself' has helped.

Drilling is important for 'getting your tongue around it' problems. They can also help with other things, for example on issues to do with selecting the right form quickly (again, something that improves with familiarity).

For many years, some writers encouraged teachers not to offer students any speaking tasks that did not involve an element of 'genuine communication'. Recently, there has been a reassertion of the value of experimenting and playing with language even where the language doesn't represent realistic communication. So, don't worry too much about colleagues or methodology books who tell you not to bother with drills! Certainly, there is some danger that students repeating are just making noises with little idea what they are saying, but of all activities in the classroom, the oral drill is the one which can be most productively demanding on accuracy.

When the students speak, you are probably listening carefully. You will use error awareness and correction techniques. You will give clear indications about what needs to be done in order to say the sentences better. You will encourage students to try a number of times to say the sentences with better pronunciation, with the words in the right order, etc. You will keep the level of challenge very high. When teachers are 'kind' and make drills easy (That's good! Not quite, but great! Perfect! Fantastic! Wonderful!), the exercise quickly becomes boring; it is the difficulty and the sense of achievement that make drills worth doing. Give precise, honest feedback rather than gushing praise. If the whole aim of a drill is to improve accuracy, it seems to make sense to aim for a very high standard. There is little point in doing a drill if the teacher and students are prepared to accept sloppy or half-good production. Honest feedback is vital.

Variations on drills

What variations could enliven the basic drill technique (while still keeping the drill as no more than simple repetition)?

Commentary

The following section lists some possible variations. Note that even the apparently silly ones (like doing it with flat intonation) serve to raise awareness of the importance of intonation — sometimes messages are easier to take in when the example is exaggerated!

Factors that can vary a drill

Variations on a drill

1. Repeat the grammar item on its own
2. Repeat the grammar item in a phrase / sentence.
3. Repeat the intonation pattern (as hummed music, no words).
4. Repeat the grammar item with exaggerated attention to intonation.
5. Repeat only the stressed syllables in a sentence ('get the rhythm'), then later 'put back' the missing syllables.
6. Repeat a sentence, building it up bit by bit, starting with the first word(s) / syllable(s)
7. Repeat by 'back chaining' (ie build up the sentence bit by bit, starting at the end rather than the beginning).
8. You give opening of sentence, students complete it.
9. You give part of sentence, students complete it.
10. You introduce sentence by repetition, then say new word that must be substituted within it.
11. You introduce sentence by repetition. Students must respond with a follow-on 'reply'.
12. You introduce sentence by repetition, then give an instruction for transformation of sentence (eg 'Change to the past perfect').
13. You say sentence with errors (eg words in wrong order), students put it right.
14. You say / show cues (eg some key words, pictures) and students construct a complete sentence.
15. You ask real questions about students' lives. Students respond with true sentences, all using the same grammatical item.
16. You invent or read a short text (one or two sentences), then ask questions about it, all using the same grammatical item

Variations on the variations

1. as a whole class ('choral')	11. quietly
2. as a half / quarter of a class	12. whispering
3. as an individual in front of the whole class	13. shouting
4. as individuals around the class ('passing the baton')	14. singing
5. as an open pair (everyone else can hear) next to each other	15. slowly
6. as an open pair across the room	16. fast
7. as two halves of the class speaking to each other as if they were a pair (eg male / female; this side / that side)	17 with exaggerated intonation
8. as closed groups	18. with flat intonation
9. as closed pairs (ie privately, simultaneously)	19. with a specific accent
10. loudly	20. with exaggerated rhythm
	21. with intonation for specific moods
	22. walking around (separately)
	23. Mingling
	24. changing places
	25. taking on the teacher's role (once any individual drill is established)

Demonstration of drills

1. Picture Drill

1. The teacher uses 6-8 pictures as cues for the drill.
2. The show the students the picture one by one and elicits the vocabulary.
E.g. "What's this in English?"
3. The teacher holds up a picture and models the target sentence. E.g. "I've got a car".
4. Students repeat the target item chorally and individually.
5. The teacher holds up another picture and the students say the correct sentences.
6. The teacher doesn't say anything but uses the other pictures as cues; the students say the correct sentences.

2. True/ False Repetition Drill

1. Teacher says a sentence with the target item in it.
2. If the sentence is true, the students repeat it. If the sentence is false, they remain silence.

Target Item: “There is/are.”

Teacher	Students
“There is a teacher in the classroom.”	(repeat)
“There are some desks in the classroom.”	(repeat)
“There is a television in the classroom.”	(silence)
“There are some chairs in the classroom.”	(repeat)

3. Multiple Substitution Drill

1. The teacher says a sentence with the target it in it and the students repeat it.
2. The teacher calls out a word or short phrase to be changed in the sentence. The teacher can also use flashcard or cues on the board to show the words to be changed or substituted.
3. The students make the change.

Target Item: 3rd person present simple

Teacher	Students
“Every day Dara gets up at 6 o’clock”	“Every day Dara gets up at 6 o’clock”
“clean his teeth”	“Dara cleans his teeth every day.”
“take a shower”	“Dara takes a shower every day.”
“watch TV”	
“play football”	
“wash his clothes”	

4. Transformation Drill

The teacher says a sentence which the students have to change (transform) into a new sentence using the target item.

Teacher

I am studying English.

We are watching TV.

We are playing football.

Students

I was studying English.

We were watching TV.

We were playing football.

5. The Chain Drill

The teacher begins the chain by greeting a particular student or asking him a question. That student responds, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Teacher: What is the color of sky?

- The color of sky is blue.

- What the color of banana?

Student A: The color of banana is yellow.

- What is the color of the leaf?

Student B: The color of the leaf is green.

- What is the color of our eyes?

Student C: The color of our eyes is black and white.

6. The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Teacher: My mother is a doctor.

Students: My mother is a doctor

Teacher: She works in the hospital.

Students: She works in the hospital

Teacher: My mother is a doctor. She works in the hospital.

Students: My mother is a doctor. She works in the hospital

Teacher: She takes care of patients.

Students: She takes care of patients.

Teacher: My mother is a doctor. She works in the hospital. She takes care of patients

Students: My mother is a doctor. She works in the hospital. She takes care patients

Session 18: Practicing New Language Structures (2)

Less Controlled Practice Techniques

1. Find someone who

Target item: Present perfect with ever: Have you ever ... ?

Find someone who	Name	More information
1. see a bear? Where ...?	Vanna	in the zoo.
2. break something valuable? What ...?		
3. lose something important? What ...?		
4. stay up all night? Why ...?		
5. travel to an interesting place? Where ...?		
6. be in a car accident? When ...?		
7. play a team sport? Which ...?		

Example: see a bear? Where?

Tola: Mary, have you ever seen a bear?

Mary: No, I haven't.

Tola: Okay. Thanks.

Vanna: Have you ever seen a bear?

Vanna: Yes, I have.

Tola: Really? Where did you see it?

Vanna: in a zoo.

1. Elicits from the SS a few Qs based on the information in the table:

E.g. Have you ever seen a bear? Where did you see it?

2. Asks SS to ask each other the Qs and fill in the table. T tells the SS that only one name of a S who answers "Yes" can be filled in for each statement.

3. Demonstrates the activity by asking a few SS the Qs.

4. Checks if SS understand what to do.

5. Tells SS to stand up, move around the class, ask and answer the Qs, and fill in the table.

6. Monitors, noting down any mistakes in the TI.

7. When one SS calls out that he/she has finished, the T tells the class to sit down.

8. Corrects any mistakes he/she heard while monitoring.

2. Interview

Target Item: Past continuous Tense: Questions and Statements

A: What were you doing yesterday at ...?

B: I was ... ing

1. The T tells SS to copy the table into their notebooks.

Name	6:00	9:00	12:00	3:00	6:00	10:30
Sokha	get up	at school	have lunch	football	watch TV	Sleep
Dany						

2. Elicits the Qs from the SS:

e.g. What were you doing at 6.00?

What were you doing at 9.00? etc.

3. Tells SS to work in pairs, interview each other and fill in the table.

4. Demonstrates the activity by asking one S the Qs.

5. Checks if SS understand what to do.

6. Monitors the activity and notes down any common mistakes that SS make.

7. Checks the activity by asking two or three SS to tell the class about their friends.

8. Corrects any mistakes he/she heard while monitoring

3. Questionnaire

Target Item: Present Simple “Do you get up early on weekends? How do you live?”

Do you	Me	S1	S2	S3
..... get up early on weekends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
..... drink wine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
..... like Chinese food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
..... watch TV a lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
..... use internet every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
..... play football on weekends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Tells SS to copy the table into their notebooks.
2. Elicits the Qs from the SS to ensure that they know how to make those Qs.

E.g. Do you get up early on weekends?
Do you play football on weekends? Etc.
3. Tells every S to put a tick (in a “Me column”) next to the statements which are true for themselves.
4. Tells SS to move around the class, ask each other Qs and fill in the table.
5. Demonstrates the activity by asking SS the Qs.
6. Checks if SS understand what to do.
7. Monitors the activity and notes down any common mistakes that SS make.
8. Checks the activity by asking two or three SS to tell the class about their friends.
9. Corrects any mistakes he/she heard while monitoring

4. Chain Game

Target Item: Simple Past Tense

1. Calls 5 SS over to the front of the class.
2. Says a sentence: “Yesterday I got up at 6. 00 and ...”
3. Tells the first S to repeat the sentence and then add a sentence of his/her own.

“Yesterday I got up at 6. 00 and I ate breakfast and ...”
4. The next S repeats the 2 sentences and adds a sentence.
5. SS 3, 4 and 5 do the same, adding a sentence each time.
6. Next the T organizes the class into groups of 4-5.
7. Each group plays the chain game.
8. Monitors the groups and notes down any mistakes in the target item.
9. Corrects any mistakes he/she heard while monitoring by writing the mistakes on the board and asks SS to correct them.

5. Picture differences

Target Item: Present continuous tense

1. The SS work in pairs.
2. Gives each member of the pair a different picture and tells them not to show the picture to their partners.
3. Ss ask the Qs to find out what their differences are by using present continuous.

Ex. A: In my picture a woman is driving. Who is driving a car in your picture?

B: In my picture a man is driving.

A: In my picture a mother of a baby is wearing a black blouse. What's the baby's mother wearing in your picture?

B: She's wearing a white blouse. Etc.

4. T monitors and notes down any mistakes in the Target Item.
5. T corrects any mistakes by writing the mistakes on the board and asks the SS to correct them.

6. Guessing game

Target Item: Simple Past Yes/No questions

1. T elicits 3 places from the SS and writes them on the board. E.g. The train station, the river, school.
2. T asks SS to suggest 3 actions they do at each place. As the SS make suggestions, T writes them on the board.

The Train Station	The River	School
Wait for a train	go swimming	learn a new language
Buy a ticket		
Meet for friend		

3. SS choose a place and an action and write them down in a sentence on a piece of paper.
4. The T calls one S over to the front of the class and the other SS must ask Yes No Qs to guess the place and the action.

E.g. S1: Did you go to the river? – No.

S2: Did you go to the train station? – Yes.

S3: Did you wait for a train? Etc.

5. SS who guesses correctly is the next one to come up.

6. Gets SS to play the game in groups of 5.
7. Monitors the groups and notes down any mistakes in the target item.
8. Corrects any mistakes he/she heard while monitoring by writing the mistakes on the board and asks SS to correct them.

7. Information Gap

Target Item: Farm vocabulary and prepositions of place

1. Gets SS into pairs
2. Each S has a piece of paper. T. gets SS to fold a piece of paper in half.
3. In the top half, they draw a picture. In the bottom half, they will draw their friend's picture.
4. The picture contains 5 vocabulary items from "The farm".
5. SS sit back to back.
6. Student A describes his/her picture and student B draws it and asks questions.

E.g: A: There's a cow in a field.

B: Where's the field?

A: Next to the house.

7. Then they swap the roles: B describes the picture and A draws and asks Qs.
8. Feedback is done by getting SS to compare original picture with dictated picture.
9. The pair with the closest likeness is the winner.
10. Monitors and notes down any mistakes in the TL.
11. Corrects any mistakes by writing the mistakes on the board and asks the SS to correct them.

Session 19: Practicing New Language Structures (3)

Free Speaking Practice Activities

1. Brainstorming

Target Item: Should/shouldn't for giving advice

1. SS can work in groups or with the whole class. If SS work in groups, choose a secretary to write down the ideas of the group members.

2. Writes a certain topic or situation on the board.

Gives 1 or 2 examples to help them start with.

E.g. What should a good student do? A good student should:

- come to class on time.
- not disturb others in class. Etc.

3. Monitors and checks student's work.

4. elicits what SS have brainstormed from each group or a secretary can report their lists. (If each group of students are asked to write the list on the poster, SS can display their posters on the walls and students from different groups can move around and see what other groups have.)

4. Corrects any mistakes he/she heard while monitoring.

2. Tell Us/Me About ...

Target Item: Present Simple "I like ..."

1. Gets SS to work in pairs (or in groups or with the whole class.)

2. Models the activity to the whole class.

E.g. Tell us about your job. What do you like about your job?

Teacher: I really like my job. I like all people I work with. They are very nice and friendly. But I do not like pressure. Etc.

3. Tells SS to start telling each other about "what they like about their jobs."

4. Monitors and notes down any mistakes in the TI.

5. Conducts a feedback, asks a few SS to report what their partners have told them.

6. Corrects any mistakes by writing the mistakes on the board and asks the SS to correct them.

3. Describing a Person/Place/ Picture

Target Item: “There’s .../ There are some

1. Gets SS to work in pairs, groups or as a whole class.
2. Tells SS to take turn to describe a person / a place or thing they know well.

E.g. Please describe your home town using there’s/ there are.

Student: In my town, there are a lot of hotels and restaurants. There are a lot of tourists. There are many night clubs and Karaoke, but this isn’t a casino.

3. Monitors SS and notes down any mistakes in the TI.
5. Conducts a feedback, asks a few SS to report what their partners have told.
6. Corrects any mistakes by writing the mistakes on the board and asks the SS to correct them.

4. Role Play

The idea of role play is to create the pretense of a real- life situation in the classroom. In other words, SS *simulate* the real world. For example, a T asks the SS to pretend that they are at a restaurant. What the T is trying to do is to give the SS practice in real-world English, as it should

be used in English-speaking environment. Thus, T gives each S a different role to play in each setting situation.

E.g. **Target item:** “I’d like a cup of coffee, please.”

1. Puts SS into pairs.
2. Gives each SS a different role play: A plays a role as a customer and B is a waiter. SS are given different role cards.

Role card A: You’re a customer in a restaurant. You want to eat fried rice with chicken, fish soup and some Angkor beer.

Role card B: You’re a waiter. You have fried rice with chicken but not fish soup and you have many different kinds of beer but not Angkor beer.

3. Invites a pair of SS to the front to act their role play as a model.
4. SS start doing their role play.
5. Corrects any mistakes he/she has heard at the end of the activity. T writes the mistakes on the board and asks SS to correct them.

5. Simulations

Simulations are similar to role play in creating the pretence of a real-life situation in the classroom: SS **simulate** the real world.

Simulation activities could be carried out in both pairs and groups while role play activities could generally be done in pairs.

Target item: Future plan “going to” and Prediction “will, won’t and might”

Situation: You are the management committee of a city development. You want to build several children’s playing ground with several public parks in the city for children, but the budget of your management committee is insufficient. Decide how you might raise the money and where those playing grounds might be built.

1. Gets SS into groups of 4-5 and tells them to choose a secretary.
2. T may need to revise the language items above.
3. Puts a situation for a discussion on the board or gives a slip of paper with a situation
4. SS start their discussion and a secretary takes notes.
5. Monitors SS and notes down their mistakes in T/I.
6. Conducts short feedback, asking the secretaries to report what their groups have discussed.
7. Corrects any mistakes he/she has head at the end of the activity. T writes the mistakes on the board and asks SS to correct them.

6. Questionnaires

The teacher and the students discuss some of the most recent films that have been shown. The students are then given the following form:

Name of film	Tick if seen	Tick if		
		good	satisfactory	Bad

Students then question each other asking questions such as

“Have you seen *Titanic*?” / “What did you think of it?” / “Did you like it?”. etc.

As the form suggests they put ticks (✓) where indicated.

When they have filled in their questionnaires, they will then write a short paragraph such as the following:

More people have seen *Family Business* than any other film, but most of them did not like it very much. The film that everybody thought was good was *Titanic*. etc

The activity thus provides practice of the present perfect and past simple tenses and show how oral and written skills can be integrated. The writing also encourages the use of comparatives.

7. Talking about yourself

a. What we have in common

This is an ideal icebreaker. Students are put in pairs at random and told to discover 5 things which they have in common. This encourages them to cover a number of areas and topics including musical tastes, sports, families (‘Do you have any brothers or sisters?’), etc. It is also a positive activity since it investigates what joins people together, not what breaks them apart!

b. Your name

The teacher puts students in pairs and asks them to tell each other:

- How they feel about their first name (do they like it, etc.)
- What name they would choose for themselves if they had to choose one that was different from the one, they have (and why)

8. Exchanging letters

Writing messages

Stage 1: Students are told to write a message to another member of the group which demands an answer.

Stage 2: The completed messages are then given to the student who has been written to.

Stage 3: The student who has received the message then writes a reply which is passed back to the original writer. The original message might be something like this:

To Maria

What kind of house do you live in?

From Nary

And the reply might be

To Nary

My house has 3 bedrooms and a small garden at the front.

From Maria

Session 20: Presenting New Language (2)

Situational Presentation

Common Lesson Frameworks

The following is a basic guide that you can follow for lessons based on introducing new language (grammar, vocabulary, and functional language) or teaching receptive skills (listening and reading). Please remember that this is just a guide, and that other options are possible. Also, it is possible to add in or take away some stages below. For example, you could add in some pre-teaching of vocabulary before the *Reading for Main Ideas* activity in the *Teaching new language from a text* lesson, or you might decide not to pre-teach vocabulary in the *Teaching receptive skills* lesson. Finally, in order to make the frameworks clearer, separate feedback stages have not been included; but giving feedback is necessary in these lessons.

Teaching new language through a situational presentation (PPP)	Teaching language from a text	Teaching receptive skills
Lead in Presentation of new language Controlled practice Free practice	Lead in Reading for Main Ideas Presentation of language Controlled practice Free practice	Lead in Pre-teach vocabulary Set the scene Reading for Main Ideas Reading for Details If time, option 1 or option 2 1: Follow up with productive skills practice (S or W) 2: Follow up with language Work (vocab or grammar)

Lesson Plan Cover Sheet**(Sample Lesson Plan)****Introduce new language through a situational presentation (PPP)**

NIE Trainee name

DateTime

Homeroom teacher name

Grade:

NIE Trainer name

Number of students

School:

Class

EFC Book 4 Chapter 6 Unit 2:

Page numbers 34-35

1. Main aim of lesson- *By the end of the lesson students will be able to write and say simple sentences with used to and never used to.*
2. Subsidiary aim(s) of lesson- *Students will get practice writing about their childhood by writing sentences and a paragraph.*
3. Potential problems- *Students may have trouble pronouncing used to.*
4. Solutions to potential problems- *Explain that the /d/ sound at the end of used is dropped and drill used to chorally and individually.*
5. Teaching aids, materials, equipment – *WB, SNBs, pictures of activities.*
6. Personal objectives- *I want to improve my whiteboard work. I will plan out my whiteboard work, and take my time to write more neatly during the lesson.*
7. Homework for next lesson- *Students will complete their paragraphs about their childhood. They must use the target language in these paragraphs.*

Lesson Plan Procedure Sheet

Stages	Materials	Time	Interaction	Procedures	Purposes				
Lead-in	WB; SNBs	5	T-SSS SS-SS S-SSS	T tells students today we are going to talk about childhood. WB: 2003 T asks Ss to brainstorm things they did when they were children (i.e., 10 years ago) and write 5 sentences. Ss report answers back to class.	To create interest in the topic and activate background knowledge related to the context				
Pre teach new words		5	T-SSS	- defence (n) protection or support against attack, criticism or infection - discussion (n) when the students are asked to talk in the groups. What is it? - exact (adj) (explanation) completely correct in every detail - print letters, numbers, words that have been produced on paper by a machine using ink - refer (v) to talk or write about someone	To get the students learn new words from the text.				
Presentation of new language	WB Pictures representi ng each of the situations WB	15	T-SSS	- <i>Today we are going to talk about childhood. We are going to think about how our life then is different from our life now. - Now, I am going to tell you about my childhood.</i> - Reads following situation out loud: <i>My life now is different from when I was a child. When I was a child, I used to ride my bicycle to school, but now I ride a motorbike. I used to play with toys, but now I like watching TV or going out to dinner with friends and family. When I was a child, I never used to cook meals at home, but now I often cook. I like cooking meals with fish. I never used to use the internet. These days, I use the internet almost every day.</i> - Asks Ss if the pictures go under <i>used to</i> or <i>never used to</i> . If necessary, T reads out above situation again. - Places pictures under appropriate heading, <i>used to</i> or <i>never used to</i> . <table border="1"><tr><td>when I was a child</td><td>Now</td></tr><tr><td>ride my bicycle to school (pic) play with toys (pic)</td><td>cook meals at home (pic) use the internet (pic)</td></tr></table>	when I was a child	Now	ride my bicycle to school (pic) play with toys (pic)	cook meals at home (pic) use the internet (pic)	To introduce and clarify the target language, including meaning, form and pronunciation
when I was a child	Now								
ride my bicycle to school (pic) play with toys (pic)	cook meals at home (pic) use the internet (pic)								

Highlight the Target Item				T writes out one example sentence for affirmative and negative sentences as below. T asks CCQs, highlights form, and then drills each one. <i>When</i> drilling, T emphasizes stress and that the end of <i>used</i> is not pronounced. <u>Affirmative</u> I used to ride my bicycle to school. S + used to + infinitive... T: <i>Did I ride my bicycle when I was in primary school?</i> Ss: Yes. T: Did I often ride my bicycle/Did I ride my bicycle many times? Ss: Yes. T: <i>Do I ride my bicycle to school now?</i> Ss: <i>No.</i> <u>Negative</u> I never used to cook. S + never + used to + infinitive... T: <i>Did I cook when I was in primary school?</i> Ss: <i>No.</i> T: <i>Did I cook sometimes?</i> Ss: <i>No.</i> T puts up two more pictures under the appropriate headings: <i>drink coffee</i> and <i>like mathematics</i> .								
Concept Check - Form	WB		T-SSS	<table><tr><th>when I was a child</th><th>Now</th></tr><tr><td>ride my bicycle to school (pic) like mathematics (pic) play with toys (pic)</td><td>cook meals at home (pic) drink coffee (pic) use the internet (pic)</td></tr></table> <table><tr><td>used to never used to</td><td>like ride play cook use drink</td><td>history with toys my bicycle to school coffee meals at home the internet</td></tr></table>	when I was a child	Now	ride my bicycle to school (pic) like mathematics (pic) play with toys (pic)	cook meals at home (pic) drink coffee (pic) use the internet (pic)	used to never used to	like ride play cook use drink	history with toys my bicycle to school coffee meals at home the internet	
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used to never used to	like ride play cook use drink	history with toys my bicycle to school coffee meals at home the internet										
- Meaning - Use												

				<p>- I used to ride my bicycle when I was young. (Check in Khmer)</p> <p>- We use “used to” to talk about passed habits and states which are now finished.</p>	
Controlled practice	WB; SNBs	10	S S-S T-SSS	<p>Ss write 6 sentences using the above table and pics on WB. Ss write in SNBs. Eg., <i>He used to ride his bicycle to school.</i></p> <p>Ss compare answers.</p> <p>T checks answers by asking students to write the complete sentences on the WB.</p>	To give students practice writing simple sentences with the target language
Less controlled practice	EFC act C	15	S-S S-S S-SSS	<p>Students ask and answer questions.</p> <p>Students change partners and repeat activity.</p> <p>T asks different students to ask and answer questions for the whole class. T corrects as necessary.</p>	To give students practice speaking with simple questions and answers using the target language
Free practice Extra activity or homework:	SNBs	???	S	Ss write a paragraph about their childhood. They focus on things that they used to or never used to do. Ss must include at least two affirmative and two negative sentences with <i>used to</i> .	To give students free practice writing using the target language

Peer teaching

- Divide trainees into 6 groups
- Write Lesson Plans for Teaching New Language Through a Situational Presentation (PPP)

Session 21: Teaching Listening

Approaches to listening

Even if someone knows all the grammar and lexis of a language, it doesn't necessarily mean that they will be able to understand a single word when it is spoken. Amongst other things, it may seem to them that:

- people speak too fast to follow;
- they can't tell where words start and stop;
- people pronounce words they just don't recognize;
- they can't work out details of what is being said;
- they can't get even a general sense of the message;
- they don't know what attitudes people are expressing;
- they can't pick out those parts that are most important for them to understand.

So, how can you help your students to become more skillful at listening?

An unsatisfactory listening lesson.

The following is a transcript of a short telephone conversation from the recording accompanying a contemporary coursebook. Although it has been specially recorded for students of English, it sounds reasonably authentic, ie it sounds spontaneous rather than scripted; the people are speaking at normal speed and are not making unnatural efforts to enunciate or exaggerate stress and intonation.

Receptionist: Sayers Recruitment and Training. Can I help you?

Ruby: Hello, yes, erm, I'm, er, I saw your advert and I'm looking for a job, I mean, I'm interested in a new job, and.

Receptionist: Ah, yes, you need to speak to Mrs Sayers, but I'm afraid she's not in the office right now. Could I take your name and number, and I'll ask her to call you back?

Ruby: Er, yes, yes. The name's Ruby, Ruby Tuesday and my number is 0308557 1919.

Receptionist: Thank you, Miss Tuesday. I'll pass on your message.

Ruby: Thanks. Bye.

Receptionist: Goodbye.

From Straightforward Pre-intermediate

Here is the opening of a lesson procedure using this material intended to help improve students' listening skills:

1. Say to students: Listen to this.
2. Play recording once.
3. When finished, quickly ask individual students the following questions:
 - a. Who does Ruby want to speak to?
 - b. What had Ruby seen?
 - c. What's the full name of the company?
 - d. What words did the receptionist use to explain that she would tell the other person?
4. Look coldly at students who get the answers wrong and tell them that they should have listened harder.

Apart from the insults, in what other ways might this plan be unsatisfactory?

Commentary

This lesson is a parody of some of the language lessons that I years on the receiving end of as a student in school. I remember feeling quite nervous about them. While I was listening, I knew that some comprehension questions were going to come at the end, but I never knew what the questions might be or who would be asked to answer them. The questions, anyway, seemed pointless; they were not necessarily what I would listen for if I heard the conversation in real life; it was as if the teacher was focusing me on the difficulties rather than showing me that it was possible to achieve a lot despite the difficulties. The questions seemed more of a memory test than anything else. When the recording was played, I struggled to listen to everything, and to remember all I heard, and in consequence actually remembered very little.

In fact, it's actually not necessary to understand every word in order to understand the information you might need from a recording. We need to show students this important fact — help them to worry less about understanding everything and work more on catching the bits they do need to hear. Often, when listening in everyday life, we may need to listen to:

- Get a general overview of the main story or message of a conversation;
- catch specific details such as names, numbers, addresses, etc.

There is really nothing in this lesson to help a student learn to listen better; either he can already listen and remember the required answers, or he cannot. But if he wants to improve his listening, then he needs a different approach.

Using a printed text with listening tasks

Here is a second version of the same lesson:

1. Hand out a copy of the text of the conversation to all students.
2. Play recording.
3. When finished, ask individual students the following questions:
 - a) What does Ruby want to do?
 - b) How does the receptionist help her?

There still seems to be another problem with this. What?

Commentary

The questions are a lot more sensible, and the general tone is certainly less threatening! But the problem now is that the students don't actually need to listen at all. Giving out the text turns it into a reading exercise. Reading is usually easier for most students than deciphering the stream of speech, and most students will probably work out the answers from the printed page rather than by listening.

1. The activity must really demand listening.
2. It mustn't be simply a memory test.
3. Tasks should be realistic or useful in some way.
4. The activity must actively help them to improve their listening.
5. It shouldn't be threatening.
6. It should help students work around difficulties to achieve specific results.

One way to achieve these goals is simple enough. By giving students the questions before the recording is played (rather than giving them after) it, you will give students the opportunity to listen with a clear aim in mind. In everyday life, we usually have some purpose in mind when we listen: to find out today's weather, to learn something, to be entertained, to discover what John did next, etc. By giving the learners a clear purpose in listening, you turn the exercise from a memory test into a listening task.

Commentary

A simple plan would be as follows:

1. Set questions.
2. Play recording.
3. Check if the students have found the answers.
4. If not, play the recording again as often as necessary.

This 'question first' technique is often characterized as 'task before audio'. The word 'task' reminds us that the activity the students are asked to do may be something more useful, more realistic, more motivating than simply finding answers to comprehension questions.

Selecting listening tasks

Think of a task (other than finding answers to comprehension questions) to set students before listening to the telephone enquiry at the start of this section.

Commentary

Some ideas:

- Students must decide whether the conversation is between two friends, two colleagues or two people who don't know each other.
- From a selection of telephone numbers in the book, students pick out the correct one said by the receptionist.
- Students have a newspaper page with five advertisements on it. They must decide which one is the one connected to this recording. (They might need to check company name, contact person's name, type of advertisement, etc).
- Students have a copy of the receptionist's notepad and must check it to see if she has made any errors (eg getting Ruby's name wrong).
- Students have a copy of the dialogue, but with sentences in the wrong order; they must listen and arrange them in the correct order.

The most useful tasks may be ones that require students to listen in similar ways to how they might hear such a conversation in real life. In the case of a phone enquiry like this:

- if they are the receptionist, they need to understand the general nature of the enquiry (eg someone looking for a job, not wanting to offer a job) and get accurate information from them (name, number, etc);
- if they are the caller, they might need to clearly understand any people's names or numbers they need to know and, more generally, what will happen with their enquiry (eg do they need to phone back again later?).

Choosing the right task

Remember the broad distinction between different kinds of listening:

- to get a general overview of the main story or message of a conversation;
- to catch specific details such as names, numbers, addresses, etc.

This can be reflected in tasks. Do you want students to gather specific details or to catch the gist? You can, of course, do both, but remember that it's usually better to divide these different kinds of listening into separate replays of the listening material, eg set the first task, play the recording, get feedback; then set the second task, play it again, get feedback. (There is more on sequences of tasks in the next section.)

Remember, too, not to overburden students — if you are asking them to listen and write (eg note down names, times, etc), then this is using two skills at once. Unless note-taking is a specific skill being practiced, it is often better to limit the amount of writing demanded of students, especially at lower levels.

Having said all this, we must still wonder how useful, relevant or interesting it will be for your students in your location to listen to a recording of people discussing a recruitment advertisement. If you are teaching in an English-speaking country — or if your students are planning to work there — the lesson may seem more relevant than to students who are unlikely to do this at any point soon. The recording raises a few other doubts:

- In real life, you would only listen to this kind of conversation between two people if you were eavesdropping. This is arguably not the most useful listening skill we need.
- Most listening we do in real life will be interactive rather than on recorded media. We will have opportunities to respond, affect the course of the conversation, ask for clarification or repetition, etc, and we will have the chance to see the speakers, which will allow us to get additional help from gestures, facial expressions, etc.
- In real life, although we sometimes have a clear purpose in listening, we usually won't be directed and guided by tasks that help us know what we should listen for.
- Are we really helping students to become better listeners by using recordings like this?

