Diploma 2019-2020

Global language

A language is called a "global language" when it achieves the **official position** and education preference in every nation, that language will finally come to be used by more people than any other language. The essential **reason** to make a language global or international is the **power** of its people. The power includes the power of military, politic and economy. Military power, political power and economic power are the three essential factors to make a language global and to keep its status (Culpepper, 1997).

English

English is **universal language**. It is the **world's second** native language, the formal language in **70 countries**, and English-speaking countries are accountable for about 40% of the world's total GNP. English can be used everywhere with educated people around the world. It can be used in media, cinema, pop music, TV and …for anyone who knows English (Bond, Michael, 1751). From Old and Middle English, English was spoken early in the last one thousand years. Examples of language written at that time, such as the works of **Chaucer** (mid to late 1300's) are useful in supervising linguistic evolution over the last thousand years. In these works, often spellings will be indistinguishable, but once pronounced phonetically, are understandable to modern English speakers (Sapir, Edward, 1871).

Why English is the Most Widely Used Language in the World?

1-Some people may disagree that "English is the world's most important language." It is definitely the **world's most widely used** language. It is spoken by a number of people 800,000,000 by a conservative appraise 1,500,000,000 by a liberal appraise. It has **official** status in over 70 **countries**. **150 million** people use English fluently as a **foreign language**. English is also the language of **international air traffic control**, and the **principal language of world publishing, science and technology (Crystal 2001).**

2- In the **postcolonial world**, English is often **used outside** the domestic area, discussions of the links between English and Anglo culture may

even seem repulsive. Speakers of English—in Britain, the United States, and elsewhere—discussions of possible links between English and Anglo culture may also seem to be best avoided (Quirk et al. 1985).

3- English is also important in **business**. 84% of companies want English as a foreign language; only 32% require French (Felberbauer 1996). In the Austrian job market, English is pay heed to as a basic qualification; therefore not knowing English may be a conclusive deficit. In Austrian businesses which operate internationally the internal use of English is not so much a feature as it is in Scandinavia (Dension 1981).

The Significance of Learning English:

English may not be spoken language in the worlds, but it is an **official language** in a large number of countries. It also very important for whom works in global workforce because English is the language of business in world, so it had become necessary for people to speak English.

Another reason for learning English is that many of the world's top films, music and books are published and produced in English. Therefore by learning English, you will be able to have a great understanding.

And also most of the content produced on the internet is in English. So knowing English will allow you access amount of information which may not be otherwise available.

Chinese

The Chinese language is the oldest language in the world with six thousand years of history. Chinese character inscribing has been found in turtle shells dating back to the Shang dynasty(Reid, Thomas, 1890).

Chinese phonetics is very complex, making the learning of the language a far more difficult role than learning English (Simon-Vandenbergen, Anne-Marie, 1937). The written language is a common form of communication. Even though people are not able to orally communicate in different district, they are able to understand each other in writing (Saltman, Michael, 1903). Chinese is already the most widely spoken language in the world, but that is because of the large population of China (Aleksandr, 2001).

Chinese is not suspended to pass English as a global language. The Chinese economy is strong enough to raise the cause and popularity of its language, just like the English did. But, it is possible that China economy is a result of its ability to conform to others' languages and way of work rather than the task of the Chinese language on other countries (Spevack, Marvin 1985). In business, Chinese is the most useful language like English. Transacting business matters using a common language is essential for camaraderie building but also for the speed and effectiveness of your negotiations (Thompson, 1998).

Difference between strategy, technique, method and approach :

Approach:

An *approach* is a set of regulations *dealing* with something or somebody.

Strategy:

A plan of action designed to achieve an overall aim.

Technique

Technique is a procedure or skill for completing a specific task.

Method

Method is a way something is done.

Methodology

Methodology is a system of rules from which specific procedures may be derived .

History of English Language Teaching

It's safe to say that no single approach can answer all of every teacher's questions, so it's in your best interest to be open-minded enough to try all of them and begin to see which one works best .

This is the classic way of teaching language. It began as a method to teach Latin and Greek and was generalized to teach any second language.

1-The Grammar-translation Approach

Forming the past tense of verbs. She lists the general rules, and this list is promptly followed by—you've guessed it—the exceptions to the rules, those special cases that make grammar so exciting.

Uses the students' native language to teach the target language.

If you're over 30, have ever learned language via the textbook or have spent many a night memorizing a list of 30 foreign words, you've experienced the Grammar-translation Approach.

Grammar and vocabulary are memorized rote. Plenty of written examples and drills are given where grammar rules are elegantly observed:

The dog is black.

The cats are cute.

The approach has strong structural underpinnings and the emphasis is on the correct use of grammar, regardless of the substance or context. The Grammar-translation Approach is best when the goal is for the students to read/write the target language, as well as appreciate its literature.

2. Direct Approach

Okay, turn Grammar-translation Approach on its head. What do you get?

Right. We have the Direct Approach. It's a response to the Grammar-translation school and, this time, rather than the written form, the emphasis is on the **spoken language** and the development of **oral skills**.

Grammar isn't taught explicitly but is learned inductively by the students through repeated exposure to the spoken language. Activities like

 word-picture association, question-answer patterns, dialogues and role playing give the students the chance to figure out the rules for themselves. And good news for your students—there are **no grammar** drills or analyses of written sentences.

Oh, and by the way, **only the target language is used in class.** That's a biggie. As teacher, you won't use the students' mother tongue to teach concepts. Listening and comprehension thus become central to this

approach. There are no vocabulary lists to memorize, but there are a lot of words and phrases to listen for and become more familiar with.

All things considered, it wouldn't be hard to understand why the Direct Approach has also been called as "**The Anti-grammatical Method**"

. In short, the principles of the Direct Method were as follows:

- *Classroom instruction was conducted in the target language*
- *There was an inductive approach to grammar*
- *Only everyday vocabulary was taught*
- *Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas*
- *The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method.*

3. Reading Approach

This is a very specific approach designed for a specific type of language learner.

The type of student that most appreciates this method probably never intends to interact with native speakers in the target language. She may be a psychology doctoral candidate studying German in order to understand the experts in her field. Or she may be a culinary student whose only desire is to make lots of delicious food and understand the French techniques in her *gastronomie* book.
A student like this requires only one linguistic skill: **Reading comprehension.**

So you do away with pronunciation and dialogues. **Vocabulary** words are learned in **context**. The little grammar that you teach must be oriented towards understanding a piece of reading. You need to teach elements

like **conjunctions**, which nestles phrases and sentences together, and **negation**, which changes the meaning of a sentence by 180 degrees.

In the Reading Approach, learning a language is employed as a means to a higher end. This approach has both structural and functional underpinnings.

Skimming and scanning are both reading techniques. These reading skills help students, needing to get information from the written word, access the required information more effectively. They use fast reading abilities but in effect are different methods for different purposes.

What is skimming?

The reader reads an article to get the main ideas and gist of the story. Skimming is used to preview a book quickly to decide if it is worth reading or to cast an eye over an article for the main points.The text is read with the purpose of finding the main facts. The skill of skimming requires a structure or plan so that not everything is read but the important message is still grasped. The skimmer reads the first few paragraphs in detail to get the general message. Then after that reads the first line of each paragraph, these lines are known as 'topic sentences.' The final paragraph is important as it is the conclusion of the article and is read in full as the final message of the article.

Skimming and Scanning

Skimming and scanning helps you to find information easily and quickly. It is a really useful skill to have and will help you answer comprehension questions.

What is skimming and scanning?

Skimming is when you read through a piece of writing quickly to see what it is about.

Scanning is when you scan the page with your eyes to find answers to questions.

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Teacher of ENGLISH

The act of skimming has other connotations but the overall message relates to taking something off the top of an item or moving over the top of something.

Skimming:

- An act of taking money or profits off the top of an organisation.
- The act of lifting the cream off the top of the milk or the fat off the top of the liquid. The skimmer only takes the top part of the liquid.
- Describes the act of throwing a flat stone across the water and watching it bounce off the surface and skims to the other side.
- Can be an act of fraud when a credit card is intercepted and duplicated so that funds can be skimmed from the account.

What is scanning?

Scanning is a reading skill that enables the reader to look for a specific piece of information within an item of text. A reader will scan for a particular number in a phone directory for instance or a name on a list. The written articles that are scanned are often written in a particular order or in categories. The scanner has the key words in mind as they scan the list.

The term scanning can be used to refer to other actions associated with looking for something in particular.

Scanning:

- Searching the horizon looking for something in the distance.
- used in the digital world as a machine that scans items to be copied such as documents and certificates.
- Medical technique to look for injury or disease. There are MRI scans, Magnetic Resonance Image and CT or Computed Tomography scans to produce images of body structures.

