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Ibn Khaldoun University - Tiaret



Faculty of Letters and Languages
Department of Letters & Foreign Languages
Section of English

Educational Support

Teaching Methodology: From Theory to Practice
Practical Selected Teaching Material for Master
Students of Didactics

Dr. Ammar BENABED

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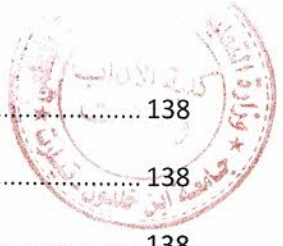
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Introduction



Why was this book written?

This information about teaching methodology was created to support methodology teaching. It is based on the idea that language teaching should be communicative - that language is taught for the purpose of communication and that classroom activities should develop communication skills. This book was designed for pre-service training for at the university (Master 1 & 2), in-service training seminars for working teachers and self-study by teachers who want to learn more about methodology, but can't attend methodology seminars.

What's in the book?

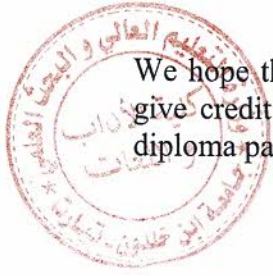
On the first page of each section, there is a list of key concepts, key words, learning outcomes and teaching strategies. Additionally there "check yourself" questions for teachers reading this book independently, a list of resources contained in this book and references available at the Osh Resource Center or on the Internet.

After the summary page there is a teaching outline that gives the essential information about the subject. Following the teaching outline is a collection of supporting materials connected with the subject, including sample lesson plans, texts and quizzes, information galleries with example exercises or tasks and cards to use in the classroom.

Where should I start?

The topics are arranged in alphabetical order for easy access. At the end of the book there is a Menu of Activities that describes many of the tasks included in the Teaching Strategies sections. Methodology teachers can find sample syllabi and schedules at the end of this book. It is recommended that teachers who are reading this book independently begin with the following sections: Learner-centered Teaching, Perceptual Styles, Sequencing, Planning a Lesson, Grammar, Vocabulary, Reading, Listening, Speaking, Writing, Error Correction, Assessment and Evaluation and Adapting and Enriching Textbooks. These subjects are the most basic and will give teachers or students a foundation in communicative methodology. The sections on Music, Poetry, and Graphic Organizers are easy to understand don't require background in methodology.

When teachers have finished the basic topics, they should continue with other sections that interest them from the following list: Learning Preferences, Learning Strategies, Multiple Intelligences, Methods and Approaches, Action Research and Research Design, Observing and Giving Feedback, Planning Extra-curricular Activities, Teacher Expectations and Student Performance. Teachers can read about Young Learners or Adult Learners according to their teaching context.



We hope that you will use these materials in your teaching and with your students, but please give credit to the authors when you make photocopies or use this information in research or diploma papers or conference presentations.





**I. ACTION RESEARCH
&
RESEARCH DESIGN**



Action Research and Research Design	
Key Concepts	<ol style="list-style-type: none"> 1) Teachers should experiment with different techniques to see which will be most effective in their teaching context. 2) Teachers should identify problems in their teaching context and look for solutions. 3) Teacher should use scientific research methods to determine which techniques and solutions are most effective for their teaching context.
Key Words	action research, questionnaire, survey, think aloud, hypothesis, control group, test group, valid, reliable
Learning Outcomes	<p>Learners will:</p> <ol style="list-style-type: none"> 1) Identify a teaching problem that they want to solve, an appropriate solution for the problem, and data collection tools they can use to gather information about the effectiveness of their solution. 2) Carry out an action research project and write a report of their findings (long term homework assignment).
Teaching Strategies	<ol style="list-style-type: none"> 1) Individual learners make a list of problems that they have in their teaching context (for teachers) or problems that their teachers have (for university students). 2) Pair-share: read an action research report and answer the following question: What problem did the teacher have? How did she try to solve the problem? What were her results? What steps did she follow? 3) Teacher presents the purpose and steps of action research. 4) Individual learners choose one of the problems they listed in activity #1, brainstorm a list of solutions, and then choose the solution they think is best. 5) Individual learners read <i>Data Collection Tools for Action Research</i>. 6) Teacher presentation on research design. 7) Individuals/pairs/groups identify problems in an information gallery of problems, solutions and data collection and decide how they would correct the problems. 8) Groups report their answers (#1 = problem focuses on homework, solution focuses on class topics and data collection focuses on grammar and vocabulary; #2 = good; #3 = good; #4 = hypothesis focuses on general English ability, data collection focuses only on vocabulary, comparing English teacher and third year students isn't good research design; #5 = the problem is reading skills, the solution focuses on a speaking skill, reading test is given only at the end of the semester so there's nothing to compare; #6 = good; #7 = the two groups, boys (2 learners) and girls (11 learners) are not equal; #8 = problem is vocabulary, but data collection focuses on grammar. 9) Learners write an action research proposal that describes their problem/hypothesis, the solution/techniques they wish to test, and the way they will collect data. Then, they will carry out the research and write a report of their findings (long-term homework assignment).
Check Yourself	<ul style="list-style-type: none"> • How are action research and the research done by educational psychologists similar? Different? • What other tools can be used to collect information about a solution or hypothesis in addition to the ones described in <i>Data Collection Tools</i>? • What problems might teachers have in doing action research? • Is doing action research with young learners more difficult than doing action research with older learners? Why or why not?
Resources	<ul style="list-style-type: none"> • <i>Outline of Action Research</i>. • <i>Outline of Research Design</i> • <i>An Action Research Journal</i> • <i>Data Collection Tools for Action Research</i> • Information gallery of action research proposals.
Resource Center and Internet References	<ul style="list-style-type: none"> • Onel, Zeynep. January, 1997. Teacher Initiated Action Research. <i>English Teaching Forum</i> (pp. 56-58).



Outline of Action Research

I. What is action research?

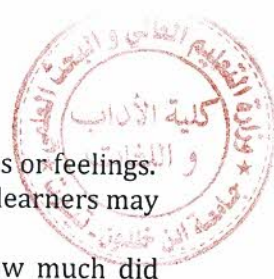
- A. Action research is a scientific investigation that a teacher does in his/her classroom.
- B. Action research helps teachers identify the most effective teaching practices for their teaching context or the best solution to a teaching problem.
- C. Teachers should be consistently engaged in investigating ways to improve their teaching.

II. What is the first step of action research?

- A. The teacher should first identify the question she wants to answer (Will teaching my students social skills make group work more effective?) the teaching need he/she wants to investigate (Can students make materials that will be interesting for other students?), or the problem he/she wants to solve (Will students do their homework if I assign more creative tasks?).
 1. The focus of an action research process should be something that the teacher can control and change.
 2. An action research project can focus on classroom management, interaction between teacher and learners or among learners, the effectiveness of teaching techniques, learner participation, effectiveness of homework assignments, materials, etc.
- B. If the teacher wants to solve a problem, he/she should brainstorm solutions and select the most appropriate technique.
 1. It is important to be certain that the solution matches the problem.
 - a. If learners have difficulty expressing their ideas orally, it would be appropriate to give learners time to prepare before speaking. It would not be appropriate to give learners a grammar test every week or to use tongue twister for the first ten minutes of every class.
 2. In some cases it may be necessary for the teacher to first identify what is causing the problem.
 - a. For example, if learners don't do homework, it may be useful to investigate why learners don't do homework assignments before looking for a solution to test.