Despite all these doubts, a task-based approach to listening using recorded material does seem to be generally helpful in improving students' abilities. And I'm sure it's better than the memory test we started with.

How do we listen?

When we listen, we use a variety of strategies to help us pick up the message. Some of these are connected with understanding the 'big' picture, eg gaining an overview of the structure of the whole text, getting the gist (the general meaning), using various types of previous knowledge to help us make sense of the message, etc. Listening in this way is sometimes termed 'gist listening' or 'extensive listening'. Other strategies are connected with the small pieces of the text, eg correctly

hearing precise sounds, working out exactly what some individual words are, catching precise details of information, etc. This is often called 'listening for detail'.

When working on listening in the classroom there are two alternative starting points; working on small pieces (sounds, words and details) or on big pieces, (background topics, overall structure and organization). The former is known as top-down while the latter is known as bottom-up.

Top-down and bottom-up

It used to be believed that listeners built up their understanding of a text by working out what each individual sound was, then adding these up into a word, understanding the word, checking the meaning of that word with the words around them, etc (a bit like building up a wall from the individual bricks). Although this theory, known as 'bottom-up' (ie building up the messages from individual small pieces), may initially sound appealing, it is virtually impossible to do.

Spoken English probably comes at you too fast to be able to adopt such an item by-item approach on its own. It seems likely that we make use of 'bottom-up' skills more to fill in missing gaps rather than as a general approach to comprehension word by word.

The alternative theory is that when we listen to a new dialogue, we start processing the text using skills associated with a second theory ('top-down'), ie making use of what we already know to help us predict the structure and content of the text, and getting a general overall impression of the message.

TOP-down and bottom-up

Do the following represent use of top-down or bottom-up strategies?

1. Before we start listening, we can already predict some possible words and phrases that might be used because of our knowledge of lexical sets associated with the topic.
2. We listen carefully to a recording a number of times so that we can find a word we can't catch clearly.
3. When we don't clearly catch some of what people say, we hypothesize what we have missed and reinstate what we think was there, based on our knowledge of similar conversations.
4. We know the typical pattern some interactions follow (eg the typical sequence of exchanges when ordering a taxi on the phone), and this helps us to understand these when they are spoken.

Prelisting	<p>Objective: to general the learners' schemata. Prelisting tasks serve to get the learners thinking about and talking about the content of what they are about to hear. This will enable them to anticipate content and facilitate comprehension of the listening passage.</p> <p>Possible task:</p> <ul style="list-style-type: none"> - Questionnaires - True/False prediction questions - Discussions - Look at words from the passage and guess what it will be about. - Pictures that set the scene - Pre-teach vocabulary
Listening to confirm prelisting	<p>Objective: to enable learners to confirm predictions made during prelisting.</p> <p>Possible Tasks:</p> <ul style="list-style-type: none"> - Match predictions with what's heard. - Check answers to prelisting activities.
Listing for gist (main idea)	<p>Objective: to give learners practice in understanding only the main ideas of a passage. It is not always necessary for us to understand the details of what we listen to. We need to give learners practice in the skill of discriminating the main ideas of a passage.</p> <p>Possible Tasks:</p> <ul style="list-style-type: none"> - Listen and answer true/false, yes/no, or open-ended questions about the main ideas of the passage. - Provide a list of statements and check off those that reflect the main ideas. - Choose a picture that corresponds to the main idea of the text.
Listening for specific information	<p>Objective: to give learners practice in picking out specific information in a text without expecting them to understand every word.</p> <p>Possible tasks:</p> <ul style="list-style-type: none"> - Jigsaw tasks: different groups listening for different information; exchange inform in new groups. - Fill in missing words/number in a text. - Provide a list of specific information and check off those ideas that are heard. - Listen and point to pictures/words as they appear in the passage. - Order information as it appears in the text using pictures or words. - Choose the correct word, number, etc. (multiple choice) - Correct misinformation in a text.

	- Fill in a grid/table with words or draw pictures.
Listening for detail	<p>Objective: to practice listening intensively for details of the text. Learners move from identifying short, factual information to interpreting the meaning more deeply.</p> <p>The types of activities you use will be like the ones listed in Parts 3 and 4 above. What will be different of the content of the questions you ask.</p> <p>Listening for specific information with news headlines might entail simply identifying the countries mentioned and the event that occurred in each one. A more detailed listening could require learners to identify the players, the time, or the exact location of the events. This means that you can use the same news headlines with a variety of levels, but simply change the nature of the task you assign.</p>
Making inferences	<p>Objective: to give learners practice in analyzing, interpreting and evaluating the meaning of the text.</p> <p>While beginning- learners will be challenge enough by determining the gist and specific information from a listening passage, intermediate to advanced-level students practice with making inferences and going beyond the factual information presented to them.</p> <p>Possible tasks:</p> <ul style="list-style-type: none"> - Discuss underlying messages e.g. view advertisements and determine the target audience for the ad. - Problem-solving and decision-making activities - Choose statements that could be inferred from the listening passage. This could be with true/false statements or multiple choice.
Follow-up	<p>Objective: to give learners further practice using the content of the text; to further check understanding of the text through another medium</p> <p>Possible tasks:</p> <ul style="list-style-type: none"> - Discussion questions - Role-play - Writing tasks: reports, summaries, journal entries - Interviews and survey conducted in or out of class - Community research and reports back to class

Lesson Plan Cover Sheet
(Sample Lesson Plan)
Teaching Listening Skill

Duration: one hour

NIE Trainee name

Date

Homeroom teacher name

Grade:

NIE Trainer name

Number of students

School:

EFC book Book 6 Chapter 2 Unit3: *Buddhism in Cambodia* Page numbers

1. Main aim of lesson- By the end of the lesson students will be
2. Subsidiary aim(s) of lesson- Students will get practice
3. Potential problems- Students may have trouble
4. Solutions to potential problems-
5. Teaching aids, materials, equipment –
6. Personal objectives-
7. Homework for next lesson-

LESSON PLAN PROCEDURE SHEET

Stages	Materials	Time	Interaction	Procedures	Purposes
Opening				Greeting: Good morning everybody. How are you? - Check the attendance: Who is absent today? - Check the date: What date is it today?	
Warmer				+ How many major religions in the world do you know? There are a lot of major religions. They are Buddhism, Christianity, Islam, and Hinduism Buddhism= Buddhists worship Buddha Christianity= Christians believe in a God (Jesus Christ) who is loving and approachable. Islam= Muslims believe in God, named Allah - How often do you go to the pagoda/Wat? Why do you go there?	
❖ Before Listening Pre-teach				Teacher uses different techniques to elicits these words from the students - Heritage (n)(explanation) features belonging to the culture of a particular society, such as traditions, languages or buildings, which still exist from the past and which have a historical importance. Eg. Presvihia temples are a vital part of Cambodian cultural heritage . - Hindu (n) (situation) someone who believes in Hinduism - Strength (n)(opposite) What is the opposite of weakness? - religion(n) (explanation) the belief in and worship of a god or gods/ any system of belief and worship - monastery(n) a building in which monks live and worship - abandon (v) to leave a place, thing or person forever. What is it? - reclaim (v) to take back something that was yours. What is it?	
Set the scene				- Teacher asks students to open their books at page 14 - Talk about the pictures	

				+ What is statue 1? Statue one is the statue of Shiva from National Museum. It was built in the 10 th century + What is statue 2? Statue 2 is the statue of Uma =12 th century						
Pre-Listening task			Teacher asks students to guess the True/ False statements for 3 minutes							
			<table><thead><tr><th>Statements</th><th>True/ False Prediction</th><th>True/ False Listening</th></tr></thead><tbody><tr><td>1. Although Buddhism is part if Cambodia’s heritage, the Cambodian constitution allows people to follow any religion.</td><td rowspan="5"></td><td rowspan="5"></td></tr><tr><td>2. Before the Hindu religion came to Cambodia, people had been following Buddhism.</td></tr><tr><td>3. In the past, boys could get a good education in the monasteries.</td></tr><tr><td>4. The boys spent their whole lives as monks.</td></tr><tr><td>5. Cambodian society needs strength as well as peace and happiness.</td></tr></tbody></table>	Statements		True/ False Prediction	True/ False Listening	1. Although Buddhism is part if Cambodia’s heritage, the Cambodian constitution allows people to follow any religion.		
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Main Listening Task 1:				Teacher reads the text and asks students to listen and check the answer (with their guess). - Asks them to compare with their partners. - Checks the answers as a whole class. Answer: 1=T, 2=F, 3=T, 4=F, 5= T						
Task 2:				First, asks students to read the questions and then asks them to listen to the text again and answer the questions in Section B (page 15) - I would like you to read questions on page 15. - How many questions are there? (checks if the students know what to do or not) - Checks the answers as the whole class. Who wants to answer question 1? 2, 3, 4, 5? Questions 1. What religions do most Cambodians follow?						

				<p>2. Why is it necessary to study Hinduism as well as Buddhism if we want to understand Cambodian culture and society?</p> <p>3. When was Buddhism almost abandoned in Cambodia?</p> <p>4. Why did families want their sons to become monks when they were young in the past?</p> <p>5. What do some people think Buddhism can provide?</p> <p>6. What do you think about being a Buddhist?</p> <p>Answers.</p> <p>1. Buddhism</p> <p>2. Because Hinduism still influences Cambodian culture and society.</p> <p>3. Between 1975 and 1979.</p> <p>4. Because monks their sons could get a good education and as well as improve themselves.</p> <p>5. Peace, happiness, strength and effective answers to their questions.</p> <p>6. Answers will vary.</p>	
Post Reading				<p>- Asks students to get into pairs ask and answer the questions in task 2</p> <p>- Now I would like you to get into pairs then ask and answer the questions.</p> <p>- Asks students to read the text in section D and fill in the gaps. (for homework if we have no time)</p>	
Closing				<p>What have you learned from this lesson?</p> <p>- Thank you for working hard!!!</p>	

Session 22: Observation and Feedback Approach

What Is Feedback?

Feedback can be information about the quantity or quality of a group's work, an assessment of the effectiveness of the group's task or activity, or evaluations of members' individual performances. To be most effective, feedback should be an objective evaluation of individual group members' performance or the actions of a group, not one member's opinion or subjective evaluation.

Feedback, as we are interested in it, is a group process that serves as an error detection device to help a group identify and begin to solve its interaction problems.

Thus, group members generate their own feedback. Group members are both participants and observers, with observations aboveboard and apparent to other group members. Group members who trust one another can assume these additional group roles. The most effective group is one in which all members contribute feedback information (Keltner, 1989). When trust develops among group members, a bond exists to help each group member perform as effectively for the team as he or she can. When individuals are drawn this tightly into a group, their interdependence is extremely high. By investing in one another through observation and feedback, interdependence is strengthened.

Peer Observation and Feedback Guidelines

Observing a class

- Before the observation, find out the instructor's goal for the class meeting. It is also helpful to ask the instructor if there are any particular issues, he/she wishes you to focus on.
- Look over the report form ahead of time so you know what you are looking for. It is best to take notes on separate sheets of paper during the observation, and complete the form afterward.
- Be as unobtrusive as possible during the observation. Arrive before class begins, and sit in the back of the room, where you will have a good view of both instructor and students. Be friendly and greet the instructor, but do not otherwise participate in the class.
- It is helpful for the instructor to acknowledge the presence of an outside observer at the beginning of class. We have agreed to sit in on one another's classes."
- As much as possible, try to set aside your own biases about what should happen in class, and be a neutral observer. Keep in mind that there may be a variety of ways of accomplishing the goals for the class. (In fact, you may learn something through observing.)
- Focus on gathering descriptive data, not on evaluation. Your observations will be most valuable if they can help the instructor become aware of the classroom interaction from new perspective.
- Notice both students and instructor behaviors. You may wish to record sample questions/answers verbatim; make note of how many different students participate and from what parts of the classroom;

pay attention to whether students seem to be understanding the material presented/discussed. Make copious notes.

- Complete the written report as soon after the observation as possible, while the experience is still fresh in your memory. Remember to focus on non-judgmental observation. However, the written report need not contain every detail you observed.
- Suggestions for improvement should be recorded separately from observations. (In general, it is best to present these after some post-observation discussion. You may wish to revise your suggestions after discussion with the instructor you observed.)

Giving post-observation feedback

The goal of the post-observation discussion is to provide the teachers with supportive feedback geared toward improvement. The teachers should come with a sense of what he/she is doing well, and a small number of things he/she could work on.

- At the beginning of the session, the instructor is first given an opportunity to describe his/her own reactions to the class, mentioning what went well and what seemed to need improvement.
- The observer may then share his/her observations, in the form of a written report accompanied by verbal feedback. The goal here is to help the instructor see his/her teaching through new eyes.
- Try to relate your observations to the strengths/weaknesses the instructor has identified for him/herself. Allow the instructor's interests and concerns to guide the conversation.
- Suggestions for improvement may be presented after some discussion of the observations. Do not present suggestions prescriptively, but with reference to the discussion you have been having.
- Avoid generalizations, focusing instead on specific observed behaviors. Examples:
 - AVOID: You need to work on making class more interesting.
 - BETTER: Around 10:15 I noticed students were starting to "tune out." Have you ever noticed that happening? Are there ways you could get them more involved at times like that to re-engage them in the class?
 - AVOID: You're asking too many leading questions.
 - BETTER: When you asked, "What's the most important point in this article?" what kinds of answers were you expecting to get? [discussion] You might find that more students participate if you asked a more open-ended question.
 - AVOID: You're doing a great job of explaining clearly.
 - BETTER: When you answered that question about the blah-blah theory, I noticed a lot of students were writing furiously and saying "oh!", like they suddenly understood. I think the example you used really made it clear to them.
- Remember, it is not your job as an observer to "fix" the instructor's teaching. If you observed a large number of problematic teaching behaviors, it is best to focus your suggestions on one or two you think the instructor could most profitably work on at this time. It is crucial to avoid overwhelming the instructor with a long list of failings.

- Don't hesitate to share with the instructor things you may have learned from watching him/her that you plan to try in your own class!

Keep in mind these **CHARACTERISTICS OF REFLECTIVE FEEDBACK**

- promotes **reflection** as part of a dialog between the giver and receiver of feedback. Both parties are involved in observing, thinking, reporting, and responding.
- focuses on observed **behavior** rather than on the person. Refers to what an individual does rather than to what we think s/he is.
- is **descriptive** rather than judgmental. Avoiding judgmental language reduces the need for an individual to respond defensively.
- is **specific** rather than general.
- promotes **reflection about strategies** and the students' or observer's responses to a specific strategy.
- is directed toward behavior which the receiver can **change**.
- considers the **needs** of both the receiver and giver of feedback.
- is **solicited** rather than imposed. Feedback is most useful when the receiver actively seeks feedback and is able to discuss it in a supportive environment.
- is **well-timed**. In general, feedback is most useful at the earliest opportunity after the given behavior.
- involves **sharing information** rather than giving advice, leaving the individual free to change in accordance with personal goals and needs.
- considers the **amount of information** the receiver can use rather than the amount the observer would like to give.

Overloading an individual with feedback reduces the likelihood that the information will be used effectively.

- requires a **supportive, confidential** relationship built on trust, honesty, and genuine concern.

Sample observation forms

On the following pages are two examples of observation forms peer observers might use. Either form can be adapted to reflect specific teaching goals

INSTRUCTIONAL OBSERVATION FORM

Instructor_____

Date/Time_____

Location_____

Title_____ Level _____ No. of Students_____

Topic of the Day_____ Instruction

Method_____

Please summarize what you observed in the following categories:**THE INSTRUCTOR****Structure:** preparation, organization, instructional goals**Instruction:** guidance of discussion, clarity of explanations, balance of instructional activities**Style:** voice, use of movement, gestures, eye contact, enthusiasm**Interaction:** rapport with students, ability to involve students in section**Materials:** media/blackboard use, handouts

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THE STUDENTS

Student participation / attentiveness (beginning, middle, end)

Student comprehension

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GENERAL COMMENTS

List things you felt the teacher did well in the observed class, and one or two suggestions for improvement.

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Name of trainee: School:

Name of supervisor: Class:.....

Associate Teacher: Chapter:.....

Date: Time:..... Lesson/ Unit:.....

Aim of the lesson:

Observation: Reflective Approach

Good Points:

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Points to improve:

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Comment points from other trainees

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Name of trainee: School:

Name of supervisor: Class:

Associate Teacher: Chapter:

Date: Time: Lesson/ Unit:

Aim of the lesson:

Observation: Reflective Approach

Good Points:

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Points to improve:

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What did you learn from this teaching experiences?

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After the Lesson Observation

- Give feedback – see below
- Agree during feedback what will record on the school's performance and what will happen to this information.
- Agree who will be informed of the judgments/comments made about the lesson observation and how will this information be used.
- If areas for improvement are identified, ensure advice and support is made available to the individual concerned.

Giving feedback after a lesson observation

Purposes of post observation feedback

- To acknowledge strengths
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Giving feedback

Give yourself time to reflect on the lesson before you give feedback, so you can:

- Be explicit and specific
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Good questions get good answers

Giving feedback in 'challenging' circumstances

- Try to preface with something positive
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Possible questions to ask during any feedback

- What specifically made you pleased with that?
- What did you notice about?
- Was that what you expected?
- How could that be improved?
- Do you think the children on green table understood the task/made progress/worked as well as they could?
- How do you think your questioning went?

Advice for Giving Feedback

The feedback process is not a blaming process. Rather, it should be used as an awareness strategy, a learning tool, and a goal-setting strategy. Many groups use feedback to help them determine and set goals. In this case, feedback is a motivational tool. Task groups frequently use feedback in this way. Feedback can also be used to help members become more aware of their group interaction performance. When group members have higher awareness, they pay more attention to their communication and its effects on others in the group. If you have been a member of any type of self-help or therapy group, you are familiar with this use of feedback.

Types of Feedback

There are three types of feedback—descriptive, evaluative, and prescriptive—each of which has a different intent or function, and carries different inferences.

Descriptive Feedback. Feedback that merely identifies or describes how a group member communicates is **descriptive feedback**. You may describe someone's communicator style, or you may note that someone's verbal communication and nonverbal communication suggest different meanings. For example, you say to Amber after a meeting, "You asked me to comment on how you communicated with others in the group. From my perspective, you were very dominant; you talked a lot and seemed very active in the group. I also felt that you argued each point introduced. Someone once told me that I was contentious when I did that. And you were precise. You said exactly what was on your mind."

Evaluative Feedback. Feedback that goes beyond mere description and provides an evaluation or assessment of the person who communicates is **evaluative feedback**. For instance, after describing Amber's communicator style as dominant, contentious, and precise, you follow up by saying that this style causes other group members to avoid talking with her. Amber asks what you mean by that. You let her know that members with a more submissive style find Amber's style overwhelming, making it difficult for them to feel equal to her in the group. Not only did you

describe Amber's style, you evaluated her style as negatively affecting group member interaction. Too much negative evaluative feedback decreases motivation and elicits defensive coping attributions, such as attributing the feedback to others. At the extreme, it can destroy group members' pride in their group. In these cases, group members are likely to spend additional time rationalizing their failures (for example, finding a way to see a loss as a win) (Nadler, 1979). To be constructive, evaluative feedback that identifies group member deficiencies is best given in groups with a supportive communication climate in which trust has developed among members.

Prescriptive Feedback. Feedback that provides group members with advice about how they should act or communicate is **prescriptive feedback**. For instance, after a group meeting which you believe was ineffective, you ask a group member you trust, "Got any advice?" Brian responds that he too was upset by how the meeting developed. "We've got to get the agenda to everyone sooner so they can prepare for the meeting. Could you remind Sara to do that? She trusts you, and you and she work together on other committees. If you'll do that, I'll talk with people informally after we get the agenda to remind them to get the information we need *before* the meeting." In this instance, Brian's feedback is prescriptive for you, the group, and himself. Try "Giving Specific Feedback"

Classroom Observations

Purpose: Visiting the classrooms of your peers and students **is** an opportunity to learn and share Mandela teaching and learning, collaborate, reflect, share best practices, and support each other to live your shared commitments. It **is not** evaluative but rather an indispensable component of productive collaboration: Not only does the observed teacher have an opportunity to get concrete feedback, but also the observing teacher naturally reflects on her or his own practice and gets ideas from the observed teacher.

The Teacher Giving Feedback

- Give it with care.
- Let the recipient invite the feedback; get permission.
- Be specific about the behavior and your comments or questions.
- Don't evaluate. The most useful feedback describes behaviors without value labels such as

"Irresponsible", "unprofessional", or even "good" and "bad". If the recipient asks you to make a judgment, be sure to state clearly that this is *your* opinion.

- Help the receiver figure out how to act on your feedback.

The Teacher Receiving Feedback

- Be specific about the feedback that you want.
- Be open to the feedback. Listen carefully and with discipline—avoid defending or justifying your behavior.
- Clarify and check your understanding of the feedback. You need to get clear feedback in order for it to be helpful. Ask for specific examples, e.g. “Can you describe what I do or say that makes me appear aggressive to you?”
- Summarize your understanding of the feedback.
- Share your reaction to the feedback.
- Think about how the feedback can impact your practice. Is there something you can take away from the conversation and use right away?

Factors Affecting Motivational Levels

Using motivational strategies to increase the amount of English spoken in class by students is essential for language learning, and depends on various factors, such as:

Age – Teenage English learners can be from 11 up to 19 years of age, so keep in mind that we have a group ranging from pre-teens all the way to young adults!

Language level – These adolescent students could be ESL learners (English is the second official language in their country of residence) or they could be EFL learners (English is a foreign language in their country of residence). Also, their language level could range from absolute beginners to advanced. In other words, as a teacher you could have a mixed background of learners with either a common or various mother tongue, but you have to convince them of the value of using English in the most constructive way.

Type of motivation – As a language teacher, you are familiar with the concepts of **extrinsic** and **intrinsic motives** in learning. But which ones should be emphasized more in English language classes? Extrinsic motivation is linked to better school results, success in exams, acquisition of certificates and of course, better job prospects for the teenager in the future. Intrinsic motivation, on the other hand, is the inner drive the teenager can have to learn the language and use it in class since it's essential but enjoyable at the same time.

4. Practical Tips for Motivating Adolescent EFL/ESL Learners

We should bear in mind that for motivation to take place, we need meaningful lessons and a supportive learning environment. In other words, chaotic, unsupportive, meaningless classes cannot boost motivation; they are more likely to destroy any interest or inner drive on the part of the learners! So, use these four tips to motivate teenage English learners.

1. State clear rules and expectations from the start

You cannot assume that your students are intrinsically motivated, nor that they'll meet your expectations just because you're the teacher! You should start at the beginning of the school year with clear rules and realistic expectations. Above all, you need to explain from day one that this is an English class, and English will be the medium of communication.

These rules also need to be followed, just as they should be in any class of teenagers anywhere around the world. Have reasonable expectations, depending on the language level of your students. Obviously, different age groups "ring the bell" concerning language or maturity levels.

2. Create a pleasant and supportive classroom atmosphere

One element that hinders constructive language use in EFL/ESL classes is the way the teacher treats mistakes in pronunciation, syntax or vocabulary. When teenagers feel their peers can make fun of mistakes, they do not open up and will prefer to either use their first language or not speak at all with other student in class.

The way we treat mistakes as teachers reinforces or hinders the use of the target language by students. Do we correct each slight error, interrupting students when they speak? Do we ignore the fact that other students make fun of their peers' errors? If yes, then we already know one reason why some students do not feel motivated to use English in class.

Remember that teenagers are more sensitive than other age groups with respect to their self-esteem. We should also take into account that poor self-esteem produces insecurity, diminishes communication and decreases motivation. Therefore, constant praise and feedback are extremely significant. All in all, avoid harsh comments or labeling, and help students build their own problem-solving strategies to avoid repetition of the same mistakes.

3. Know your students' needs and goals

Aim to provide lessons that are as learner-centered as possible, and get to know your students. Analyze their needs and understand their goals and reasons for learning English. Which skills are each student interested in improving, productive (writing and speaking) and/or receptive (reading and listening)?

To help find out this information, at the beginning of the term or school year you could ask students to fill out a questionnaire. This is where students can describe their language needs, as well as their long-term/short-term English learning goals. Depending on student age and language level, you can devise your own questionnaire or use existing materials from the web or your textbooks.

4. Use authentic materials for meaningful lessons

Meaningful lessons inspire students and boost their participation in the language lesson. For interesting lessons to take place, you need frequently use authentic materials (literary abstracts, newspaper articles, websites, videos, films, songs, etc.).

We all know that most teenagers worldwide spend their free time listening to English music, reading about their favorite pop stars on English sites or in magazines, playing online games, watching YouTube videos, etc. So we need to make good use of this convenient situation!

Of course, talking or writing about film stars, sports, music, online games, current events, etc. will not be an end in itself. Rather, this can form the basis for communication, allowing more elaborate vocabulary and complex structures to follow with the use of additional material.

Furthermore, language games, group work, experiential learning and creative writing techniques can help teenagers feel motivated to use English in a constructive way, instead of solely solving meaningless exercises in a workbook!

Teaching EFL Students in a Non-English-Speaking Country

If you live and work in a country where English is spoken as a second language, then things are a lot easier when it comes to motivation. But what about the rest of the world where English is taught as a foreign language, but not used outside the classroom (in the community/student homes)?

If this is your case, you have a double role to perform since teenagers may constantly resort to their native language or the official language of the country/area where they live. All the above tips are helpful tools, but your overall attitude towards your students and classes will also make a huge difference! Friendly attitudes, verbal and non-verbal communication, a supportive climate and your own motivation to teach will provide the best teaching results.

No matter if your target teenage group is EFL or ESL, remember that the key to motivating your students is your own motivation to try new things and help learners love the language themselves.

That opening scene of endless English chatting and discussion among your students doesn't have to be a dream. Put these tips into action and watch it become your reality!

<https://www.fluentu.com/blog/educator-english/motivation-in-esl/>

Session 24: Teaching Mixed Ability Classes And Large Classes

1. Dealing with mixed ability classes

- All of us have mixed ability classes. And every class is a mixed ability class, as all classes consist of individuals with different strengths and weaknesses.
- However, some classes are more extreme than others. And this is a commonly cited problem by teachers and trainers in Cambodia.
- There is no easy solution to this problem, but below are a couple of tips.
- First, try to identify your strongest and weakest students. If you have a class of 50 or 60 it is difficult to rank each student according to his/her proficiency level. But you can begin to notice those students on the periphery.
- Put students in groups so that there is a balance of strong and weak groups within each group. The advantage of this is that the stronger students can support the weaker ones.
- Put students in groups of all strong students and all weak students. The advantage of this is that students feel comfortable working with students at the same level.

Pay attention to fast finishers and try to occupy them. Some ideas for this include:

- having them help other students in their area;
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2. Dealing with mixed ability classes: Friends, gender and personality

- Although these are not directly related to mixed ability classes, they affect how effectively students work together. It may be a good or bad idea to group friends together, or to group students of one gender or to mix them. Also, be aware that students' personalities sometimes affect their performance.
- **Observe your students, try out different things and find out what works in your classes.**

3. Activities for large classes

- Backs to the board- review vocabulary; paraphrasing words
- Jumbled words- spelling; review vocabulary

4. Advantages and disadvantages of Pair and group work

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Session 25: Methods And Approaches In TESOL

WHAT IS METHODOLOGY?

LECTURE NOTES

1. There are some words that can sometimes be confusing: Approach, Method, Methodology and Technique. When people talk about an **APPROACH** to teaching, they are talking about a general attitude that colors the way they teach. For example, a Learner-Centered Approach means a style of teaching where learners are at the center, not the teacher. Learners, with the help of the teacher determine what happens in the lesson. A learner-Centered Approach guarantees *more* pair work, and group work—ideas coming from students, less teacher talking time etc. but it is an overall principle the *teacher* works with not a set of precise teaching steps.

2. The word **METHOD** is used to describe a more precise aspect of teaching than an **APPROACH**. For example, the Direct Method is a *way* of teaching English through English there is no translation or explanation in the mother tongue. To achieve this teacher must use various techniques such as mime and blackboard drawing to explain the meaning of new vocabulary instead of simply translating the words not all approaches and methods go together. For example, a teacher might have a Learner-Centered Approach but not use true Direct Method all the time because she believes translation is important when all her students speak the same language.

3. A **method** is realized in the classroom through a collection of **TECHNIQUES**. Drilling is a technique, for example, that teachers use when teaching grammar to get students to memories sentence patters. In the 1960's the Audio-Lingual Method was very popular this was a method of teaching English through tapes where students would listen and repeat sentence patters. This sort of drilling was the technique most commonly used in the Audio-Lingual Method.

4. METHODOLOGY

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5. Methodology covers both "....." and "....."

- the **CONTENT** and the **PROCESS** of teaching.

CONTENT or "what to teach" is the language's systems and skills: the systems are grammar, vocabulary, pronunciation and discourse. The skills are Reading, Listening, Speaking and Writing. Methodology teaches teachers how to select appropriate systems and skills for their classes; which bits to teach, in which order, from which books.

PROCESS, or "how to teach" is a repertoire of techniques, activities, steps, aids, ways of organizing students to work, which the teacher uses to make learning easier for the students.

As we have already stated in our discussion following "Find Someone who ". Students learn in different *ways*, not necessarily in the same way as the teacher learnt English. So it is important for the teacher to employ a variety of techniques to accommodate the different learning styles of her students. This is why the teacher should have an eclectic methodology.

Methodology changes like fashion; in language teaching the fashion seems to change every 10 years. In the 60's, the Audio-Lingual Method was popular and all language teachers wanted a language laboratory and taped drills. Today, those drills from the 60's are "out" and the Learner-Centered Approach is "in". The problem is that when the fashion changes, teachers tend to throw the baby out with the bath water. They get rid of the good along with the bad instead of incorporating the best techniques of several different methodologies into one. Just because the Audio-lingual Method is no longer popular doesn't mean we have to stop using drills if we think they are effective. This is another reason why teachers should have an eclectic methodology.

Some well-known method and approaches include:

The Grammar-Translation Method

Much translational language teaching in schools worldwide used to be done in this way, and it is still the predominant classroom method in some cultures. The teachers rarely use the target language. Students spend a lot of time reading texts, translating them, doing exercises and tests, writing essays. There is relatively little focus on speaking and listening.

The Audio-Lingual Method

Although based on largely discredited theory, the techniques and activities continue to have a strong influence over many classrooms. It aims to form good habits through students listening to model dialogues with repetition and drilling but with little or no teacher explanation.

Communicative Language Teaching (CLT) or Communicative Approach (CA)

This is perhaps the method or approach that most contemporary teachers would subscribe to despite the fact that it is widely misunderstood and misapplied. CLT is based on beliefs that learners will learn best if they participate in meaningful communication. It may help if we distinguish between a stronger and a weaker version of CLT. With strong CLT students learn by communication, i.e. doing communication tasks with a limited role for explicit teaching and traditional practice exercises. In contrast, with weak CLT students learn through a wide variety of teaching, exercises, activities and study, with a bias towards speaking and listening work. Most current course books reflect a version of real CLT.