In the final analysis would these two reading techniques really do justice to reading quality literature? Harold Bloom, a renowned speed reader, is reputed to be able to 'read' 1000 pages in an hour. He could devour a novel like Jane Eyre in his lunch break. The average reader would probably have literary indigestion after such a feast of skimming or scanning a classical novel!

4. Audio-lingual Approach

This approach is also known as "**The Army Method**." At the height of the events in World War II, military personnel needed to learn the languages of allies and enemies alike as they swept through the fields of Europe and Asia.

The approach, which blossomed in the 50s and 60s, is all about structural patterns. Proponents believe that a language can be reduced to a basic set of sounds. Combine them and you have spoken words. Those words, when phonetically joined, become phrases and later become sentences.

Unlike the Reading Approach, the Audiolingual Approach gives higher priority to the spoken form than the written form. Classes are generally held using the target language.

Activities like **role playing** are **dialogues** are drilled into students until they get the pronunciations and rhythm right. And because Audiolingualism borrows from the behaviorist school of psychology, languages are taught through a system of reinforcement.

A single word like "Good!" with a pat on the back, a clap from the class, a star on her paper are some of the reinforcements used. (Side note: How do we know if something is a "reinforcement"? Answer: If it makes the students feel good about themselves or about the situation, then it is one.)

Mistakes on the other hand, are quickly, but gently corrected. The end goal is the forming of linguistic speaking habits through correct repetitions.

The following points sum up the characteristics of the method:

- *Dependence on mimicry and memorisation of set phrases*
- *Teaching structural patterns by means of repetitive drills (??Repetitio est mater studiorum??)*
- *No grammatical explanation*
- *Learning vocabulary in context*
- *Use of tapes and visual aids*

- *Focus on pronunciation*
- *Immediate reinforcement of correct responses*

5. Communicative Approach

What good would it do any of your students if they know all the different ways of conjugating a verb but fail to communicate a coherent message?

Communication is essentially the rationale for language and the Communicative Approach seeks to develop those skills that enable students to meaningfully engage with each other.

Interactive activities are the hallmark of this approach. As the teacher, your responsibility is to give the students as much opportunity to give and receive meaningful communication as possible. For example, you can let students introduce themselves, share their hobbies using the target language. Instead of just presenting the language, you're giving them a task that can only be accomplished by using the target language.

The difference between statements shared in a round of show and tell and those found in textbooks is that the former are much more meaningful to your students. They're purposeful and in context—not a list of discordant sentences used to illustrate a rule of grammar. Authentic materials are used every so often.

A poster touting a concert or a flyer about some huge sale at a mall can be fertile ground for learning. In the Communicative Approach, students experience the target language as experienced by native speakers.

Let us see the basic premises of this approach:

- *Focus on all of the components of communicative competence, not only grammatical or linguistic competence. Engaging learners in the pragmatic, functional use of language for meaningful purposes*
- *Viewing fluency and accuracy as complementary principles underpinning communicative techniques*
- *Using the language in unrehearsed contexts*

Qualities of a Good Teacher

Teaching can be quite satisfying for people who do it well. I know this because I am a teacher, too. Although I do not think I'm always the best teacher, do I know that the majority of my students love me, and I guess this is partly why good things happen in my classroom.

I have spent a lot of time thinking about the question of what characteristics make a teacher effective and how I can succeed in the classroom. Although every great teacher has their own special, unique style, I have found that there are nine specific universal qualities that are necessary for anyone who wants to teach effectively

Top Characteristics and Qualities of a Good Teacher

What Makes a Great Teacher

- expert communication skills

- superior listening skills

- deep knowledge and passion for their subject matter

- the ability to build caring relationships with students

- friendliness and approachability

- excellent preparation and organization skills

- strong work ethic

- community-building skills

- high expectations for all

- talking about two loves ,the love to his students and the love to the subject he teaches.

Each of these characteristics is described fully below. Although great teachers may also possess a number of other wonderful

qualities (like a sense of humor, personality, flexibility, kindness, leadership, classroom management, a calm demeanor, experience, and the ability to multitask), these are the qualities the best teachers universally possess.

"Education is not the filling of a pail but the lighting of a fire."
— William Butler Yeats

1. Excellent Communication Skills

You'd think that the most important quality for a teacher to possess would be knowledge, since that's what the job is all about, after all: sharing knowledge. But no matter how knowledgeable a person is, if they can't convey what they know to others in a way that is not only understandable but engaging, the knowledge itself is useless.

- If a teacher's communication skills (verbal, nonverbal, and visual, which involve speaking, writing, imagery, body language, and the organization of ideas into understandable structures) are good, they can convey knowledge with better skill and results.

- Since a large part of good communication is knowing when the audience has understood, these teachers notice when they have communicated effectively and when they have not. They will often paraphrase, illustrate, or take another tact entirely when it becomes apparent that their communication has fallen flat or has not reached or connected to the entire class.

- A good teacher notices when even one student among many does not understand, and makes an effort to communicate individually when necessary.

- Communication also involves explaining exactly what the assignments and expectations are. When students fully understand what is expected of them, it's much easier for them to deliver.

- Interestingly by being good communicators, teachers are modeling important lifetime skills by example.

2. Superior Listening Skills

- In addition to being good communicators, good teachers also happen to be excellent listeners. As the Turkish proverb says,"If speaking is silver, then listening is gold." Of course, effective communication only happens when at least two parties are actively involved in the process together, and the only way to know if communication is heard is by asking (and listening to the answer).

- So in an ideal learning environment, teachers ask important questions and then actively, carefully, empathetically listen to what learners have to say. When good teachers develop this patient quality in themselves, they start to become great. Great teachers listen hard and then use what they hear to improve the communication.

3. Deep Knowledge of and Passion for the Subject Matter

- There is a saying that a teacher is only as good as what they know. If a teacher lacks knowledge in a subject, that dearth of understanding is passed along to the students. And keep in mind that although formal education is one way a teacher might gain the knowledge they need in order to teach well, there are other ways.

- Passion is infectious. Love of a subject matter inspires a person to learn more, dig deeper, and think harder about it, so passion inspires deeper knowledge. The best teachers are those that clearly love their subjects and pass that passion and desire to learn more on to their students. When the teacher not only has the right answer to a student's question

but can expand the discussion with vivid examples, amusing illustrative anecdotes, and relevant facts, and when the teacher has a deep well of understanding and expertise to draw on, then every lesson is enriched, and every student might be inspired.

4. The Ability to Develop Strong Relationships With Students

- It's not enough just to know what you're talking about, though, and a great teacher doesn't only teach from the head. In the best classrooms, hearts are involved, as well. Great teachers teach from the heart.

- The best teachers are often the ones that care the most deeply, not only about their jobs, but about every student they serve. It's not enough just to love the subject matter: Great teachers also share a love of students. Caring about the students is what inspires teachers to reach out, do better, communicate more, ask, learn, refine, and improve. This is something that can't be taught, not even in the best school.

5. Friendliness

Because it's the teacher's job to help students learn, they must be easy to approach. Students will have questions that can't be answered if the teacher isn't friendly and easy to talk to. The crabby, unapproachable, terse, mean, arrogant, rude, all-business teacher can't last long. If the students think of their teacher as their enemy, they certainly won't learn much. The best teachers are the most open, welcoming, and easy to approach.

6. Preparation and Organization Skills

- No matter how charming you are, if you show up for a class without an excellent plan for how to teach your material, you won't succeed. Great teachers

- spend endless hours outside of the classroom preparing, designing lessons, learning more (both about their subject matter specifically and how to teach, in general), participating in professional development, and thinking of fresh and interesting ways to reach the students.

- The best teachers have excellent lesson plans, lectures, and assignments that they continually improve. They have studied extensively and read widely about how to teach and methods to facilitate learning. They structure their days, lessons, and units in a way that fosters maximal understanding and interest. They collaborate with other teachers and attend classes to learn more about their subject matter and how to best convey it. They are available outside of class, and they grade papers quickly, writing personal notes to help their students understand.

- *"A good teacher affects eternity; he can never tell where his influence stops."*
- — Henry Adams

- ## 7. A Strong Work Ethic

- Anyone who's done it knows that teaching is one of the hardest jobs there is. The secret that keeps them going is that great teachers really, really want to be great teachers, and they'll stop at nothing do succeed. A great teacher will do almost anything to help their students. They always make time and they're always willing to help. If something doesn't work, they'll work tirelessly until they find a solution. A teacher's work is never done but the best ones never stop trying, they never quit.

- ## 8. The Ability to Build Community

- The best teachers understand the importance of building supportive and collaborative environments.

In addition to forming caring relationships with each student, the best teachers foster healthy and mutually respectful relationships between the students. They know how to establish guidelines and assign roles to enlist every student's help and participation. Every student feels like they are not only accepted by the larger group, but that their presence is a necessary ingredient in the classroom's magic. Their classrooms are like little communities where each individual plays a part and feels at home.