III. The next step is implementing the change and collecting data.

- A. The teacher should decide how to collect information about whether the solution or new teaching technique is effective.
 1. The data collection tool should match the information that the teacher wants to measure.
 - a. For example, a reading test is a very good tool to measure learners' ability to use reading strategies but a very poor tool to measure their speaking ability or participation.
 - b. An observation is a very good tool to measure participation – but a very poor tool to measure reading skills.
 2. In some cases it is easier to get information about learners' opinions, experiences or preferences in their L1, especially if they are young or have limited skills in the target language.
 3. A survey or questionnaire can be used to get information about learners' feelings or opinions.
 - a. Surveys and questionnaires can have open-ended and divergent questions (What do you like about this class?) or specific and convergent questions (Do you like to work in groups?).
 - b. Learners are more likely to answer honestly if surveys are anonymous.



- Interviews can also be used to collect information about learners' opinions or feelings.
- a. Interviews are more interactive than surveys or questionnaires, but learners may feel uncomfortable giving negative feedback directly to the teacher.
 5. Diaries or journals can be used to measure linguistic information (how much did learners write, what type of grammatical errors did they make) or information about feelings (do learners feel comfortable working with classmates, do learners feel confident about their speaking ability).
 6. Tests measure learners' linguistic ability.
 7. The teacher may ask a colleague to come observe her class and record classroom events (does the teacher include all learners, how well does the teacher express high expectations of her learners, how well do learners interact in groups).
- B. Once the teacher has selected a method/s of data collection she should implement the change or solution and begin collecting data.

IV. Analyzing and reflecting on the data

- A. It may take weeks or months to collect data about the hypothesis or solution.
- B. After she has collected data, the teacher should reflect on the information he/she has learned:
 1. Was the change effective? Why or why not?
- C. The teacher should think how she can apply the information in other areas in his/her teaching (if making vocabulary notebooks helps learners remember vocabulary, will making grammar notebooks help them remember grammar?).

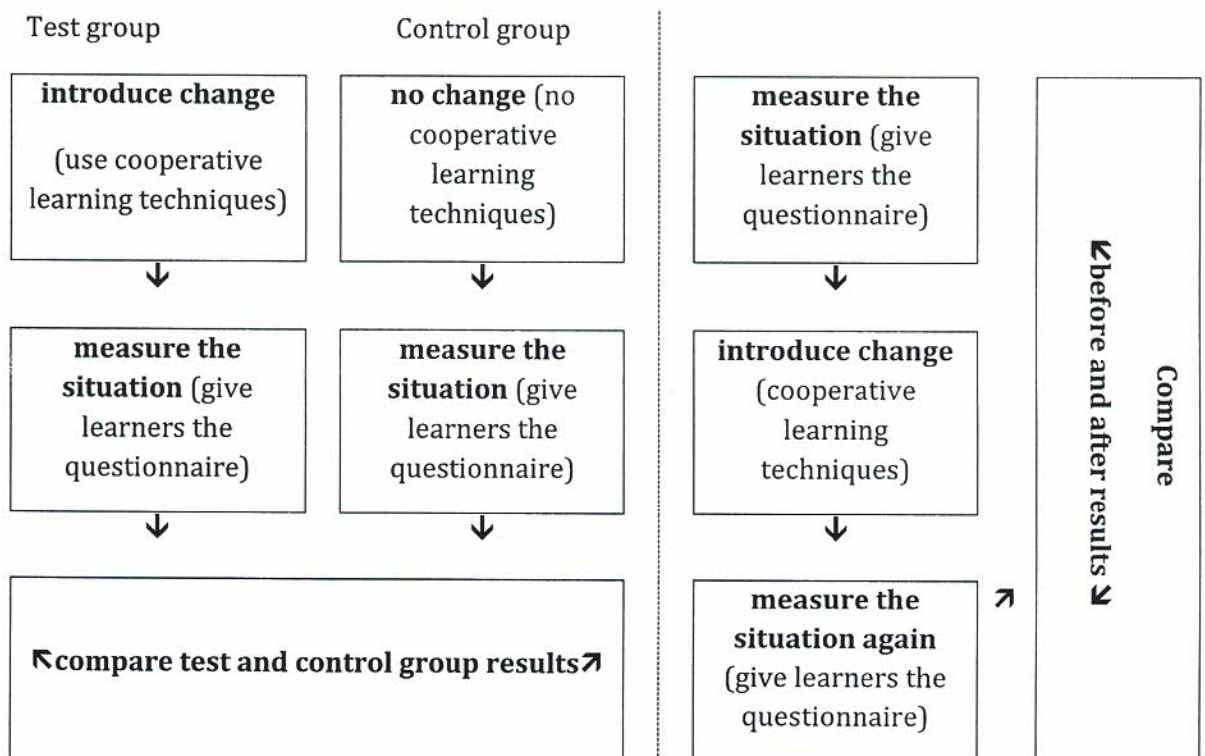


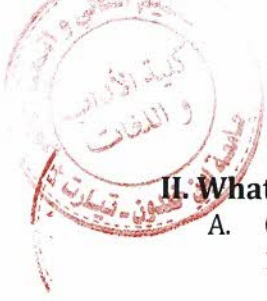
Outline of Basic Research Design



I. How can I do research?

- A. Research usually measures two things in order to compare them.
- B. There are two approaches to doing research. Usually a researcher will choose one, but a combination of both may be used.
 - 1. The first approach to research includes two groups: a test group and a control group which are compared.
 - a. The test group is the group where something has been changed or something new has been introduced (for example, a new teaching technique).
 - b. The control group is the group that is the same - nothing new has been introduced.
 - c. For example, if the teacher wants to investigate if using cooperative learning techniques makes learners more comfortable, she would use cooperative learning techniques with the test group, but not with the control group.
 - d. This is the most commonly used in scientific research.
 - 2. The researcher compares one group's ability before and after a change is introduced.
 - a. For example, the teacher measures a group's pronunciation before asking them to spend ten minutes a day using pronunciation exercises and then again one month later.
 - b. The second means is infrequently used because it is difficult to know if improvement has occurred because of the new technique or because time and learning that have passed between the first and second measurements.
- C. The difference between the two measurements (test group and control group, before and after) will show if the change had any effect on the ability of the group or groups.
 - 1. If the test group or the after measurement is greater or more positive than the control group or the before measurement, then the new technique was effective.
 - 2. If there is no difference between the test and control groups or between the first and second measurements, or if the difference was negative then the new technique was not effective.





II. What are the characteristics of good research?

- A. Good research should be valid and reliable.
 - 1. Validity means that the research really shows what it says it shows.
 - a. For example, an improvement on a reading test should mean that learners' reading scores have improved – not that they have better testing strategies or that their writing skills have improved so that they can answer the questions better.
 - 2. Reliable means that if the research is accurate – that if the research were repeated with the same group, the results would be the same.
 - a. For example, if the teacher tests the reading skills of a group of learners on Monday and finds that they have an average score of 83%, she should get the same result if she re-tests the learners on Friday.

III. What can I do to make my research valid and reliable?

- A. The test and control groups should be as much alike as possible:
 - 1. The same language level, age, gender, L1, instructor, social background, etc.
 - 2. If the teacher uses a 10th grade group for the test group and a 9th grade group for the control group, she will not know if the results come from using cooperative learning techniques or from the groups' different abilities.
- A. Teachers should use well-constructed tests or measurement tools.
- B. Controlling testing conditions also helps produce results that are valid and reliable.
 - 1. If the place where learners are tested is noisy, uncomfortable, or if learners are tired or under stress, etc. the results of research may not reflect learners' actual ability or feelings.