Total Physical Response (TPR)

A method devised by Dr J. Asher, mainly useful with beginner and, lower-level students. Learners listen to instructions from the teacher, understand and do things in response, without being required to speak until they are ready.

Community Language Learning (CLL)

A method based around use of the learners 'first language and with teacher helps in mediating. It aims to lower anxiety and allow students to communicate in a more genuine way than is typically possible in classrooms.

The Natural Approach

Devised by Stephen Krashen, this is a collection of methods and techniques from many sources, all interred to provide the learner with natural comprehensible language so that the learner can pick up language in ways similar to a child learning their first language.

Task-based Learning (TBL)

A variant of CLT which bases work cycles around the preparation for doing it, and reflective analysis of tasks that reflect real-life needs and skills.

The Silent Way

Devised by Caleb Gattegno, this method requires the learner to take active ownership of their language learning and to pay great attention to what they say. Distinctive features include the relative restraint of the teacher (who is not completely silent) and the use of specially designed Wall charts. The use of Cuisenaire rods in mainstream ELT arose from this method

Person-centered Approaches

Any approach that places learners and their needs at the heart of what is done. Syllabus and working methods will not be decided by the teacher in advance of the course but agreed between learners and teacher.

Methods and Approaches Handout 1: Related terms

Directions: Read the definitions below. Choose the correct word from the box and write it next to its definition.

methodology method procedure techniques approach
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1. _____ This refers to theories about language and language learning, which are the sources of the way things are done in the classroom and provide the reasons for doing them.
2. _____ This is a practical realization of an approach. It includes ideas about activities, roles of teachers and learners, materials, and syllabus organization. It includes various procedures and techniques.
3. _____ This is an ordered sequence of techniques. For example, it says what comes first, next and last. These are often written out in detail in a lesson plan.
4. _____ These are various things that teachers do in the classroom. For example, when teaching a new word to students, a teacher may elicit a word, ask comprehension questions, or drill the word with the class. When put into an ordered sequence, they form a procedure.
5. _____ This word refers to pedagogy, or 'how to teach,' in general.

Methods and Approaches Handout 2: Understanding different methods and approaches

Directions: Read the descriptions of the different ELT methods and approaches. After you have finished reading, match the names of the methods and approaches with the descriptions below.

1. _____

This method makes use of different instructional aids as a way of helping students to understand and figure things out for themselves. The teacher avoids giving too much explanation because it is believed that learning is more successful when students work out things for themselves.

2. _____

Many teachers still use some of the techniques that come from this approach. For example, they ask students to listen to their instructions and do what the teachers say. It is especially effective with lower levels of students.

3. _____

In this approach, more focus is given to learning vocabulary, including chunks of language. Inductive learning is favored over deductive learning.

4. _____

In this approach, decisions about what and how to teach are based on the learners' needs. The teacher therefore must have a good understanding of his/her students' motivation for studying English as well as their learning styles.

5. _____

This method makes use of the students' first language. One of its aims is to make the students feel comfortable so that they are not afraid or embarrassed to use the second language. The teacher acts as a kind of counselor to support the students and translate new words and sentences that are new.

6. _____

Communication is very important in this method. It normally involves lots of speaking and listening activities. Some proponents of this method believe that learning happens by trying to communicate.

7. _____

In this method, the teacher often uses the students' first language, and the students will do lots of reading in the second language. There is little speaking or listening done in class and translation is a common activity.

8. _____

The stages are sequenced to build students' confidence so that they can perform a language task effectively. Students are given time to prepare, do and reflect on a task, and the teacher can support the students by providing useful language and correcting the students' mistakes.

9. _____

In this approach, it is important that the students can understand most of the language input and that the language is natural. Students acquire the language by exposure to the language rather than analysis of it.

10. _____

The students often listen to the teacher or audio recordings and repeat. In this method, it is believed that students should avoid mistakes because they can lead to bad habits.

Session 26: Functional Classroom Language

Functions of language commonly used by the teacher in class

1. Acknowledge	A. To make something easier
2.	B. To tell a story or talk about something that happened
3. Elicit	C.
4.	D. To express or communicate meaning
5. Praise	E. To help learners think of ideas or to remember a word
6.	F.
7. Recast	G. To tell someone that they have done well
8.	H.

1	2	3	4	5	6	7	8

Provide an example for each of these functions of teacher language in the classroom

1. Acknowledge: to show that you have seen or understood.

Example: - the teacher might nod her head or say 'yes'.

2. Convey meaning: to express or communicate meaning.

Example:

3. Elicit: to ask targeted questions to get learners to give information

Example:

4. Narrate: to tell a story or talk about something that happened

Example:

5. Praise: to tell someone that they have done well

Example:

6. Prompt: to help learners think of ideas or to remember a word

Example:

7. Recast: to reword a sentence or phrase to improve it

Example:

8. Simplify: to make something easier

Example:

For questions **1–9**, match each example of teachers' classroom language with its function listed **A–F**. You need to use some options more than once.

Functions

A giving instructions

B correcting student errors

C eliciting vocabulary

D narrating

E explaining about language

Examples of teachers' classroom language

T = teacher

S = student

1 T: Turn your chairs round and sit back to back

2 S: The man is working home.

T: Pronunciation.

S: Er...he's walking home.

T: That's right.

3 T: The present perfect is also used to talk about recent events.

4 T: While Maria was working, the thief took her handbag.

S: Where was her handbag?

T: Under her chair. Anyway, then she turned around and ...

5 T: Read the postcard quickly and decide if the writer is enjoying his holiday.

6 T: What's the man doing in the picture?

S: He's going up the mountain

T: Yes, and do you know another word for 'going up'?

7 T: If you don't sleep well, how do you feel?

8 S: I spoke with grand mummy.

T: You spoke with your grandma.

S: Yes, I spoke with my grandma.

9 T: This sound is produced by putting your tongue against your teeth.

Session 27: Teaching Difficult And Shy Students

Tips on Teaching Shy Students

Some reasons why students don't participate:

- They don't understand the activity
- They are weak in English and lack confidence, so they don't think they are able to do the work
- They are afraid of what their peers will think of them if they actively participate; they don't want to be embarrassed.
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Ways of encouraging shy learners to participate more

- Give clear instructions and model the activity so that students know what to do
- Use routines and repeat activities so students are familiar with them.
- Find out what interaction patterns students like and dislike. Teens may prefer to work with the same gender. They may work better with their friends. They may work better with the same or different levels.
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Praising shy learners when they do participate

- When students do participate, praise them. They need to be encouraged so that they will participate more in the future.

Avoiding too much criticism of shy students

- First, focus on getting shy students to talk and participate more. So don't focus too much on their mistakes. Once they become more comfortable with participating you can address some of their mistakes.

Establishing a good rapport and a safe, non-threatening environment

- Be friendly yet firm. It's okay for students to enjoy the class. But they also must work and take learning seriously.
- Let students know that it is okay to make mistakes. Some students don't speak because they are afraid of making mistakes.
- Never embarrass a student in front of the others.

- Avoid shouting at students and showing your anger. This will make them feel uncomfortable and they may lose respect for you.
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How can we support our students so that they are more willing and confident to speak English?

- Create an English environment by using English as much as possible as the teacher.
- Encourage students to only use English during activities.
- Encourage students to use classroom language.
- Post classroom language in the room and point to it to remind students of the language they need.
- Teach and encourage students to use follow-up questions.
- Maximize student speaking time, by giving Ss more opportunities to speak, and by including more pair and small group activities in our lessons.
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Session 28: Teaching Speaking

Introduction

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

What Is "Teaching Speaking"?

What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns
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How To Teach Speaking

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Activities To Promote Speaking

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:
Is money important in your life? Why?

- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a

spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Suggestions For Teachers in Teaching Speaking

Here are some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
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Do you agree with this statement or not?

“Every student should speak some English in every lesson”

- Ask the trainees to work in pairs and discuss the question.

“If there are 58 students in the class and the lesson only lasts 45 minutes, how can every student practice speaking English every lesson?”

- ***What is a Speaking Activity?***

Write **S** for if it's a speaking activity and **NS** for if it's not a speaking activity:

1. _____ 2 students stand up and read a listening transcript aloud.
2. _____ The teacher lectures and students take notes.
3. _____ In pairs, students read a conversation from EFC aloud.
4. _____ In groups, students read a question from EFC and discuss the answers.
5. _____ Students look at a picture and name the things they see in the picture.
6. _____ Students do a grammar exercise quietly. Then teacher calls on students to read them.
7. _____ The teacher puts a question on the board and students ask a partner the question.
8. _____ Teacher writes a question on the board, students copy the question, write down the answer, and then read the answer to their partner.
9. _____ Students do group work and then report what they talked about to the class.
10. _____ Students tell a partner about their plans for the weekend as a warm up at the beginning.

- **Discuss the following statements. Say if you Agree or Disagree with it.**

1. When the teacher corrects the students by telling them the right answers, students don't remember what they said wrong. Students will continue making the same mistakes.
2. When the teacher elicits correction from the students and encourages them to correct themselves, the students learn from their mistakes.
3. The teacher should correct every mistake the students make.
4. Mistakes are bad. The teacher should not encourage them.
5. Students are not able to correct their own mistakes.
6. In a good lesson the students don't make any mistakes.
7. When a student makes a mistake it means the student is trying out something new; it means real learning is taking place in the lesson.
8. Students don't like correcting each other.
9. Most correction for accuracy and form happens in the drill.
10. Most correction for meaning and use happens in the production stage.
11. Most direct correction happens during pair work and group work.
12. Most indirect correction happens in a teacher whole class situation.

- **Do you agree with these statements or not?**

Statements	Agree/ Disagree
a) Mistakes are always bad.	
b) Every mistake a student makes should be corrected.	
c) Only the teacher can correct student's mistakes.	
d) Students can correct most mistakes by themselves.	

- Have a look at the mistake and decide whether it is a mistake relating to grammar, vocabulary, pronunciation or usage.

- | |
|--|
| <p>a. Yesterday he buyed a car.</p> <p>b. My father is a mechanic. ('Mechanic' pronounced, wrongly, /'mi:tʃænik/</p> <p>a. Thida asks me if I like her new robe?</p> <p>b. Sok play football every day</p> <p>a. I go school by bicycle.</p> <p>b. Excuse me, I am late.</p> |
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- **Are the following statements True or false?**

- Most spoken mistakes do not stop listeners understanding the speaker.
- Students cannot correct themselves.
- Mispronouncing a word or using a word incorrectly may cause a misunderstanding between a speaker and a listener.

- **When do we correct the students' mistakes?**

- What are controlled practice activities? What do they practice?

Can you give some examples of controlled practice activities?

- What are freer practice activities? What do they practice?

Can you give some examples of freer practice activities?

- **You have to decide what the mistake is and what the correct form should be**

Mistakes	Types of mistakes	Types of correction
1. There are six window in the room.		
2. Yesterday Sok swim in the river.		
3. My house is beautifuller than yours.		
4. There aren't some books in the cupboard		
5. We has got a kind teacher.		
6. Everyday I am going to work.		
7. What shall we do? I am boring.		
8. Hi Chanta, you look fat today!		
9. Thida is Polokar sister.		
10. My nationality is Cambodia.		
11. The Japanese make many cars. Their factories are very provocative.		
12. Next week I am visiting to Siem Reap.		
13. Bopha is very clever. He wants to be a doctor.		
14. The house big is		

Methods of Correcting Spoken Mistakes

1) Question Marks

Use: to highlight mistakes

Sample mistakes: "I go yesterday."

Use a question mark in your voice and raise your eyebrows to highlight the mistake.

Student: "I go yesterday."

Teacher: (Teacher raises her/his eyebrows)"Go?"

Students: "I went yesterday."

2) Make the Student Think Again

Use: to highlight mistakes

Sample mistakes: Last Sunday my sister and I go for a walk.

Repeat the sentence but stop before the mistake. Gesture at the student to try again.

Student: "Last Sunday my sister and I go for a walk."

Teacher: "Last Sunday my sister and I ..." (Teacher raises eyebrows and waits for the student to correct her/himself)

Students: "Last Sunday my sister and I went for a walk."

3) Alternatives

Use: most errors

Give the student an alternative. Repeat the wrong answer and say the correct one as well. Put a question mark in your voice and get the students to choose the correct answer.

Student: "He is more tall than Sok."

Teacher: "He is more tall than Sok or He is taller than Sok?"

Student: "He is taller than Sok."

Student: "Where is they going?"

Teacher: "is or are?"

Student: "are" "Where are they going?"

4) Gestures

Use: wrong word order, intonation and wrong tenses

Gestures can be used to highlight and correct students' mistakes.

E.g.

- indicating the past tense
- indicating the present tense
- indicating the future tense
- indicating wrong word order

The teacher makes an appropriate gesture but doesn't say anything. She/he waits for the student to correct her/himself.

Facial expressions can be used.**Examples:**

- frowning (pretending to be cross)
- raising eyebrows (looking surprised)
- shaking the head (indicating something is wrong)
- nodding the head (indicating something is right)

5) "S" card

Use: when students forget to pronounce final's'

Sample mistakes: There are three dog in the picture. This is Thida book. He play football.

Write a large 'S' on a small piece of card. Keep it in your pocket. Every time a student forgets to pronounce the 's' at the end of a word, hold the card up but don't say anything. Let the student correct her/himself.

6) Finger Correction

Use: to draw attention to missing syllables or words

to indicate unnecessary words

to draw attention to short forms and linking

a) Missing Syllables or Wrong Words

Sample mistake: Thida is singer.

Hold one hand in front of you, with your palm facing you. You have to start from your right, use each finger of this hand to represent one word (or one syllable). Say each word of the sentence (or each syllable) and point to the fingers it represents with your other hand. When you come to the finger representing the missing word (or syllable), use your other hand to shake it to show the students that something is missing.

b) Unnecessary Words

Sample mistake: I am agree with you.

Use each finger to represent a word. Use your other hand to point to each finger as you say each word. When you get to the unnecessary word, use the other hand to hold down that finger, to show that the student should take that word away. (Don't forget to work from right to left.)

c) Short Forms and Linking

Example: I have got a car. (I've got a car.)

Use each finger of one hand to represent a word. Say the sentence in the long form or without linking using the other hand to point to each finger. Use the other hand to push the two fingers together which represent the short form or the words that should be linked.

(Remember to work from right to left.)

7) Prompts

Use: most errors in controlled practice

Use the board to elicit correct answers. In most lessons, especially during drills and controlled practice, the form of the target item will be written on the board. When a student makes a mistake, don't say anything but point to the correct form on the board. Let the student correct by her/himself.

Teaching Speaking Skills

A speaking lesson follows the same before/ during /after format as other skills lessons:

The Stages of Speaking Lesson		
<ul style="list-style-type: none"> ➤ Before Speaking <p>Lead-in Pre- teach/Revision vocabulary</p> <ul style="list-style-type: none"> - Set the scene: - Pre-Speaking Task + Drill (Mini drill) + Pair work <ul style="list-style-type: none"> ➤ Main Speaking Tasks <p>Task 1: (Find someone who...) Task 2: (Interview)</p> <ul style="list-style-type: none"> ➤ Post speaking Task <p>(Different skills) (Short writing activity)</p>	<p>Before Speaking</p> <p>Lead in:</p> <p>Introduction the topic. It helps if you can give the learners some inputs which will provide them with ideas a brainstorm around the topic or a short introductory listening or reading text.</p> <p>Language focus:</p> <p>You can also introduce key vocabulary and useful expressions.</p> <p>During/ while/ Main Speaking</p> <p>Preparation:</p> <p>Set up the speaking task with clear instructions. Learners work in pairs or groups to carry out the task. While they do this you can circulate, listening to the learners to see how they are doing. You can take notes of errors and areas of difficulty for feedback later.</p>	<p>After Speaking</p> <p>Language focus:</p> <p>Here you can focus on problem areas and error correction.</p> <p>Transfer:</p> <p>You can follow up the speaking task with a writing activity.</p>

Lesson Plan Cover Sheet
(Sample Lesson Plan)
Teaching Speaking Skills

NIE Trainee name

Date

Homeroom teacher name

Grade:

NIE Trainer name

Number of students

School:

Class

EFC book 3 Chapter 5 Unit 1: Telling the Jokes

Page numbers 26-27.....

Duration: 50 minutes

1. Main aim of lesson- By the end of the lesson students will be able ask and answer questions by using likes/ like verb+ ing with all persons. (I, you, he, she, we they) fluently
2. Subsidiary aim(s) of lesson- Students will get practice writing sentences by using likes/like +verb+ ing about their classmates and the members in their family
3. Potential problems- Students may have problem using likes with 3rd person singular
4. Solutions to potential problems- I will remember to highlight (**likes with 3rd person singular**) and take note when monitoring
5. Teaching aids, materials, equipment – EFC books, WB, SNBs and handouts for Find someone who..? activity.
6. Personal objectives- I will focus on how to do the correction after each activity.
7. Homework for next lesson- Asks the students to read the dialogue and answer the questions in section A.

LESSON PLAN PROCEDURE SHEET

Stages	Materials	Time	Interaction	Procedures	Purposes
Lead in Opening		2		- Greetings - Teacher checks the attendance. - Who are absent today? Does anyone know why s/he is absent?	To give the students message that is the time to start the lesson.
Warmer		3		Brainstorm - Now everyone, I would like you to give me a verb <div style="text-align: center;"> climb read draw dance play drive sing speak watch visit Verbs write tell play cook wash take buy swim paint darn knit </div> - Please take out your note book and write some verbs. - Please come and write some more verbs on the board	To revise some words they have known in order to give them as clues to help them in the main and post speaking tasks
Pre-teach/ Revising vocabulary		5		- hobby (n) (explanation) an activity that you do for pleasure when you are not working. - novel (n) (synonym) What is another word for a long story? - go jogging (mime or explanation) the activity of running at a slow regular speed - do the washing up (explanation) What do you do with your dirty plates? - do the washing (example) You do the washing up with your dirty plants. How about your dirty clothes?	

Set the scene		2		<p>- Teacher asks the students these questions</p> <ol style="list-style-type: none"> 1. What did you do last weekend?..... 2. Where did you go for your last holiday?..... 3. What are you going to do this weekend?..... 	
Pre-Speaking Task		5		<p>+ Drill</p> <p>- Teacher writes this question on the board and then elicits the answers and drills them.</p> <p>What do you like doing in your free time?</p> <ol style="list-style-type: none"> 1. I like listening to music in my free time. 2. I like playing the piano in my free time. 3. 4. 5. 6. <p>+ Pair-work</p> <p>- Now I would like you to work in pairs ask each other and write down the answers.</p> <p>- What are you going to do? Do you write you own answers? Whose answers are you going to write?</p> <p>- Teacher asks one or two students to report their friends' answers?</p>	
Main Speaking Tasks		10		<p>Task 1: (questionnaire) (5mins)</p> <p>- Now I would like you to work in pairs ask and answer questions in section B.</p> <p>- How many questions are there?</p> <p>- Are you going to work alone?</p> <p>- Who is your partner, Pito?</p> <p>- What does Monica like doing in her free time?</p>	

			<table><tr><td>Monica Socheata The girl She Your sister Your brother They He</td><td>likes like</td><td>reading playing jogging telling doing</td><td>Jokes. the piano. the washing. her new novel. with her boyfriend.</td></tr></table> <p>- Teacher asks 2/ 3 students to report to the class</p> <p>- Teachers correct common mistakes as a whole class.</p>	Monica Socheata The girl She Your sister Your brother They He	likes like	reading playing jogging telling doing	Jokes. the piano. the washing. her new novel. with her boyfriend.																													
Monica Socheata The girl She Your sister Your brother They He	likes like	reading playing jogging telling doing	Jokes. the piano. the washing. her new novel. with her boyfriend.																																	
		10	<p>Task2 (Find someone who...)</p> <p>- Would you like to draw this table into your notebooks? (or provide handouts)</p> <p>- Now I would like you to stand up, walk around and ask your friends in order to fill in the table.</p> <p>- Do you like telling jokes, Vuthy? Yes I do.</p> <p>- Teacher walks around and takes note on command mistakes.</p> <table><tr><td>N</td><td>Find someone who...</td><td>...like</td><td>doesn't like</td></tr><tr><td>1.</td><td>...telling jokes?</td><td>Vuth</td><td>.....</td></tr><tr><td>2.</td><td>...reading novel?</td><td>.....</td><td>.....</td></tr><tr><td>3.</td><td>...listening to music?</td><td>.....</td><td>.....</td></tr><tr><td>4.</td><td>...doing the washing?</td><td>.....</td><td>.....</td></tr><tr><td>5.</td><td>...cooking?</td><td>.....</td><td>.....</td></tr><tr><td>6.</td><td>...drinking beer?</td><td>.....</td><td>.....</td></tr><tr><td>7.</td><td>...jogging?</td><td>.....</td><td>.....</td></tr></table>	N	Find someone who...	...like	doesn't like	1.	...telling jokes?	Vuth	2.	...reading novel?	3.	...listening to music?	4.	...doing the washing?	5.	...cooking?	6.	...drinking beer?	7.	...jogging?	
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7.	...jogging?																																	

				<ul style="list-style-type: none">- Please get into pairs, look at your tables and tell your partners.- One or two students are asked to report to the class.- Teacher corrects common mistakes as a whole class.	
Follow Up Post Speaking Task		7	Writing activity <ul style="list-style-type: none">- I would like you to write some sentences about your classmates. (Focus on task2)- I would like you to write some sentences about people in your families or about your close friends. (If the teacher doesn't have time, asks students to do as their homework).		
Closing		3		<ul style="list-style-type: none">- What have you learned? Teacher tells the students to get into pairs and tell their partners about what their have learned- Thank you for your attention!!!	

Peer teaching

- Asks trainees to get into 6 groups
- They are asked to write **Teaching Speaking Skill Lesson Plans**

Session 29: Integrating Skills And IBL

វិធីសាស្ត្របង្រៀនតាមបែបវិទ្យាសាស្ត្រ

១. ការបង្រៀន និងរៀនតាមបែបវិទ្យាសាស្ត្រ

ក. ទិដ្ឋភាពផ្ទៀងផ្ទាត់វិទ្យាសាស្ត្រសង្គម

ជាដំបូងយើងមើលថ្នាក់រៀនវិទ្យាសាស្ត្រ និងវិទ្យាសាស្ត្រសង្គម ដែលកំពុងអនុវត្តក្នុងសាលារៀន នៅតាមតំបន់មួយចំនួននៅលើពិភពលោក។ ចូរស្រមៃគិតពីទិដ្ឋភាពផ្ទៀងផ្ទាត់ខាងក្រោម៖

• ទិដ្ឋភាពទី ១

គ្រូអានសៀវភៅៗ “តើដំណាំ យថាផលជាអ្វី?” នៅក្នុងសៀវភៅវិទ្យាសាស្ត្រសង្គម។ សិស្ស អង្គុយនៅតាមកន្លែងរបស់ពួកគេដោយស្ងៀមស្ងាត់ ហើយថាតាមពាក្យដែលមាននៅក្នុងសៀវភៅ។ ជួន កាល គ្រូហៅសិស្សមួយចំនួនឱ្យអានសៀវភៅរបស់គេៗជំនួសការអានរបស់គាត់។

បន្ទាប់ពីសិស្សអានសៀវភៅហើយ គ្រូចែកសិស្សជាក្រុម សិស្សរកលក្ខណៈសម្គាល់នៃដំណាំ យថាផលនៅលើក្រដាសធំ រួចហើយឡើងបង្ហាញតាមក្រុម។

• ទិដ្ឋភាពទី២

ដំបូងប្រាប់សិស្សថាពួកគេនឹងរៀនអំពីប្រភពនៃសំរាមនៅក្នុងមេរៀននេះ។ រួចគាត់អាចសួរសិស្ស ថា តើសំរាមជាអ្វី? ហើយមានប្រភពមកពីកន្លែងណា? បន្ទាប់មកគាត់ឱ្យសិស្សបើកសៀវភៅអត្ថបទ វិទ្យា សាស្ត្រសង្គម ហើយអានពីរបីទំព័រដែលសរសេរអំពី “សំរាម”។

បន្ទាប់មកទៀត គាត់បង្ហាញសកម្មភាពស្រាវជ្រាវរបស់ប្រភពនៃសំរាម ហើយប្រាប់ចម្លើយទៅសិស្ស ។ ជាចុងក្រោយសិស្សសរសេរអំពីប្រភពនៃសំរាមចូលទៅក្នុងសៀវភៅសរសេររបស់គេ។

តើអ្នកគិតយ៉ាងដូចម្តេចអំពីវិធីសាស្ត្របង្រៀនទាំងពីរខាងលើនេះ? តើវាស្រដៀងគ្នានឹងវិធីសាស្ត្រ បង្រៀនរបស់អ្នក ឬទេ? តើសហការរបស់អ្នក បង្រៀនមេរៀនវិទ្យាសាស្ត្រសង្គមដូចនោះដែរឬទេ?

ខ. មូលដ្ឋានគ្រឹះក្នុងការណែនាំពីវិធីសាស្ត្របង្រៀនតាមមុខវិជ្ជាណីមួយៗ

ឥឡូវនេះ គ្រូបង្រៀនទាំងអស់នៅលើពិភពលោកបានស្គាល់អំពី “គោលវិធីសិស្សមជ្ឈមណ្ឌល” យ៉ាងហោចណាស់ក៏ស្គាល់ពីឈ្មោះរបស់វាដែរ។ ទោះជាយ៉ាងណាក៏ដោយ នៅមានការយល់ច្រឡំមួយ ចំនួននៅក្នុងចំណោមគ្រូបង្រៀនទាំងនោះ។ គ្រូបង្រៀនភាគច្រើនយល់ថា ការបង្រៀនរបស់ពួកគាត់បាន អនុវត្តតាមគោលវិធីសិស្សមជ្ឈមណ្ឌលហើយ។ គ្រូមួយចំនួនបាននិយាយថា “ខ្ញុំឱ្យសិស្សធ្វើការជាក្រុម រៀងរាល់ម៉ោងបង្រៀន” ឬ “ខ្ញុំតែងតែសួរសំណួរជាច្រើនទៅសិស្សរបស់ខ្ញុំ ដើម្បីឱ្យពួកគេមានការគិតច្រើន” ឬ “ខ្ញុំផ្តល់ឱកាសច្រើន ដើម្បីធ្វើការអនុវត្ត” ឬ “ខ្ញុំធ្វើការពិសោធន៍ជាញឹកញាប់”។ តើយើងអាចនិយាយ បាន ថាគោលវិធីបែបនេះសុទ្ធតែជាគោលវិធីសិស្សមជ្ឈមណ្ឌលដែរឬទេ?

ដូចលោកគ្រូ អ្នកគ្រូដឹងស្រាប់ហើយថា ចម្លើយពិតណាស់ គឺ “ទេ”។ វិធីសាស្ត្រទាំងនោះមិនបាន ឈានទៅរកការសិក្សាតាមបែបគោលវិធីសិស្សមជ្ឈមណ្ឌល ដែលមានលក្ខណៈពេញលេញនោះទេ។ ជា ឧទាហរណ៍ ដូចដែលយើងបានឃើញជារឿយៗមកហើយដូចជា៖

- ចំពោះការធ្វើការជាក្រុម ៖ មានសិស្សតែពីរបីអ្នកប៉ុណ្ណោះ ដែលបានគិត និងបានចូលរួមធ្វើសកម្មភាព ហើយសិស្សដទៃទៀតបានតែអង្គុយមើល ដោយមិនបានជួយអ្វីទាំងអស់។ ឬមួយក៏គ្រូដាក់សំណួរ

ឱ្យសិស្សទៅតាមក្រុមនីមួយៗ ហើយមានសិស្សពូកែម្នាក់ ឬពីរនាក់ ដែលជាអ្នកឆ្លើយនឹងសំណួរនោះ។

- ចំពោះការធ្វើពិសោធន៍ ៖ គ្រូជាអ្នកធ្វើពិសោធន៍ ក៏ប៉ុន្តែ (១) វាមិនបានផ្តល់ឱ្យសិស្សនូវចំណេះដឹង និងជំនាញថ្មីៗ ដែលទាក់ទងផ្នែកវិទ្យាសាស្ត្រទេ (២) លទ្ធផលដែលទទួលបាន វាមិនបានសម្រេចតាមគោលបំណងនៃមេរៀននោះឡើយ (៣) ការសន្និដ្ឋានរបស់សិស្សបានមកពីការរកឃើញនៅក្នុងសៀវភៅពុម្ព ដែលមិនមែនបានមកពីលទ្ធផលធ្វើការពិសោធន៍នោះទេ។

នៅក្នុងករណីខាងលើនេះ ដំណើរការនៃការបង្រៀន-រៀន គឺវាស្ថិតនៅឆ្ងាយពីគោលវិធីសិស្សមជ្ឈមណ្ឌល ឬមានលក្ខណៈមិនពេញលេញ។ ដូចនេះ តើអ្នកគិតថាមានអ្វី ដែលនាំឱ្យមានការសន្និដ្ឋានបែបនេះ? គំនិតភាគច្រើនគិតថា គោលវិធីសិស្សមជ្ឈមណ្ឌល ដែលផ្តោតទៅលើការអប់រំវិទ្យាសាស្ត្រ គណិតវិទ្យា ភាសា និងវិទ្យាសាស្ត្រសង្គម ពុំទាន់បានណែនាំឱ្យបានល្អិតល្អន់ ដល់គ្រូបង្រៀនដែលទាក់ទងនឹងគោលវិធីសិស្សមជ្ឈមណ្ឌលនេះនៅឡើយទេ។

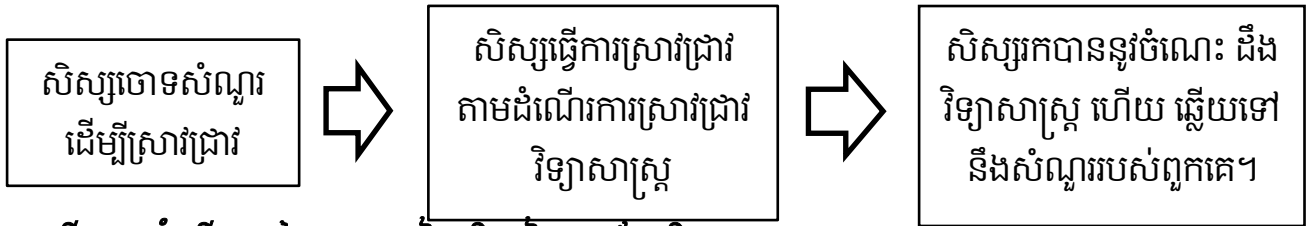
□ការ រិះរក□ គឺជាវិធីសាស្ត្របង្រៀនមួយនៅក្នុងគោល វិធីសិស្ស មជ្ឈមណ្ឌល ដែលផ្តោតទៅលើការអប់រំវិទ្យាសាស្ត្រ និង វិទ្យាសាស្ត្រសង្គម។ ការណែនាំអំពីគោលវិធីនេះ ផ្តល់ឱ្យគ្រូបង្រៀន បង្រៀនមេរៀន វិទ្យាសាស្ត្រ និងវិទ្យាសាស្ត្រសង្គមមានទិដ្ឋភាពច្បាស់លាស់មួយ។

គ. តើអ្វីជាការបង្រៀន និងរៀនតាមបែបរិះរក?