- **9. High Expectations for All**

- Studies show that a teacher's expectations have a huge impact on student achievement. The best teachers have high expectations for all of their students. They expect a lot from each student, but those expectations are both challenging and realistic. This doesn't mean they hold all students to the same high standard, but instead that they know what each student is capable of individually and strive to help each one attain their personal best.

20 Observable Characteristics Of Effective Teaching

"**How A Good Teacher Becomes Great**," we theorized that good teachers know which assessments are for 'show' and which are for 'go'—that is, which look good from 10 feet and which provide visibility for both the student and teacher where the learning needs to go next, and that they model curiosity, collaborate with other great teachers, and "measure understanding in diverse ways."

Below are 20 observable characteristics of effective teaching. Pair this with our characteristics of a **highly-effective learning environment** and you'll have a nice one-two punch to reflect on your craft. We've highlighted a few of our favorites to get you started.

1. **Begins class promptly and in a well-organized way.**
2. Treats students with respect and caring.
3. **Provides the significance/importance of information to be learned.**
4. Provides clear explanations. Holds attention and respect of students….practices effective classroom management.
5. **Uses active, hands-on student learning.**

6. **Varies his/her instructional techniques.**
7. Provides clear, specific expectations for assignments.
8. Provides frequent and immediate feedback to students on their performance.
9. Praises student answers and uses probing questions to clarify/elaborate answers.
10. **Provides many concrete, real-life, practical examples.**
11. Draws inferences from examples/models….and uses analogies.

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19. Provides frequent and immediate feedback to students on their performance.

20. Praises student answers and uses probing questions to clarify/elaborate answers.

21. **Provides many concrete, real-life, practical examples.**
22. Draws inferences from examples/models….and uses analogies.

23- Reflects on own teaching to improve it.

CLASSROOM MANAGEMENT

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

While a limited or more traditional interpretation of effective classroom management may focus largely on "compliance"—rules and strategies

that teachers may use to make sure students are sitting in their seats, following directions, listening attentively, etc.—a more encompassing or updated view of classroom management extends to everything that teachers may do to facilitate or improve student learning, which would include such factors as *behavior* (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, etc.), *environment* (for example, a welcoming, well-lit classroom filled with intellectually stimulating learning materials that's organized to support specific learning activities), *expectations* (the quality of work that teachers expect students to produce, the ways that teachers expect students to behave toward other students, the agreements that teachers make with students), *materials* (the types of texts, equipment, and other learning resources that teachers use), or *activities* (the kinds of **learning experiences** that teachers design to **engage** student interests, passions, and intellectual curiosity). Given that poorly designed lessons, uninteresting learning materials, or unclear expectations, for example, could contribute to greater student disinterest, increased behavioral problems, or unruly and disorganized classes, classroom management cannot be easily separated from all the other decisions that teachers make. In this more encompassing view of classroom management, good teaching and good classroom management become, to some degree, indistinguishable.

In practice, classroom-management techniques may appear deceptively simple, but successfully and seamlessly integrating them into the instruction of students typically requires a variety of sophisticated techniques and a significant amount of skill and experience. While the specific techniques used to manage classrooms and facilitate learning can vary widely in terminology, purpose, and execution, the following representative examples—taken from *Teach Like a Champion: 49 Techniques that Put Students on the Path to College* by Doug Lemov—will provide a brief introduction to a few basic classroom-management techniques (NOTE: While the general strategies described below are widely used by teachers, the specific terms in bold are not):

- **Entry Routine** is a technique in which teachers establish a consistent, daily routine that begins as soon as students enter the classroom—preparing learning materials, making seat assignments, passing in homework, or doing a brief physical "warm-up" activity would all be examples of entry routines. This technique can avoid the disorder and squandered time that can characterize the beginning of a class period.
- **Do Now** is a brief written activity that students are given as soon as they arrive in the classroom. This technique is intended to get students settled, focused, productive, and prepared for instruction as quickly as possible.
- **Tight Transitions** is a technique in which teachers establish transition routines that students learn and can execute quickly and repeatedly without much direction from a teacher. For example, a teacher might say "reading time," and students will know that they are expected to stop what they are working on, put away their materials, get their books, and begin reading silently on their own.

This technique helps to maximize instructional time by reducing the disarray and delay that might accompany transitions between activities.

- **Seat Signals** is a technique in which students use nonverbal signals while seated to indicate that they need something, such as a new pencil, a restroom break, or help with a problem. This technique establishes expectations for appropriate communication and helps to minimize disruptions during class.
- **Props** is the act of publicly recognizing and praising students who have done something good, such as answering a difficult question or helping a peer. Props is done by the entire class and is typically a short movement or spoken phrase. The technique is intended to establish a group culture in which learning accomplishments and positive actions are socially valued and rewarded.
- **Nonverbal Intervention** is when teachers establish eye contact or make gestures that let students know they are off-task, not paying attention, or misbehaving. The technique helps teachers efficiently and silently manage student behavior without disrupting a lesson.
- **Positive Group Correction** is a quick, affirming verbal reminder that lets a group of students know what they should be doing. Related techniques are **Anonymous Individual Correction**, a verbal reminder that is directed at an anonymous student; **Private Individual Correction**, a reminder given to an individual student as discretely as possible; and **Lightning-Quick Public Correction**, a quick, positive reminder that tells an individual student what to do instead of what not to do.
- **Do It Again** is used when students do not perform a basic task correctly, and the teacher asks them to do it again the correct way. This technique establishes and reinforces consistent expectations for quality work.

Reform

In recent years, classroom management has received an increasing amount of attention from education leaders, reformers, and researchers, who have begun to investigate, analyze, and document the effective strategies used by successful teachers. The growing emphasis on classroom management is based on the general recognition that effective instruction requires effective classroom management, and that strong management skills are the foundation of strong teaching. In addition, there are now more **professional-development opportunities** related to classroom management being offered to teachers, and there have been discussions about the role of practical teaching techniques in teacher education and certification programs, and about whether such programs have overemphasized education theory at the expense of practical, applied skills that teachers will need in the classroom, such as classroom-management strategies.

Debate

While there is widespread agreement in education that effective classroom management is essential to good teaching, there is often debate about which strategies are most effective, or what is the best way to approach the management of a classroom or other **learning environment**. For example, some educators might argue

that effective classroom management begins with student compliance and classroom orderliness, since learning cannot happen when students are not listening, when they are disobeying the teacher, or when they are disrupting other students in the class. In this case, the teacher needs to establish the behavioral and academic expectations for a class and ensure that students comply with those expectations. Other educators, however, would argue that teachers should approach classroom management by actively involving students in the process. For example, some teachers create common classroom expectations and agreements in collaboration with students. In this case, students play a role in developing the expectations, thereby taking "ownership" over the process, and the teacher then helps the students live up to those expectations by reminding them of the previous agreements they made or by asking the class to reflect on their work and behavior as a group in relation to the agreed-upon expectations— i.e., to identify the areas in which the class is doing well and the areas in which it can improve.

20 Classroom Management Strategies and Techniques

1. Model ideal behavior

Make a habit of demonstrating behavior you want to see, as many studies show that modeling **effectively teaches students how to act** in different situations.

A straightforward way to model certain behaviors is holding a mock conversation with an admin, other teacher or student helper in front of the class. Talking about a test or other relatable topic, be sure to:

- Use polite language
- Maintain eye contact
- Keep phones in your pockets
- Let one another speak uninterrupted
- Raise concerns about one another's statements in a respectful manner

After, start a class discussion to list and expand upon the ideal behaviors you exemplified.

2. Let students help establish guidelines

Encourage all students to help you build classroom rules, as **you'll generate more buy-in than just telling them what they're not allowed to do.**

Near the start of the year or semester, start a discussion by asking students what they believe should and shouldn't fly. At what points are phones okay and not okay? What are acceptable noise levels during lessons? This may seem like you're setting yourself up for failure, but — depending on the makeup of you class — you may be shocked at the strictness of some proposed rules. Regardless, having a discussion should lead to mutually-understood and -respected expectations.

3. Document rules

Don't let your mutually-respected guidelines go forgotten.

Similar to handing out a syllabus, print and distribute the list of rules that the class discussion generated. Then, go through the list with your students. Doing this emphasizes the fact that you respect their ideas and intend to adhere to them. And when a student breaks a rule, it'll be easy for you to point to this document.

If you're feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information.

4. Avoid punishing the class

Address isolated behavior issues instead of punishing an entire class, as **the latter can hurt your relationships with students who are on-task** and thereby jeopardize other classroom management efforts.

Instead, call out specific students in a friendly manner. For example:

- "Do you have a question?", not "Stop talking and disrupting other students"
- "Do you need help focusing?", not "Pay attention and stop fooling around while I'm talking"

This basic approach will allow you to keep a friendly disposition, while immediately acknowledging poor behavior.