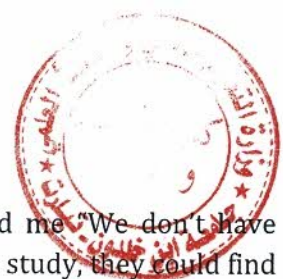
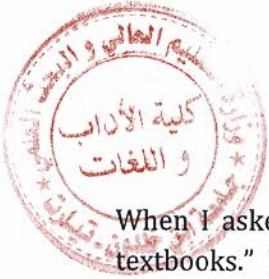
An Action Research Journal

Action research is a way for teachers to do scientific research while they are working in classrooms. It helps teachers understand which teaching techniques are most effective in their teaching context, how they can solve teaching problems and what activities and materials will work best with their students. Action research also makes teachers more aware of what they are doing and how it affects their students.

This is an action research project done by Jyldyz Asanova:

"I teach Intensive Business English as the Faculty of Business and Management. As all teachers do, I have problems in teaching. Business English is one of the main components of the classes studied at our faculty. My students should know how to communicate, both orally and in writing, in a business context.

I'm teaching four groups of first year students. Three of the four groups are good at doing their homework, but the last group isn't always prepared for class. They all participate very actively in the lesson and have a good understanding of English; they just don't do their homework assignments. As a teacher, when students are ready for the lesson, I feel very bad and I don't know what to do. Besides that, it's not interesting for me to teach when the students aren't prepared.



When I asked the students why they didn't do their homework, they told me, "We don't have textbooks." Unfortunately it is true. But, I know that if they really wanted to study, they could find books, because the textbook is available in the library.

I thought about different solutions to the problem: 1) I could give the students a low mark when they are not prepared, 2) I could ask them to leave the lesson, 3) I could make copies of the textbook for the students, 4) I could complain to the dean about the students' behavior, 5) I could stop giving homework, and 6) I could try to make homework more interesting and enjoyable for the students by giving creative homework assignments.

I decided that solutions #1 and #2 were not right. Giving bad marks or expelling them from the class would make students lose interest in learning English. As I said before, even if they aren't ready for the lesson, they are active during the lesson and eager to learn. They just don't want to work at home. Solution #3 wasn't a bad idea, but can I make a lot of photocopies for every lesson? Of course I can't! Solution #4 seemed absurd. What can the dean do if the students don't feel like doing homework?

The fifth solution was interesting. Why not stop giving homework? The result is just the same as giving a homework assignment that the students don't do. Even if this solution is interesting, I didn't think that it was the right one. When I check students' homework assignment, I can see how well they understood the new information. Not only that, but students also practice the new information when they do homework.

I decided that solution #6 was best suited to the problem. By changing homework tasks from grammar exercises to something more enjoyable I could make students more interested in doing homework. I think that creative assignments would be more interesting for students than mechanical exercises. To be honest it was hard for me to think of enjoyable homework assignments for every lesson, but it was the only way to make students interested in doing homework.

After choosing the solution I wanted to try, I had to gather information and test my solution. I decided to record how many of the students did their homework before I tried my solution, and then compare that number with the results after I implemented the solution. I decided to write down the number of students who were prepared in a notebook every time the class met.

My action research project began on March 23 and continued until April 30. It only lasted one month. I was able to see a change in the students' behavior. Here are the results:



Week	Result
1	4 students out of 13 were prepared
2	7 students out of 13 were prepared
3	11 students out of 13 were prepared
4	13 students were prepared

Both the students and I were impressed with the results. At first I felt tired having to think of enjoyable new homework assignments for every lesson, but this solution showed me how important it is to make homework interesting for the students. It was really a solution worth testing and I felt satisfied that I had solved one of my teaching problems. I felt great.”



Data Collection Tools



Read the action research report below and identify the following components: 1) the problem, 2) the solution, 3) the justification for the solution, 4) the way the teacher collected information about her solution and, 4) her results:

“It seems like my students forget a lot of the vocabulary words that we study in class -- two or three weeks after we’ve talked about new words, the students have already forgotten them. So, I decided to do some action research to see if I could find a way to help them remember vocabulary more effectively.

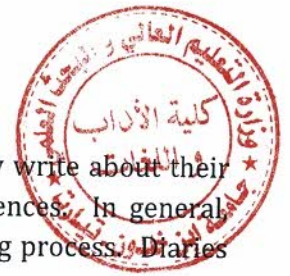
I thought that if learners make their own flashcards for new vocabulary then they would remember the words better. If they make flashcards they will see the word many times, in class and at home too. It is also a good activity for tactile learners and it uses the spatial/visual intelligence and linguistic intelligence too.

I have two eighth grade classes. They have about the same ability. In one class I asked students to make vocabulary flashcards to study at home during the last five minutes of class. In the other class I didn’t. After two months I tested both classes on the vocabulary that they had studied. The class that made flashcards had an average of 87% on the vocabulary exam. The class that didn’t make flashcards had an average of only 63% on the exam. Making flashcards helps student remember vocabulary better.”

The teacher used a vocabulary test to measure how well her students had learned vocabulary. If she had used a dictation test or had asked a colleague to come and observe her classes she wouldn’t have very much information about her students’ ability to remember new vocabulary. When you do research it’s important to choose the right way to collect data. The right data collection tool will give you the information you need to understand what happened. If your research focuses on learners’ speaking ability, then you should choose a tool that will measure learners’ speaking ability. If it focuses on classroom interaction, then you should choose a tool that will record classroom interaction – not a tool that measure learners’ mastery of grammar.

There are many ways to get information about learners’ abilities and interests. Each of the tools described below collects different information.

Tests, Exams – examine learners’ language proficiency. These tools may target communication skills like reading, writing, speaking and listening, or they may focus on linguistic skills like spelling, grammar, punctuation, etc. Exams and tests measure if learners’ language abilities have improved.



Diaries – focus on feelings, experiences or attitudes. Teachers or learners may write about their experiences in or out of the classroom and their feelings about those experiences. In general, diaries record learners' and teacher's emotional reaction to parts of the learning process. Diaries can also be used as a way of measuring learners' writing ability.

Classroom Observation – measures the quantity or quality of learner participation or the absence or presence of specific teaching behaviors. The teacher may ask a colleague to describe what is happening in the classroom. She may develop a system that allows her to measure interactions herself (but it is difficult to teach and observe at the same time). It is also possible to use a tape-recorder or a video camera to record interaction and participation. After class the teacher should listen to the audiotape or watch the videotape to identify and record the information that interests her.

Interviews – collect information about the learners' experience or preference. An interview is similar to a questionnaire because it can focus on a learner's experience and feelings. An interview is more interactive than a questionnaire and therefore more flexible. But because an interview cannot be anonymous, learners may feel uncomfortable giving negative answers or criticizing things that the teacher has done. Interviews may also be used to measure learners' speaking ability or pronunciation.

Questionnaires – ask learners to record their preferences and motivation. A questionnaire may be open ended (What is your favorite part of the class?) or specific (Do you prefer to work alone, in pairs or groups?) Learners may evaluate a technique, think about their motivation or ability to complete communication task. A questionnaire can also ask learners to think about their relationship with the teacher and other learners.

Think-alouds – ask learners to describe their thinking process. Learners speak about what they are doing and why they are doing it as they work. A think-aloud gives information about the way that learners process information and can help the researcher identify processing problems or the application of successful learning strategies.