“ការរិះរក” គឺ “ការរកចំណេះដឹងតាមរយៈសំណួរ”។ ដូច្នេះការបង្រៀន និងរៀនតាមបែបរិះរក គឺជាការបង្រៀន ដែលលើកទឹកចិត្តសិស្សឱ្យធ្វើការជាមួយគ្នា ដើម្បីផ្តល់ចម្លើយទៅនឹងចម្លើយរបស់ពួកគាត់ ជាងការបង្រៀនដោយផ្ទាល់ពីគ្រូ និងធ្វើអ្វីៗតាមគ្រូ។ ការងាររបស់គ្រូនៅក្នុងការបង្រៀន និងរៀនបែបរិះរក គឺមិនមែនផ្តល់ចំណេះដឹងទៅឱ្យសិស្សទេ ប៉ុន្តែត្រូវជួយសិស្សឱ្យរកបាននូវចំណេះដឹងដោយខ្លួនគេ។

ការរៀន និងការបង្រៀនតាមបែបរិះរក តម្រូវឱ្យសិស្សសង្កេត និងវិភាគអំពីបាតុភូតវិទ្យាសាស្ត្រ ដើម្បីបង្កើតសំណួរ ធ្វើពិសោធន៍ ឬធ្វើការស្រាវជ្រាវ ដើម្បីឆ្លើយទៅនឹងសំណួរ និងទាញសេចក្តីសន្និដ្ឋានសមស្របមួយ តាមរយៈលទ្ធផលការធ្វើពិសោធន៍ ឬការសិក្សាស្រាវជ្រាវ។ នៅក្នុងដំណើរការនេះ សិស្សនឹងយល់ពីខ្លឹមសារបានស៊ីជម្រៅ ទទួលបានជំនាញ និងចំណេះដឹងតាមបែបវិទ្យាសាស្ត្រយ៉ាងពិតប្រាកដ។

នៅពេលដែលសិស្សរៀនវិទ្យាសាស្ត្រ ឬវិទ្យាសាស្ត្រសង្គមនៅក្នុងថ្នាក់តាមបែបរិះរក ពួកគេក្លាយជា “អ្នកវិទ្យាសាស្ត្រពាក់កណ្តាល” ទៅហើយ ពីព្រោះពួកគេប្រើប្រាស់វិធីសាស្ត្រដូចគ្នានឹងអ្នកវិទ្យាសាស្ត្រប្រើនៅពេលធ្វើការស្រាវជ្រាវដែរ។ ដំណើរការដែលសិស្សត្រូវធ្វើនៅក្នុងការបង្រៀន និងរៀនតាមបែបរិះរក គឺបង្ហាញដូចនៅក្នុងរូបទី ១ ខាងក្រោម។



រូបទី ១ ៖ ដំណើរការនៃការ បង្រៀន និងរៀនតាមបែបរិះរក

ក្នុងការបង្រៀន និងរៀនតាមបែបរិះរក គ្រូបង្រៀនក៏អាចទទួលបានផងដែរនូវបទពិសោធន៍ អំពីការសិក្សាវិទ្យាសាស្ត្រ និងវិទ្យាសាស្ត្រសង្គម តាមបែបគោលវិធីសិស្សមជ្ឈមណ្ឌល ទោះបីជា វិធីសាស្ត្រនៃការ

បង្រៀន-រៀនតាមបែបរិះរក ទាមទារឱ្យគ្រូបង្រៀនត្រូវមានចំណេះដឹងខ្ពស់ខាងផ្នែកវិទ្យាសាស្ត្រ និងវិទ្យាសាស្ត្រសង្គម និងជំនាញក្នុងការបង្រៀនខ្ពស់ជាងវិធីសាស្ត្រធម្មតាក្តី។

២. ប្លង់មេរៀនតាមបែបរិះរក

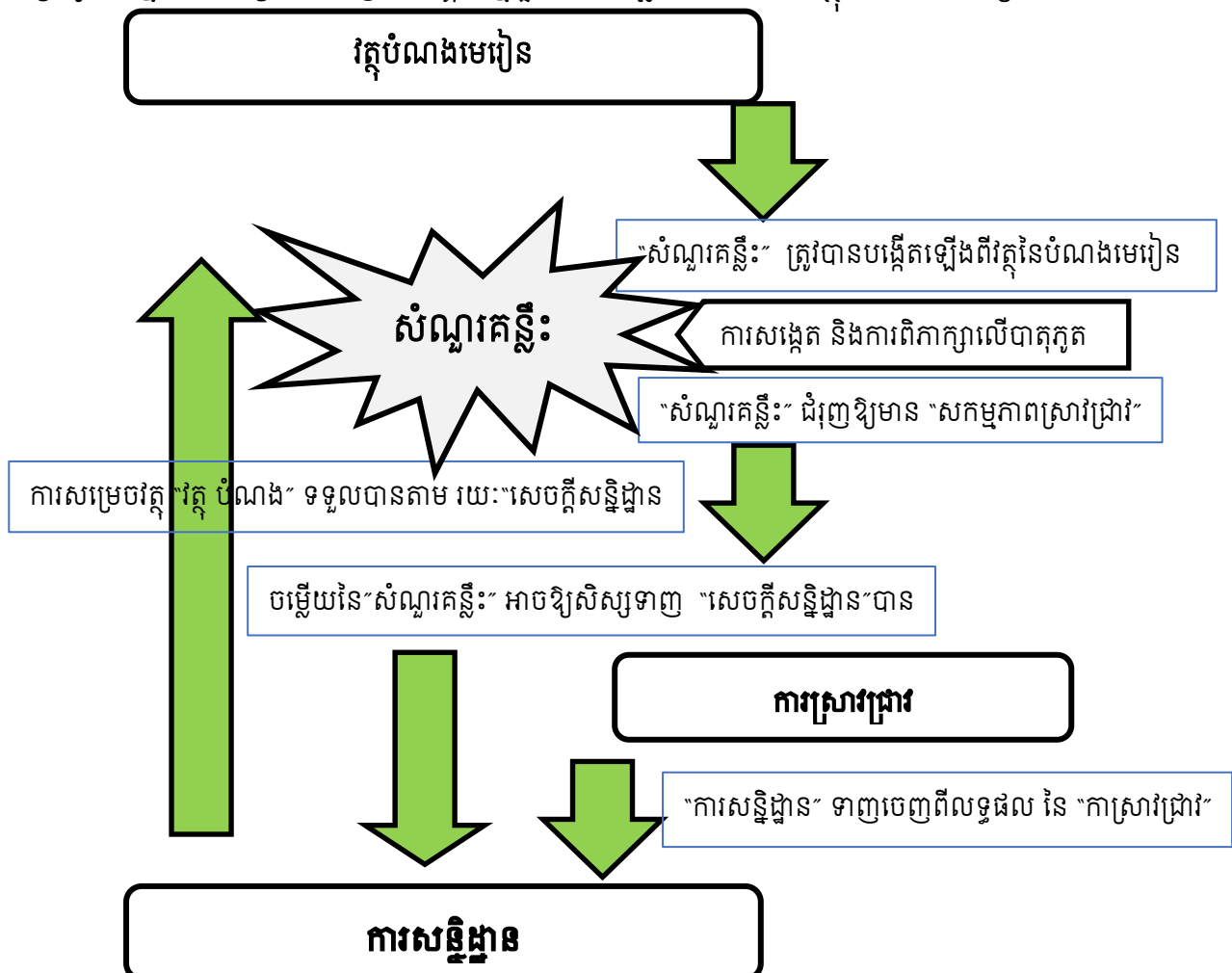
ក. សមាសភាគក្នុងការបង្រៀន និងរៀនតាមបែបរិះរក

ដូចជាការបង្រៀននៅក្នុងថ្នាក់ធម្មតាដែរ ការបង្រៀន និងរៀនតាមបែបរិះរកមានវត្ថុបំណងមេរៀន និងសកម្មភាព ដែលបម្រើឱ្យវត្ថុបំណងនោះ។ តារាងទី ២ ខាងក្រោមនឹងបង្ហាញពីទំនាក់ទំនងរវាងសមាសភាគនៃការបង្រៀន និងរៀនវិទ្យាសាស្ត្រតាមបែបរិះរកដែលរួមមាន “ទំនាក់ទំនងវត្ថុបំណងមេរៀន” “ការបង្ហាញបាតុភូត” “សំណួរគន្លឹះ” “ការស្រាវជ្រាវ” និង “ការសន្និដ្ឋាន”។

ខ. សំណួរគន្លឹះ

លក្ខណៈសំខាន់បំផុត ដែលធ្វើឱ្យការបង្រៀន និងរៀនតាមបែបរិះរកខុសពីការបង្រៀន និងរៀនតាមបែបផ្សេងៗទៀត គឺ “សំណួរគន្លឹះ” ឬ “សំណួរចាំបាច់” ដែលមានតួនាទីសំខាន់នៅក្នុងការបង្រៀន និងរៀន។

ដូចដែលបានបង្ហាញនៅក្នុងតារាងខាងក្រោម “សំណួរគន្លឹះ” ត្រូវបានបង្កើតឡើងផ្អែកតាមការសង្កេត និងការពិភាក្សារបស់សិស្សទៅលើបាតុភូតវិទ្យាសាស្ត្រ និងបាតុភូតសង្គម ដែលគ្រូបានផ្តល់ឱ្យ។ បន្ទាប់មកសិស្សត្រូវពិភាក្សា និងបង្កើតសម្មតិកម្ម ដោយមានហេតុផលច្បាស់លាស់ ដើម្បីរៀបចំសកម្មភាពប្រមូលទិន្នន័យ សម្រាប់ទាញសេចក្តីសន្និដ្ឋានដែលឆ្លើយតបទៅនឹងវត្ថុបំណងនៃមេរៀន



រូបទី ២ ៖ ទំនាក់ទំនងរវាងសមាសភាគមេរៀន

គ. ការស្រាវជ្រាវនៅក្នុងការបង្រៀន និងរៀនតាមបែបវិវិក

“ការស្រាវជ្រាវ” រួមមាន ការពិសោធន៍ ការស្វែងរក ការសង្កេត និងការវិភាគ គួររៀបចំឱ្យបានល្អ ដើម្បីឆ្លើយតបទៅនឹង “សំណួរគន្លឹះ” និងដើម្បីទាញនូវ “សេចក្តីសន្និដ្ឋាន” ដូចដែលបានរំពឹងទុក។ ជាញឹកញយកំហុសតែងតែកើតមានចំពោះគ្រូដែលទើបចាប់ផ្តើមបង្រៀនដោយប្រើវិធីសាស្ត្របង្រៀន និងរៀនតាមបែបវិវិកគឺ៖

- ការរៀបចំពិសោធន៍ដែលមិនសូវទាក់ទងទៅនឹងសំណួរគន្លឹះ ឬវត្ថុបំណងមេរៀន
- ព័ត៌មានឬខ្លឹមសារមេរៀន ដែលទទួលបានការស្វែងរកនៅក្នុងក្រុមពិភាក្សានីមួយៗមិនទាក់ទងនឹង សំណួរគន្លឹះ ឬវត្ថុបំណងមេរៀន
- ការយកចិត្តទុកដាក់តិចតួចទៅនឹងលទ្ធផលរបស់សិស្ស ដែលខុសឆ្ងាយទៅនឹងលទ្ធផលដែលរំពឹងទុក និងចំណុចផ្សេងៗទៀត ។
- បញ្ហាដែលកើតមានទាំងអស់ខាងលើបណ្តាលមកពីគ្រូមានបទពិសោធន៍តិចតួចចំណេះដឹងខាងមុខវិជ្ជាឯកទេសខ្សោយវិធីសាស្ត្របង្រៀននៅមានកម្រិត និងលំដាប់លំដោយពិសោធន៍ ឬការរៀបចំឯកសារ ឬប្រមូលឯកសារមិនច្បាស់លាស់។ ដូចនេះដើម្បីអនុវត្តនូវការបង្រៀននិងរៀនតាមបែបវិវិកបានល្អទាមទារឱ្យគ្រូសិក្សាស្រាវជ្រាវឱ្យបានច្រើនអំពីខ្លឹមសារដែលត្រូវបង្រៀន។

ឃ. សេចក្តីសន្និដ្ឋានលើការបង្រៀននិងរៀនតាមបែបវិវិក

យើងត្រូវតែមានការប្រុងប្រយ័ត្នខ្ពស់លើ“ការសន្និដ្ឋាន”ចំពោះការបង្រៀន និងរៀនតាមវិវិក។ គួររំពឹកថាគ្រូមិនត្រូវធ្វើសេចក្តីសន្និដ្ឋាននោះទេក៏ប៉ុន្តែសិស្សទៅវិញទៅមកដែលត្រូវទាញសេចក្តីសន្និដ្ឋានដោយផ្អែកលើសកម្មភាពស្រាវជ្រាវឬលទ្ធផលពិសោធន៍របស់ពួកគេ។ ទោះជាយ៉ាងណាក៏ដោយចំពោះបញ្ហានេះលទ្ធផលពិសោធន៍ឬលទ្ធផលស្រាវជ្រាវមួយចំនួនពិតជាមានកំហុសឬល្អៗខ្លះៗ ដែលនាំឱ្យមានការសន្និដ្ឋានខុសពីការរំពឹងទុកជាក់ជាពុំខាន។ ភាគច្រើនលទ្ធផលទាំងនោះបណ្តាលមកពីជំនាញនៃការវាស់វែង ឬការស្រាវជ្រាវរបស់សិស្សពុំបានត្រឹមត្រូវ និងមួយចំនួនទៀតគឺកំហុសដែលមិនអាចជៀសផុត ដែលតែងតែកើតមាននៅក្នុងការពិសោធន៍ ឬការស្រាវជ្រាវ។ គ្រូត្រូវតែពិនិត្យរាល់ដំណើរការទាំងអស់នៅក្នុងការពិសោធន៍ ឬការស្រាវជ្រាវរបស់សិស្ស ហើយជួយសិស្សឱ្យធ្វើបានត្រឹមត្រូវ។ ប្រសិនបើមានការសន្និដ្ឋានផ្សេងៗគ្នាក្នុង ចំណោមក្រុមសិស្សផ្សេងៗគ្នា គ្រូត្រូវសម្រេចចិត្តថាតើពួកគេត្រូវបន្តការពិភាក្សាតទៅទៀត ឬសម្របសម្រួលឱ្យពួកគេទាញសេចក្តីសន្និដ្ឋាន ដែលសិស្សភាគច្រើននៅក្នុងថ្នាក់អាចទទួលយកបាន (ប៉ុន្តែមិនត្រូវបង្ខំនោះទេ) ឬក៏បង្រៀនមេរៀនមួយផ្សេងទៀតដើម្បីបញ្ជាក់ការសន្និដ្ឋានណាមួយត្រឹមត្រូវអាចទទួលយកបាន។

ម្យ៉ាងទៀតវាហាក់បីដូចជាគ្រូវិទ្យាសាស្ត្រ និងវិទ្យាសាស្ត្រសង្គមភាគច្រើនមានការច្រឡំរវាង“ការសន្និដ្ឋាន” និង “លទ្ធផលពិសោធន៍ ឬលទ្ធផលស្រាវជ្រាវ” តែការពិតគឺវាខុសគ្នាទាំងស្រុង។ ដូចដែលបានបង្ហាញនៅក្នុងតារាងទី២លទ្ធផលពិសោធន៍ ឬលទ្ធផលស្រាវជ្រាវ គឺមានន័យថាជាព័ត៌មានដែលទទួលបានក្រោយពីការធ្វើពិសោធន៍ឬការស្រាវជ្រាវ។ សន្និដ្ឋានបានមកពីវិភាគទៅលើលទ្ធផលពិសោធន៍ ឬលទ្ធផលនៃការស្រាវជ្រាវវាមិនត្រឹមតែបានផ្តល់ចម្លើយចំពោះសំណួរគន្លឹះប៉ុណ្ណោះទេ ប៉ុន្តែវាថែមទាំងបានឆ្លើយតប ទៅនឹងវត្ថុបំណងនៃមេរៀនទៀតផង។

៣. ពីបាតុភូតវិទ្យាសាស្ត្របាតុភូតសង្គម ឬព្រឹត្តិការណ៍សង្គមនៅការិរក

ក. “សំណួរគន្លឹះ” និង “ការបង្ហាញពីបាតុភូតឬព្រឹត្តិការណ៍”

“ការបង្ហាញពីបាតុភូត ឬព្រឹត្តិការណ៍” គឺជាសកម្មភាពតូចមួយធ្វើនៅដើមមេរៀនដែលត្រូវការការយកចិត្តទុកដាក់របស់សិស្សទៅលើខ្លឹមសារនៃមេរៀនហើយជួយឱ្យពួកគេបង្កើតនូវ “សំណួរគន្លឹះ” បាន។

ជាទូទៅ “ការបង្ហាញពីបាតុភូត ឬព្រឹត្តិការណ៍” ចាប់ផ្តើមឡើងចេញពីការសង្កេតបាតុភូតធម្មជាតិ និងព្រឹត្តិការណ៍សង្គមនានាជាយថាហេតុ រូបភាព ឬវីដេអូដែលទាក់ទាញ-ល-។ ដំណើរការនេះបន្តដោយការពិភាក្សារបស់សិស្សតាមរយៈការផ្តើមសំណួរដោយ “ហេតុអ្វី” ឬ “មានអ្វីប្រសិនបើ” ឬអ្វីមួយដែលជំរុញការគិតរបស់សិស្ស។ ឆ្លងតាមរយៈសកម្មភាពនេះត្រូវចាប់ផ្តើមបង្រួមទំហំការគិតរបស់សិស្សឱ្យកាន់តែតូចទៅៗ ដើម្បីផ្តោតលើសំណួរគន្លឹះរបស់មេរៀន ។ ចូរចាំថា “ការបង្ហាញពីបាតុភូតឬព្រឹត្តិការណ៍” មិនចាំបាច់ធ្វើឡើងគ្រប់មេរៀនទេ វាអាចលុបចោលបានប្រសិនបើមេរៀនថ្ងៃនេះទាក់ទងផ្ទាល់ទៅនឹងមេរៀននមុន។

ខ. ឧទាហរណ៍ពី “ការបង្ហាញបាតុភូត ឬព្រឹត្តិការណ៍” ឆ្ពោះទៅ “សំណួរគន្លឹះ”

ឧទាហរណ៍ខាងក្រោមនឹងជួយឱ្យលោកគ្រូ-អ្នកគ្រូយល់ពីរបៀបបង្ហាញបាតុភូត ឬព្រឹត្តិការណ៍ និងការបង្រួមការពិភាក្សាឆ្ពោះទៅរកសំណួរគន្លឹះ។

ឧទាហរណ៍ទី ១៖ បាតុភូតរួម ឬព្រឹត្តិការណ៍រួម

បង្ហាញកញ្ចប់ទៅសិស្ស ហើយឱ្យពួកគេនិយាយពីរបៀបប្រើវា។ សួរសិស្សថា តើវត្ថុអ្វីដែលពួកគេអាចមើល និងវត្ថុអ្វីដែលពួកគេមិនមើលឃើញនៅក្នុងកញ្ចប់ ហើយឱ្យពួកគេលេងកញ្ចប់ពីរបីនាទី។ បន្ទាប់មក បង្កើតសំណួរគន្លឹះថា តើកញ្ចប់បង្កើតកាំពន្លឺយ៉ាងដូចម្តេច? លើកទឹកចិត្តសិស្សឱ្យនិយាយពីការទស្សន៍ទាយដោយសេរីទៅនឹងសំណួរ និងចាប់ផ្តើមឱ្យសិស្សស្រាវជ្រាវ ឬស្វែងរកចម្លើយដោយខ្លួនគេ។

ឧទាហរណ៍ទី ១៖ បាតុភូតរួម ឬព្រឹត្តិការណ៍រួម

Show participants how to write a process writing, then ask them to depict the process of cooking rice. Participants need to create a few questions that help them to describe steps of how to cook write. The questions will provoke and reason each step critically.

ឧទាហរណ៍ទី ២ ៖ ព្រឹត្តិការណ៍កើតឡើងដោយយថាហេតុ

Trainer raises an event related to global warming “How global warming impacts people lives in Kampot?” Participants will need to find cause and effect of global warming if such thing happens in Kampot, Cambodia. They will find all possible impact that they believe could happen with some proven evidence. They will share their thought with others.

ឧទាហរណ៍ទី ៣ ៖ ការប្រើរូបភាព

Trainer uses pictures of a story and asks participants to sequence pictures to make a complete and meaningful story. Participants needs to reason their ordering.

គ. របៀបបង្កើត “សំណួរគន្លឹះ”

សំណួរគន្លឹះនៅក្នុងមេរៀន និងរៀនតាមបែបរិក គឺមានទំនាក់ទំនងយ៉ាងជិតស្និទ្ធទៅនឹងវត្ថុបំណងនៃមេរៀន។ ម្យ៉ាងទៀតសំណួរគន្លឹះគួរតែត្រូវបានបង្កើតឡើងធ្វើយ៉ាងណា ដើម្បីឱ្យសិស្សអាចសម្រេចបាននូវវត្ថុបំណងមេរៀនតាមរយៈការឆ្លើយសំណួរគន្លឹះនេះ។

ឧទាហរណ៍ប្រសិនបើបង្កើតសំណួរគន្លឹះ ៖

“សិស្សនឹងអាចពន្យល់បានពីមូលហេតុដែលបណ្តាលឱ្យទិន្នផលត្រីទឹកសាបនៅកម្ពុជាថយចុះ” នោះសំណួរគន្លឹះអាចជា៖

តើមានមូលហេតុអ្វីខ្លះបានជាទិន្នផលត្រីទឹកសាបនៅប្រទេសកម្ពុជាបច្ចុប្បន្នធ្លាក់ចុះ ?

ក្នុងមេរៀននេះសិស្សនឹងធ្វើការស្រាវជ្រាវដើម្បីរកកត្តាទាំងឡាយ ដែលធ្វើឱ្យទិន្នផលត្រីទឹកសាបនៅប្រទេសកម្ពុជាមានការធ្លាក់ចុះ។ វាកាន់តែល្អប្រសើរប្រសិនបើសិស្សអាចបង្កើតសំណួរគន្លឹះបែបនេះដោយខ្លួនឯងក្នុងពេលរៀនមេរៀន ពីព្រោះពួកគេកាន់តែមានឆន្ទៈចង់ដោះស្រាយបញ្ហា ឬរកឱ្យឃើញនូវចម្លើយរបស់សំណួរគន្លឹះនោះប្រសិនបើសំណួរនោះសួរចេញពីពួកគេផ្ទាល់។ ដូច្នេះគ្រូបង្រៀនត្រូវគិតពីរបៀបនាំសិស្សឱ្យទៅដល់សំណួរគន្លឹះ ដូចជាតាមរយៈការបង្ហាញពីបាតុភូតវិទ្យាសាស្ត្រ បាតុភូតវិទ្យាសាស្ត្រសង្គម ឬព្រឹត្តិការណ៍នានា ដែលទាក់ទងទៅនឹងជីវភាពរស់នៅប្រចាំថ្ងៃ ហើយដែលសិស្សនឹងត្រូវធ្វើការបកស្រាយនៅជំហានបន្តបន្ទាប់។

៤. ទ្វាយតម្លៃការបង្រៀន និងរៀនតាមបែបរិះរក

ក. តើគោលបំណងរបស់យើងគឺជាអ្វី ?

គ្រូបង្រៀនជាច្រើនបានសួរសំណួរដូចជា៖ តើគ្រូបង្រៀនចាំបាច់ត្រូវមាន ចំណេះដឹងផ្នែកវិទ្យាសាស្ត្រ ចំណេះដឹងផ្នែកវិទ្យាសាស្ត្រសង្គម និងចំណេះដឹងផ្នែកការិះរកកម្រិតណា ដើម្បីអាចបង្រៀនមេរៀនវិទ្យាសាស្ត្រ និងវិទ្យាសាស្ត្រសង្គមតាមបែបរិះរកបាន?

ជាការពិតណាស់ មានចំណេះដឹងបែបនេះកាន់តែច្រើនកាន់តែប្រសើរ។ ប្រសិនបើគ្រូបង្រៀនមានចំណេះដឹងច្រើនពីការិះរកចំណេះដឹងលើមុខវិជ្ជាវិទ្យាសាស្ត្រ និងលើមុខវិជ្ជាវិទ្យាសាស្ត្រសង្គម នោះការបង្រៀននិងរៀនតាមបែបរិះរកនឹងរិតតែមានប្រសិទ្ធភាពថែមទៀត។ ដូច្នេះគ្រូបង្រៀនត្រូវបានលើកទឹកចិត្តឱ្យស្រាវជ្រាវគ្រប់ពេលវេលាមិនត្រឹមតែតាមរយៈវគ្គបំប៉នប៉ុណ្ណោះទេ ថែមទាំងតាមរយៈគ្រូបង្រៀនដទៃទៀតព្រមទាំងសិស្សផងដែរ។ **ការគិតថាខ្លួនល្អគ្រប់គ្រាន់ហើយ វាគឺជាសត្រូវនៃការធ្វើឱ្យប្រសើរឡើង។** ម្យ៉ាងទៀតគ្រូបង្រៀនដែលផ្ដោតទៅលើកម្រិតនៃការិះរក តែងតែសួរសំណួរដូចជា៖ តើសិស្សត្រូវធ្វើការិះរកកម្រិតណាក្នុងមេរៀនតាមបែបរិះរកនេះ? មិនមានចម្លើយច្បាស់លាស់ សម្រាប់សំណួរនេះទេហើយថែមទាំងមានការយល់ច្រឡំមួយចំនួនក្នុងចំណោមគ្រូបង្រៀនដូចជាថា “មេរៀនរបស់ខ្ញុំ និងមេរៀនរបស់គាត់មានកម្រិតការិះរកខុសគ្នា ប៉ុន្តែតើយើងអាចហៅមេរៀនទាំងពីរនេះថា ជាមេរៀនតាមបែបរិះរកដែរ ឬទេ?” -ល-។ វាត្រូវបានគេទទួលស្គាល់យ៉ាងទូលំទូលាយថាពិតជាមានកម្រិតនៃការិះរកច្រើនមែន។ ខណៈពេលដែលអ្នកនិពន្ធខុសគ្នាបានផ្តល់នូវគំនិតខុសៗគ្នាក្នុងឯកសារនេះ យើងសូមលើកទ្រឹស្តីរបស់លោក Fay & Bretz (2008) ស្តីពីកម្រិតនៃការិះរកនេះ ពីព្រោះវាហាក់ដូចជាងាយយល់ និងអាចអនុវត្តបាននៅក្នុងប្រទេសកម្ពុជា។

ខ. កម្រិតនៃការិះរក

លោក Fay & Bretz (2008) បានស្នើឡើងនូវកម្រិតនៃការិះរកដូចមានក្នុងតារាងទី១ដែល ផ្ដោតទៅលើ៣ចំណុចទាក់ទងនឹងសកម្មភាពស្រាវជ្រាវ និងសកម្មភាពមន្ទីរពិសោធន៍ដូចជា ៖

- បញ្ហាឬសំណួរដែលសិស្សត្រូវធ្វើការដោះស្រាយ
- ដំណើរការ ឬវិធីសាស្ត្រដែលសិស្សត្រូវប្រើសម្រាប់ធ្វើការសង្កេត
- ចម្លើយ ឬសេចក្តីសន្និដ្ឋានដែលសិស្សត្រូវបង្កើតឡើងនៅទីបញ្ចប់។

តារាងទី១និងទី២ខាងក្រោមនឹងផ្តល់នូវសេចក្តីលម្អិតអំពីកម្រិតនៃការិះរកនីមួយៗ។

តារាងទី១ ៖ កម្រិតនៃការរិះរក

កម្រិត	បញ្ហា ឬសំណួរគន្លឹះ	ដំណើរការ ឬវិធីសាស្ត្រ	សេចក្តីសន្និដ្ឋាន
០	ផ្តល់ឱ្យសិស្ស	ផ្តល់ឱ្យសិស្ស	ផ្តល់ឱ្យសិស្ស
១	ផ្តល់ឱ្យសិស្ស	ផ្តល់ឱ្យសិស្ស	បង្កើតឡើងដោយសិស្ស
២	ផ្តល់ឱ្យសិស្ស	បង្កើតឡើងដោយសិស្ស	បង្កើតឡើងដោយសិស្ស
៣	បង្កើតឡើងដោយសិស្ស	បង្កើតឡើងដោយសិស្ស	បង្កើតឡើងដោយសិស្ស

ប្រភព: Fay & Bretz (2008)

តារាងទី២ សេចក្តីលម្អិតនៃកម្រិតរិះរកនីមួយៗ

កម្រិត	សេចក្តីលម្អិត (លក្ខណៈសម្គាល់នៃកម្រិតនីមួយៗគឺបង្ហាញដោយអក្សរធ្មត់ និងទ្រេត)
០	សំណួរគន្លឹះដំណើរការ និងសេចក្តីសន្និដ្ឋានត្រូវបានផ្តល់ឱ្យសិស្ស។ សិស្សធ្វើការស្រាវជ្រាវ ឬ ពិសោធន៍ និងផ្ទៀងផ្ទាត់ចម្លើយជាមួយនឹងសៀវភៅសិក្សា។
១	សំណួរគន្លឹះ និងដំណើរការត្រូវបានផ្តល់ឱ្យសិស្ស។ សិស្សពន្យល់ បកស្រាយ ទិន្នន័យស្រាវជ្រាវ ឬពិសោធន៍ និងផ្តល់សេចក្តីសន្និដ្ឋានដែលសមហេតុផល។
២	សំណួរគន្លឹះត្រូវបានផ្តល់ឱ្យសិស្ស។ សិស្សត្រូវគិតនិងរៀបចំ ដំណើរការដើម្បីធ្វើការសង្កេត កំណត់ ទិន្នន័យដែលត្រូវវាស់វែង និងបកស្រាយ ទិន្នន័យពិសោធន៍ ឬលទ្ធផលស្រាវជ្រាវដែល សមហេតុផល ។
៣	បាតុភូតមួយត្រូវបានផ្តល់ឱ្យសិស្ស។ សិស្ស ធ្វើការបង្កើត (ឬសំយោគ)បញ្ហា ឬសំណួរគន្លឹះ មួយរួចសិស្សត្រូវ គិត និង រៀបចំ ដំណើរការដើម្បីធ្វើការសង្កេត កំណត់ ទិន្នន័យដែលត្រូវវាស់ វែង និងបកស្រាយ ទិន្នន័យស្រាវជ្រាវ ឬពិសោធន៍ និងផ្តល់សេចក្តីសន្និដ្ឋាន ដែលសមហេតុផល ។

ប្រភព: Fay & Bretz (2008)

ដូចដែលបានឃើញនៅក្នុងតារាងខាងលើ សេរីភាព និងការទទួលខុសត្រូវរបស់សិស្សមានការកើនឡើងពីកម្រិត ០ ទៅ ៣។ នៅកម្រិត ៣ ត្រូវបានគេចាត់ទុកថាជាកម្រិតល្អបំផុតនៃការរិះរក។ ដូច្នេះអ្នកអាចវាយតម្លៃការបង្រៀន និងរៀនរបស់អ្នកថាតើវាស្ថិតនៅក្នុងកម្រិត ១ ហើយ ឬនៅ? សូមចងចាំថានៅកម្រិត ០ មានន័យថា “គ្មានការរិះរក” ទេ។