5. Encourage initiative

Promote growth mindset, and inject variety into your lessons, by **allowing students to work ahead and deliver short presentations** to share take-away points.

Almost inevitably, you'll have some eager learners in your classroom. You can simply ask them if they'd like to get ahead from time-to-time. For example, if you're reading a specific chapter in a textbook, propose that they read the following one too. When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well.

6. Offer praise

Praise students for jobs well done, as doing so **improves academic and behavioral performance**, according to a recent research review and study.

When it is sincere and references specific examples of effort or accomplishment, praise can:

- Inspire the class
- Improve a student's self-esteem
- Reinforce rules and values you want to see

Perhaps more importantly, it encourages students to repeat positive behavior. Let's say a student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring

he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same.

7. Use non-verbal communication

Complement words with actions and visual aids to **improve content delivery,** helping students focus and process lessons.

Many [differentiated instruction strategies and techniques](#) are rooted in these communication methods. For example, running learning stations — divided sections of your classroom through which students rotate — allows you to deliver a range of non-spoken content types. These include videos, infographics and physical objects such as counting coins.

8. Hold parties

Throw an occasional classroom party to acknowledge students' hard work, **motivating them to keep it up.**

Even if it's just for 20 or 30 minutes, they should be happy with snacks and a selection of group games to play. Clarify that you're holding the party to reward them and they can earn future parties by demonstrating ideal behavior, collectively scoring high on assessments and more.

9. Give tangible rewards

Reward specific students at the end of each lesson, in front of the class, as another **motivational and behavior-reinforcement technique.**

Let's say a few students are actively listening throughout the entire lesson, answering questions and asking their own. Before the class ends, walk over to their desks to give them raffle tickets. So others can learn, state aloud what each student did to earn the tickets. On Friday, they can submit their tickets for a shot at a prize that changes each week — from candy to being able to choose a game for the next class party.

10.Make positive letters and phone calls

Keep students happy in and out of class by **pleasantly surprising their parents,** making positive phone calls and sending complimentary letters home.

When the occasion arises, from academic effort or behavioral progress, letting parents know has a trickle-down effect. They'll generally congratulate their kids; their kids will likely come to class eager to earn more positive feedback. This can also entice parents to grow more invested in a child's learning, opening the door to at-home lessons. Such lessons are a mainstay element of [culturally-responsive teaching](#).

11. Build excitement for content

Start lessons by previewing particularly-exciting parts, **hooking student interest from the get-go.**

As the bell rings and students settle, go through an agenda of the day's highlights. These could include group tasks, engaging bits of content and anything else to pique curiosity. For example, "Throughout the day, you'll learn about:"

- How to talk like you're a teacher (sentence structure)
- Why you don't know anyone who's won the lottery (probability)
- What all the presidents of the United States have had in common (social analysis)

The goal of this classroom management technique is to immediately interest students in your agenda and thereby dissuade misbehavior.

12. Offer different types of free study time

Provide a range of activities during free study time to **appeal to students who struggle to process content in silence, individually.**

You can do this by dividing your class into clearly-sectioned solo and team activities. In separate sections, consider:

- Providing audio books, which can play material relevant to your lessons
- Maintaining a designated quiet space for students to take notes and complete work
- Creating a station for challenging group games that teach or reinforce curriculum-aligned skills
- Allowing students to work in groups while taking notes and completing work, away from quiet zones

By running these sorts of activities, free study time will begin to benefit diverse learners. This should contribute to overall classroom engagement.

13. Write group contracts

Help student group work run smoothly and effectively by writing contracts that contain guidelines, having everyone sign.

Group contracts should be based on expectations that students have for each other, and you have for them. You can gather the class's thoughts by holding a discussion about what the ideal group member does, and how he or she acts. Once you've written the contract, encourage students to come up with consequences for violating expectations.

By having them sign a fresh version of the contract before each group task and project, you're empowering them to hold each other accountable.

14. Assign open-ended projects

Encourage students to tackle open-ended projects — projects that don't demand a specific product — to allow them to **demonstrate knowledge in ways that inherently suit them.**

This starts by giving the class a list of broad project ideas, asking each student to choose one. Be sure to provide a rubric for each project that clearly defines expectations. By both enticing and challenging students, you should notice they'll:

- Work and learn at their own paces
- Engage actively with appropriate content
- Demonstrate knowledge as effectively as possible

With these benefits, students may actually look forward to taking on new projects.

15. Give only two marks for informal assessments

Recall a time you saw a big "F" in red ink on your work. You were probably too upset to review mistakes and feedback, and so are your students when they see the same.

So, consider avoiding standard marks on informal and formative assessments.

Instead, just state if a student did or did not meet expectations. Then, provide struggling students with a clear path to improve. For example, pair classmates who didn't meet expectations with those who did, giving them a review and practice activity. When strugglers are confident they understand key concepts, encourage them to tell you. Provide a new assessment, allowing them to prove their competency.

Classroom management strategies for individual students

16. Use EdTech that adjusts to each student

Give students who struggle to process your content opportunities to try **educational technology that adapts to their needs.**

There are many games and platforms that use adaptive learning principles to detect a given student's skill deficits, serving him or her content to help overcome them. For example, Prodigy is a math video game that adjusts its content to help students address their trouble spots. It also offers feedback to help them solve specific mistakes, as they answer questions that use words, charts, pictures and numbers. More than 800,000 teachers currently use Prodigy, as it's aligned with curricula across the English-speaking world.

17. Interview students

Interview students who aren't academically engaged or displaying prosocial behavior to **learn how to better manage them.**

While running learning stations or a large-group activity, pull each student aside for a few minutes. Ask about:

- What helps them focus
- Who they work well with
- Their favorite types of lessons
- Their favorite in-class activities

- Which kinds of exercises help them remember key lesson points

Note their answers to come up with activities and approaches that engage them, thereby limiting classroom disruptions.

18. Address bad behavior quickly

Avoid hesitation when you must address bad behavior, especially when a student breaks a documented rule.

Acting sooner than later will help ensure that negative feelings — whether between students or you and a student — won't fester. Failure to act can result in more poor behavior, leading to needlessly-difficult conversations.

But keep in mind: It's usually **best to talk to the student in private.** Emerging research shows that punishing students in front of peers has "limited value."

19. Consider peer teaching

Use peer teaching as a classroom management strategy if you feel your top performers can help engage and educate disruptive and struggling students.

Peer teaching activities, such as pairing students together as reading buddies, can be **especially beneficial for students who suffer from low confidence and poor interpersonal skills.**

Authoritative research states tutors improve self-esteem and interpersonal skills by giving feedback. Tutees realize these benefits by asking questions and receiving immediate clarification. A later study of at-risk students echoes these advantages. Although you should spend time teaching peer tutors how to properly communicate with tutees, you'll likely find the benefits are worth the work.

20. Gamify personal learning plans

Motivate students on personal learning plans by gamifying those plans, as studies — such as recent research from South Korea — indicate this will **continuously engage and incentivize them.**

Consider gamification strategies such as:

- **Adjusting your scoring system —** Give experience points (XP) — along with traditional scores — on tests and assignments, setting a goal for the student to reach a certain amount of XP per unit. For example, if a student scores 60% on a quiz, give him or her 6,000 XP. You can also award XP for completing extra assignments, participating in class or anything else that shows effort to learn.

- **Using stages —** Refer to topics and units as stages. The former terms have clear connotations for you, but students may not see how they fit together. If they're gamers, they'll understand that reaching the next stage requires overcoming precursory challenges. Emphasize this by framing certain tasks as prerequisites to reach the next learning stage.

Communicative language teaching

Communicative language teaching (**CLT**), or the **communicative approach**, is an [approach](#) to [language teaching](#) that emphasizes [interaction](#) as both the means and the ultimate goal of study.

Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.[1]

According to CLT, the goal of language education is the ability to communicate in the target language.[2] This is in contrast to previous views in which [grammatical competence](#) was commonly given top priority.[3] CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language, but rather works on developing sound oral/verbal skills prior to reading and writing.