1. Problem	Solution	Data Collection
Some students aren't prepared for class.	I'm going to let a group of fifth year students choose the topics they want to study.	I'll give a grammar and vocabulary test at the beginning of the semester and again at the end.

2. Problem	Solution	Data Collection
Students don't do homework.	I'll grade all homework.	I'll put marks in the attendance roll and then compare how many students did homework assignments last semester and this semester.

3. Problem	Solution	Data Collection
Some learners dominate group work.	First I'll train the learners to use social skills (turn-taking, disagreeing politely). Then I'll assign roles for all group work (speaker, group leader, writer, etc.) every time they work in groups.	I'll ask one of my colleagues to come and observe group work before I try my solution and again after two months of trying my solution. I also will give a questionnaire to learners about group work before I try the solution and again after.

4. Hypothesis	Procedure	Data Collection
Video improves English learning.	An American volunteer teaches English for teachers at the Technological University. I'll ask her to use videos with her learners. I won't use video in my classes.	After two weeks, I'll give her learners and my third year students the same vocabulary test and compare the results.

5. Problem	Solution	Data Collection
Learners don't understand texts very well.	Homework assignment is to re-tell a text at every lesson	I'll give a reading test at the end of the semester.

6. Hypothesis	Procedure	Data Collection
Learners can choose texts that will be interesting for their classmates.	I'll ask every student in my fourth year group to choose texts they think are interesting from the library or Internet. Each learner will identify difficult vocabulary in the text she chooses. Then I'll take the text and prepare a class based on it.	I'll give learners a questionnaire to rate how interesting lesson topics are before. Then I'll give the same questionnaire after they start choosing the texts.

7. Hypothesis	Procedure	Data Collection
Females are better language learners than males.	I have two boys and eleven girls in a class that I teach.	I'm going to test them at the end of the semester and see if the boys or the girls get the highest scores.

8. Hypothesis	Procedure	Data Collection
Asking learners to use new words in a sentence will help them remember new words better.	I teach two tenth grade classes: I'll ask the students in one to make vocabulary notebooks that used the new words in a sentence. Students in the other class won't keep vocabulary notebooks.	After three months I'll give both groups a grammar test and see which class gets a higher score.



II. ADULT LEARNERS

Adult Learners

Key Concepts	<ol style="list-style-type: none"> 1) Adult learners are different than young or teenage learners. 2) Adults have responsibilities that may make it difficult for them to focus on their studies. 3) Adults are practical; they want to learn things that will help them in their everyday life, so classroom activities should be connected with learners' real life needs and experiences. 4) Adults have a lot of experience. This can be an advantage or a disadvantage. 5) Teachers should investigate students' learning needs and experience and plan instruction that will be appropriate. 6) Teachers should create a classroom context that is comfortable and low-stress. 7) Teachers should provide learners with opportunities to integrate new information with their experiences and practical needs. Problem-solving, decision-making, case studies and other higher level thinking tasks are appropriate for this purpose. 8) Learners should be given the opportunity to choose some aspects of the learning context and process.
Key Words	higher level thinking, survey, problem-solving, decision-making, case study, simulation
Learning Outcomes	<p>Learners will:</p> <ol style="list-style-type: none"> 1) Identify differences between adult learners and younger learners. 2) Identify tasks that are appropriate for adult learners' interests and experiences. 3) Plan a lesson that includes techniques that are appropriate for adult learners (homework assignment).
Teaching Strategies	<ol style="list-style-type: none"> 1) Pair-share: pairs make a Venn diagram of the differences between adult learners, teenage learners and young learners. 2) The class discusses the differences between adult learners, teenage learners and young learners. 3) Learners read <i>Guidelines for Teaching Adult Learners</i>. While reading, they list concrete activities that achieve the goals suggested by the text. 4) Teacher presents a buzz group lecture on teaching adult learners. 5) Learners look at an information gallery of activities and answer the question: What activities are appropriate or inappropriate for adult learners? Why? 6) Learners report their answers (#1 = appropriate; #2 = not appropriate; #3 = not appropriate; #4 = not appropriate; #5 = appropriate; #6 = appropriate; #7 = appropriate; #8 = not appropriate; #9 = appropriate; #10 = appropriate; #11 = not appropriate). 7) Learners work in small groups to design a practice activity that is appropriate for adults. 8) Learners write a lesson plan using activities and techniques that are appropriate for adult learners (homework).
Check	<ul style="list-style-type: none"> • What problems might occur while teaching adult learners that don't occur while teaching young or teenage learners? • What problems can occur when teachers ask learners to make choices about class content and structure? • What responsibilities do adult learners have outside of the classroom? What

Yourself	<p>should the teacher do when these responsibilities conflict with class responsibilities?</p> <ul style="list-style-type: none"> • Why can learners' experience be a disadvantage?
Resources	<ul style="list-style-type: none"> • <i>Outline of Teaching Adult Learners.</i> • <i>Guidelines for Teaching Adult Learners.</i> • Information gallery of activities
Resource Center and Internet References	<ul style="list-style-type: none"> • Goodlad, John. 2002. Adult Learning. www.isdc.org/AdultLrng.html • Lewis, Marilyn, ed. 1997. <i>New Ways in Teaching Adults</i>. Bloomington, Illinois, Teachers of English to Speakers of Other Languages, Inc. • Lieb, Steven. 2002. <i>Principles of Adult Learning</i>. www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adult-2.htm. • Turula, Anna. April, 2002. Language Anxiety and Classroom Dynamics; A Study of Adult Learners. <i>English Teaching Forum</i>, pp. 28-33.



Outline of Teaching Adult Learners

I. Adult learners are different from teenage learners and young learners.

- A. It's important to recognize the characteristics of adult learners and prepare for them when planning and teaching seminars or classes.
- B. Adult learners have many responsibilities – family, work, etc.
 - 1. These responsibilities can make it difficult for them to focus on their studies.

II. Adult learners want to know why they are doing something.

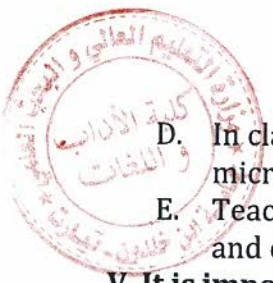
- A. The information presented in class must be connected with the learners' needs or interests.
- B. Tell learners what they are going to do in the class.
 - 2. "Today we're going to...."
 - 3. "By the end of this class you will have ..."
 - 4. "The objectives for today's class are..."
- C. Tell learners the purpose of the activity or class.
 - 1. "We're going to ... because ..."
 - 2. "We're going to... and then I'll ask you to..."
 - 3. "You learned to ... now I'll ask you to apply that information to..."

III. It is important to give adults the opportunity to make choices about their learning.

- A. Letting adult learners make decisions about the class lets learners personalize the class according to their needs, interests and abilities and makes them feel like adults.
- B. Teachers should ask adult learners what they want or need to learn.
- C. The amount of choice depends on the learners and the requirements of the class.
 - 1. Teachers can let learners make all of the important decisions in a class: themes, activities, evaluation, when and where the class meets, etc.
 - 2. The teacher can give learners the opportunity to choose some things about the class.
 - 3. It can be helpful to give learners a list of possibilities if they don't have enough experience to make a choice. ("You can work individually, with a partner or in a small group." "You can choose the eight themes that are most interesting for you.")