ទោះបីជាមិនអាចរៀបចំជាការបង្រៀន និងរៀនតាមបែបរិះរកបានសម្រាប់គ្រប់មេរៀនវិទ្យាសាស្ត្រនិងវិទ្យាសាស្ត្រសង្គមទាំងអស់ក៏ដោយ តារាងខាងលើអាចផ្តល់ជាគំនិត និងគោលដៅដែលអាចសាកល្បងបាន អាស្រ័យទៅលើការខិតខំប្រឹងប្រែងរបស់គ្រូបង្រៀន និងស្ថានភាពជាក់ស្តែង (កម្រិតយល់ដឹង) របស់សិស្សព្រមទាំងបរិស្ថាន និងសម្ភារៈរបស់សាលាផងដែរ ។ ប្រសិនបើការបង្រៀន និងរៀនរបស់អ្នកជាធម្មតា ស្ថិតនៅកម្រិត ០ ជាដំបូងអ្នកអាចសាកល្បងបន្តទៅកម្រិត ១ ឬកម្រិត ២។ តែប្រសិនបើមេរៀនរបស់អ្នកបានទៅដល់កម្រិត ៣ ហើយនោះ អ្នកត្រូវបន្តធ្វើការកែលម្អអគុណភាព ឬប្រសិទ្ធភាពរបស់សកម្មភាពនីមួយៗ បន្ថែមទៀត។ ការកែលម្អ គឺគ្មានទីបញ្ចប់នោះឡើយ។

៥. របៀបអភិវឌ្ឍន៍ការបង្រៀន និងរៀន

ក. ប្រការយល់ដឹងមុនពេលធ្វើកិច្ចតែងការបង្រៀន

នៅក្នុងការបង្រៀនមេរៀនតាមបែបរិះរក សំខាន់បំផុតត្រូវជួយសិស្សឱ្យអាចបង្កើតសំណួរ ឬចម្ងល់ នៅក្នុងចិត្តរបស់គេបាន តាមរយៈការបង្ហាញបាតុភូតធម្មជាតិ ឬព្រឹត្តិការណ៍សង្គម ដែលទាក់ទងទៅនឹង ជីវភាពរស់នៅប្រចាំថ្ងៃ ជាជាងប្រាប់ពួកគេអំពីវត្ថុបំណងមេរៀនដោយផ្ទាល់។

បន្ទាប់ពីការកំណត់បញ្ហា (សំណួរគន្លឹះ) រួចហើយ គ្រូត្រូវធ្វើការសម្របសម្រួលឱ្យសិស្សធ្វើការ ពិភាក្សាគ្នាអំពីអ្វីដែលពួកគេត្រូវធ្វើការសង្កេត និងថាតើពួកគេត្រូវធ្វើដូចម្តេចខ្លះ? នៅទីនេះតួនាទីរបស់ គ្រូ គឺត្រូវបង្កើតបរិយាកាសមួយដែលនាំឱ្យសិស្សអាចចែករំលែកមតិយោបល់រវាងគ្នា និងគ្នា ដោយសេរី និងយ៉ាងសកម្ម។ គ្រូបង្រៀនមិនត្រូវជ្រៀតជ្រែក ឬខានដល់ការពិភាក្សារបស់សិស្សឡើយ ប៉ុន្តែត្រូវជួយ ជំរុញការគិតរបស់សិស្សដូចជា ការបំផុសគំនិតផ្ទុយទៅនឹងគំនិតសិស្ស ឬការផ្តល់គំនិតខុសទាំងស្រុងជាដើម។ ប្រសិនបើ ការពិភាក្សារបស់សិស្សត្រូវបានកាត់ចង្អុលដោយគ្រូ នោះសិស្សនឹងពុំអាចយល់បាន ច្បាស់លាស់នោះទេ ថាតើហេតុអ្វីបានជាពួកគេត្រូវធ្វើដូច្នោះ នៅពេលគេធ្វើពិសោធន៍ ឬធ្វើការសិក្សា ស្រាវជ្រាវ ហើយវានឹងនាំទៅដល់ភាពបរាជ័យក្នុងការសម្រេចបាននូវវត្ថុបំណងមេរៀន។

ខ. ដំណើរការអភិវឌ្ឍន៍កិច្ចតែងការបង្រៀនតាមបែបរិះរក

ក្នុងការអភិវឌ្ឍន៍កិច្ចតែងការបង្រៀនមួយ លំនាំ “ធ្វើផែនការបញ្ជាក់” ត្រូវបានគេប្រើជាញឹកញាប់។ តាមរបៀបនេះ គ្រូបង្រៀនត្រូវធ្វើការពិចារណាអំពីដំណើរការមេរៀនតាមលំដាប់លំដោយ ចាប់ផ្តើមពី ៖
=>វត្ថុបំណងមេរៀន =>សេចក្តីសន្និដ្ឋាន =>សកម្មភាព/ពិសោធន៍=>សំណួរគន្លឹះ ការបង្ហាញបាតុភូត។ វិធីសាស្ត្រនេះអាចជួយឱ្យគ្រូបង្រៀនបន្តផ្តោតអារម្មណ៍ទៅលើវត្ថុបំណងរបស់មេរៀន។

ខ.១. ការកំណត់វត្ថុបំណងមេរៀន

ដំបូង គ្រូបង្រៀនត្រូវតែយល់ដឹងអំពីវត្ថុបំណងរបស់មេរៀន ឬជំពូកមុនសិន។ បន្ទាប់មកគាត់ ត្រូវធ្វើការពិចារណាអំពីចំណេះដឹង និងជំនាញដែលសិស្សគួរទទួលបានតាមរយៈមេរៀននីមួយៗ។ សូមចងចាំថា ការបង្រៀន និងរៀនកាន់តែមានប្រសិទ្ធភាព កាលណាវត្ថុបំណងនៃមេរៀនដែលបាន កំណត់ឡើងមានទំនាក់ទំនងទៅនឹងមេរៀនមុន និងមេរៀនដែលត្រូវរៀនបន្ទាប់។ ប្រសិនបើវត្ថុបំណង នៃមេរៀននីមួយៗត្រូវបានកំណត់ដាច់ៗពីគ្នា (គ្មានទំនាក់ទំនងគ្នា) នោះឱកាសនៃការសិក្សាតាមដាន បន្តរបស់សិស្សនឹងត្រូវបាត់បង់ជាក់ជាមិនខានឡើយ។

ខ.២. ការកំណត់សេចក្តីសន្និដ្ឋាន និងសកម្មភាពនានា

ដោយផ្អែកទៅលើវត្ថុបំណងនៃមេរៀនដែលបានកំណត់ខាងលើ គ្រូបង្រៀនត្រូវគិតថា តើសិស្ស នឹងធ្វើសកម្មភាពអ្វី និងធ្វើយ៉ាងដូចម្តេច នៅក្នុងដំណើរការសិក្សារបស់ពួកគេ។ ឧទាហរណ៍៖ ប្រសិនបើ វត្ថុបំណងមេរៀនជា៖ “សិស្សពន្យល់បានអំពីទំនាក់ទំនងគ្នារវាងការផុតពូជសត្វ និងរុក្ខជាតិទៅនឹង សកម្មភាពរបស់មនុស្ស” នោះសិស្សនឹងត្រូវធ្វើការសិក្សាអំពីទំនាក់ទំនងនេះ ដោយប្រើប្រាស់នូវភស្តុ តាង នានា ដើម្បីរកឱ្យឃើញនូវការពិតដែលថា ការផុតពូជសត្វ និងរុក្ខជាតិមានទំនាក់ទំនងទៅនឹង សកម្មភាពរបស់មនុស្ស។

ខ.៣. ការកំណត់សំណួរគន្លឹះ

បន្ទាប់មកទៀត គ្រូបង្រៀនត្រូវតែគិតអំពីថា តើសំណួរគន្លឹះបែបណាដែលគួរបង្កើតឡើង ដើម្បីឱ្យសិស្សអាចចាប់ផ្តើមសកម្មភាពដូចបានរៀបរាប់ខាងលើ។ សំណួរនេះត្រូវធ្វើយ៉ាងណាឱ្យច្បាស់ និងងាយយល់បំផុត។ ឧទាហរណ៍៖ តើការបាត់បង់ពូជសត្វ និងរុក្ខជាតិនៅលើផែនដីមានទំនាក់ទំនងយ៉ាងដូចម្តេចខ្លះជាមួយនឹងសកម្មភាពរបស់មនុស្ស?

ខ.៤. ការកំណត់ពិបាកតូចៗ ដែលត្រូវបង្ហាញ

នៅដំណាក់កាលចុងក្រោយ គ្រូបង្រៀនត្រូវគិតអំពីវិធីដ៏មានប្រសិទ្ធភាពបំផុត ដើម្បីជួយសិស្សឱ្យបង្កើតចម្ងល់ ឬសំណួរគន្លឹះក្នុងចិត្តរបស់ពួកគេ។ ចូរព្យាយាមរកនឹកមើលរាល់បាតុភូតនៅជុំវិញខ្លួនយើង រកមើលសៀវភៅវិទ្យាសាស្ត្រ សៀវភៅវិទ្យាសាស្ត្រសង្គមផ្សេងៗ និងស្វែងរកបាតុភូតធម្មជាតិ (រូប ឬគីមី ភូមិ ផែនដី ឬបរិស្ថាន) ឬហេតុការណ៍ផ្សេងៗ ឬព្រឹត្តិការណ៍សង្គមផ្សេងៗ ឬរូបភាពគួរឱ្យចាប់អារម្មណ៍ ដើម្បីជួយជំរុញការគិតរបស់សិស្សឱ្យកាន់តែស៊ីជម្រៅ។ ក្នុងឧទាហរណ៍នៃទំនាក់ទំនងរវាងការផុតពូជសត្វ និងរុក្ខជាតិ ទៅនឹងសកម្មភាពរបស់មនុស្សខាងលើ មេរៀនអាចចាប់ផ្តើមតាមរយៈឱ្យសិស្សសង្កេតមើលសកម្មភាពជាក់ស្តែងរបស់មនុស្សទៅលើប្រភេទសត្វ និងរុក្ខជាតិទាំងនោះជាដើម។

How to use inquiry-based learning

Inquiry-based learning follows a three-step process that you can incorporate into many curriculums. Students ask themselves three questions about any new subject being introduced:

1. What do I already **know** about the subject?
2. What do I **want to know** about the subject?
3. What have I **learned** about the subject?

A KWL chart (What I **know**, what I **want to know**, what I've **learned**) is often used during these three steps to follow students' progress.

KWL Chart		
Topic:.....		
What I know	What I want to know	What I have just learnt
.....
.....
.....
.....
.....
.....
.....
.....
.....

Starting with a big question

Inquiry-based learning normally begins with an open-ended 'big question' that has many possible answers. This question acts as a catalyst to get students thinking more deeply about the subject. You might pose questions such as the following.

- How can we make music?
- Where does energy come from?
- How do we know what happened long ago?
- How do animals communicate?

Finding out what students already *know*

After you introduce the big question to the class, get students to consider what they already know about the subject matter. They can do this first in small groups, then as a whole-class activity. In this first step, students become active participants in the process of learning, drawing from their own personal life experiences to share previously learned knowledge. As students discuss what they know, you can record this information in the *What we know* section of the KWL chart.

As students begin to express what they know, they use their productive (i.e., speaking and writing) language skills. In early primary ESL classrooms, this can be done simply, with students drawing pictures of what they know and then using simple vocabulary to describe or explain it. As students become more experienced at explaining what they know, their productive skills grow.

Finding out what students want to know

Establishing what students know is essential for them to begin the second step: what do students want to know? This step allows students to freely *wonder* about the world around them. In a classroom discussion 'Where are we in the universe?' students may come up with many compelling questions about our solar system, our galaxy, and our universe. Get students to do this 'wondering stage' first in small groups, then as a whole-class activity. You should record the questions on the *What we want to know* section of the KWL chart.

As teachers, we can help to elicit interesting questions from our students by being 'wonderers' ourselves. In the topic above, we might say out loud, 'I wonder why people weigh less on the moon than on earth' or ask 'How far away is the closest star to our sun?'

Finding out what students have *learned*

Finally, after a series of lessons in which students explore a subject, they are ready for the third step: discussing what they have learned. Students often work in small groups at this stage to share what they have learned through the lessons. As students discuss and write down their knowledge and experience, they use their productive skills of speaking and writing while applying the new vocabulary and grammar they have learned. When the discussion moves to a whole-class activity, students have the confidence to speak out about their learning experiences. You can record this on the *What we have learned* section of the KWL chart. This is often followed up by a project, in which students work together and use what they have learned to achieve a goal.

Summing up

- Essentially, inquiry-based learning is a natural way to learn a second language. It allows students much more control of their learning experience, while teachers help and guide them along. It encourages our children's natural curiosity and sense of wonder about the world around them.
- Inquiry-based learning comes under the umbrella of inductive learning. It all begins with a challenge. Learners are faced with a question or a problem, which must be solved through investigation and research. As with all inductive learning, the idea is that content is learned and skills are developed in the process of responding to this initial challenge.
- This approach promotes learner autonomy. However, it's essential that the teacher (or facilitator) provides the appropriate level of support, especially in primary education.

Why using this approach?

- In many traditional educational contexts, students have a passive role. They are introduced to a topic, presented with information, given activities to complete and finally, they're tested on what they have learned.
- Inquiry-based learning disrupts this model; the learners become active participants and experience many advantages including better performance in exams, deeper learning and engagement, as well as development of higher-level thinking as a result.
- Although the teacher may have varying degrees of control over the research topic, learning is driven by students and their innate curiosity. They learn to set their own goals and take ownership of the outcomes of their research.
- This approach is used to teach a range of subjects and is well supported by research. It goes beyond rote memory learning and promotes deeper understanding of processes and concepts.
- As well as acquiring knowledge of different subjects, students have an opportunity to develop other transferable skills related to problem-solving and resilience.

What are the different levels?

- The level of inquiry you choose to implement in the classroom will depend on a number of factors. The age of your students is an important consideration, as well as their level of English. Practical aspects related to your curriculum will also determine how much time you can dedicate to inquiry-based projects.
- It may take some time for your learners to get used to this new approach, so it should be introduced in stages.

Here are some examples of critical questions to ask your students:

- Tell me more ...
- What do you think...
- How do you know?
- How did you reach that conclusion?
- How did you get that result?
- Can you build on what _____ said?
- Can you summarize what _____ just said?
- Can you put that in your own words?
- Who can add to that?
- What are some other possibilities?
- Do you have anything to add?
- Where do those ideas come from?
- Do you all agree with _____?
- Is _____ correct?
- What do you all think about that?

Integrating Skills

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One image for teaching English as a second or foreign language (ESL / EFL) is that of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages (i.e., English and the native languages of the learners and the teacher). For the instructional loom to produce a large, strong, beautiful, colorful tapestry, all of these strands must be interwoven in positive ways. For example, the instructor's teaching style must address the learning style of the learner, the learner must be motivated, and the setting must provide resources and values that strongly support the teaching of the language. However, if the strands are not woven together effectively, the instructional loom is likely to produce something small, weak, ragged, and pale—not recognizable as a tapestry at all.

In addition to the four strands mentioned above—teacher, learner, setting, and relevant languages—other important strands exist in the tapestry. In a practical sense, one of the most crucial of these strands consists of the four primary skills of listening, reading, speaking, and writing. This strand also includes associated or related skills such as knowledge of vocabulary, spelling, pronunciation, syntax, meaning, and usage. The skill strand of the tapestry leads to optimal ESL / EFL communication when the skills are interwoven during instruction. This is known as the integrated-skill approach.

If this weaving together does not occur, the strand consists merely of discrete, segregated skills—parallel threads that do not touch, support, or interact with each other. This is sometimes known as the segregated-skill approach. Another title for this mode of instruction is the language-based approach, because the language itself is the focus of instruction (language for language's sake). In this approach, the emphasis is not on learning for authentic communication.

By examining segregated-skill instruction, we can see the advantages of integrating the skills and move toward improving teaching for English language learners.

Segregated-Skill Instruction

In the segregated-skill approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986). This is contrary to the integrated way that people use language skills in normal communication, and it clashes with the direction in which language teaching experts have been moving in recent years.

Skill segregation is reflected in traditional ESL / EFL programs that offer classes focusing on segregated language skills. Why do they offer such classes? Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated

from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time.

Even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. An extreme example is the grammar-translation method, which teaches students to analyze grammar and to translate (usually in writing) from one language to another. This method restricts language learning to a very narrow, non-communicative range that does not prepare students to use the language in everyday life.

Frequently, segregated-skill ESL / EFL classes present instruction in terms of skill-linked learning strategies: reading strategies, listening strategies, speaking strategies, and writing strategies (see Perego & Boyle, 2001). Learning strategies are strategies that students employ, most often consciously, to improve their learning. Examples are guessing meaning based on context, breaking a sentence or word down into parts to understand the meaning, and practicing the language with someone else.

Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as reading or writing (e.g., Perego & Boyle, 2001). However, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning, and predicting, are applicable across skill areas (see Oxford, 1990).

Common strategies help weave the skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford, 1996).

Fortunately, in many instances where an ESL or EFL course is labeled by a single skill, the segregation of language skills might be only partial or even illusory. If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax, and social usage. Students might be asked to summarize or analyze readings in written form, thus activating their writing skills. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all.

The same can be said for ESL / EFL textbooks. A particular series might highlight certain skills in one book or another, but all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume.

In contrast to segregated-skill instruction, both actual and apparent, there are at least two forms of instruction that are clearly oriented toward integrating the skills.

Two Forms of Integrated-Skill Instruction

Two types of integrated-skill instruction are content-based language instruction and task-based instruction. The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, textbooks, and technologies for the ESL or EFL classroom.

Content-Based Instruction. In content-based instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex. The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley (1994) shows how language learning strategies can be integrated into the simultaneous learning of content and language.

At least three general models of content-based language instruction exist: theme-based, adjunct, and sheltered (Scarcella & Oxford, 1992). The theme-based model integrates the language skills into the study of a theme (e.g., urban violence, cross-cultural differences in marriage practices, natural wonders of the world, or a broad topic such as change). The theme must be very interesting to students and must allow a wide variety of language skills to be practiced, always in the service of communicating about the theme. This is the most useful and widespread form of content-based instruction today, and it is found in many innovative ESL and EFL textbooks. In the adjunct model, language and content courses are taught separately but are carefully coordinated. In the sheltered model, the subject matter is taught in simplified English to students' English proficiency level.

Task-Based Instruction. In task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction.

Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall.

Advantages of the Integrated-Skill Approach

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

Integrating the Language Skills

In order to integrate the language skills in ESL / EFL instruction, teachers should consider taking these steps:

- Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- Reflect on their current approach and evaluate the extent to which the skills are integrated.
- Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

Conclusion

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

Surveys provide your English language learners with a real reason to communicate with everyone in their mainstream class. They learn how to ask questions and acquire new content area vocabulary. Classmates become involved in your newcomers' second language acquisition. Oral English and social skills are further developed when ELLs report their results to their cooperative group.

Taking surveys gives your students practice in the following areas:

- acquisition and use of content area vocabulary
- preparation of a survey

- interaction and negotiation of meaning with English-speaking peers
- construction of oral questions
- construction of a chart synthesizing information
- record information accurately

1. Combine your survey assignment with a content area lesson. Break your students into cooperative groups. Assign what you normally would to the group but add a survey piece for your ELLs. For example, if your class is studying the rain forest, students in cooperative groups may be each studying a different kind of rain forest animal. They might be required to divide the research on the animal among the members of the group. The newcomer could be assigned a survey about “favorite rain forest animals.” A newcomer does not need to ask survey questions that require complicated answers. For example, a questionnaire requiring “yes” “no” or one-word responses could be used with beginners.

2. Develop the vocabulary needed for the survey. Your second language learners should develop the questions with the aid of their group.

3. Give each ELL a clipboard, a pencil, and the survey form responses within their cooperative group.

4. If your survey fits, download blank survey form. Explain to students that only one name goes in each box. The person interviewed writes their name in the box above their response.

5. Have classmates take newcomers on a short trip around your school to find people to interview. This gives them practice so that they can go back to their classrooms and survey members of all of the cooperative groups.

6. Students then bring their completed surveys back to their cooperative group and report the results. Review expressions such as “more than” “less than,” the most,” and “the least.”

7. There are several ways this information can be used. Students can:

- write statements or answer questions about their survey
- make an individual chart of their responses
- combine their answers and construct a chart

Sample Lesson Plan

NIE Trainee Name: **Date:** **Time:**

Textbook: English for Cambodia Book 6 **Year of Students:** Grade 12.....

Chapter 7: Funerals

Page Number:

Time allowed: 50 minutes

1. Objectives: By the end of the lesson students will be able to:

- **Knowledge:**
 - skim the text to get general idea about funerals;
 - scan it to get specific information that they want to know about funerals
- **Skills:**
 - Use Inquiry Based Learning (KWLS) Chart to explain the learning process and get practice speaking about funerals.
 - Become self-directed learners as well as cooperate with others.
- **Attitude:** Mourning for the loss of other members, too

2. Teaching aids, materials, equipment

English for Cambodia Book 6, Whiteboard, pictures of activities, flipcharts/posters, markers, scotch, (can be Smartphone to access the Internet)

Teacher's Activities	Contents	Students 'Activities
Greetings: Good morning everybody. How are you? - Check the attendance: Who is absent today? - Check the date: What date is it today?	Phase 1: Greetings Time allowed: 3 minutes - Greeting - Attendance - Classroom Hygiene - Previous lesson	- Clean the classroom - The class monitor reports - Get ready for today's lesson - Answer questions
Revision Lesson How can you protect yourself from flood?	Phase 2: Revision Lesson Time allowed: 5 minutes Revise what students learnt in previous lesson about the Natural of Disaster	- Some students answers
Start New Lesson ❖ Pre-Focusing / Asking Questions - Have you ever attended a Funeral? When, Where, Who? (Uses KWLS chart) - Asks students to work in groups to fill in the first column of the KWLS chart all what they know about the funerals.	Phase 3: Start New Lesson Time allowed: 35 minutes	- Some students answer the questions. - Students work in groups of 4/6 using their background knowledge to complete the first column (K) of the KWLS chart.

- Students can fill in all words, phrases and ideas related to funerals		
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❖ Reflecting/Sharing Information - Asks Students to form new groups and present their charts to their new groups. - Asks each group if they can answer to the point in 'S' column (just in case) - Reminds students to search more to answer to the remained questions from each group (Homework)	Onion Grouping/ Cross Grouping/ Jigsaw/ Students present their chart to their new groups	- Students tell the other friends in new groups about their charts - Students search all what they want to learn more via Internet as their homework
Strengthening - Reflection	Phase 4: Strengthening the Lesson Time allowed: 5 minutes - Students walk around and tell at least 2 friends about what they have just learnt	- Students walk around and tell the 2 friends all what they have just learnt - 2/3 students tell the class about what they have just learnt.
Closing Homework - Asks Students to read the texts again and do all exercises	Phase 5: Closing Time allowed: 2 minutes students read the texts again at home and do all exercises.	- Asks students to read the texts again at home and do all exercises.

Possible answers

What do you know about the funeral?	What do you want to know about the funeral?	What have you learnt about the funeral?	What do you want to search more about the funeral?
- Take place at their houses or the pagoda - burn - white flag - cremate - bitter grief - ceremony - mourner - coffin - sad - crematorium - bury - condolence	- Can describe the scene before, during and after the funeral. - Can describe ideas about the Buddhist advise - Can describe the feeling of the loss of their member.	Students ideas of what they have just learnt. - All people will die - Sharing sorrow to the family of the dead - Keep as in the temples - Death is not the end of one life - The monks have to calm the soul - The coin is placed in the corpse's mouth - Why some people are so greedy to grab all the things for themselves	- Students search more what they want to know, for example: How do Muslim people celebrate when people die? - I want to search why do our ancestors put the coin in the corpse's mouth.

a. English For Cambodia Book 6, Chapter 7: Funerals**UNIT ONE: SANN'S FUNERAL****A Ask and answer the questions.**

1. Have you ever attended a funeral? 2. How long did it last?
3. What did you and the other people wear at the funeral?

B 1. Talk about the picture. 2. Read the dialogue. 3. Ask and answer the questions. 4 Act the dialogue out.

Last weekend, Monica and

Mike: Oh, I'm hot!

Sopha: You'd better sit

It's a photo of Sann's

Mike: Is that his coffin?

Sopha: Yes. Quite a simple

Mike: Yes. Dr Chenda told about the funeral.

Sopha: Well, I'd better tell

third day when the body was cremated.

Mike: Do Khmer funerals always last for three days?

Sopha: Well, that's our custom, but it also depends on the ability of the family to pay.

Mike: What they can afford?

Sopha: Yes, because all the relatives, friends and village people come to show their respect for the dead person. That's only appropriate, but it can be very expensive.

Mike: I can imagine. Who's this man making a speech?

Sopha: That was Sann's boss, before he resigned.

Mike: Everyone seems to be wearing special black and white clothes.

Sopha: Yes, but if you look closely, you'll see that these people are wearing only white. They're Sann's close relatives.

Mike: Oh, yes, quite a display!



Mike visited Sopha in her village.

down under the fan. Have a look at this. funeral.

design.

me how Sann died, but she didn't tell me

you then. The photo was taken on the

- 1 Why did Sopha invite Mike to sit down under a fan?
- 2 Why did she feel that she ought to tell Mike about Sann's funeral?
- 3 Why can Khmer funerals be very expensive?
- 4 Why does Mike say, "quite a display"?
- 5 Is Sann's funeral the same as the ones that you have attended?

C 1. Read the statements. 2. Make an appropriate response. Take it in turns to tell your classmate what he or she had better do (see Example).

Example: Student 1: I'm feeling very hungry.

Student 2: Then you'd better eat something quickly.

My sister's in hospital.

- 1) I'm feeling very hungry.
- 2) My sister's in hospital.
- 3) I want to find out about the National Museum.
- 4) I'm not very good at writing.
- 5) My brother's addicted to cigarettes.
- 6) I've got an English test tomorrow.
- 7) My English friend wants to know about Khmer funerals.

D Discussion. Talk about these questions with your classmates.

- 1 Why do we have funerals when someone dies?
- 2 Where do Khmer funerals take place? Why?
- 3 Some people say that going to sleep is similar to dying. Do you agree? Why?
- 4 The person who is born and the person who dies. Are they the same person?

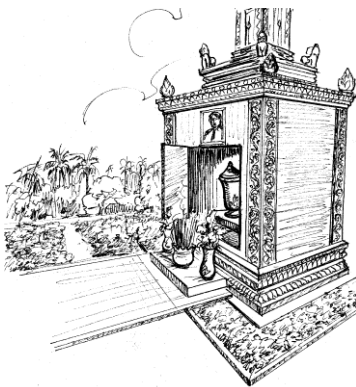
UNIT TWO: AT A FUNERAL

- A** 1 Talk about the picture. 2 Read the statements. 3 Read more about funerals. 4. Match the statements with paragraphs a) – d)

- i) There is something which is not born and that does not die.
- ii) Funerals can make us think about what life means.
- iii) The body is made up of the four elements.
- iv) We can learn something from a Khmer funeral.

a) A Khmer funeral is both a experience any day and part ought to be able to learn

b) Someone we knew and How is it possible? How can we loved become just bone actually made up of earth, it returns again to these four which are displayed after the dug out of the earth. They are gently into the cool river, or onto the field like seeds for planting. But are these scenes the whole story?



regular ceremony that we may of our ancient culture and tradition. We something from it.

loved is now nothing but bone and ash. someone we knew, who was active, who and ash? But this is the body, which is fire, water and air. When it is cremated, elements. Examine the ash and bones, cremation. The bones now look like coal hot, but after the heat they may be poured blown into the air by the wind, or thrown

c) When we attend a funeral, we may start to think about our own. We may say, "If we both come into the world with nothing and leave with nothing, what does our life mean? Does it mean anything?" This is the same question that the Buddha asked many years ago. He also answered it.

d) What is born, dies. That is the story of both the body and all material things. If we think we are our body, the story ends there. But if we examine who we are and understand that we are not our body, then we may begin to recognize something else. "There is that which is not born, which does not die."

- B** Ask and answer the questions. Write your answers in your notebook.

- 1 Why should we be able to learn something from Khmer funerals?
- 2 How does our body return to the four elements?
- 3 We come into the world and leave the world with nothing. What does 'nothing' mean here?
- 4 How can we examine who we are, do you think?
- 5 Who said, "There is that which is not born, which does not die," do you think?

- C** Write the statements in your notebook and fill in the gaps.

- 1 A Khmer funeral is both a ... and
- 2 When we attend a funeral, we may think about both ... and ourselves.
- 3 A funeral reminds us that we are both ... now and ... one day in the future.
- 4 After a funeral, we take away both the ... and the
- 5 If we want to examine ourselves, we ... examine both our ... and our mind.

- D** 1. Read the questions on page 41 in Unit 1, Section D again.
2. Write your answers to one or more of the questions in your notebook. Write as much as you can on each question.

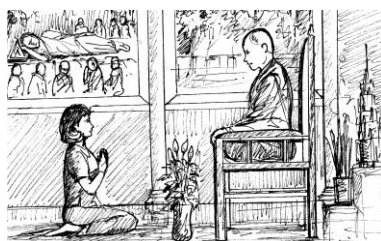
UNIT THREE: AFTER THE FUNERAL

- A** 1 Talk about the picture. 2. Read the table. 3. Read the story. 4. Are the statements true or false? If false, give the correct information.

Statements	T	F
1) People usually feel shocked after a death.		
2) Because we are responsible for suffering, it lasts forever.		
3) Our mind is like a pond full of fish.		
4) The fish are dirty.		
5) The fish are thoughts and feelings jumping about.		
6) The surface of a pool with clean water looks like a mirror.		

After her husband's funeral, Sary felt very sad. Although Sann had been ill for some time, his death had come as a shock. Two months later, it still shocked her. Her mother told her that it was usual, but that it wouldn't continue forever. "Nothing's permanent," she said. Sary's mother knew, because her own husband had died many years before.

Sary missed Sann. It wasn't had gone. "I felt the same to the pagoda, because it's monk asked me why I was "Well, it's only natural, but suffering." "Didn't the Lord asked. "Yes," he answered.



four. The second is that we ourselves are responsible for it." "How?" I asked. "Because we hold onto things," he said. "We don't let go. We are afraid."

always easy for her to accept that he way," her mother said. "I used to go peaceful and quiet there. One day, a looking sad. When I told him, he said, nothing lasts forever, not even your Buddha teach about suffering?" I "That is the first truth, but he taught

"Afraid of what?" asked Sary. Her mother smiled. "Afraid of losing ourselves. You see, the monk explained further, "Our mind is like a deep pond, but, unfortunately, the water isn't clean. Our thoughts and feelings jump about like fish and make it dirty. When we let go of them, however, the pool becomes clear and its surface then is like a bright mirror. On it appears everything in the whole universe, but it remains clean, because nothing actually touches it. This is the original mind. Its location is beyond suffering. That is the third truth. The fourth truth is the path that leads to that location." That is what the monk told me."