Societal influences[edit]

Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought, instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT).[4]

It was [Noam Chomsky](#)'s theories in the 1960s, focusing on competence and performance in language learning, that gave rise

to communicative language teaching, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence.[4] The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning.[5]

This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to motivate these students an approach with a more immediate reward was necessary,[5] and they began to use CLT, an approach that emphasizes communicative ability and yielded better results.[6]

Additionally, the trend of progressivism in education provided further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning;[5] consequently, as this idea gained traction, in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign-language education was no exception to this trend, and

teachers sought to find new methods, such as CLT, that could better embody this shift in thinking.[5]

Academic influences[edit]

The development of communicative language teaching was bolstered by new academic ideas. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching. This method was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching. This was partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language prevalent at the time could not explain the variety found in real communication.[7] In addition, applied linguists such as Christopher Candlin and Henry Widdowson observed that the current model of language learning was ineffective in classrooms. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.[7]

In 1966, linguist and anthropologist Dell Hymes developed the concept of communicative competence. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in a variety of speech domains.[2] This can be neatly summed up by Hymes's statement, "There are rules of use without which the rules of grammar would be useless."[5] The idea of communicative competence stemmed from Chomsky's concept of the linguistic competence of an ideal native speaker.[2] Hymes did not make a concrete formulation of communicative competence, but subsequent authors have tied the concept to language teaching, notably Michael Canale.[8] Canale and Swain (1980) defined communicative competence in terms of three components: grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) refined the model by adding discourse competence, which contains the concepts of cohesion and coherence.[8]

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as

the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method. This led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, and they set out to provide a syllabus that would meet the needs of European immigrants.[7] Among the studies used by the council when designing the course was one by the British linguist, D. A. Wilkins, that defined language using "notions" and "functions", rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax, and instead relied on real interaction.[7]

In the mid 1990s, the Dogme 95 manifesto influenced language teaching through the Dogme language teaching movement. This proposed that published materials stifle the communicative approach. As such, the aim of the Dogme approach to language teaching is to focus on real conversations about practical subjects, where communication is the engine of learning. The idea behind the Dogme approach is that communication can lead to explanation, which will lead to further learning. This approach is the antithesis of situational language teaching, which emphasizes learning through text and prioritizes grammar over communication.[9]

A survey of communicative competence by Bachman (1990) divides competency into the broad headings of "organizational competence", which includes both grammatical and discourse (or textual) competence, and "pragmatic competence", which includes both sociolinguistic and "illocutionary" competence.[10] Strategic competence is associated with the interlocutors' ability in using communication strategies.[10]

Classroom activities[edit]

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.[5]

Role-play[edit]

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.[5]

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.[5]

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.[5]

Interviews[edit]

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.[11]

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.[11]

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-

level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.[11]

Group work[edit]

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.[11]

Example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.[11]

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.[11]

Information gap[edit]

Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.[12]

Example:

1. The class is paired up. One partner in each pair is Partner A, and the other is Partner B.
2. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.

3. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.
4. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.[12]

Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.[12]

Opinion sharing[edit]

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.[12]

Example:

1. The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
2. The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.[12]

Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.[12]

Scavenger hunt[edit]

A scavenger hunt is a mingling activity that promotes open interaction between students.[11]

Example:

1. The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
2. Students go around the classroom asking and answering questions about each other.
3. The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.[11]

Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.[11]

Critiques[edit]

Although CLT has been extremely influential in the field of language teaching, it is not universally accepted and has been subject to significant critique.[13]

In his critique of CLT, Michael Swan addresses both the theoretical and practical problems with CLT. In his critique, he mentions that CLT is not an altogether cohesive subject, but one in which theoretical understandings (by linguists) and practical understandings (by language teachers) differ greatly. Critique of the theory of CLT includes that it makes broad claims regarding the usefulness of CLT while citing little data, that it uses a large amount of confusing vocabulary, and that it assumes knowledge that is predominately language non-specific (ex. the ability to make educated guesses) is language specific.[13] Swan suggests that these theoretical issues can lead to confusion in the application of CLT techniques.[14]

Where confusion in the application of CLT techniques is readily apparent is in classroom settings. Swan suggests that CLT techniques often suggest prioritizing the "function" of a language (what one can do with the language knowledge one has) over the

"structure" of a language (the grammatical systems of the language).[14] This priority can leave learners with serious gaps in their knowledge of the formal aspects of their target language. Swan also suggests that, in CLT techniques, whatever languages a student might already know are not valued or employed in instructional techniques.[14]

Further critique of CLT techniques in classroom teaching can be attributed to Elaine Ridge. One of her critiques of CLT is that it implies that there is a generally agreed upon consensus regarding the definition of "communicative competence", which CLT claims to facilitate, when in fact there is not. Because there is not such agreement, students may be seen to be in possession of "communicative competence" without being able to make full, or even adequate, use of the language. That an individual is proficient in a language does not necessarily entail that they can make full use of that language, which can limit an individual's potential with that language, especially if that language is an endangered language. This critique is largely to do with the fact that CLT is often highly praised and is popular, when it may not necessarily be the best method of language teaching.[15]

Ridge also notes that CLT has nonspecific requirements of its teachers, as there is no completely standard definition of what CLT is; this is especially true for the teaching of grammar (the formal rules governing the standardized version of the language in question). Some critics of CLT suggest that the method does not put enough emphasis on the teaching of grammar and instead allows students to produce utterances which are grammatically incorrect as long as the interlocutor can get some meaning from them.[15]

Stephen Bax's critique of CLT has to do with the context of its implementation. Bax asserts that many researchers associate the use of CLT techniques with modernity and, therefore, the lack of CLT techniques as a lack of modernism. In this way, these researchers consider teachers or school systems which don't use CLT techniques as outdated and suggest that their students learn the target language "in spite of" the absence of CLT techniques, as though CLT were the only way to learn a language and everyone who fails to implement its techniques is ignorant and will not be successful in teaching the target language.[3]

The Communicative Approach in English as a Foreign Language Teaching

SUMMARY.

This article refers to the way teachers can focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. Here, the origin of the Communicative Approach as a combination of different methods is clearly explained, as such as the role of the teacher and the students in a communicative English as a Second Language class. The article also gives some examples of communicative activities that can be developed in a class from the communicative point of view.

This digest will take a look at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers' and students' roles differ from the roles they play in other teaching approaches. Examples of exercises that can be used with a communicative approach are described, and sources of appropriate materials are provided.

WHERE DOES COMMUNICATIVE LANGUAGE TEACHING COME FROM?

Its origins are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

WHAT IS COMMUNICATIVE LANGUAGE TEACHING?

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5).

WHAT ARE SOME EXAMPLES OF COMMUNICATIVE EXERCISES?

In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on it. The teacher then proceeds to model an exchange of introductions in the target language: "Guten Tag. Wieheissen Sie?" Reply: "Icheisse Wolfie," for example. Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the students to introduce themselves and ask their classmates for information. They are responding in German to a question in German. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information.

Later during the class, as a reinforcement listening exercise, the students might hear a recorded exchange between two German freshmen meeting each other for the first time at the gymnasium doors. Then the teacher might explain, in English, the differences among German greetings in various social situations. Finally, the teacher will explain some of the grammar points and structures used.

The following exercise is taken from a 1987 workshop on communicative foreign language teaching, given for Delaware language teachers by Karen Willetts and Lynn Thompson of the Center for Applied Linguistics. The exercise, called "Eavesdropping," is aimed at advanced students.

"Instructions to students" Listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questions about what was said.

1. Who was talking?

2. About how old were they?

3. Where were they when you eavesdropped?

4. What were they talking about?

5. What did they say?

6. Did they become aware that you were listening to them?

The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints.

Communicative exercises such as this motivate the students by treating topics of their choice, at an appropriately challenging level.

Another exercise taken from the same source is for beginning students of Spanish. In "Listening for the Gist," students are placed in an everyday situation where they must listen to an authentic text.

"Objective." Students listen to a passage to get general understanding of the topic or message.

"Directions." Have students listen to the following announcement to decide what the speaker is promoting.

"Passage" "Situacion ideal...Servicio de transporte al Aeropuerto Internacional...Cuarenta y dos habitaciones de lujo, con aire acondicionado...Elegante restaurante...de fama internacional."

(The announcement can be read by the teacher or played on tape.) Then ask students to circle the letter of the most appropriate answer on their copy, which consists of the following multiple-choice options:

- a taxi service
- b. a hotel
- c. an airport
- d. a restaurant

- (Source: Adapted from Ontario Assessment Instrument Pool, 1980, Item No. 13019)

Gunter Gerngross, an English teacher in Austria, gives an example of how he makes his lessons more communicative. He cites a widely used textbook that shows English children having a pet show. "Even when learners act out this scene creatively and enthusiastically, they do not reach the depth of involvement that is almost tangible when they act out a short text that presents a family conflict revolving round the question of whether the children should be allowed to have a pet or not" (Gerngross & Puchta, 1984, p. 92). He continues to say that the communicative approach "puts great emphasis on listening, which implies an active will to try to understand others. [This is] one of the hardest tasks to achieve because the children are used to listening to the teacher but not to their peers. There are no quick, set recipes.

That the teacher be a patient listener is the basic requirement" (p. 98).

The observation by Gerngross on the role of the teacher as one of listener rather than speaker brings up several points to be discussed in the next portion of this digest.

HOW DO THE ROLES OF THE TEACHER AND STUDENT CHANGE IN

COMMUNICATIVE LANGUAGE TEACHING?