IV. Teachers should carefully plan the activities and assignments when teaching adult learners.

- A. Before planning a lesson, consider learners' experience – what do they already know?
- B. Learners' experience can be an advantage or a disadvantage.
 - 1. Affirm what learners already know that is correct.
 - 2. Compare old and new information ("How is this new information the same as what you thought before? Different?").
 - 3. Teachers can give learners information and then ask them a series of questions which will help them find their own answers ("Look at these two lesson plans: Which one would you prefer as a learner? Which one do you think gives learners more time to understand information? Which one involves more learners?")
- C. Plan activities and assignments that require learners to apply what they've learned in their lives outside of the classroom.



- D. In class teachers can use case studies, simulations, role-plays, micro-teaching, or micro-planning.
- E. Teachers should ask adult learners to give them feedback on teaching techniques and class organization.

V. It is important to make the classroom a comfortable place for adult learners.

- A. Arrange tables and chairs so that learners don't feel like they're schoolchildren.
- B. Create a community in the classroom.
 - 1. Introduce yourself and ask learners to introduce themselves on the first day of a class.
 - 2. Learn the students' names and use them.
 - 3. Use cooperative group work – groups can be short-term or long-term.
- C. Give learners specific feedback on assignments.
 - 1. What were the positive and negative points of the assignment?
 - 2. How could the learner improve her performance?
- D. Develop strategies to deal with classroom problems without treating learners like children.
- E. Be sure to give all learners the opportunity to participate.
 - 1. Give roles (speaker, writer, group leader, etc.)
 - 2. Call on all learners.

VI. It is important for teacher to deal with adults like adults.

- A. The teacher must treat learners like equals.
- B. If there's a problem, for example, if learners are unprepared or late, find out the reason why.
- C. Negotiate a solution to the problem that recognizes the learners' needs or opinions.



Guidelines for Teaching Adults Learners

Adults prefer learning situations which:

1. Are practical and problem-centered:

- Give previews, summaries and examples
- Plan for direct application of the new information.
- Design cooperative and problem-solving activities.
- Anticipate problems that might occur when applying new ideas.
- Give practical uses for new information.

⇒ Don't be too theoretical.

2. Promote their positive self-esteem:

- Provide comfortable activities in small group settings.
- Give learners the skills they need to be successful step-by-step.
- Help them become more efficient and competent.
- Praise them and provide specific feedback on their work.

3. Integrate new ideas with existing knowledge:

- Help them review what they already know that is connected to the new idea.
- Help them see how the new information is connected with them and their lives.
- Plan ways they can share their experiences with each other.

4. Show respect for the individual learner:

- Use activities that will make them physically comfortable – breaks, snacks, etc.
- Provide a quality, well-planned experience that uses time effectively.
- Avoid using unnecessary technical vocabulary and don't treat learners as if they were less capable or intelligent than you.
- Recognize and identify their knowledge, contributions and successes.
- Ask for feedback on your teaching or ideas.
- Provide opportunities for learners to express opinions or make decisions about class structures and activities.

5. Take advantage of their experience:

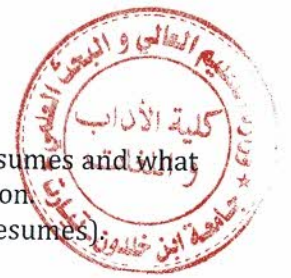
- Don't ignore what they know; it's a resource for you.
- Plan flexible activities so that you can adapt them to fit learners' experience level.
- Create activities that use their experience and knowledge.
- Listen to learners' comments before, after and during an activity or class.

⇒ Learners might need to unlearn old habits or ideas.

6. Allow choice and learner control:

- Build your plans around their learners' needs.
- Compare your goals with what actually happens in the classroom.
- Share your plans and ask for feedback on them.
- Ask what they know about the topic – and what they would like to know.
- Include alternatives in your plan so that you can easily change if needed.
- Suggest follow-up and next steps for after the session.

⇒ Match the level of choice to their level of development.



1. KWL Chart

- The teacher asks learners to fill in the first two columns (what I know about resumes and what I want to know about resumes) before reading a text or listening to a presentation.
- After reading the text the learners fill in the last column (what I learned about resumes).

What I Know about Resumes	What I Want to Know about Resumes	What I Learned about Resumes

2. Memorization

- Learners memorize the following dialogue and then take turns presenting it to the class.

A: What experience do you have?

B: I have worked in an office for three years.

A: What do you do in the office?

B: I answer the telephone, make photocopies and translate documents.

A: Do you know how to use a computer?

B: Yes, I do.

A: What programs do you know?

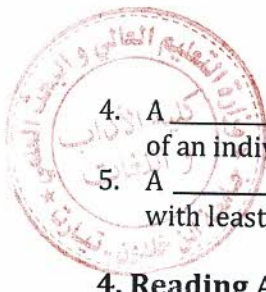
B: I can use Microsoft Word and Internet Explorer.

A: Do you know Excel?

B: No, I don't.

3. Fill in the Blank

1. A _____ is a document that briefly presents an individual's experience and training.
2. A _____ is a document that presents an individual's experience, training, and publications in a somewhat detailed format.
3. _____, _____, and _____ are typical categories on a resume.



4. A _____ usually accompanies a resume or curriculum vita. It gives a brief summary of an individual's qualifications and asks the employer to consider the individual's application.
5. A _____ resume presents professional experience beginning with most recent and ending with least recent.

4. Reading Aloud

Teacher asks learners to take turns reading a text about resumes and curriculum vitae aloud.

5. Learning Journals

Learners will write in their learning journals after every class. Journal assignments will ask learners to record what they've learned, how they learned and how they will use the information in real life. Journals assignments may also ask learners to compare what they already knew with what they've learned in class.

6. Role Play

Prepare a role-play between a sales manager looking for a salesperson and an applicant for the position. The following information will help you prepare:

Manager wants:

- Five years of sales experience
- Good computer skills
- Good written English
- Someone who can travel 2 weeks a month
- Basic accounting skills

Applicant has:

- Two and half years of sales experience
- Microsoft Word, Excel and PowerPoint
- A degree in English from the university
- A sick mother.
- Two years experience accounting for Save the Children.

7. Inquiry Learning Project

- Individual learners do independent research about resumes, cover letters and job interviews. They should complete four stages:

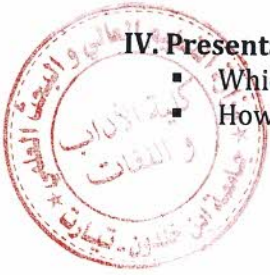
I. Planning

- What do you already know about the process of applying for a job?
- What would you like to learn about applying for a job?
- Where will you get information? (Internet, small business owners, program coordinators at international organizations, people who have applied for jobs recently, etc.)
- How long will it take you to collect information?
- What questions do you want to ask?
- How will you record the information?

II. Data Collection

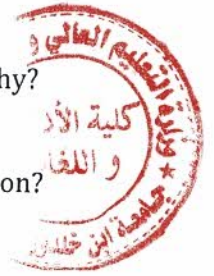
III. Analyzing the Information

- What did you learn? How did you learn it?
- Which information do you think is most useful or more accurate? Why?
- How is the information you learned the same or different from what you learned in class?
- Is the information like other things that you have learned about?



IV. Presentation

- Which information do you think will be most interesting to your classmates? Why?
- How can you present this information to the class?
 - ♦ What visual aids will you use to support your presentation?
 - ♦ How will you begin the presentation and get your classmates' attention?
 - ♦ How will you involve your classmates in the presentation?