B Complete the statements.

- 1 Sary's mother knew that her ... wouldn't last forever.
- 2 Her mother used to go to the pagoda, because she couldn't accept that ... and felt ...
- 3 The first truth that the Buddha taught is that ...
- 4 We create suffering when we ... permanent.
- 5 The third truth is that suffering is ... and that we can ...

C Read the a) statements and use them to complete the b) ones.

- 1 a) She told Sary that it was usual to feel shocked after such a death, but that her feeling would not last forever. =
b) She said to Sary, "It ..."
- 2 a) She said, "I felt the same way." =
b) She told Sary ...
- 3 a) A monk asked me why I was looking so sad =
b) A monk asked me, "Why ... ?"
- 4 a) "Afraid of what," Sary asked her mother.
b) Sary asked her mother what ...
- 5 a) The monk said to Sary's mother, "The fourth truth is the path that leads to the place where there is no more suffering." =
b) The monk told Sary's mother that ...

b. Others sources from Internet (extra material)**1. Funeral Traditions in Cambodia**

Roughly 96% of Cambodians practice Theravada Buddhism, which gives an idea about how Cambodians celebrate their funerals. Most Buddhists do not think of death as the end of a life, but as the end of a life cycle.

When a person dies, the body is taken care of by the immediate family. They are responsible for washing and dressing the corpse, and placing it in the coffin. The body is not embalmed or even dissected because they believe that it will have a negative impact on one's rebirth.

After three days, the body is brought to the crematorium by a funeral procession with a priest, Buddhist monks and family members. Mourners may shave their heads and wear white clothing as a sign of grief, in Cambodia, white is the color of mourning. The body is then cremated and the ashes are kept in the temple, close to the monks who assist the soul begin the next life cycle.

On the seventh and one hundredth days after the death, another ceremony is held to honor the dead.

2. Death in Cambodian Buddhist Culture (extra material)

Death is grief as much to a Cambodian as to a Westerner. However, many Cambodians are Buddhists who do not view death as the end of one's life but rather as the end of a life cycle. It is a passage from one stage of the cycle to the next. In Buddhism, there is belief that all life/being evolves in a successive cycle of birth, old age, sickness, death and rebirth/reincarnation.

In Buddhist tradition, when death occurs it is very important to perform rituals in the correct and proper Buddhist tradition. Otherwise, it is believed, the deceased will not be able to move onto the next stage of the cycle, rebirth. Because of this, many Cambodians would be upset if they are not able to perform correct rituals for their loved ones.

In Buddhist rituals, in life and at times of death, a monk plays a critical role. The monk performs blessing ceremonies at births, weddings and times of sickness. It is not unusual that a monk or monks are invited to recite sermon at the bedside of a seriously ill or comatose patient in order to chase away bad spirit and bless the sick to recover. The monk is at the bedside of the dying person in order to prepare him/her for the next life. It is very important, if it is at all possible, that a monk be at the place of death because that is where the soul exits the body but still remains present. It is believed that the soul is in a state of confusion and fright after exiting the body. The monk is needed to calm the soul.

In Cambodia, when a person dies, the care of the body is undertaken by family. The body would be brought home, washed, dressed, and placed into a coffin. The body is not to be dissected and organs are not to be removed because it is believed that would affect one's rebirth. The body is not embalmed. Traditionally, the body is kept in the house for seven days or longer before cremation. Today, it is common that the body is kept for only three days. Monks come to the home and recite sermon every evening by the body. On the third or the seventh day, a funeral procession is organized to carry the body to the temple for cremation. The crematorium is usually on or near the temple grounds. On some occasions such as the death of celebrities or high officials, a crematorium is built at some other place to accommodate the crowd.

A funeral procession consisting of an achar (priest), Buddhist monks, members of the family, and other mourners accompany the coffin to the temple. The spouse and the children mourn their loved ones by shaving their heads and by wearing white clothing. White is the traditional color of mourning for the death, as opposed to black as is common to Westerners. However, in the United States, guests and extended family usually wear black. After cremation, the Buddhist ritual requires a funeral/remembrance ceremony to be held on the seventh or one-hundredth days after death. It can be held at the temple or the home, but usually is held at the temple.

It is believed that cremation allows the soul to part away from the body and to go to hell or heaven in order to wait for reincarnation. After cremation, the ashes (bones) are collected, cleaned and usually kept in a *stupa* in the temple compound. There it is believed that the deceased is close to Buddha and to the monks in whom the soul would be able to be reborn sooner. Some families keep the ashes at home. Other people have a piece of their beloved one's bone or tooth gilded as amulets, worn around their necks. This is done in love for the person, or in belief that the parting ancestor will protect them.

In the United States, Cambodians try to adhere to the funeral ritual as much as they are allowed. Most often, the body is kept for three days, although some families try to keep it up to the seventh day. How long the body is kept may depend on factors like the family's financial circumstances (the longer the body is kept, the more expensive it can be) or the lack of family living in the area where the death happens (when there are few or no family members around, the funeral practices may happen sooner; or on the other hand, more time may be given for the arrival of family traveling from elsewhere). It is a long-held traditional practice and belief that the body not be dissected, nor that any parts be removed. Consultation about autopsy should happen with the living family members. Since the law in the United States does not allow the body to be brought home, some rituals have to be skipped. Many ritual practices are either held at the temple or at home while the body is held at the funeral home. Sometimes, monks will be invited to the funeral home to recite sermon by the body in the evening as required. Monks would always be invited to recite sermon right before the body is moved to the crematorium or burial site.

It is not uncommon that people would arrange the seventh and one hundredth day funeral ceremony for their parents, children or relatives who died in Cambodia.

Session 30: Teaching Writing

I. Why Teach Writing?

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Reinforcement: some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

Language development: we can't be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

Learning style: some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly how to write using electronic media. They need to know some of writing's special constructions (pronunciation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.

II. Building Habits of writing

1. Writing as an Integrated Skill

In PPP Lessons

Writing in a PPP lesson is usually only a few short sentences containing example of the new language. The writing is not usually a text.

In the presentation stage of a PPP lesson, the teacher can

- ask students to copy the new target item and /or new vocabulary,
- dictate half a sentence which students have to complete (e.g. Before I am thirty I would like to...)
- get students to write 3 "Don't" sentences for a new school (e.g. Don't run in the corridors)

- getting students to respond to music by writing about how a piece of instrumental music makes them feel
- ask students to fill in the form about 3 things they like, 3 things they do not like
- get students to list 5 guesses about the other students in the class. (e.g. Sock's father's job is interesting).

These sentences are the same (or almost the same) as sentences they have already practice orally in a drill or in other controlled practice.

Why is it a good idea to get students to do a little writing in every PPP lesson?

Writing can vary the activities of the lesson – 50 minutes of only listening and speaking is tiring and boring. It can help students to remember the new structure of vocabulary. By writing they can have a record of the new lesson in their notebooks. They can use this for revising.

Beginners, especially, need a lot of basic, careful, controlled copying (or nearly copying) practice, so that they learn to write clearly and to spell.

In short, the role of writing in a PPP lesson is mainly:

- to “reinforce” what the students have just met by reading, listening (when the teacher models) and by speaking (when they repeat or do drills or do drills or controlled speaking activities).
- to have a record of the new language in their notebooks
- to help students learn what they have just met by reading, listening and by speaking.

In Skill Practice Lessons

We can integrate skills in skill practice lessons such as **RSPL, LSPL, and SSPL**

Before the lesson:

- Get students to think and write about what they acquired in a previous lesson.
- Ask them to write about what they know or feel about a new text or topic

And after the lesson, for example

- Summarize
-
-
-
-

2. Writing as a Skill in WSPL

In a writing skill practice lesson (WSPL), the aim is to get students to write a meaningful text. At beginner, this will be a very short, but they should not just write uncorrected sentences.

Especially at beginner level, students should write texts that are very similar to texts they have already studied through listening or reading. There should be a link between Skill practice lessons (SPL) in the receptive skills (comprehension: listening and reading) and the WSP lessons. If we want students to write a story, for example, we could start by getting them to recall and then write a story that they have already heard in a listening lesson.

We should not ask students to write any words that they have not already seen in PPPL or other SPL because they must not know how to spell the words. The writing that students do should be meaningful. We should set the scene for the text that we want students to write. For example, we can show them a picture: their writing must be about the picture.

It is not meaningful to ask students to transform 6 sentences into negative. However, if they look at a picture, read a short text about the picture and correct the mistakes in the text to match the picture, it is meaningful. For example:

I. Writing-for-learning or Writing-for-writing?

Directions: Read each of the different writing activities below. Mark which are **Writing-for-learning (WL)** and which are **Writing-for-writing (WW)**.

1. _____ Students plan and write an essay.
2. _____ Sts write 4 sentences about what they wish in the present and the past to practice grammar.
3. _____ Students take notes during a lecture.
4. _____ Students write a paragraph about advantages and disadvantages of having a pet
5. _____ Students write postcards to students in Brunei.
6. _____ Students write down new vocabulary and the definitions.

Product writing and process writing

There are several ways to approach writing in the classroom. It should be said at the beginning that there is not necessarily any 'right' or 'best' way to teach writing skills.

The best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors. The following 2 approaches will be compared and examined to see how both can be used in the classroom.

- A product approach
- A process approach

A summary of the differences

Process-driven approaches show some similarities with task-based learning, in that students are given considerable freedom within the task. They are not curbed by pre-emptive teaching of lexical or grammatical items. However, process approaches do not repudiate all interest in the product, (i.e. the final draft). The aim is to achieve the best product possible. What differentiates a process-focused approach from a product-centred one is that the outcome of the writing, the product, is not preconceived.

Process writing	Product writing
- text as a resource for comparison	- imitate model text
-	-
-	-
-	-
-	-
-	-
-	-

Which approach to use

The approach that you decide to use will depend on you, the teacher, and on the students, and the genre of the text. Certain genres lend themselves more favorably to one approach than the other. Formal letters, for example, or postcards, in which the features are very fixed, would be perhaps more suited to a product-driven approach, in which focus on the layout, style, organization and grammar could greatly help students in dealing with this type of writing task.

Process or Product Lesson Framework?

Directions: Read the 2 lesson frameworks below and identify which is process writing and which is product writing. Then find the differences.

_____ writing	_____ writing
<p>1. Introduction: Stimulating student's interest through a listening or reading text, a speaking activity: roleplay, visuals, etc.</p> <p>2. Working with ideas</p> <ul style="list-style-type: none"> • Getting ideas from students – through brainstorming, using word pools, mind map... • Noting down ideas • Developing the ideas • Choosing those ideas to keep and those to be rejected • Ordering the ideas <p>3. Planning Reminding students of structures and text type Giving a model writing</p> <p>4. Drafting 1st draft writing (pair work)</p> <p>5. Reviewing/editing The students correct and improve their 1st draft – looking at content, language accuracy, organization, style, etc.</p> <p>6. Rewriting The students write out the final version and give it to the intended readers.</p>	<p>Before writing</p> <p>1. Lead in: Stimulating student's interest using pictures, music, realia, a short listening or reading text or discussion on the topic they are going to write about.</p> <p>2. Language focus:</p> <ul style="list-style-type: none"> • Reading a model writing with a comprehension task (if introduced through reading text) • Reviewing some structures, vocabulary, or linking words. <p>During writing Writing task (s):</p> <ol style="list-style-type: none"> 1. Controlled / Less controlled practice 2. Freer practice <p>After writing</p> <ol style="list-style-type: none"> 1. Transfer: Students read other learner's texts with a comprehension task. 2. Language focus: Taking in learners' texts and correct them using a correction code.

<http://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>

Session 31: Product Writing

(Sample of the product writing)

1. Controlled Writing Activities

- Copying correct sentences.
- Matching beginning and ending sentences.
- Sequencing jumbled words.
- Jumbled sentences as part of a text.

Phnom Penh is my favorite city. is city it very the important. It is quite big.....

- Do you like writing? Why or why not?.....
- How often do you write?.....
- What did you usually write about?.....
- Do you like teaching writing?.....

Writing is one of the important skills as the other skills. As speaking, we use writing to communicate with each other, for example, we write letters to each other, we write letters to persuade other people to do something.

2. Questions and answers

a. Instruction: Everyday routine by answering the following questions with complete sentences, write a paragraph that describes your friend daily morning.

1. When does he/she wake up?
2. What does he do first?
3. What does he do next?.....
4. What does he do then?
5. When does he eat his breakfast?
6. What does he do after breakfast?.....
7. What does he do before walking to school?.....

b. You can also give a list or event in a picture sequence.

- 5:00 get up
- 5:05 make bed
- 5:10 do homework
- 6:10 take a bath
- 6:20 put on uniform
- 6:30 eat breakfast
- 6:45 go to university
-

3. Guided composition

a. Fill in the following gaps

When I think of my father, I think of (1) _____ at meal times. (2) _____, (3) _____ always sat at the head of the family table and asked (4) _____ children a lot of questions. He asked us about (5) _____ friends and our day at school. He was disappointed when he heard about any difficulties or failures in school. (6) _____, he never got angry.

b. Rewrite a passage, but change A young man to Two young men.

(1) It's morning in the park. (2) A young man is walking with his dog. (3) Every day he buys a newspaper at the newsstand. (4) The news dealer greets him. (5) The man takes his newspaper to a nearby bench. (6) He sits by himself and reads. (7) His dog runs in the trees.

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c. You can give students the first or the last sentences. Use your imagination and compose four or five sentences to complete the paragraph:

My sister bought a lottery ticket.....

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..... If she has not lost her handbag, she would have won a big prize.

d. Complete the paragraph with the information given: Write more sentences about Lincoln and Stephen

Although Lincoln and Stephen are twins, they are very different

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Lincoln	Stephen
- tall	- short
- dark	- fair
- studious	- sporty
- a lawyer	- a teacher
First,....., but.....	
Second, .....,while.....	
Third,.....	
Finally, .....Stephen, on the other hand	

4. Different Parallel Writing Activities.

a. Read the port of Calcutta and then write a similar description of Kampong Som

+ Calcutta is port in India. It is situated on the northeast coast, on the estuary of the River Hooghly, which flows into the Bay of Benga. The population of the city is six million. The distance from New Delhi, the capital of the country, is about one thousand miles.

Kampong Sam.....

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b. Read the letter applying for a job, look at the information given and write another letter.

Dear Mr. Johnson,

Thank you for your letter applying for a job as a waitress at Watersides Camp.

It is important for you to know what your duties will be. First, you will have to set the tables. Second, you will have to carry the food from the kitchen to the table and serve it to the campers. Third, you will have to clear the tables and take the dishes back to the kitchen. Finally, you should know that we serve breakfast at 7 a.m., so you'll have to be on duty every day at 6 a.m.

Please let me know if you would like to arrange an interview.

Sincerely yours,

Write a letter from you, as a manager of the bookstore Vuth Rosa to Sok Vannara, telling him about the job. Use the following ideas and others of your own in your letter:

- Check the orders
- Keep a record of all the books sold
- Put the books on the shelves
- Keep the books clean and neat on the shelves
- Serve food at the bookstore's Saturday evening parties for authors until 9.p.m.

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c. (1) My dresses are too small for Maura to wear. (2) My shoes are not big enough for her eight. (3) My blouses are also too small for her to wear. (4) However, I wear the same size gloves as she does. (5) I like to wear belts, but, unfortunately, Maura's belts are too large for me.

Rewrite the paragraph from Maura's point of view. Fill in the blanks below:

(1) My dresses are _____ Sheila _____ wear. (2) My shoes are too _____ her, too. (3) My blouses are also _____ her _____ wear. (4) However, I wear _____ gloves _____ she does. (5) I like to wear belts, but, unfortunately, Sheila's belts are not _____ me.

d. Look at the paragraph about Sheila. Write a similar paragraph about Winston and Anthony, who are brothers. Use the information below:

Winston	Anthony	My coats are too small for Anthony to wear.....
Coat size		.....
36	38	.....
Trouser size		.....
30	32	.....
Short size		.....
15	16	.....
Shoe size		.....
10	10	.....
Hat size		.....
7	7	.....

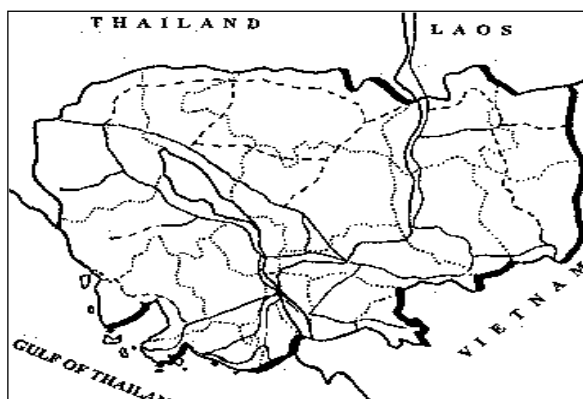
a. Parallele writing exercises and clues**Example 1****Model**

Vuthy can play ping-pong and football but he can't roller-skate. He can ride a motorbike but he can't drive a car. He can speak English very well and he can speak French, too.

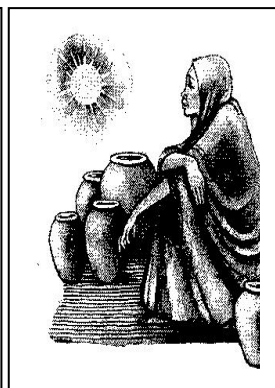
	Vuthy	Dara
play ping-pong	<input type="checkbox"/>	<input type="checkbox"/>
rollerskate	<input type="checkbox"/>	?
play football	<input type="checkbox"/>	<input type="checkbox"/>
drive a car	<input type="checkbox"/>	<input type="checkbox"/>
catch fish	?	<input type="checkbox"/>
ride a motorbike	<input type="checkbox"/>	?
speak English	<input type="checkbox"/>	<input type="checkbox"/>
speak French	<input type="checkbox"/>	?
speak Thai	?	<input type="checkbox"/>

Exercise 2**Model**

Austria is in Europe. The capital is Vienna. Austria lies between Switzerland to the west, Germany to the north, Hungary to the east and Italy to the south. About seven million people live in Austria and they speak German. A big river flows through Austria. It is called the Danube.

**Exercise 3**

At the market I saw an old woman sitting in a chair. She was selling eggs. It was raining.

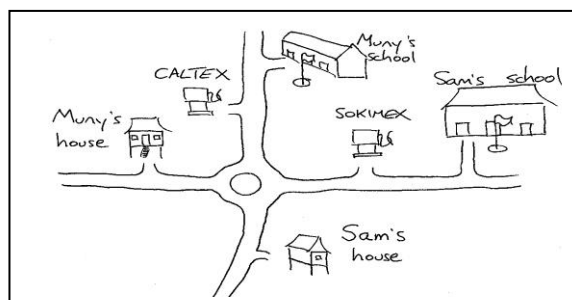
**Exercise 4**

Every day, Sam goes to school by bicycle. He leaves his house and turns right. When he gets to the roundabout, he turns right again. He passes a petrol station and then he turns left and arrives at his school.

Exercise 5

Dara goes to school every day by bicycle. He starts school at seven o'clock and he finishes at eleven o'clock. After school, he usually helps his mother. Sometimes he plays football.

Sophal / work / motorbike / eight / five /
meets / friends / cards



Writing

A. Writing an informal letter.

1. look at the organization of this informal letter.

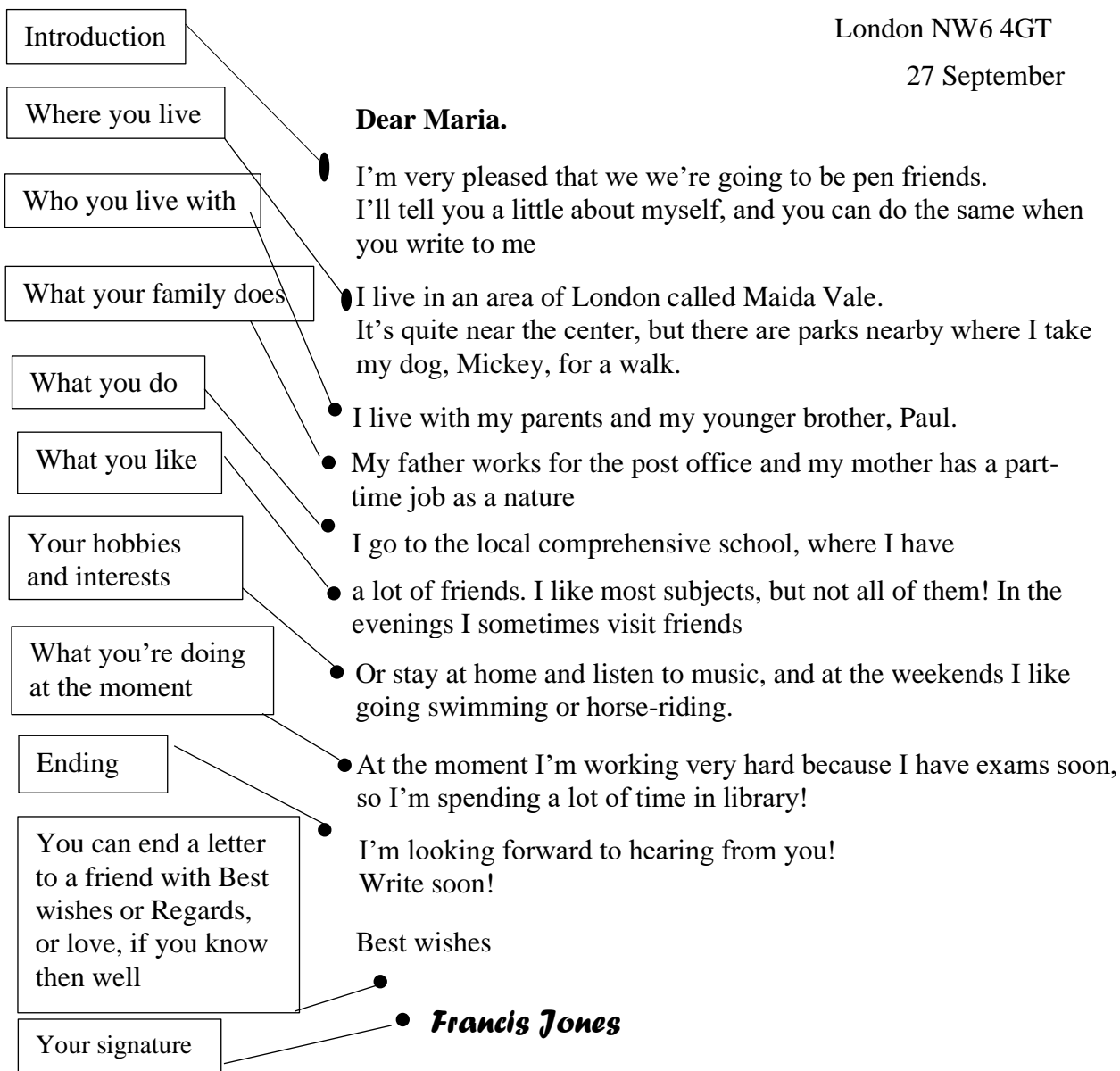
We begin all letters with Dear..., your address

Date, but not your name

38 Clifton Gardens

London NW6 4GT

27 September



2. Write a similar letter to pen friend in England. Your pen friend can be male or female.

Write about these things:

- You
- Where you live
- What you do
- Your hobbies
- Your family

Lesson Plan Cover Sheet

NIE Trainee name:.....

Date:

Homeroom teacher name:.....

Grade:

NIE Trainer name:

Number of students.....

School:

Class:

Book:

Page numbers.....

1. Main aim of lesson:

By the end of the lesson students will have practiced writing an informal letter to a pen friend using present simple and present continuous.

2. Subsidiary aim(s) of lesson

- Students will get practice reading an informal letter for thorough information.
- Students will get practice organizing an informal letter.

3. Potential problems- Students may have difficulty in producing ideas and how to link ideas together

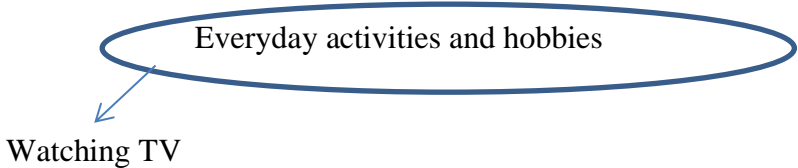
4. Solutions to potential problems- Gives them some linking word such as First, Second, third, next, moreover, ...

5. Teaching aids, materials, equipment – WB, SNBs, pictures of activities.

6. Personal objectives- I want to improve

7. Homework for next lesson-

Lesson Plan Procedure Sheet

Stage	Materials	Time	Interaction	Procedures	Purposes
Lead in	New Headway Pre-intermediate p9	5	T-SSS	Teacher introduces the lesson: “Today we will learn how to write an informal letter to a friend. Do you often write any letters to your friends? Where are your friends?”	To relate the topic to the student’s interests and experience
Pre-writing task Revise vocabulary				Teacher elicits some vocabulary of everyday activities. 	To activate background knowledge in the topic
Pre-teach vocabulary			T-SSS	Teacher pre-teaches some new words: <ul style="list-style-type: none"> - a pen friend (explanation) - a part-time job (explanation) - a local comprehensive school (example) - to go horse-riding (picture) 	To introduce critical words to students
Reading comprehension			T-SSS	Teacher introduces an informal letter to Maria. T asks students to read a model letter on page 9 and answer a few questions: <ul style="list-style-type: none"> - Who wrote the letter? - When did he write the letter? - Where does he live? - Who does he live with? - Which school does he go to? - What subjects does he like? - What does he like? What does he like doing at weekends? 	To give Ss practice reading for thorough comprehension

Writing organization Revising target item(s)	Activity 1	10	T-SSS S	Teacher asks students to read a model letter on page 9 again and find out how it is organized. Teacher asks students to read the letter again and <ol style="list-style-type: none">underline simple sentencesunderline present continuous tense Teacher elicits the reasons why using present simple and present continuous in the letter.	To learn how the letter is organized To notice why some grammatical structures are used	
Main writing task Less controlled practice activity	Textbook and WB	10	T-SSS S	Parallel writing - Asks ss to write a similar letter to Maria using the information below		To give students practice with the target language
	Handouts Activity 2		T-SSS	Your name		
				Address	#10, Str. 20, Phnom Penh, Cambodia	
				Where you live	Phnom Penh between Wat Phnom & River	
				Who you live with	Uncle & 2 cousins: Thida & Sopheap	
				School you go to	Wat Phnom Secondary school, near home	
				Subjects you like	Maths, Khmer language & English	
				Your hobbies & interest:	Stay at home & listen to music; at weekends read books; go window shopping	
				What you like doing at the moment:	Reading Cambodian history.	
Free writing practice		15		Teacher asks students to read activity 2. Write a similar letter to a pen friend in England using their own real information.	To give students free practice with the target language	
Post writing task		15	S-S	Reading practice a. Teacher asks students to read their friend’s letter: Is it well-organized? Is it clear? b. Teacher asks one or two students to read their friends’ letters out loud to the class.		

Optional extra time			SS-SS	- Games/song - Homework	
Lesson closure		2	NA	Give feedback on lesson, talk about the next lesson, say goodbye.	

Peer Teaching

- get into 6 groups
- Writing Skill Lesson Plans

Session 32: Giving Feedback On Writing Work

1. Dealing with Grammar Errors

Variations on traditional teacher marking

- Write the correct answers in the margin.
- Use correction codes in the margin.
- Underline all errors of one type (e.g. all verb tense mistakes, all spelling mistakes).
- Write a letter in reply.
- Write nothing. Discuss the work with the individual students
- Use errors from a number of students' writing to devise an exercise, quiz, game, etc. Or get students to create the exercise themselves based on their own mistakes (more challenging than simply copying out correct answers).
- Give a dictation based on sentences from their work.

A. Techniques for addressing student errors *after* the activity

1. Write samples of students' language on the board. Ask students if the language is correct or incorrect. If it is incorrect ask the students to correct the language. If it is correct point out what is good about it. If the student used a word that was taught recently this is a good opportunity for the class to review it.

2. Write samples of students' language you hear on strips of paper. Redistribute the strips to different groups. Ask each group to decide if the language is correct or incorrect--monitor to be sure the students know. Have each group present the language on the strips to the class and why it is correct or incorrect.

B. Other techniques used for dealing with students' mistakes- some may be used on the spot or later in the stage***

3. Recasts - the teacher repeats what the student said and corrects the mistake.

S: I go to the beach yesterday.

T: You went to the beach. Was it fun?

4. Echoing- the teacher repeats what the student said with the error. The teacher may highlight the error by using stress or intonation. Note that using stress and intonation is not always effective since they may have different functions in students' first languages.

S: I go to the beach yesterday.

*T: You **go** to the beach yesterday? (T stresses 'go' and uses rising intonation)*

5. Repeat the sentence up to the error

S: While I was shop, I saw my friend.

T: While I was...

S: While I was shopping.

6. Finger correction- the teacher uses his/her fingers to show something about the students' error, e.g., word order, a missing word, an extra word, a wrong word, words that sound more natural as contractions.

S: I think it good.

T: I think it ____ good. (T points to one finger for each word, then holds the 4th finger to indicate a missing word)

7. Indicate the area of the error- the teacher may say things like *tense, pronunciation, wrong word*, to tell students the area of the mistake.

S: We are live there for 3 years.

T: Tense. You are talking about a period of time that began in the past.

S: We have lived here for 3 years.

8. Give other examples of the correct form- the teacher gives other examples of the correct form to help the student realize his/her mistake.

S: She eat noodles every morning.

T: She wakes up, she brushes her teeth, she drinks tea...

S: She eats noodles every morning.

9. React to literal meaning- the teacher reacts to what the student actually said, not what he/she intended to say.

S: I ate kitchen for dinner last night.

T: Really? The refrigerator, the oven, the whole kitchen?

S: Oh, I mean chicken.

10. Using timelines- the teacher can draw a timeline to help students better understand mistakes related to tense and aspect.

11. Using gestures- the teacher can gesture with the hand to indicate the tense, e.g., pointing over the shoulder to indicate the past.

12. Using concept checking questions- the teacher asks questions about the use of vocabulary or grammar so that the student understands his/her mistake.

S: Last year I meeting my friend in London.

T: Are you talking about the past, or the present?

S: Past. I was meeting...

T: Are you talking about one point in time or a continuous action?

S: One point. Ahh, Last year I met my friend in London.

T: Yes. Good.

***Some of these techniques and examples come from a handout by Bill Harris.

2. Correction codes

Work in pairs. Match the code with its form.

Code	Form	Form	Code
Gr	1. Wrong word	1	
Sp	2. Capitalization is incorrect	2	
WO	3. Grammar mistake	3	
T	4. Wrong punctuation	4	
Cap	5. Spelling mistake	5	
WW	6. The meaning is unclear	6	
P	7. Wrong tense	7	
s/pl	8. Agreement of verb and subject	8	
?m	9. Wrong word order	9	
Ag	10. There is a singular/plural mistake	10	
^	11. Preposition	11	
Irr	12. Word form (for example, using a noun instead of a verb)	12	
Pr	13. Something is missing	13	
WF	14. Article	14	
A	15. irrelevant information	15	

Session 33: Teaching Pronunciation

When the larynx is open at the glottis (the opening between the vocal chords), air can flow in and out relatively unimpeded. When the glottis is narrowed and the vocal chords stretched, the passing airflow causes the chords to vibrate, thus causing ‘voicing’. Some sounds are ‘voiced’ and some are ‘voiceless’. We can feel the effect of voicing by putting our fingers in our ears (or by putting a finger on the throat) and making the following pairs of sounds.