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

Classroom activities

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.[5]

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Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.[5]

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3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.[5]

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.[5]

Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.[11]

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.[11]

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.[11]

Group work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.[11]

Example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.[11]

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.[11]

Information gap

Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.[12]

Example:

1. The class is paired up. One partner in each pair is Partner A, and the other is Partner B.
2. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.
3. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.
4. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.[12]

Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.[12]

Opinion sharing

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.[12]

Example:

1. The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
2. The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.[12]

Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.[12]

Scavenger hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.[11]

Example:

1. The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
2. Students go around the classroom asking and answering questions about each other.
3. The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.[11]

Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.[11]

Critiques

Although CLT has been extremely influential in the field of language teaching, it is not universally accepted and has been subject to significant critique.[13]

In his critique of CLT, Michael Swan addresses both the theoretical and practical problems with CLT. In his critique, he mentions that CLT is not an altogether cohesive subject, but one in which theoretical understandings (by linguists) and practical understandings (by language teachers) differ greatly. Critique of the theory of CLT includes that it makes broad claims regarding the usefulness of CLT while citing little data, that it uses a large amount of confusing vocabulary, and that it assumes knowledge that is predominately language non-specific (ex. the ability to make educated guesses) is language specific.[13] Swan suggests that these theoretical issues can lead to confusion in the application of CLT techniques.[14]

Where confusion in the application of CLT techniques is readily apparent is in classroom settings. Swan suggests that CLT techniques often suggest prioritizing the "function" of a language (what one can do with the language knowledge one has) over the "structure" of a language (the grammatical systems of the language).[14] This priority can leave learners with serious gaps in their knowledge of the formal aspects of their target language. Swan also suggests that, in CLT techniques, whatever languages a student might already know are not valued or employed in instructional techniques.[14]

Further critique of CLT techniques in classroom teaching can be attributed to Elaine Ridge. One of her critiques of CLT is that it implies that there is a generally agreed upon consensus regarding the definition of "communicative competence", which CLT claims to facilitate, when in fact there is not. Because there is not such agreement, students may be seen to be in possession of "communicative competence" without being able to make full, or even adequate, use of the language. That an individual is proficient in a language does not necessarily entail that they can make full use of that language, which can limit an individual's potential with that language, especially if that language is an endangered language. This critique is largely to do with the fact that CLT is often highly praised and is popular, when it may not necessarily be the best method of language teaching.[15]

Ridge also notes that CLT has nonspecific requirements of its teachers, as there is no completely standard definition of what CLT is; this is especially true for the teaching of grammar (the formal rules governing the standardized version of the language in question). Some critics of CLT suggest that the method does not put enough emphasis on the teaching of grammar and instead allows students to produce utterances which are grammatically incorrect as long as the interlocutor can get some meaning from them.[15]

Stephen Bax's critique of CLT has to do with the context of its implementation. Bax asserts that many researchers associate the use of CLT techniques with modernity and, therefore, the lack of CLT techniques as a lack of modernism. In this way, these researchers consider teachers or school systems which don't use CLT techniques as outdated and suggest that their students learn the target language "in spite of" the absence of CLT techniques, as though CLT were the only way to learn a language and everyone who fails to implement its techniques is ignorant and will not be successful in teaching the target language.[3]

See also

- English as an additional language
- Grammar–translation method

- [Language education](#)
- [Language exchange](#)
- [Learning by teaching](#) (LdL)
- [Notional-functional syllabus](#)
- [Task-based language learning](#)
- [Teaching English as a foreign language](#)
- [Target language (translation)](#)

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Training session 2019

In groups of 5 , think of this question please .You`ve got 5 minutes .

What your students want from you ?

I am Mahmoud Dyab . A teacher since 1993 ,10 years in the country schools and abroad. 11 years with pretty teachers .I came about with the following :

1. GREET ME EACH DAY

Wish me good morning, and send me off with a "see ya tomorrow."

2. SMILE

 I am NOT your enemy .When you look at me, let me see happiness in your eyes.

3 GIVE ME YOUR ATTENTION

Sit and talk with me privately; even if only for a second.

·

4. IMAGINE WITH ME

Help me dream of things I might be able to do; not just the things I need to do now.

5. GIVE ME CHALLENGING CONTENT AND ASSIGNMENTS

Show me how to handle it. Teach me what to do.

6. ASK ABOUT ME

Inquire about my weekend, the game I played, the places I go. It shows you care about my life.

7. LET ME HAVE TIME

Time to let things sink in. Time to think. Time to reflect, process, and play.

8. DEMAND OF ME

Hold me accountable to high standards. Don't let me get away with less if you know I am capable of doing better.

9. NOTICE ME

Leave special messages in my desk. Just a quick note that says you notice something right.

10. LET ME ASK THE QUESTIONS

Even if my questions are off topic, let me ask them. It will show that I am thinking about new perspectives, curious, and willing to learn more. Let me have the chance to show what I am wondering about, not just what I know.

11. ENGAGE ME

I came to you in love with learning. Keep me excited, keep me wanting more.

12. TRUST ME

Believe that I can do it. Allow me the chance. I promise to show you I can.

These words did not fall on deaf ears. I collected them, honored them, and then promised I would do everything within my power to be the teacher they wanted me to be.

Active learning strategies :

In the U S , they use 30 styles of learning strategies .In Japan ,they use 100. In Syria , we use nothing at all .What a shame !! our schools still so traditional and our teachers in classrooms are still so antique .Let`s make a difference !

1- Cooperative learning

2- Brainstorming

3-Lesson outlines (main-ideas)

4-Mind map

5-problem-solving

6-Telling a story

7-Role-play

8-Games

9-Exploring

10-Self-learning

All the above strategies concentrate on the idea of student—based interest being the center pf the learning process.

WELCOME TO THE 21th century school

How do I plan my lesson ?

A- before you begin :

Teachers determine what learners will be able to do upon completion of the lesson , the objectives of what you are going to teach .

B- now plan your lesson :

lesson stage	Definition
Warm up	Provides an activity to draw the attention of students.
Introduction	Establishes the purpose of the lesson how it is related to real life.
Presentation	Presents the learning material .
practice	Students are provided a chance to practice the new knowledge .
evaluation	Teacher presents an activity that assesses learners .
Closure /application	Learners use the language or the material given in a new situation .

C- Preparation for a lesson :

1- lesson plan is written prior to the lesson .

2- It must have an appropriate structure and sequence .

3-outcomes must be realistic , attainable and achievable .

4-content is appropriate .

5-organizes materials and equipment in advance .

Lesson planning :

Preparation and planning :

1-The plan should contain the essential elements .

2-Defines the materials into basic conceptions .

3-Defines the student`s previous knowledge.

4-Covers up at least two skills.

5-Defines suitable activities ,methods and techniques.

6-The objectives vary to cover up the cognitive ,emotional ,psychological and behavioral   fields.

7-The cognitive objectives vary to cover up: recall,comprehention,analysis,synthesis and   evaluation.

8-Designs the evaluative questions and activities.

9-Divides time into the different stages of the lesson .

10-Moves smoothly from one stage to another

Warm up and Introduction :

1- Greets students .

2-Revizes a previous knowledge .

3-Introduces the new lesson .

4-Creates a good and relaxed atmosphere .

5-Familiarize the students with the objectives of the lesson .

Presentation :

1- Explains the unfamiliar words and expressions appropriately .

2-Identifies the important points for students.

3-Presents the lesson in a logical order .

4-Explains the grammatical points .

5-Uses various techniques : discussion , pair-work and group – work .

6-Teaches the concrete then the abstract .

7-Uses suitable techniques to achieve the objectives.

8-uses suitable aids .

9-Uses suitable techniques to fit the different levels of the students.

10-Finishes the lesson in time.

Practice and Assessment :

1-Checks the comprehension of the main points .

2-A good feedback of the content.

3-Summarizes what has been already taught .

4-Checks whether the objectives are achieved .

5-Encourages the students to answer or work on extra activities (homework).

Note :

When writing the objectives please consider that :

Objectives must be :   achievable , applicable , varied and in behavioral terms.

For example : At the end of the lesson , students will be able to :

  -compare between the simple past and the past perfect tenses.

  -Distinguish between an adjective and a noun .

  -Use the given adjectives and simple past to write about an accident.

The main four language skills are

1—listening

2---Speaking

3---Reading

The sub-skills are :

1-Grammar

2-Vocabular y

3-Pronnciation

The four English Language Skills` Tasks

Good morning

I am Mahmoud Dyab and I am your teacher for the next two hours .I `ve got my own rules :

- You will be well fed as long as you are around here ,if you misbehave ,the punishment will be severe .(Oh !typical bad teacher).Can we get along now?

1- If I speak too quick ,please tell me and I will slow down.