8. Word Search

Find vocabulary connected with looking for a job in the graph below:

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

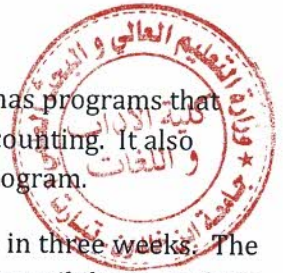
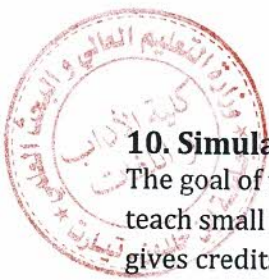
Hints

- A conversation between an applicant and the employer.
- A section on a resume that tells about the learner's degrees or other special training.
- A document that presents a job applicant's experience and training in a brief form.
- A document that presents an applicant's experience, training and publications in a format that is several pages long.
- A resume category that can include computer, technical or language abilities.
- A verb that means to give an application for a job.

9. Problem Solving

You are the managing board of a paper company that does business in France, Germany and Canada. With your group you should decide which of the following applicants you would like to hire for a position as an accountant at your company and why.

	Jane McDermott	Trent Jones	Daniel Ramsay
Training	B.S. in Accounting, M.B.A.	B.S. in Business, certificate in accounting	B.S. in English
Accounting Experience	3 years	4 years	8 years
Computer Skills	Word, Excel	Word, Excel	Word, Excel, Lotus
Reason for leaving last job	Company closed	Conflict with supervisor	Wife was offered a position as a manager in another city
Salary expectations	€45,000	€37,000	€35,000
Language skills	Speaks fluent Italian	Speaks some Japanese	Speaks some French
Personality	Patient, calm	Energetic	Hard-working
Special requests	Will get married in August - needs one month off.	Wants to work in an office with windows.	Afraid to fly --- prefers to travel by train.



10. Simulation

The goal of the Henry Ford Foundation is to help develop small businesses. It has programs that teach small business owners marketing, advertising, financial planning and accounting. It also gives credits to small business owners that have graduated from its training program.

The current Program Director of the Henry Ford Foundation will leave her job in three weeks. The Foundation needs to hire a new Program Director. The Director's responsibilities include managing the credit program, organizing training seminars for small business owners and university students, hiring and training business trainers, writing progress reports, applying for grants from national and international organizations, budgeting for all programs and communicating with the Henry Ford Foundation in the United States.

A position announcement appeared in local and national newspapers.

- 1) You should decide what the most important skills for the position are and prioritize them from most to least important.
- 2) You should design an application form that will make it easy to see which applicants have the skills that the Henry Ford Foundation is looking for.
- 3) Finally, you should write a list of 10 interview questions that will help the interview committee identify the candidate that is the best match for the job.

Position Announcement: Program Director

The Henry Ford Foundation seeks to hire a Program Director for its operations in the Fergana Valley. The ideal applicant will have five years experience in business and management, selecting and training office and business trainers. Experience managing micro-credit programs is essential. Teaching experience is highly desirable. The successful applicant will have excellent communication skills in English and Russian. Additionally, proficiency in at least one local language is desirable.

Interested candidates should request an application from HFFoundation@automail.com. They should fill out the application in Microsoft Excel and return it to the same e-mail together with their resume and a cover letter.

11. Matching

Learners match items in the first column with definitions or descriptions in the second column.

- | | |
|--------------------|---|
| 1. Resume | a. A letter that very briefly lists the individual's skills that are connected with the position for which they are applying. Usually attached to a resume. |
| 2. curriculum vita | b. This section of a resume lists jobs or volunteer work completed by the individual. |
| 3. Hobbies | c. A document that lists the individual's skills, experiences and publications or research. Especially used in academic contexts. |
| 4. cover letter | d. A resume category that describes any degrees or special training an individual might have. |
| 5. Experience | e. A 1-3 document which briefly presents the individual's skills, experience and education. |
| 6. Education | f. This category shouldn't be listed unless it is connected with the position for which the individual is applying. |



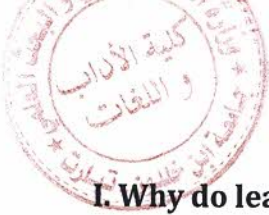
V. ERROR CORRECTION



Error Correction	
Key Concepts	<ol style="list-style-type: none"> 1) Mistakes are a natural part of the learning process. 2) Constant teacher correction reduces learner participation. 3) Mistakes should be corrected after the learner finishes speaking (rather than interrupting the student). 4) Not every mistake needs to be corrected; it depends on the purpose of the activity: <ol style="list-style-type: none"> 1. If the purpose of the activity is to develop fluency, then the teacher should correct mistakes that interfere with meaning. 2. If the purpose of the activity is accuracy, then the teacher should correct mistakes that interfere with accurate production of the target. 5) Teachers should give learners the opportunity to correct themselves if possible. 6) Analysis of student mistakes can help teachers identify common problems.
Key Words	self-correction/auto-correction, peer correction, fluency, accuracy
Learning Outcomes	<p>Learners will:</p> <ol style="list-style-type: none"> 1) Create a role-play that demonstrates appropriate or inappropriate error correction. 2) Describe the context in which an error occurred and write a dialog that appropriately responds to the error.
Teaching Strategies	<ol style="list-style-type: none"> 1) Class Discussion: What kinds of errors do learners make? Why do they make errors? 2) Pair-share: analysis of approaches to error correction: What can a teacher do when a learner makes a mistake? <ol style="list-style-type: none"> 1. Do nothing. 2. Immediately correct the mistake herself. 3. Indicate there is a mistake, but don't tell the learner what or where. 4. Ask another learner to help the learner correct her mistake. 5. Wait until the student finishes speaking, help the learner find the mistake and ask the learner to correct herself. 3) Teacher presentation on error correction. 4) Pairs look at the list from activity #2 and evaluate the different approaches according to what they learned from the presentation. 5) Mixed information gallery of mistakes: What is the mistake? Is the activity focused on accuracy or fluency? Would you correct the mistake? Why or why not? 6) Individuals, pairs and groups report their answers (#1 = sentences 3 and 4 are incorrect, accuracy, mistake should be corrected; #2 = grass, swims and brown are misspelled, accuracy, mistake should be corrected; #3 = learner should have used <i>eat</i>, not <i>ate</i>, accuracy, teacher may correct the error; #4 = learners should have said <i>I don't agree</i>, fluency, mistake should not be correct; #5 = learner made several mistakes in spelling and grammar, fluency, teacher may or may not ask learner to correct mistakes; #6 = learner mispronounced /ð/ and /θ/, accuracy, teacher can correct the mistake by asking the whole class to pronounce the sounds again). 7) Learners work small groups to prepare a role play of in/appropriate error



	correction. 8) Write error correction dialogs (homework assignment).
Check Yourself	1) Why types of errors do learners make? Why do they make errors? 2) What is the effect of correcting every error? Of not correcting any errors?
Resources	<ul style="list-style-type: none">• <i>Outline of Error Correction</i>• Information gallery of error correction case studies
Resource Center References	<ul style="list-style-type: none">• Brown, H. Douglas. 2001. <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. White Plains, New York: Addison Wesley Longman. pp. 367-368; 288-294; 355-356.• Doff, Adrian. 1995. <i>Teach English: A Training Course for Teachers</i>. New York: Cambridge University Press. pp. 186-197.• Edge, Julian. <i>Mistakes and Error Correction</i>. Longman Group UK Limited: Essex, England.• Lengo, Nsakala. 1995. What Is an Error? <i>English Teaching Forum</i>, July, 1995, pp. 20-24.• Omaggio, Alice. 1986. <i>Teaching Language in Context</i>. Boston: Heinle & Heinle, pp. 273-304.