- /s/ /z/ e.g. loose, lose
- /f/ /v/ e.g. feel, veal
- /l/ /ʃ/ e.g. thigh, thy
- /t/ /d/ e.g. tin, din

The speed of vibration determines the pitch of our voice. In adult male voices the average pitch is about 120 Hz (120 vibrations per second). In women’s voices the average pitch is about 220 Hz, and in children about 260 Hz.

1.2.3 The oral–nasal process

The back of the roof of the mouth is called the **velum** or **soft palate**. Unlike the front of the roof of the mouth (the **hard palate**), the velum is soft, spongy and flexible. When the velum is raised it directs air out through the mouth and prevents air from the lungs going out through the nose, thus resulting in ‘oral’ sounds. When the velum is lowered, then air can pass through the nose, resulting in ‘nasal’ sounds. Compare the following pairs of words and note the effect of the nasal sound.

- bad mad
- baby maybe
- pig ping

Behind the top front teeth there is a bony ridge called the **alveolar ridge** which is a very important point of contact for the tongue in many English consonant sounds. The tongue itself is a ball-shaped muscle with a protruding

‘tip’ and ‘blade’. The tongue (and lips) are extremely mobile and can take up many positions to change the size and shape of the mouth, thus affecting sounds.

1.2.4 Advising learners

To help learners make sounds which do not exist in their own first language, teachers need to understand the speech process and be able to show students how and where individual sounds are made. Some advice can be useful; other advice can be distinctly unhelpful. The following are some examples of **unhelpful** advice to learners of English which have been collected from exams and practicums.

- /e/ is like the sound you make when someone punches you in the stomach.

- /6/: to make this sound, put your tongue between your teeth and bite hard.
- /f/ is a sound made in the back of the head. Hold on to the sound, think of your nose and say sing.

Teachers need to be able to do better than this. For example, /l/: to make this sound, put the tip of the tongue between the teeth and breathe out through the mouth without voicing. Watch me do it and listen to the sound.

1.3 English consonants

Consonant sounds have different characteristics from vowel sounds and are described in different ways. Consonants obstruct the flow of air from the lungs, vowels do not. To describe consonants and how to make them, we describe where the tongue or lips move to, what this does to the airflow, and whether there is vibration of the vocal chords (voicing). The cardinal vowels are shown in English consonant clusters

In Section 1.4, four main syllable structures were listed: CVC, VC, CV, V.

In fact, consonants frequently occur in clusters. English has about 20 syllable types if we include these consonant clusters. Many languages have only CV. The syllable structures of English include:

- CV no CCVCCC stands
- CCV fly CCVCCCC twelfths
- CCCV straw CCCVCC straps
- CVC sit CCCVCCC sprinkle
- CCVC bread CCCVCCCC sprinkles
- CCCVC scream V a
- CVCC hand VC on
- CVCCC tests VCC apt
- CVCCCC samples VCCC ants
- CCVCC grand

Consonant clusters occur before vowels (**initial clusters**) or after vowels (**final clusters**). Initial clusters are less frequent and not longer than three consonants. There are about 50 initial consonant clusters and about 350 final clusters in English. Examples are shown in Table 1.6. There are some differences between major varieties of English. These include:

- UK USA
- new /njuk/ /nuk/
- student /stjukdnt/ /stukdnt/
- lure /ljdb/ /ldb/
- farm /fakm/ /fakrm/

1.8 Learners' difficulties with English sounds

In Section 1.7 we noted some of the ways in which systematic variation in the way sounds are made can lead to different English accents. Learners of English as a second or foreign language can also produce English sounds in different ways, often as a result of the influence of their first language.

1.8.1 Common problems

Certain kinds of pronunciation problems tend to occur fairly generally, regardless of the language background of learners of English. These problems include:

1 Individual phoneme substitutions

- /l/ replaced with /f/ or /t/ or /s/ (e.g. thing ⇒ sing)
- /θ/ replaced with /v/ or /d/ or /z/ (e.g. the book ⇒ de book)
- /db/ replaced with /ak/ (e.g. pure ⇒ paw)
- /e/ replaced with /ik/ (e.g. ship ⇒ sheep)
- /h/ replaced with /c/ (e.g. operate ⇒ upper rate)
- /c/ replaced with /h/ (e.g. under ⇒ on de)

/i/ Failure to use schwa /b/ in unstressed syllables

- /i/ Influence of spelling, e.g. busy /bezik/ ⇒ /besik/
- /i/ Primary stress on wrong syllable, e.g. 4 *situations*
- /i/ Too many stressed syllables, e.g. 4 *suitability*
- /i/ Consonant clusters broken up, e.g. spoon ⇒ /sbpukn/ film ⇒ /felem/
- /i/ Long vowels not long enough, e.g. /gkftb/ ⇒ /cftb/
- /i/ Devoicing of voiced consonant, e.g. /hæv/ ⇒ /hæf/

In certain contexts, devoicing is also widespread among native speakers of English.

1.8.2 Predicting pronunciation difficulties for learners of English

In the 1950s and 1960s it was assumed by many researchers and language teachers that transfer from the first language was the main source of errors and problems in pronunciation and grammar for learners of a second language. It was believed that a **contrastive analysis** of the two languages would enable teachers to predict and explain learners' problems. Since the 1970s the contrastive analysis hypothesis has been supported much less enthusiastically in applied linguistics for many reasons, not least because it could not account for many learners' problems, or the problems could be accounted for in other ways, including for example as evidence of interlanguage learning strategies.

LEARNERS' DIFFICULTIES WITH ENGLISH SOUNDS

THE SOUNDS OF ENGLISH

Although contrastive analysis does not work well for predicting all language learning difficulties, Stockwell et al. (1965) formulated a '**hierarchy of difficulty**' hypothesis which can help reveal why certain sounds are easy or hard for learners of particular language backgrounds. That is, it can help explain problems that occur. Stockwell et al. suggested that there were up to eight possible levels in their hierarchy of difficulty when comparing the phonology of two languages. Table 1.7 is a six-level summary of the hierarchy of difficulty hypothesis in ascending order of difficulty, with Level 5 the most difficult (Brown, 1987).

Hierarchy of difficulty

Level 0 Transfer

Level 1 Coalescence

Level 2 Under differentiation

Level 3 Reinterpretation

Level 4 Over differentiation

Level 5 Split

Level 0 presents no difficulty because it involves using an item from the first language (L1) in the second language (L2). This could be a sound, a word or a grammatical structure.

Level 1 involves two items in the L1 becoming one item in the L2. For a speaker of English, with singular and plural forms for nouns (e.g. car, cars), these two forms coalesce into one form in languages such as Indonesian or Maori which do not mark differences between singular and plural on nouns. An English-speaking person who has the two phonemes /r/ and /l/ will ignore this distinction if learning Japanese, where there is an /r/ phoneme but no /l/ phoneme.

Level 2 involves items of the L1 which are absent in the L2, e.g. English learners of Spanish must avoid using /z/ when speaking Spanish because /z/ does not exist in that language.

Level 3: An item in the L1 is used differently in the L2, e.g. both English and Maori have a velar nasal sound /ŋ/. In English this sound is not used in initial position at the beginning of a word, whereas in Maori it can occur in initial position. English speakers learning Maori will tend to say /naebd/ instead of /faek/ for ngaio (a species of tree).

Level 4: New items which do not occur in the L1 may be required in the L2. For example, a Japanese learner of English must learn /ʃ/, a sound that is not used in Japanese, when learning to say /mʃʊb/.

Level 5: Sometimes a single item in the L1 becomes two or more items in the L2, e.g. an /r/ sound in Japanese becomes two sounds /r/ and /l/ in English, so some Japanese learners of English may not make a distinction between, for example, correct it and collect it. Indonesian does not have /f/. It is often replaced by /p/ by Indonesian learners of English. That is, a single sound /p/ in Indonesian serves for two sounds in English, /p/ and /f/, resulting in /pelbm/ film, /telbpbdn/ telephone.

THE SOUNDS OF ENGLISH

Session 34: Describing Learners

Age

Different ages have different needs, competences, and cognitive skills.

- Steven Pinker – acquisition of language (L1, L2 or Foreign) is guaranteed for children up to age of six and steadily compromised until puberty, and is rare thereafter.

1. Young Children

- Up to the ages, learn differently from older children, adolescents, and adults in the following ways:
- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly – learning from everything around them rather than only focusing on the precise topic they are being taught.

Their understanding comes not just from explanation, but also from what they see and hear also have a chance to touch and interact with.

- Generally, display enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning.
- They have a limited attention span – easy to get bored unless the activities are appealing for them.

2. Adolescents

- Secondary schools' students.
- Less motivated and present outright discipline problems (Puchta and Schratz 1993:1)
- A person who is searching for individual identity.
- But if they are engaged, they will have:
 - A great potential for creativity,
 - A great capacity to learn, and
 - Passionate commitment to things

- **Teacher should:**

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3. Adult Learners

- They can engage with abstract thought.
- They have a whole range of life experiences to draw on.
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- But they can be critical of teaching methods – previous learning experiences make them uncomfortable with the current unfamiliar teaching patterns.

They may have experienced failure or criticism at school which makes them anxious and under-confident about learning a language. They worry that their intellectual powers may be diminishing with age.

Learner Differences on characteristics

- **Intelligence**

- ❖ To refer to performance on certain kinds of tests (IQ).
- ❖ Tests are associated with success in school, and a link between intelligence and 2L learning.
- ❖ High IQ = successful a learner would be.

- **Aptitude**

- ❖ Measure on ability of students
- ❖ Learning quickly is the distinguishing feature of aptitude.

Personality – influence in success of language learning

- ❖ Self-esteem
- ❖
- ❖
- ❖
- ❖
- ❖
- ❖

Motivation and attitudes

- ❖ Positive attitudes and motivation lead to success in L2 (Gardner, 1985).
- ❖ Robert Gardner and Wallace Lambert (1972) coined the terms:
 - Integrative motivation – language learning for personal growth and cultural enrichment
 - Instrumental motivation – language learning for more immediate or practical goals.
 - Both showed a success in L2 learning.

Motivation in the classroom setting

- ❖ Motivated students are usually those who participate actively in class, express interest in the subject-matter, and study a great deal.
- ❖ Graham Crookes and Richard Schmidt (1991) pointed the higher levels of interest in learning by:
 - Motivating students into the lesson
 - Varying the activities, tasks, and materials
 - Using co-operative rather than competitive goals

Learner preferences

- ❖ **Learner styles by Keith Willing:**
 - Converges
 - Prefer solitary than groups
 - Independent
 - Confident in their own abilities
 - Analytic
 - Cool and pragmatic
- ❖ **Conformist**
 - Prefer to emphasize learning ‘about language’ over learning to use it.
 - Dependent
 - Perfectly happy to work in non-communicative classrooms
 - Prefers to see well-organized teachers

Concrete learners

- Enjoy the social aspects of learning
- Like to learn from direct experience
- Interested in language use and language as communication rather than language as a system

- Enjoy games and group work in class

❖ **Communicative learners**

- Language use orientated
- Comfortable out of class and show a degree of confidence
- Willingness to take risks which their colleagues may lack
- Much more interested in social interaction with other speakers of the language.
- Perfectly happy to operate without the guidance of a teacher.

Learner styles by Reid (1995)

- Visual
- Aural – listening/auditory
- Kinesthetic/Tactile – physical actions/activities

❖ **Learner beliefs**

- Have strong beliefs and opinions about how their instruction should be delivered.
- Based on previous learning experiences and the assumption.

<https://www.slideserve.com/evonne/describing-learners>

Learning style inventory

Directions: Circle the letter before the statement that best describes you.

1. If I have to learn how to do something, I learn best when I...

(V) Watch someone show me how.

(A) Hear someone tell me how.

(K) Try to do it myself.

2. When I read, I often find that I...

(V) Visualize what I am reading in my mind's eye.

(A) Read out loud or hear the words inside my head.

(K) Fidget and try to "feel" the content.

3. When asked to give directions, I...

(V) See the actual pieces in my mind as I say them or prefer to draw them.

(A) Have no difficulty in giving them verbally.

(K) Have to point or move my body as \ give them.

4. If I am unsure how to...

(V) Write it in order to determine if it looks right.

(A) Spell it out loud in order to determine if it sounds right.

(K) Write it in order to determine if it feels right.

5. When I write I...

(V) Am concerned with how neat and well-spaced my letters and words appear.

(A) Often say the letters and words to myself.

(K) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if...

(V) Wrote them down.

(A) Said them over and over to myself.

(K) Move around and used my fingers to name each item.

7. I prefer teachers who...

(V) Use a board or overhead projector while they lecture.

(A) Talk with lots of expression.

(K) Use hands-on activities.

8. When trying to concentrate, I have a difficult time when...

(V) There is a lot of clutter or movement in the room.

(A) There is a lot of noise in the room.

(K) I have to sit still for any length of time.

9. When sowing a problem I...

(V) Write or draw diagrams to see it.

(A) Talk myself through it.

(K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I...

(V) Read them silently and try to visualize how the parts will fit together.

(A) Read them out loud and talk to myself as I put the part together.

(K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I...

(V) Look around, stare, or read.

(A) Talk or listen to others.

(K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would...

(V) Be brief because I do not like to talk at length.

(A) Go into great detail because I like to talk.

(K) Gesture and move around while talking.

13. If someone were verbally describing something to another person, I would...

(V) Try to visualize what he/she was saying.

(A) Enjoy listening but want to interrupt and talk myself.

(K) Become bored if her/his description got too long and detailed.

14. When trying to recall names, I remember...

(V) Faces but forget names.

(A) Names, but forget faces.

(K) The situation where I met the person rather than the person's name or face.

Scoring instructions: Add the number of response for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

Visual

Auditory

Kinesthetic

V=_____

A=_____

K=_____

Adapted from, Learning to Study Through critical Thinking, J.A. Beatrice.

VISUAL LEARNER

- Organize work and living space to avoid distractions.

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AUDITORY LEARNER

- Work in quiet areas to reduce distractions, avoiding areas with conversation music and television.

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KINESTHETIC LEARNER

- Keep verbal discourse short and to the point.

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Session 35: Foundations Of Second Language Acquisition

Language Acquisition

When in 1982 Stephen Krashen famously claimed that the written and spoken language English language learners produce is a result of language acquisition vs. language study, he caused mass uproar in the applied linguistics community. If input was all you needed for language acquisition and successful learning, then what good were teachers and structured language programs providing? Much of his theory has since been discredited but the debate over best practices in teaching and learning is ongoing.

So, when it comes to language, what is the difference between acquiring new words and learning them? More importantly, how can you use the language acquisition vs. language learning distinction to further your own study goals?

What is language acquisition?

Acquiring language

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Therefore, learners need to be able to parse speech to hear where a word starts and stops and to decode the alphabet to see words on a page. Language ‘input’ can then be turned into language ‘intake’ which is acquired and transferred from short to long term memory. Note, without these decoding and parsing abilities, language acquisition may not take place for language learners in an immersion setting.

What is learning?

Learning

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Acquisition vs. learning

Many English language learners are told that language acquisition vs. language learning is more effective. That’s why most people believe immersion is guaranteed to teach you a language. Immersion is essentially acquisition in its purest form. You rely on the environment to provide input and language acquisition just happens magically with repeat exposure to the target language.

Enrolling in a language class entails deliberate learning vs. language acquisition from your surroundings. Sure, some language acquisition will happen as a by-product (posters on the classroom walls, the teacher's repeated use of a certain phrase) but most language will be learned through memorization and direct study.

Taking a balanced approach

Understanding the language acquisition vs. language learning distinction can help you choose tools and language programs that complement each other. The best approach is a balanced one. A good language teacher knows this and always ensures the material you work with is comprehensible input which makes language acquisition more likely. In this way you can acquire new words and grammar from the comprehensible input and then use deliberate study to reinforce your learning.

It's easy to find a good classroom learning program but simulating immersion that results in language acquisition is more difficult in online language study. For starters, did you know that for sources of language to be considered comprehensible input they must be at $i+1$ or one step above your current level? A computer can't always know your exact level and change its teaching materials the way a person can.

To remedy this, try using *Lingua.ly* to read articles in a second language. It gives you an advantage in acquisition thanks to an algorithm which ensures suggested newspaper articles contain a 90:10 ratio of known to unknown words based on your personal vocabulary.

Lingua.ly takes the real world and sorts it to find comprehensible input for you, so you can acquire new words then learn and reinforce them through spaced repetition practice games. The best part is it is a free tool that everyone can use!

Characteristics	L1 Learner	L2 Learner
<ul style="list-style-type: none"> - Uses prior knowledge... - Requires interaction..... - Understands more when input is modified (Caretaker talk, foreign talk)... - Develops language in predictable stages... - Makes developmental errors..... - Generally, has a greater knowledge of the world - Generally, can learn and apply rules more easily - Is familiar with one or more other cultures - May have a problem with motivation - Is more likely to be nervous about speaking 		

- Is it better to learn a second language when one is younger or when one is older? Why?

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- If you want to learn a second language, how long do you think it will take you to speak and understand that language? How long will it take you to read and write?

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- Do you think knowledge of your first language makes it easier or harder to learn a second language? Why?

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- What was/is the most difficult parts of learning English?

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- What mistakes do you still make?

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- What is the difference between acquiring a language and learning a language?

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- As a teacher do you need to know about SLA? Why or why not?

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- How can this information help you in the classroom?

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Session 36: Individual Differences In Second Language Learning

1. Learner characteristics

Age and Second Language Acquisition

Is it better to learn a second language when one is younger or when one is older? Why?

Critical Period Hypothesis

- This hypothesis states that an individual must acquire a language by a certain age (before adolescence) or it will be difficult to acquire a language.
- The main advantage of learning a language when younger is that the individual is more likely to acquire a native-like accent.

Proficiency: What is it?

- ❖ When is a person proficient in a second language?
- ❖ How do you know a person is proficient in a second language?

Proficiency:

- ✓ Grammatical Competence

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- ✓ Sociolinguistic Competence

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- ✓ Discourse Competence

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- ✓ Strategic Competence

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Proficiency: How long does it take?.

If you want to learn a second language, how long do you think it will take you to speak and understand that language? How long will it take you to read and write?

- ✓ **Basic Interpersonal Communication Skills (BICS)**

-
-

- ✓ **Cognitive Academic Language Proficiency (CALP)**

-
-

Stages in Second Language Acquisition

✓ Pre-production/Comprehension Stage Characteristics

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-
-

✓ Early Speech Production

Characteristics

- Can understand more than can produce
-
-
-

Intermediate Fluency

Characteristics

- ❖ Appear orally fluent
- ❖
- ❖
- ❖ Stephen Krashen says comprehensible input is “the only true cause of Second Language Acquisition”.
- ❖ Input =
- ❖ Comprehensible =

Influence of L1 on L2 Learning

Do you think knowledge of your first language makes it easier or harder to learn a second language? Why?

Transfer: using ideas or rules from one language learning experience influences another language learning experience. Transfer can be either positive or negative.

Positive transfer example: English and French use future tense in the same way. If you learn French, you can transfer this knowledge:

- **I am going to eat.** ខ្ញុំនឹងញ៉ាំ
- **Je (I) vais (am going to) manger (eat).**
- **Overgeneralization:** Generalizing a rule in language learning beyond conventional rules or boundaries. It is the negative transfer of previously learned rules for the target language.
- **This is a type of negative transfer

Example - saying "bayed" instead of "bought"

- read spread
- visited walked

- **Interference:** A negative transfer that occurs when previously learned languages disrupts new language learning. The most common interference comes from the L1

E.g. When a foreigner started learning Khmer, she/he puts “jia=ជា” between subject + adjective because this is the English structure.

- She is beautiful. Koat jia* sa-at.

- នាងជាស្អាត

- He is old

Hierarchy of Difficulty: Scale to predict the difficulty of a given aspect of language

- Level 0- Positive Transfer (no difference btw L1 & L2)

Pteah = house = ផ្ទះ / house, ឆ្កែ/ dog, សៀវភៅ/ book

- Level 1- Coalescence (2 items in L1 become 1 in L2)

បងនិងអ្នក bong and own = you

- Level 2- Under differentiation (An item in L1 is absent in L2)
- There aren't any.
- Level 3- Reinterpretation (An item in L1 is given new shape in L2);

Final consonants do not need to be pronounced in Khmer

- Level 4-Overdifferentiation (A new item must be learned in L2);

articles exist in English but not in Khmer

- Level 5- Split (An item in L1 becomes two or more in L2).

ចាំមានន័យថារងចាំ and remember in English

- What was/is the most difficult parts of learning English?
- What mistakes do you still make?
- What is the difference between acquiring a language and learning a language?
- As a teacher do you need to know about SLA? Why or why not?
- How can this information help you in the classroom?

SLA & Language Learning

- What is the difference between acquiring a language and learning a language?

Session 37: Motivation And Anxiety

Motivation

Motivation is one of the most important factors that influence the success in language learning and teaching.

Motivation is some kind of *internal drive* that encourages somebody to pursue a course of action. If we perceive a goal (that is, something we wish to achieve) and if that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal. Goals can be of different types, for example if we are determined to in a TV general knowledge quiz we may put in incredibly long hours of fast-learning activity.

Language learners who are motivated perceive goals of various kinds. We can make a useful distinction between *short-term goals* and *long-term goals*. Long term goals might have something to do with a wish to get a better job at some future date, or a desire to be able to communicate with members of a target language community. Short-term goals might include such things as wanting to pass an end-of-semester test or wanting to finish a unit in a book.

In general, strongly motivated students with long-term goals are probably easier to teach than those who have no such goals (and therefore no real drive). For such students' short-term goals will often provide the only motivation they feel.

Types of motivation

What kinds of motivation do students have? Is it always the same? We will separate motivation into two main categories: extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation, which is concerned with what takes place inside the classroom.

1. Extrinsic motivation

Extrinsic motivation.....
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Some students study a language because they have an idea of something which they wish to achieve. It has been suggested that there are two main types of such motivation, integrative motivation and instrumental motivation. .

a. Integrative motivation

For this kind of motivation students need to be attracted by the culture of the target language community, and in the strong form of motivation they wish to integrate themselves into that culture. A weaker form of such motivation would be the desire to know as much as possible about the culture of the TLC.

b. Instrumental motivation

The term describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better job, position or status. The language is an instrument in their attainment of such a goal.

Many other factors have an impact upon a student's level of extrinsic motivation and most of these have to do with his or her attitude of those who have influence with that student; parents students' peers will also be in a powerful position to affect his or her attitude as will other members of the student's community.

Another factor affecting the attitude of students is their previous experiences as language learners. If they were successful then they may be pre-disposed to success now.

What can teacher do about extrinsic motivation and student's attitude? It is clear that we cannot create it since it comes into the classroom from outside. It is clear, too, that students have to be prepared to take some responsibility for their own learning. But with that in mind we can still do our best to ensure that students view the language and the learning experience in a positive light. We can do this by creating a positive attitude to the language and its speakers, and we can try to be certain that we are supportive and encouraging to our students rather than critical and destructive.

2. Intrinsic motivation

Intrinsic motivation.....
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While it is reasonable to suppose that many adult learners have some degree of extrinsic motivation, and while it is clear that the attitude of students can be affected by members of their communities, there can be no doubt that intrinsic motivation plays a vital part in most students' success or failure as language learners. Many students bring no extrinsic motivation to the classroom. They may even have negative feelings about language learning. For them what happens in the classroom will be vital important in determining their attitude to the language, and supplying motivation, which we have suggested is a vital component in successful language learning. As we have suggested above, what happens in the classroom will have an important effect on students who are already in some way extrinsically motivated. We can consider factors affecting intrinsic motivation under the headings of physical conditions, method, the teacher, and success.

a. Physical conditions

It is clearly that physical conditions have a great effect on learning and can alter a student's motivation either positively or negatively. Classrooms that are badly lit and overcrowded can be excessively de-motivating, but unfortunately many of them exist in schools. Vitally important will be the board: it is easily visible? Is the surface in good condition? etc. In general, teachers should presumably try to make their classrooms as pleasant as possible to improve the atmosphere with posters, student's work, etc. on the walls.

We can say, then, that atmosphere in which a language is learnt is vitally important: the cold greyness of much institutionalized education must be compensated for in some way if it is not to have a negative effect on motivation.

b. The method

The method by which students are taught must have some effect on their motivation. If they find it deadly boring, they will probably become de-motivated, whereas if they have confidence in the method, they will find it motivating. But perhaps this is the most difficult area of all to be certain of. We said earlier that a really motivated student will probably succeed whatever method (within reasons) is used. It is also true that different students are more or less sympathetic to any particular method depending upon their expectations. Teachers can easily recall students who felt that there was not enough grammar or enough conversation (depending on the students' taste at the time)! Despite various attempts there is unfortunately no research which clearly shows the success of one method over another. What we know, however, is that if the students lose confidence in the method, he or she will become de-motivated. And the student's confidence in the method is largely in the hands of the most important factor affecting intrinsic motivation.

c. The teacher

How can we assess the qualities a teacher needs to help in providing intrinsic motivation? The teacher's personality matters a lot, but beyond that teachers need to do everything possible to create a good rapport with their students. Partly this happens by providing interesting and motivating classes: partly this comes from such things as treating all the students the same and acting upon their hopes and aspirations. Most of all it depends on paying more attention to the students than to the teacher!

Lastly teachers clearly need to be able to show that they know their subject-or in the words of an experienced EFL teacher "If you do not know what you are talking about, they soon see through you! They should be able to give clear instructions and examples and as far as possible have answers to the students' questions.

Learners may be motivated to work harder under the teacher's pressure, especially the younger ones, but teachers should try to find a balance because too much authoritative demands by the teacher will make learners dependent on the teacher and will not allow them to develop personal responsibility for their learning, while too much freedom and autonomy may lead to lowering of effort and achievement and learner dissatisfaction.

d. Success

Success or lack of it plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating. It will be the teacher's job to set goals and tasks at which most of his or her students can be successful – or rather tasks which he or she could realistically expect the students to be able to achieve. To give students very *high challenge* activities (high, because the level of difficulty for the students extreme) where this is not appropriate may have a negative effect on motivation. It will also be the case that *low challenge* activities are equally de-motivating. If the students can achieve all the tasks with no difficulty at all they may lose their motivation that they have when faced the right level of challenge.

Much of the teacher's work in the classroom concerns getting the level of challenge right: this involves the type of tasks set, the speed of expected from the student, etc.

Ultimately the students' success or failure is in their own hands, but the teacher can influence the course of events in the students' favour.

Learners should be aware that they are failing if they are not making satisfactory progress, but they should also know that occasional failures are normal in any learning experience and they should not be ashamed of them but learn from them and use them constructively in order to succeed next time.

Adapted from "The practice of English language teaching" by Jeremy Harmer.

Session 38: Learner Autonomy In The Classroom

Learner Autonomy has been a buzz word in foreign language education in the past decades, especially in relation to lifelong learning skills. It has transformed old practices in the language classroom and has given origin to self-access language learning centers around the world "Autonomy is the ability to take charge of one's own learning."

- "In order to help learners to assume greater control over their own learning it is important to help them to become aware of and identify the strategies that they already use or could potentially use." (Holmes & Ramos, 1991, cited in James & Garrett, 1991: 198).
- "Autonomy is essentially a matter of the learner's psychological relation to the process and content of learning." (David Little)
- "Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions."
- "Autonomy is a recognition of the rights of learners within educational systems."

One of the key aspects to consider in defining Learner Autonomy is whether we view it as a means to an end (learning a foreign language) or as an end in itself (making people autonomous learners). These two options do not exclude each other, both of them can be part of our views towards language learning or learning in general.

Learner autonomy is very useful in learning a new language. It is much more beneficial to learn a language by being exposed to it in comparison to learning patterns of different tenses.

Independence, autonomy and the ability to control learning experiences has come to play an increasingly important role in language education.

Principles of learner autonomy could be:(Frank Lacey)

- Autonomy means moving the focus from teaching to learning.
- Autonomy affords maximum possible influence to the learners.
- Autonomy encourages and needs peer support and cooperation.
- Autonomy means making use of self/peer assessment.
- Autonomy requires and ensures 100% differentiation.
- Autonomy can only be practiced with student logbooks which are a documentation of learning and a tool of reflection.
- The role of the teacher as supporting scaffolding and creating room for the development of autonomy is very demanding and very important.

- Autonomy means empowering students, yet the classroom can be restrictive, so are the rules of chess or tennis, but the use of technology can take students outside of the structures of the classroom, and the students can take the outside world into the classroom. Also, it is someone who works independently and who takes pride in their work

Autonomy means the ability to take control of one's own learning, independently or in collaboration with others. An autonomous learner will take more responsibility for learning and is likely to be more effective than a learner who is reliant on the teacher. Learner training in the classroom encourages autonomy and is an important element of language teaching. For example, An autonomous learner will set their own goals, reflect on their progress, and seek opportunities to practice outside the classroom.

In the classroom

Asking learners to keep diaries to reflect on the way they learn best, and teaching them how to use tools such as dictionaries can encourage autonomy. Asking the question, 'could the learners do this for themselves?' about any activity planned for class will help create the conditions for the development of greater learner autonomy in class.

We, as teachers, do our best to help our students become independent learners and language users. That is why lately, we have been reading and discussing a lot about how to help our students become autonomous learners while also increasing their agency.

What is learner autonomy?

Let us first point out that learner autonomy has nothing to do with letting students do whatever they want, rather it focuses on letting them discover they are responsible for their own learning. In other words, it refers to a learners' ability to set appropriate learning goals and take responsibility for their own learning process. However, autonomous learners rely on their teachers anyhow; why? Because teachers are the ones in charge of providing and maintaining positive and encouraging learning environments that support the development of autonomy and agency within the language classroom.

Consequently, the whole process of English language learning and teaching (ELL and ELT) will be more fluent and enriching since students will want to take part in every single stage in the class from deciding what materials to use to analyzing what works best for them in terms of learning strategies and styles.

We are as teachers, we encourage our students to be the ones managing their own learning process.

How do we foster learner autonomy in our language classrooms?

There are plenty of ideas and strategies to help students be independent learners; below are just a few of them that I find the most practical and useful to foster learner autonomy:

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3.
4.
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The above ideas will certainly help promote experiential learning and offer learners a sense of being able to actively participate in their education.

To conclude, it is important to emphasize that learner autonomy does not mean that the teacher has no input or that learners have total control. The more we teach our students to be in charge of and lead their learning process, the better they will perform. Give your students the possibility to discover the wonders of being in charge of their own learning!

Further links:

<https://www.teachingenglish.org.uk/article/learner-autonomy-english-language-teachers%E2%80%99-beliefs-practices>

<https://www.teachingenglish.org.uk/article/programme-7-students-taking-more-responsibility-their-learning>

<https://www.teachingenglish.org.uk/article/promoting-learner-autonomy-through-communication-strategy-training>

<https://www.teachingenglish.org.uk/article/vocabulary-autonomy>

Session 39: Language Assessment And Evaluation

Assessment is an ongoing process aimed at understanding and improving student learning as well as student learning outcome.