2-If you don`t understand , please tell me and I will repeat .

3-If I speak too much ,please tell me and I will shut up.

The four skills are :

Listening ,speaking , reading and writing .

A task : is a short activity of no more than 10 minutes .

Listening skill tasks :

1-Listen and response

2-Total physical response

3-Matching

4-Filling in the gaps

5-Drawing certain shape

6-Classifying

Speaking Skill Tasks

1-Asking and answering questions :

2- Discussion :

3-Giving opinion :

Reading skill tasks :

HOW CAN WE ANALYZE A TEXT ?

1-The human issue

2-The organization of the text

3-The audience

4-The purpose

5-The tone

Reading tasks

A)-   Pre reading tasks

1-using pictures or realia to predict the content of the text .

2-using the title to predict the content of the text .

3-predicting certain questions from the reading text-title

4- creating another version of the reading text

B) - While-reading tasks :

The following tasks may help :

1-true / false statements

2-answering questions

3-definitions

4-filling in the gaps

5-listing items

C) - Post reading-tasks:

1-Reconstructing the text into numbers ,names or any other facts

2-writing quiz;

3-Complete : - I like the text because ………………………………….

-I didn't `t like text because ………………………………….

Writing skill tasks

1-**Write**

2-**Draw**

3-Fill in the gaps

5-Describe

5-**Write a 70-word composition**

Let me start :

Listening can be boring and difficult for learners because their concentration is very short and they get bored really quick.

How can you make listening effective ? The answer is very easy: Get your students involved through simple easy tasks . Can we grade these tasks ? Ok let s grade them from lower levels to higher ones:

-Listen and response :

The teacher gives certain instructions and the students respond :

" open your books "

"please stand up"

"please sit down "

-Total physical response:

Again ,the teacher gives certain commands and the students respond:

"**would you please open the window ?"**

"**would you please close the door"**

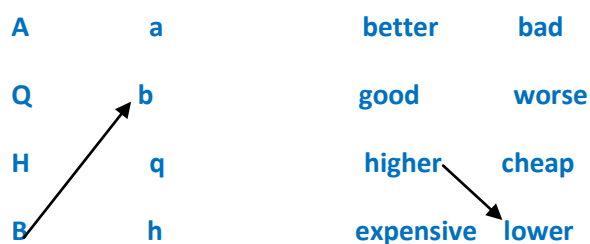"**would you please clean the board?"**

Touch your nose please.

Touch your right leg .

-Matching :

You ask your students to match between certain letters ,objects and their names , opposites , definitions, names and certain shapes :

A	a	better	bad
Q	b	good	worse
H	q	higher	cheap
B	h	expensive	lower

-Filling in the gaps :

Win…..ow   / mat…ema…ics   / c….w / do..r.   -

-Drawing certain shape :-   -

Last night the police reported a missing girl with description: -

She got blonde short hair , wide big eyes , thick black eyebrows, round smiling face   -

I will repeat the description of the missing girl and you I want you to draw that girl.

I will draw with you.

 Once you have drawn the same picture as similar as mine I got you understood.   -

- Classifying :   -

You can choose some certain words from any reading text and ask your   -

students to classify them .For ex:

I want you to draw this diagram :   -

   -

furniture	feeling	family	Extra words

Now I want you to listen to the following words twice ,in the second time you will be asked to classify then due to the diagram :

Mum   - table - fear -   car - chair

Aunt - shy - garden – tremble

Bed - board - aerial – lonely .

Student A

Frank was born in _____ (where?) in 1977. He went to school in Buenos Aires for _____ (how long?) before moving to Denver. He misses _____ (what?), but he enjoys studying and living in Denver. In fact, he _____ (what?) in Denver for over 4 years. Currently, he _____ (what?) at the University of Colorado where he is going to receive his Bachelor of Science next _____ (when?). After he receives his degree, he is going to return to Buenos Aires to marry _____ (who?) and begin a career in research. Alice _____ (what?) at the University in Buenos Aires and is also going to receive _____ (what?) next May. They met in _____ (where?) in 1995 while they were hiking together in the _____ (where?). They have been engaged for _____ (how long?).

Student B

Frank was born in Buenos Aires in _____ (when?). He went to school in _____ (where?) for 12 years before moving to _____ (where?). He misses living in Buenos Aires, but he enjoys _____ (what?) in Denver. In fact, he has lived in Denver for _____ (how long?). Currently, he is studying at the _____ (where?) where he is going to receive his _____ (what?) next June. After he receives his degree, he is going to return to _____ (where?) to marry his fiancé Alice and begin a career in _____ (what?). Alice studies Art History at the _____ (where?) and is also going to receive a degree in Art History next _____ (when?). They met in Peru in _____ (when?) while they _____ (what?) together in the Andes. They have been engaged for three years.

__Speaking Skill Tasks__

speaking skill is simply speaking :

-**Asking and answering questions :**

"what1s your name ?"

"how many sisters do you have ?"

You can go further :

"how long have you been learning English ?"

"how do you come to school ?"

Some basic questions

What is your name?

Where do you live?

Do you have any brothers or sisters?

Does anyone else live at home with you?

Now tell me, what do you all do when you

get up in the morning?

How do you all go to school and work?

Do you have any brothers or sisters in this school?

What standards are they in?

Which subject do you enjoy most? Why?

What do you do at break?

Tell me about your best friends.

What does your mother/grandmother cook for dinner?

Can you tell me how she cooks it?

Why do you all enjoy this food most?

Do you listen to the radio/watch TV in your house?

What is your favorite programme?

Why do you enjoy it most?

What do you do when you are getting ready

to sleep in the evening?

What time do you go to sleep. Why?

In groups of four ,try to form questions to these answers :

-Oh , I stayed at home and watched TV.

-she is reading a book at the moment.

-We are going to visit France .

-I usually get up at 7 .

-For about two years .

-No , he is single .

-I was washing up when the phone rang.

- Discussion :

I will write a word on the board " fun"

Today we will discuss fun .What is fun ?

Fun is something interesting while funny ,what makes you laugh .

I`d like to do many fun things ,Fun for me is shopping.

Now in groups , discuss these questions :

-Who likes shopping

-Where do you usually go shopping ?

-When do you go shopping ?

-What do you see at shops or supermarkets?

Another task :   "a day off "

Look outside through the window.

-What kind of a day is today ?

-what is today ? I think you will answer ,it`s Saturday .

-What do you call a day without work ?

-What do you like doing on your day off?

-Do you usually enjoy your day off ? of course not right here .

So we simply speak the language ,we ask questions ,answer them and we discuss certain idea and give opinions:

Giving opinion :

"pets "

What wild animals do you find most interesting? Why?]

In your country, do dogs usually sleep inside or outside?

Can pets become part of a human family?

What was your first pet and how did you get it?

How many different pets have you had over your lifetime?

Which was your favorite?

How are humans like other animals? How are they different

Would you like to go on an African safari? Why or why not?

What wild animals do you find most interesting? Why?

Are cats better pets than dogs or are dogs better pets than cats? Why?

If you could be any animal in the world, what would you be and why?

Do you think it's morally acceptable for scientists to do genetic experiments on animals?
What's the most interesting animal you've ever eaten?

" MUSIZK "

How popular is live music in your country?

When was the last time you went to a concert or live show?

Is there any type of music that you can only hear in your country?

How many CDs do you own? What kind of music do you have the most of?

What musician would you most like to meet? Why?

Do you ever like to listen to loud music? When?

Do you think CDs will ever become obsolete? What will replace them?

Do you play a musical instrument? What instrument? Did you take lessons?? Is there any
kind of music that you can't stand?

Do you listen to music on the radio? How often?

Do you have a favorite station? Why do you like this station???????

Do you prefer music in English or in your own language? Why?

" VISITING ANOTHER COUNTRY "

How many countries have you been to?

Where did you spend your last vacation? What did you do?

When you were a child, did your family take trips?

Would you always go to the same place or different places?

Have you ever taken a package tour? If so, tell about this experience?

What type of accommodations do you usually stay in when you travel

HAVE you ever taken a package tour? If so, tell about this experience?

Where will you go on your next vacation?

Describe the best trip you ever took Where did you go?

Who did you travel with? What did you do?

Describe the worst trip you ever took. Where did you go? What made it a bad trip?

What three countries would you most like to visit? Why?

Do you prefer winter vacations or summer vacations? Why?

Would you like to take a cruise? Why or why not?

"Dreams"

Do you usually remember your dreams?

Do you think that animals dream? Why or why not?

How many hours a night do you usually sleep?

Would you like to get more sleep or less?

Do you ever take naps? When?

Are you a light sleeper or can you sleep on airplanes, trains, and buses?

Do you prefer to go to sleep late or wake up early?

Have you ever known anyone who walked in their sleep? If so, tell about it.

Have you ever experienced insomnia?