Outline of Error Correction

I. Why do learners make errors?

- A. Errors are a normal and natural part of the learning process – they show that students are learning.
- B. They don't know enough to complete the task or the task is too difficult.
- C. The learners didn't have enough time to prepare.
- D. The instructions for the task were not clear.
- E. Learners are focusing more on *what* they say instead of *how* they say it.
- F. Interference from learners' L1.
- G. Learners have not yet mastered the structure, sound or skill.

II. When should errors be corrected?

- A. Correcting *every* error *immediately* can interrupt class activities, embarrass learners and reduce participation in class.
- B. Teachers should not correct errors until the learner has finished speaking.
- C. Teachers should consider different factors when deciding to correct an error or not.
 1. Is the purpose of the activity accuracy (correctness) or fluency (communication)?
 - a. The purpose of fluency activities is for learners to communicate their ideas and feelings.
 - b. Debates, discussions, writing in journals, etc. are fluency oriented activities.
 2. Examples of activities that focus on accuracy are dictation, grammar and pronunciation practice.
 - c. In accuracy focused activities it is important for learners to correctly produce the target.
 3. What type of error did the learner make? (a slip of the tongue, a frequent mistake)
 4. Who made the error? (a confident learner, a less confident learner)
 5. How frequent is the error? (occurs commonly, occurs uncommonly)
- D. If the purpose of activity is to develop fluency, then teachers should not correct errors unless they interfere with understanding what the learner wants to say.
- E. If the purpose of the activity is to develop accuracy, then teachers should correct mistakes in the correct production of the sound, structure, spelling rule, etc.
- F. If the error is a "slip of the tongue," that is, a one-time error, teachers may choose not to correct it.

III. How can teachers correct errors?

- A. Teachers should monitor learners' work in individual, pair or group activities so that they can identify and prevent errors before learners report their answers to the class.
- B. When possible teachers should use *auto* or *self-correction*, that is, ask learners to correct their own mistakes.
 1. Imagine that the learner has made an error while asking a question: "Did you went to your friend's house yesterday?"
 - a. The teacher should indicate that the learner made an error:
 - 1) She can shake her head or frown.
 - 2) She can ask, "Are you sure?"
 - b. The teacher can indicate where or what type of mistake was made :
 - 1) She can remind the learner of the rule ("Do you remember the rules for questions in past?")
 - 2) She can repeat the sentence up to the mistake ("Did you ...").
 - 3) She can repeat the sentence, using intonation to show where the error is (Did you WENT to your friend's house yesterday?).



- 4) She can write the sentence on the blackboard and underline the mistake ("Did you went to your friend's house yesterday?")
- B. Teachers can also use *peer correction*, that is, ask classmates to help a learner correct errors.
1. Teacher should help learners learn to correct each other politely.
 2. There are many advantages to using peer correction:
 - a. The whole class is involved in listening and thinking about language.
 - b. Students can learn from each other.
 - c. Students learn to correct each other's mistakes when they are working in pairs or groups.
 - d. The teacher gets information about learners' abilities -- if learners can't identify and correct each other's errors, the teacher knows that they didn't understand the target very well.
 1. There are also disadvantages to peer correction:
 - a. The more confident learners always correct the less confident learners.
 - b. Learners may be offended if their peers correct them.
- C. Teachers may also correct learners' mistakes themselves.
1. This is the quickest error correction technique.
 2. It doesn't give learners responsibility for correcting their mistakes.



Case Study #1

Context

- A second year university class.
- The teacher has just presented past passive.
- The students had five minutes to complete fill-in-the-blank exercises in the text and are reporting their work to the class.

Learner

- Confident, often participates in class.
- Usually gets good marks and is considered a leader in the class.

Error

1. The Diamond Jewelry Store **was robbed** last night after midnight.
2. The police **were called** by a man who lives near the jewelry store.
3. The owner **was inform** by the police.
4. The people who live near the store **were interviewed** by two policemen.
5. A woman with long hair and a large bag **was saw** near the store.

Case Study #2

Context

- A third grade class.
- The teacher has presented information about animals to the class.
- The students have worked in groups to fill in a table with characteristics of animals.

Learners

- Group of five students who completed the table.
- Learners' ability and level of confidence varies.

Error

	Color?	Eats?	Can?
Tiger	orange	meat	run
Elephant	gray	gros	swums, run
Bear	brawn	meat	walk
Whale	gray	fish	Swums
Camel	brawn	gros	walk
Wolf	gray	meat	run



Case Study #3

Context

- A sixth grade class.
- Teacher has just presented rules for making affirmatives, interrogatives and negatives in past indicative tense.
- The class is doing a chain drill in which students take turns asking and answering questions.

Learner

- Quiet, rarely participates prefers to sit in the back of the class. Never volunteers to answers questions.

Error

S1: What did you do yesterday?

S2: I went to my friend's house.

S2: What did you do on Saturday?

S3: I watched television.

S3: Where did you go in June?

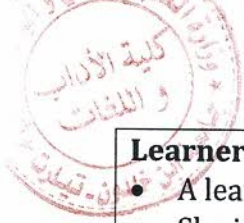
S4: I read many books in the library.

S4: What did you ate for breakfast?

Case Study #4

Context

- A fourth year university class.
- The class is debating the statement "university students should not be required to attend class."



Learner

- A learner who is in the middle of the class.
- She is neither confident nor shy.

Error

S1: If students don't go to class, how will they learn?

S2: Students can study independently, at home. This is a more efficient way to learn because students can study at their own pace.

S1: When students go to class, they can learn from other students and from their teacher too. Students must have contact with other people.

S2: I'm not agree. Many teachers are not well qualified or not well prepared. It is better for student to read in a book or on the internet.

Case Study #5

Context

- A first year university students read a text about famous scientists in class.
- Their homework assignment was to write a paragraph about a scientist that was not in the text.

Learner

- A learner who speaks English quite well, but rarely does homework assignments.

Albert Einstein

Albert Einstein was born in Germany on 1879. He was studied in Switzerland. He wasn't like to study at school or the university, but he was liked to play his violin. After the university, Einstein was worked in a government offis. Later he was worked at universities. He wrote many scientific works. Einstein is famous for formula $E=mc^2$. He was received a Nobel Prize for Fistic in 1921. Einstein was died in the United States on April 18, 1955.



Case Study #6



Context

- A tenth grade class. Students have been practicing /ʃ/, and /tʃ/ as the
- They can distinguish between /ʃ/ and /tʃ/
- They wrote a tongue twister with the sounds. (The English teacher should check on students in French and chemistry at school.)
- All of the students can produce /ʃ/, and /tʃ/ in isolation.
- Now the teacher has asked students to read the tongue twister aloud in order to evaluate their pronunciation.

Learner

A quiet student that avoids speaking in class.

Error

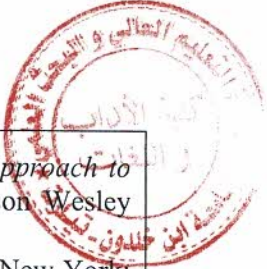

S1: The English teacher should check students in French and chemistry at school.