Assessment is part of the learning journey. And as with most journeys, it helps to know where you're going, why you want to go there and how you plan to get there. It's also important to know where you are before you begin the journey!

For teachers

Assessment for learning helps teachers gather information to:

- plan and modify teaching and learning programme for individual student, groups of students, and the class as a whole
- pinpoint students' strengths so that both teachers and students can build on them
- identify students' learning needs in a clear and constructive way so they can be addressed

For students

- Assessment for learning provides students with information and guidance so they can plan and manage the next steps in their learning.
- Assessment for learning uses information to lead from what has been learned to what needs to be learned next.

Answers these questions

1. What is the difference between assessment and evaluation?
2. What is a test?
3. How many kinds of tests are there?
4. What are the qualities of a good test?

1. What is the difference between assessment and evaluation?

Assessment vs Evaluation

- *Assessment*

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- **Evaluation:**

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- What is the purpose of assessment in general?

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- What is the purpose of assessment in the NIE/EFC context?

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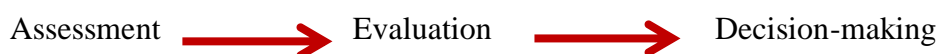
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Dimension of Difference	Assessment	Evaluation
Content: timing, primary purpose	<i>Formative:</i> ongoing, to improve learning	<i>Summative:</i> final, to gauge quality
Orientation: focus of measurement	<i>Process-oriented:</i> how learning is going	<i>Product-oriented:</i> what's been learned
Findings: uses thereof	<i>Diagnostic:</i> identify areas for improvement	<i>Judgmental:</i> arrive at an overall grade/score

The systematic process of



Types of Assessment

- Informal Assessment
- Formal Assessment
- Formative Assessment
- Summative Assessment

A. Informal Assessment

- Carried out by the teacher not under special test conditions, but in the normal classroom environment
-
-
-

Suggest some examples of informal assessment.

Here are examples

- Reading with partners
- Retelling stories, Completing incomplete stories
- Giving descriptions or instructions using visual or written prompts
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-
-
-
-

B. Formal Assessments

- **Formal assessments**
-
-
-

When student's work is judge through a test and the students is given a report or a grade to say how successful or unsuccessful, they have been.

Give some examples of formal assessment.

There are four main types of formal assessments:

- Standardized tests
- Program tests
- Essay tests
- Criterion-referenced tests

a. Standardized tests?

- **Standardized tests:**

Standardized tests are assessments in which the questions, instructions, scoring, and the way the test is administered are done in exactly the same way across individuals. Standardized tests are primarily used as a means to compare a student's knowledge and skills in a particular area to those of other students in the nation. Examples of standardized tests include:

- The Comprehensive Test of Basic Skills

-

b. Program test

-

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Examples of program tests include:

- Class projects
- Class presentations
- Quizzes and tests

c. Essay tests?

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d. A criterion-referenced test

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C. Formative Assessment

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D. Summative Assessment

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Task1**TKT Module 1: Assessment Types and Tasks – Participant’s Worksheet 1**

Discuss the teachers’ comments below on assessment. Do you agree or disagree?

Why/ Why not?

1. I think it’s important for students to assess themselves, so sometimes I record them when they are doing a speaking activity and then get them to listen to themselves.
2. I don’t like giving my students tests and exams. I think they are demotivating, especially for young learners.
3. I get students to mark each other’s’ written work and I tell them to just look at it and say what’s wrong. I don’t ask them to check it against any criteria. I don’t think they can look for particular mistakes like spelling mistakes or grammar mistakes.
4. When students are doing a speaking activity, I observe them, but I don’t make any notes and I don’t give marks. Sometimes I talk to students about their strengths and weaknesses in tutorials though.
5. My students choose pieces of their best work during the course and keep them in a file, which can be looked at during the course. I know some teachers use this as the way they assess students at the end of the course, but I’m not sure how that works.

TKT Module 1: Assessment Types and Tasks – Participant’s Worksheet 2

- **Formal assessment** – When a student’s work is judged through a test and the student is given a report or a grade to say how successful or unsuccessful, they have been.
- **Summative assessment** – when a test is used at the end of a course. A mark or grade is given, but no other feedback.
- **Informal assessment** – When a teacher decides whether a student is doing well or not but does not necessarily set a test or write an official report or give a grade.
- **Formative assessment** – When a teacher gives students feedback on their progress during a course, rather than at the end of it, so that they can learn from the feedback.
- **Portfolio assessment** – A collection of work that a student uses to show what he/she has done during a particular course. A purposeful document, regularly added to that may be part of assessment.
- **Continuous assessment** – A type of testing which is different from a final examination. Some or all of the work that students do during a course is considered by the teacher on a regular basis and contributes to the final grade given to students. It may also include monitoring of classroom performance and contribution.
- **Peer assessment** – When students give feedback on each other’s’ language, work, learning strategies, performance.
- **Self-assessment** – When students decide for themselves if they think their progress or language use is good or not.

Task 2: Work on TKT Worksheet 1 & 2

Look at worksheet 2 and match the method of assessment with the teacher comment on worksheet 1 in Task on. (Use more than method of assessment for each comment)

2. What is a test?

A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a domain. (Brown, 2004)

What is teaching?

Teaching is guiding and facilitating learning, enabling the learners to learn, setting conditions for learning. (Brown, 2007)

Task 3 (handout TKT Module 1: Assessment Types and Tasks – Participant's Worksheet 3)

Choose the correct term from the box below for the types of test described.

A. Placement test	B. Diagnostic test
C. Progress test	D. Proficiency test
	E. Achievement test

1. This type of test is used during a course in order to assess the learning up to a particular point in the course.	
2. This type of test is used to see how well students have learned the language and skills taught in class. These tests are often at the end of term or end of the year and test the main points of what has been taught in that time.	
3. This type of test is often used at the beginning of a course in a language school in order to identify a student's level of language and find the best class for them.	
4. This type of test is used to identify problems that students have with language or skills. The teacher tries to find out what language problems students have. It helps the teacher to plan what to teach in future.	
5. This type of test is used to see how good students are at using the language. The contents of this type of test are not chosen according to what has been taught, but according to what is needed for a particular purpose.	

Task 4: TKT worksheet 4**Exercise1:** What are these assessment task and activities called?**1** Complete the sentence.

In Paris the people were much _____
and more polite than I had _____. The
food though was not as _____

2 Read the text and answer the following questions.

Why did John go to the party?

What happened when he got there?

3 Which word belongs to each group?

apple	vegetable
juice	meat
potato	fruit
beef	drink

4 Choose the correct answer.

1. The car he drove was.....

a. Ford b. Peugeot c. BMW

2. It was

a. red b. white c. black

5 Finish the sentence with an answer from the text.

It was sunny so she _____

6 Complete sentence B so that it means the same as sentence A.

A. Jack doesn't have to do the test.

B. It's _____ Jack to do the test.

7 Rearrange the words in the sentences.

1. month/ travelled/ France/ we/ last/ to

2. japan/ Tom/a/ago/week/went/to

8 Which word does not fit the group?

cup, plate, knife, bowl

banana, apple, onion, pear

9 Write a letter to a friend inviting him/her to a party at your house next Saturday.**10** Look at the picture. Talk about the people, what they are doing and what they are wearing. Where do you think they are going?

Task 4: TKT Module 1

Match the distributions of difference tests with the types of test listed A-F

Descriptions	Types of test
1. These tests are designed to test language taught on the whole course.	A. Progress
2. These tests are designed to help teachers to plan course content.	B. Achievement
3. The purpose of these test of to test language taught on part of the course.	C. Subjective
4. these test help teachers to put students in classes at the appropriate level.	D. Proficiency
5. The marking of these tests depends on decisions made by individual examiners.	E. Diagnostic
	F. Placement

What is the different between subjective and objective assessment?

-
-

Exercise2: Which of the activities and tasks in exercise 1 are subjective tests and which are objective tests?

Possible answers

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

3. Kinds of Tests

✓ **Placement Tests**

-
-
-

✓ **Diagnostic Tests**

-
-

✓ **Achievement Tests**

-
-

✓ **Proficiency Tests**

-
-

Designing Classroom Language Tests**4. Qualities of a good test**

- ✓
- ✓
- ✓

✓ **Reliability:**

Does the test give fair and consistent results every time it is used?

There are three aspects on reliability:

-
-
-

(Bloom Taxonomy)✓ **Validity:**

.....

- **Content validity:**

.....

- **Face validity:**

.....

✓ **Practicality:**

Is the test usable for the teacher?

- ✓
- ✓
- ✓

Common test items

- Translate: Khmer - English, English – Khmer
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-
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-
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-
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-

Guidelines for Creating a Test

- Test one language skill at a time
- Order items from easy to more difficult
- Distinguish between *recognition*, *recall*, and *production* in selecting question type
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-
-
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-
-

Read Scrivener pg. 290-299

Guidelines for creating tests

1. Multiple choice questions (MCQ)

- Elicit rules
 - How many options?
 - What is the term for the wrong answers?
 - These _____ should attract the Ss who are not sure of the answer
 - All options should be the same length and level of difficulty
 - All _____ should be related (usually the same part of speech)
- The selection of the correct or best answer should involve interpretation of the passage/stem, not just activating background knowledge or “verbatim (word—by-word) selection”
- Avoid using “all of the above”, “none of the above”, or “a, b, and sometimes c, but never d” options
- All response options should be grammatically correct unless error identification is what you are testing
- Correct answers should appear equally in all positions (a, b, c, d)
- Make sure there is ONE correct answer for each item
- Avoid writing _____ that are obviously incorrect

2. Matching

In the matching item, the items on the left are called premises (question groups). In the right hand column are the responses.

- Use six to ten premises
- Keep responses short and logically ordered
- Avoid grammatical clues to correct answers
- Put premises and responses on the same page.
- Use more responses than premises.
- Matching can be used very effectively with related items for gap-fill paragraphs instead of two lists to focus on meaning in context.
- If a two-column format is used for matching, *number* the questions and *letter* the answer options. Leave a space for students to write the letter of the chosen answer to prevent lines drawn from Q to A columns.

3. True/False questions

- Questions should be written in language at a lower level of difficulty than the text
- Questions should appear in the same order as they appear in the text
- The first question should be an “easy” question (reduces “test anxiety”)
- Avoid using absolutes like “always” or “never”
- Have students circle T F rather than write a letter in a blank
- Avoid obvious patterns for marking, i.e., TTTFFFTTT
- Avoid verbatim selection or simply matching the question to words/phrases in the text
- Paraphrase questions by using vocabulary and grammar from course materials
- T/F format is effectively used to test reading, but should be avoided for listening comprehension

4. Short answers

- Write clear instructions
 - Complete sentence, short answer, or a list?
- How will you score it?
 - Content only?
 - Grammar?
 - Spelling?
- Take the test yourself or ask a colleague to do so
- Tell them the number of blank lines is not necessarily the length of the correct answer
- State the item so that only one answer is correct.
- Do not use questions verbatim from textbooks or other instructional materials.
- State the item succinctly with words students understand.

Work in groups and discuss the advantages and disadvantages of the following test items

Multiple-choice questions

Advantages

-
-
-

Disadvantages

-
-
-

True-false questions**Advantages**

-
-
-

Disadvantages

-
-
-

Short-answer questions**Advantages**

-
-
-

Disadvantages

-
-
-

Essay questions**Advantages**

-
-
-

Disadvantages

-
-
-

Questions provided by test banks**Advantages**

-
-
-

Disadvantages

-
-
-

Session 40: Critical Thinking

Introduction

Learning to think analytically or “critically” is a lifelong skill with broad applications both inside and outside the language classroom. One of the main tasks that teachers face is to teach English language learners complex content while they are developing English proficiency. Teachers have to figure out how to make instruction comprehensible to students who are still grappling with their new language and relying on limited linguistic resources to understand instruction. This means that complex academic information must be broken down using simplified, social language and a variety of scaffolding strategies before cognitively demanding information can be accessible to them (Zainuddin, H., Yahya, N, Morales-Jones, C. & Ariza, E. , 2002). If the language becomes "manageable", students can focus on more difficult abstract concepts and higher levels of reasoning, or critical thinking.

I. What is critical thinking?

Definitions

Critical thinking has been variously defined as:

-
-
-
-

II. Why Teach Critical Thinking?

Oliver & Utermohlen (1995) see students as too often being passive receptors of information. Through technology, the amount of information available today is massive. This information explosion is likely to continue in the future. Students need a guide to weed through the information and not just passively accept it. Students need to "develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes" (Oliver & Utermohlen, p. 1).

Critical thinking involves questioning. It is important to teach students how to ask good questions, to think critically, in order to continue the advancement of the exact fields we are teaching. "Every

field stays alive only to the extent that fresh questions are generated and taken seriously" (Center for Critical Thinking, 1996a).

Beyer sees the teaching of critical thinking as important to the very state of our nation. He argues that to live successfully in a democracy, people must be able to think critically in order to make sound decisions about personal and civic affairs. If students learn to think critically, then they can use good thinking as the guide by which they live their lives.

III. Fostering Critical Thinking

Four main approaches have made the biggest impact on our children's critical thinking: Inquiry, Questioning, problem-solving and collaboration.

Inquiry

One way we try to foster critical thinking skills in our classroom is by allowing our students to be creative and to inquire about topics that are of interest to them." Katie Hart, Professional Educator

We incorporate cross-curricular inquiry to foster deep learning. The students work through the phases of immersion, investigation, coalescence and demonstration of learning. Throughout these phases the students are able to wonder, build background knowledge, develop questions, search for new information, synthesize information, demonstrate an understanding and share their new learning with others. Throughout inquiry, the students tie everything together through an essential question which helps them probe for deeper meaning. These questions are open-ended, encourage collaboration and foster the development of critical thinking skills.

Questioning

"We push students to dig deeper in their learning by asking guiding questions and providing a variety of resources for students to independently find answers. Throughout their learning, we encourage students to ask and answer their own questions through small group discussions, conferring, working on their Personalized Learning Plans and using graphic organizers." Elizabeth Hatab and Sarah Suesskind, Professional Educators

Questioning plays a critical role in cultivating critical thinking skills and deep learning. Questioning models for students how they should think. Our professional educators use open-ended questions to encourage discussion and active learning. We also incorporate questioning into our everyday discussions with students.

Problem Solving

"In the classrooms, we don't just give students answers to issues or problems they are having. Instead, we turn the problem onto them and ask how they could solve this problem. This allows the child opportunities to solve their problems independently." Teresa Lutzen, Professional Educator.

Problem solving extends our inquiry work. It is important that our students think for themselves. In problem solving they apply the critical thinking strategies they have learned.

Collaboration

"Integrating meaningful learning experiences that promote critical thinking skills is essential in cultivating a classroom of 21st Century learners. One way we do this is by actively involving the students in their learning through collaborative work. This helps the students take ownership of the learning and think critically about issues." Patti Kaisler and Rebecca O-Grosky, Professional Educators.

Our student-centered learning environments are varied and flexible to accommodate the needs of learners and provide ongoing opportunities to build a collaborative community of students and staff. Our environments promote collaborative, individual, small and large group learning.

Students learn in collaborative flexible groups based on need. When students collaborate together they learn how to communicate with others effectively, work as a team, practice self-discipline, and improve social and interpersonal skills. Through collaboration, students are able to have a better understanding of what they are learning and improve critical thinking skills.

And Beyond

There are many other ways that we foster critical thinking among our learners, but these are the four that have made the biggest impact for us. Critical thinking is a key skill that our students need to have in order to become life-long learners and self-advocates for themselves

IV. Methods to Promote Critical Thought

Critical thinking, in a general education context, draws heavily on literature and pedagogy from: Bloom's Taxonomy, Socratic questioning, and Inquiry-based learning.

The followings thinking tools are used to organize students' thoughts both in the classroom.

Bloom's Taxonomy questioning

Bloom's Taxonomy is a popular instructional model developed by the prominent educator Benjamin Bloom. It categorizes thinking skills from the concrete to the abstract—knowledge, comprehension, application, analysis, synthesis, evaluation. The last 3 are considered HIGHER-ORDER skills. Depending on the initial words used in the question, students can be challenged at different levels of cognition.

Bloom's Taxonomy Questioning

Competence	Skills Demonstrated	Question Cues
Remember	- observation and recall of information - - -	list, define, tell, describe, identify,
Understand	- use information - - -	summarize, describe, interpret,
Apply	- use information - - -	apply, demonstrate, calculate,
Analyze	- seeing patterns - - -	analyze, separate, order, explain,
Evaluate	- seeing patterns - - -	combine, integrate, modify,
Design	- compare, and discriminate between ideas - - -	assess, decide, rank, grade, test,

Socratic questioning

Another type of questioning technique is Socratic questioning. Socratic questioning is defined as a type of questioning that deeply probes or explores the meaning, justification, or logical strength of a claim, position, or line of reasoning. Questions are asked that investigate assumptions, viewpoints, consequences, and evidence. Questioning methods, such as calling on students who do not have their hands up, can enhance learning by engaging students to think.

The Socratic Method focuses on clarification. A student's answer to a question can be followed by asking a fellow student to summarize the previous answer. Summarizing the information allows the student to demonstrate whether he or she was listening, had digested the information, and understood it enough to put it into his or her own words. Avoiding questions with one set answer allows for different viewpoints and encourages students to compare problems and approaches. Asking students to explain how the high school and the collegiate or university field experiences are similar and different is an example. There is no right or wrong answer because the answers depend upon the individual student's experiences. Regardless of the answer, the student must think critically about the topic to form a conclusion of how the field experiences are different and similar.

In addition to using these questioning techniques, it is equally important to orient the students to this **type of classroom interaction**. Mills suggested that provocative questions should be brief and contain only one or two issues at a time for class reflection. It is also important to provide deliberate silence, or “wait” time, for students upon asking questions. Waiting at least 5 seconds allows the students to think and encourages thought. Elliot argued that waiting even as long as 10 seconds allows the students time to think about possibilities. **If a thought question is asked, time must be given for the students to think about the answer.**

SOCRATIC QUESTIONING STRATEGIES

Selected questions from a list compiled by Richard Paul

Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World

Rohnert Park, CA: Center for Critical Thinking and Moral Critique, © 1990.

Questions for Clarification

- What do you mean by _____?
- What is your main point?
- How does _____ relate to _____?
- Could you put it another way?
- What do you think is the main issue here?

- Let me see if I understand you: you mean ____ or ____?
- Jane, could you summarize in your own words what Richard has said?
- Richard, is that what you meant?
- Could you give me an example?
- Would this be an example: ____?
- Could you explain that further?

Questions about the Initial Question or Issue

- How can we find out?
- What does this question assume?
- Would ____ put the question differently?
- Can we break this question down at all?
- Does this question lead to other questions or issues?

Questions that Probe Assumptions

- What are you assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- How would you justify taking this for granted?
- Is this always the case? Why do you think the assumption holds here?

Questions that Probe Reasons and Evidence

- What would be an example?
- Could you explain your reasons to us?
- Are those reasons adequate?
- Do you have any evidence for that?
- How could we find out if that is true?

Questions that Probe Origin or Source Questions

- Where did you get this idea?
- Have you been influenced by anyone? The media? Your peers?
- What caused you to feel this way?

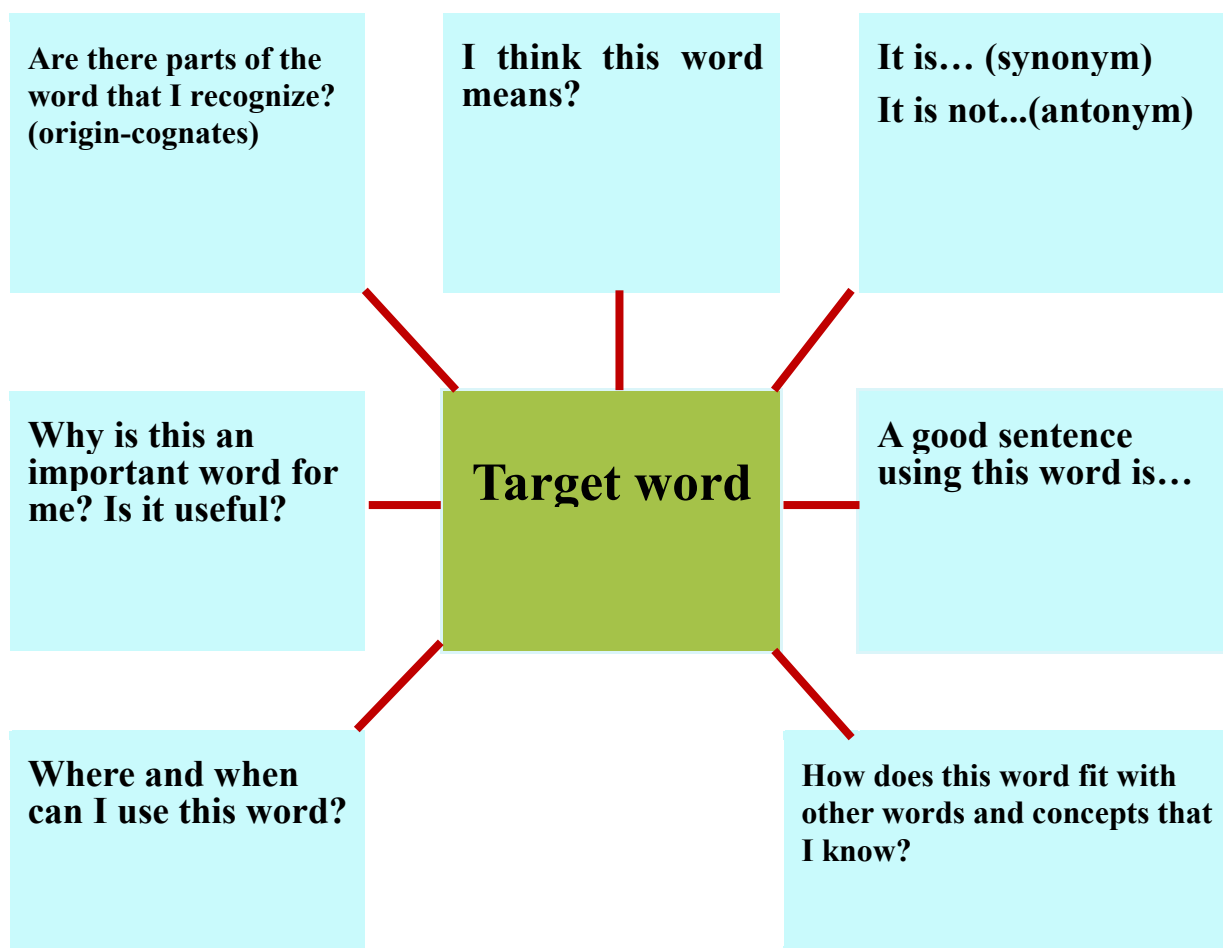
Questions that Probe Implications and Consequences

- What are you implying by that?
- What effect would that have?
- What is an alternative?
- If this is the case, then what else must be true?

Questions about Viewpoints or Perspectives

- How would other groups of people respond? Why?
- How could you answer the objection that _____ would make?
- Can anyone see this another way?
- What would someone who disagrees say?

Word questioning



Graphic Organizers in the Classroom

How can graphical organizers be used in learning? Visual thinking can be expressed in many ways.

- Graphic organizers are one way for visual thinkers to arrange their ideas. There are unlimited ways to express these visual ideas. Graphic organizers have many names including visual maps, mind mapping, and visual organizers. Although many students plan with paper and pencil, technology tools can be very helpful because they allow easy editing.
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Finally, Graphic organizers are great for visual thinkers or those that need to practice their visual thinking

Below are some examples of simple graphic organizers

- The Venn diagram, named for John Venn, has been in use for over 100 years. With overlapping circles representing sets of information and the relationships of the sets to one another, this tool has multiple uses in nearly every field.
- The K-W-L chart is a great way to assess students before, during and after instruction. By dividing a page into three columns and labeling these “What I Know,” “What I Want to Know,” and “What I Have Learned,” the chart can help students and instructors alike keep up with what learning is taking place. The K-W-L chart can also be helpful for explaining complex assignments. Students can list what they think they know about the assignment, what they still want to know, and what they have learned after an in-depth discussion of requirements.
- The time line or time sequence is another easy-to-use device. It can help students and instructors organize events chronologically.
- The T chart can help visualize information when two sides represent pros and cons, reasons for and against, or two sides to an issue. The “T” serves as a divider, with information going on each side of the vertical line and headers above the horizontal line of the “T.”

V. Conclusion

The fundamental issue, which most teachers tend to ignore, is the capabilities of their learners. If teachers continue to disregard learners' views and opinions, or suppress them without ever giving the learners the chance to express themselves, then the learners would not be able to train and use their thinking skills. Teachers should facilitate and encourage creative and critical thinking skills by viewing their learners differently from what they had presumed. They also need to change their pedagogical views and adopt a more flexible attitude towards their teaching and not be too concentrated and dependent on textbooks and their schools' aspirations, which are usually exam-oriented. What is more important is the aspirations of the learners and how teachers could exploit the potentials of their learners. Also needed is the change of teachers' views of themselves. They are not providers but thinkers who constantly think of what could be done to encourage creative and critical thinking in their learners.

Do not readily find solution for students. Instead, identify even the simplest tasks as a problem for them to solve. Always seek opportunities for brainstorming. Before reading a book, take time to look at the cover and discuss it. Look at the pictured setting and characters. If the cover has a barn on it, ask students whether they think the story may be about space aliens or farm animals. Have them brainstorm a list of things they might see in the book. Compare and contrast anything and everything. Do not always give students teacher-prepared projects. **Try to provide a wide variety of materials** and tools and give very broad instructions.

Web resources

Houghton Mifflin Publishers-free to print <http://www.eduplace.com/graphicorganizer/>

Ed Helper – free to print http://edhelper.com/teachers/graphic_organizers.htm

The Graphic Organizer – free to print <http://www.graphic.org/goindex.html>

SCORE_ Schools of California Online Resource for Educators

<http://www.sdcoe.net/score/actbank/torganiz.htm>

National Center for Accessible Instructional Materials

http://aim.cast.org/learn/historyarchive/backgroundpapers/graphic_organizers

Session 41: English And English Teaching In The World

1. World Englishes

- English speaking countries/English as a first language: the USA, the UK, Ireland, Australia, New Zealand, Canada, and a few more.
- English as a second language (or third) and may be used for education, law or government: Singapore English, Nigerian English, Filipino English, Kenyan English, Pakistani English, Indian English.
- English is studied as a foreign language and widely used as a lingua franca (= a language in common) between people from different countries who do not speak each other's native languages. E.g. China, Russia, Cambodia



2. English as a Lingua Franca (EFL)

The vast majority of English–language interaction in the world is not between native speakers, but between non-native speakers. Having a native speaker join a conversation between non-native speakers is often actually a hindrance for them. The native speaker may be less experienced at understanding a range of varieties of English, less aware of his own language use and less able to adjust its complexity and cultural references to make it more accessible for people from other countries.

What English is appropriate to teach my students? Is an “inner-circle” native-speaker model still appropriate?

Some writers and researchers have proposed that we should no longer be teaching English based on native-speaker models of correct grammar, pronunciation and cultural conventions.

Your students' interaction needs

Do the students you work with need English to communicate with English mother-tongue speakers? Or are they more likely to be using English as a language to interact with other non-native users? How does this impact on your approach?

Commentary

Many learners who study the language have no intention of going to these places, and they may well not be learning English to communicate with native speakers, but in order to use it as a lingua franca, enabling them to meet and may be do business with people from all over the world.

So would UK and US English be appropriate for them? How might your students feel about learning a simpler international English that would present far less of a challenge to them and which they might realistically be able to master and use?

Choosing which variety of English to teach

What can I teach?

Teachers need to be aware of:

- What your students need and expect; (to take an exam that requires a certain variety of English or needing to communicate in a particular context)
- What you are realistically able to do;
- The impact your choices might have in the long term, presumably, locally nationally and globally.

There is no agreement on what the lingua franca core might be. There is no standard international English, no single accepted Globish. But there might be one day And in the meaning, we need to decide how these arguments affect our attitudes to things like correctness of grammar and punctuation.

technical /'tek.nɪ.k ə l/ *adjective*

basic /'beɪ.sɪk/ *adjective*

thirteen /θɜː'tiːn/ /θɜː-/ *number*

thirty /'θɜː.ti/ /'θɜː.tɪ/

(Adapted from Learning Teaching, by Jim Scrivener, pp. 118-120)

Session 42: Professional Development

A. What is professional development? Why is professional development important?

Professional development refers to ways that teachers increase their professional knowledge and skills. Teachers can do professional development activities so that they can become better teachers. They also engage in professional development so that they have opportunities for other positions in the future, for example, working as a head teacher, a teacher trainer, a principal, or a university professor. Professional development activities can be simple, like reading an article in a magazine about a teaching technique, or can require lots of time, like doing a two-year Master's program.

B. Look at the professional development activities below. Put a check (✓) next to those activities that you are interested in doing. Check as many boxes as you like.

1. _____ Attend training sessions and workshops
2. _____ Do peer observations
3. _____ Keep a teaching diary
4. _____ Do action research
5. _____ Attend conferences like CamTESOL
6. _____ Discuss your teaching with colleagues
7. _____ Take a specialized course in teaching, e.g., teaching children
8. _____ Get a university degree in TESOL or Education
9. _____ Join a teachers' group to share ideas, or create your own group
10. _____ Read a magazine for teachers
11. _____ Read books about teaching methodology
12. _____ Present at a conference
13. _____ Do research and publish or present it
14. _____ Apply for a special program or scholarship with the U.S. Embassy
15. _____ Use the internet to find useful resources (see back side of this paper)
16. _____ Read Education Law, Policy, Regulation,
17. _____ Read Education Strategic Plan, Teacher Policy Action Plan
18. _____ Observe other teachers teaching
19. _____ Read newspapers or magazines
20. _____ Conduct teaching demonstration

ELT Websites which Support your Professional Development

Here is a list of websites that are popular with teachers and students. Many of them provide free resources. Which sites would you like to visit?

1. American English Online

This is a website that has many free resources for teachers and students. The website also has many books and other materials about American culture.

<http://americanenglish.state.gov/>

2. English Teaching Forum

This magazine is available free online. It has been published for the past 50 years and has practical articles, lesson plans and activity ideas for English teachers around the world.

<http://americanenglish.state.gov/english-teaching-forum>

3. VOA Learning English

VOA has an all-English site for students and teachers of English. You can find simple reading and listening texts, plus videos about current events. This is an easy way to learn about world events and practice your English.

<http://learningenglish.voanews.com/>

4. Randall's ESL Cyber Listening Lab

This free website has a lot of English conversations about different topics. You can choose different levels and topics, and answer questions about the conversations.

<http://www.esl-lab.com/>

5. CamTESOL.org

This website gives information about the annual CamTESOL conference. It has downloadable copies of the *Language Education in Asia* journal.

<http://www.camtesol.org/>

6. TESOL International Association

TESOL IA is the largest organization for English language teachers in the world. Every year they have a big conference in North American with about 10,000 people joining. On the website, you can find news and some free articles, for example, the *TESOL Connections* articles are free for everyone. Other journals require that you pay a registration fee.

<http://www.tesol.org/>

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- <http://www.camtesol.org/>
- <http://www.tesol.org/>