What can you do to treat insomnia? What do you think causes it?

Tell about a recent dream you remember.

What do you know about dream interpretation?

What might the following dreams represent:

a dream in which you're flying,

Have you ever had any of these dreams?

Have you ever slept outside for an entire night?

tell about the experience.

Do you believe that dreams can help us solve our problems?

Do you try to understand the meanings of your dreams?

Have you ever had the same dream more than once?

Have you ever had a dream that later came true?

Why do you think this might happen?

Q"1-*******Have you had dreams in other languages?

Describe a nightmare that you remember from childhood.

Reading skill tasks :

Thank you a lot for coming and kinda it`s raining though .I`ll be talking about reading skill tasks by the next hour, writing skill-tasks will be by the next hour .

-I want you write down four pair of words :

Tea / coffee -Tall/short   - stay in/ go out   - morning/evening – talk / listen.

Now in pairs, ask your partner , the one next to you questions about these words for ex,

-do you like coffee or tea ?

-do you prefer to stay in the house or go out camping ?

Now ,let`s head to reading tasks ,I may ask you this simple question :

"What did you read in the last twenty four hours?"

e-mails , recipe ,sms texts , a story , road signs , headlines…

our objective as teachers is to guide our students to a relevant experience of the reading text. We need to be aware of certain ways to help our students analyze the text .

HOW CAN WE ANALYZE A TEXT ?

1-The human issue :

What does the text express ,what argument the author is presenting for example ,

-why does the author write a recipe ? to be famous ,to make money may be ?or he may teach us how to cook .

-Another example , why sms texts ? to express feelings , share information , friendly chat ..

2-The organization of the text

How the text is structured .

For example ,sms-texts are informal ,with abbreviation , no punctuation

You can start by: hi ,wats up instead of " good morning sir ,how are you doing?"

3-The audience

Whom was the text written for ? adults , the young , the old ?

A recipe is targeted for women for example.

4-**The purpose**

What was the writer`s intention ?

To give information or give certain instructions for example.

5-The tone

How did the author sound?

Angry , bored , sad or may be friendly …

.Let`s do the following activity ,a new technique what we call "doodley do "d is silent **sound.Doodley do …..is just a word to show a missing word in a text ,it could** be a verb, a noun , or any grammatical form. For example :

"The plane was doodley doing and the passengers were doodley do".landing- happy.

Now try to guess the missing words :

"The law related to computer crime is"doodley doing "-changing"-Modern "doodley doer"criminals are using computers to help them "doodley doo"-commit-crimes.These days computer crimes"doodley did"-increased-as thepeople who "doodley do "the internet has grown. In this activity we exploited listening skill as writing skill ,speaking skill then reading skill .see how it works?

Reading tasks

A)- Pre reading tasks

1-using pictures or realia to predict the content of the text .

For ex, a lesson starts with a picture of a ship and so many people on board :you can start by asking a question like : why do people immigrate ?why do people leave their country to settle abroad? For education may be or to earn more money ..

1-using pictures or realia to predict the content of the text .

For ex, grade 9 ,page 39 "city life" ask your students:

-what are there in the city ? they may answer :

Cinemas ,theatres ,universities , hospitals ,noise ,pollution ,…

I want someone to read aloud the text about Mexico city page 39 .

3-predicting certain questions from the reading text-title

For ex, "Be Happy ,Don`t Worry"

In two minutes ,tell me what things that make you happy ?

- food , money , travel , does a fancy car count?

In the next stage ,try to find answers to these questions from the reading text.

Grade 9 ,page 86 ,ask your students to read the text and try to find answers to these questions .

4- creating another version of the reading text

Once you finished talking about Mexico city on page 39 ,ask your students to talk about Damascus .

B) - While-reading tasks :

The following tasks may help :

-true / false statements

-answering questions

-definitions

-filling in the gaps

-listing items

C) - Post reading-tasks:

At this stage skills could be language exercises ,reacting personally or giving opinion .

1-Reconstructing the text into numbers ,names or any other facts

Grade 9 , page 48 **"All about water "**

In two minutes ,read the text ,I will write some numbers on the board :

2005, 2--4 ,9.7./. ,600.00..

After reading the text ,please tell me what do these numbers refer to ?

For ex, 20 -40 refers to litters … and so on.

On page 36 **"city life"**

Look at these adjectives :**international ,cultural ,large, exciting ..**

Ask your students what do these adjectives refer to ? for ex,large refers to population

You can ask your students to write a paragraph using these adjectives.

2-writing quiz;

on page 68" forces of nature "

Ask your students to write questions like :

What is a volcano ?

How many volcanoes are there in the world

Do you think we can predict volcano eruption ?

As a further task , you can say :

Complete : **- I like the text because** ……………………………………….

-I didn't `t like text because ………………………………..

You can end the lesson up with fun :

London is the capital of the UK and has the population of7.5 million .

ASK YOUR STUDENTS TO READ THE SENTENCE ALOUD.

Omit .London ,ask them to read the sentence

Omit capital   =   =   =   =   =

Omit the UK   =   =   = =   =

Omit population then omit million and ask them to read the sentence .

Omit what remained of the sentence and ask them to read aloud .

Suck a task really works good for teaching and memorizing "missing words "for final exams.

……..

Writing skill tasks

Hello again , I am your teacher Mahmoud Dyab ..Today I will be talking about writing skill ,I will be moving from writing a letter to end up with a composition .You can follow me on face book / Mahmoud Dyab / and visit my page / Learning English/Don t forget to hit like .

1-**Write five** small **letter**s and another five capital ones .

2-in2minutes ,**draw these** :banana ,two apples , a mountain , a country wooden house
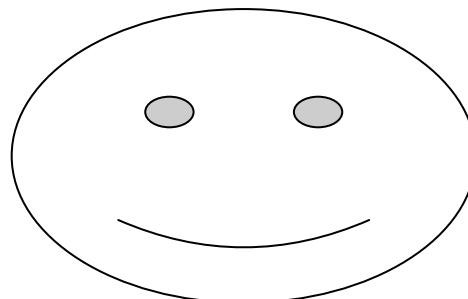
 [**no words just draw**].

3-Fill in the gaps starting with letter c :

　　　　　　　-He is a   c…………….

　　　　　　　 -He lives in c………

　　　　　　　 -He has c……for breakfast.

　　　　　　　 -He likes c……………………

Accept your students` answers whatever they are .

[cruel-counter-criminal- crazy../Cairo-Canada-cave,Chillie, China…/ cookies-cake-cheese/

 Candies-camping out ….]

You can change the letter c , **tell them to start with letter s** at a later stage.

4-How can you make writing more effective ?**turn it into speaking .**Let`s talk about this man

He is a poor man with large family and he has to rob the bank to feed his children ….

5-Describe your house in 3 sentences .Write three sentences describing your school ,teacher

Note : dictation is very important at early stages ,I always say .

6-write about the advantages and disadvantages of "mobile phone ".

Hold on , you cannot expect your students to be good writers but help them write.

_ I want you to copy these questions :

1-How long have you had your mobile phone?

2-What do you like about it ?

3-Is there anything you don`t like about it ?

4-What do you do when the battery dies?

5-Are you thinking of changing it ?

_Now in groups ,discuss the merits and demerits of a mobile phone..I will write on the board :

<div align="center">

Mobile phone

</div>

Merits	demerits
Portable	adverts
Camera	annoying privacy
Video	waste of time

Net   **waste of money**

Alarm clock   **misuse**

Calculator

Have your students written anything so far ?Hell no ,it`s all speaking still. Now you can ask them to write about the task in groups, check their works then ask them to read what they have written before the class.

What have we done so far ? I want you to copy the following :

-create interest

-introduce relevant vocabulary .

-some discussion .

-students write the paragraph.

-the teacher checks the work.

-review of the work.

Integrating the four skills –sample

The four skills are integrated in real life situations .Think of coming to a restaurant :

You are sitting and reading the menu .   /reading skill/

The waiter listens while you are sitting . /listening skill/

You order your meal .   /speaking skill/

The waiter writes down your order   /writing skill/

A warm –up activity ?:

In groups ,discuss these questions:

1-What country ,other than yours ,would you like to visit ?

2-Why is it a perfect place to visit or to live in ?

Now on this board I will write :   "utopia"

Just think about the word utopia ,do you know what does it mean ?

Nowhere , a dream …

Imagine that you are going to create your own island ,your own world ,your own inhabited island , a perfect place you want to live in. Write about your island .Then the secretary of the group will come along and read the composition .We will discuss each one .Is that clear enough ? let me help you ,I am going to suggest some ideas :

-name of your kingdom .

-the place

-population

-culture

-climate

Language

Houses

For more information follow My page on facebook:

https://www.facebook.com/pages/Learning-English/397690943703265?notif_t=page_new_likes

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