VI. GRAMMAR

Grammar

Key Concepts	<ol style="list-style-type: none"> 1) There are three stages in presenting grammar: <ol style="list-style-type: none"> a. Pre-grammar – learners see how the structure is used in a meaningful communicative context. b. Grammar – learners focus on the rules for using the structure. c. Post-grammar – learners first used the structure in a guided activity and then creatively in a meaningful communicative context. 2) It is important to focus on the communicative use of grammar structures when presenting them to learners. 3) Grammar structures should be presented and practiced in context. 4) Teachers can help learners analyze grammar structures and make their own rules.
Key Words	pre-grammar, grammar, post-grammar, context, structure, communicative use, creative, mechanical, meaningful
Learning Outcomes	<ol style="list-style-type: none"> 1) Create an example of a grammar structure in a communicative context. 2) Design a creative grammar practice activity in a communicative context. 3) Write a lesson plan which includes three stages: 1. pre-grammar, 2. grammar, 3. post-grammar (homework).
Teaching Strategies	<ol style="list-style-type: none"> 1) Individual learners analyze two examples of a grammar structure; one that is contextualized and one that is decontextualized (the teacher can make her own examples, use the one in the <i>Outline of Grammar</i>, or use <i>Grammar in Context</i> instead of activity #1 and #2). 2) Teacher presentation about the pre-grammar stage. 3) Learners work in small groups to make grammar examples for a grammar structures. 4) Teacher presentation about making grammar rules with learners. 5) Learners work in mixed groups (learners can choose to work individually, in pairs or in groups) to analyze an information gallery of grammar practice activities for the following characteristics: a) interest for learners, b) similarity to real life communication, and c) creativity. 6) Learners report their answers to the class. 7) In the same groups as activity #3, learners design grammar practice activities for the same structures as they worked on in activity #3. 8) The groups make an information gallery of their pre-grammar examples and grammar practice activities. 9) Learners work in groups to check that their classmates' lesson plans have a contextualized pre-grammar example and at least one creative practice activity. 10) Learners write a lesson plan that focuses on a grammar structure (homework).
Check Yourself	<ul style="list-style-type: none"> • How is this approach to grammar different from the traditional approach to teaching grammar? • What does the traditional way of presenting grammar emphasize? • Why should grammar be presented in context? • What do you think are the advantages of making a grammar example with learners' experience? The disadvantages? • What happens if a teacher only uses mechanical grammar practice activities? • Make a list of creative practice activities that you can use with your learners.
Resources	<ul style="list-style-type: none"> • <i>Outline of Teaching Grammar</i> • <i>Grammar in Context</i> • Information gallery of grammar practice examples



**Resource
Center
References**

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, First Edition*. White Plains, New York: Addison Wesley Longman. pp. 361-382.
- Doff, Adrian. 1995. *Teach English: A Training Course for Teachers*. New York: Cambridge University Press. pp. 32-42; 69-80.
- Ur, Penny. 1988. *Grammar Practice Activities*. New York: Cambridge University Press.



Outline of Grammar

I Focus on communicative use

A. Teachers should think about the communicative uses of a grammar structure before teaching it:

• Structure	• Use
• present continuous tense	• discussing current events
• the verb <i>to be</i> in present tense	• exchanging personal information
• passive voice	• talking about historic events

- B. The teacher should focus on the structure’s communicative use – what students can do with the structure in real life.
- C. The teacher should emphasize the communicative use of a grammar structure when she presents it to learners (“Today we’ll learn how talk about professional experience in a job interview.”) *not* the name of the structure or the rules for using the structure (“As you know, the English language has fifteen tenses. Today, we’ll focus on one of them – passive tense.”)

II. The Pre-Grammar Stage

- A. The grammar structure is presented in a communicative context.
1. A context is the text, speech or situation or even a picture that connects or surrounds words or phrases.
 2. The context should be connected by a single theme or idea.
 3. The context gives learners more information about a structure
- B. The context should be as long and as interesting as possible.
- C. Traditional example:

Sami has seen that film.

Sally has read that novel.

1. The sentences are not connected by a situation or theme – they are *decontextualized*.
 2. They are not interesting for learners.
 3. They don’t give very much information about different forms of the structure.
 4. There are only two examples of the structure in use.
- D. An improved example:

World Traveller

When I have time and money, I like to travel. I’ve traveled by plane, by train, by bus and by boat, but I haven’t been in a helicopter yet. I’ve gone to twenty-seven countries and five continents: North America, South America, Europe, Africa and Asia. I haven’t been to Australia or Antarctica yet. The most interesting places I’ve visited are Tibet, Easter Island and Samarkand. I have visited art museums, history museums, anthropology museum and museums of musical instruments. I even visited a tattoo museum in Amsterdam. I’ve eaten a lot of strange food too, like iguana and yak, but the strangest food I’ve had is fried ants. They were crunchy and salty.



1. The sentences are all connected by a one theme – the experience of traveling.
 2. They are interesting for the learner.
 3. They show several examples of the grammar structure in use.
- F. A poem, song, calendar, short text, list, story, a picture with a description, objects, etc. can be used to present a new grammar structures in context.
- F. Teachers can make pre-grammar examples using learners' experience. For example,

Teacher: Let's talk about travelling. (writes "I have travelled by plane." on the blackboard.) Naziha, have you travelled by plane?

Naziha: No. (teacher writes "Naziha hasn't travelled by plane." on the blackboard.)

T: Idris, have you stayed in a hotel?

Idris: Yes, I stay in a hotel in Oran. (teacher writes "Idris has stayed in a hotel ." On the blackboard).

T: Faiza, have you gone to any other countries?

Faiza: Yes, I went to France. (teacher writes "Faiza has been to France." on the blackboard).

T: Assia, have you seen another country?

Assia: Yes, Spain.

T: Wahiba, have you seen another country?

Wahiba: Yes, Spain too. (Teacher writes "Assia and Wahiba have been to Spain." on the blackboard.)

- G. The teacher used the learners' own experience to create a grammar example.
- H. The teacher gets information about the learners' experience and then uses it to make an example using the structure - the learners don't have to use the structure, but only give information about their experiences.
- I. Teachers should carefully plan what questions they ask so that they can be sure to get different forms of the structure.

III. The Grammar Stage

- A. Focuses on the rules for using the structure – when is it used and what parts it has.
- B. Teachers can present grammar rules to learners.
- C. Teachers can also ask learners to make their own grammar rules.
 1. The teacher can asks questions to help learners focus on the structure:
 - a. "Can you find the verb in each sentence?"
 - b. "When did the action happen?"
 - c. "Is the action finished or continuing?"
 - d. "What are the parts of the verb?"
 - e. "Can you write a formula that shows how to use this grammar structure?"
 - f. "How is this different from _____?"
 2. When learners make their own rule:
 - a. They develop the ability to analyze a grammar structure and work independently.
 - b. They write a rule that they can understand.



IV. The Post-Grammar Stage

- 1) Teacher checks comprehension and then asks learners to use the structure in creative communication.
- 2) The creative communication stages should be learner-centered – individual, pair or group work (see the section on Learner-centered Teaching).
- Practice activities should be contextualized –connected by a common theme or idea, not just separate sentences or words.
- 4) There are many types of practice activities:
 1. **Repetition:** the learners repeat after the teacher. (T: I have read that book. L: I have read that book. T: I have seen that film. L: I have seen that film.)
 2. **Substitution:** the teacher gives a sentence and learners replace one element of the sentence with something different (T: “I have seen that movie.” L:” Samira has seen that movie.” T: I have seen that film. L: Samira has seen that film.)
 3. **Scrambled sentences:** the teacher gives learners a sentence that is not in correct order and asks them to order it (That has read Samira book.)
 4. **One word prompt:** the teacher gives a word and the learners make a sentence using it (T: “read,” L: “I have read that book.”)
 5. **Cloze/fill in the blanks:** Learners fill in gaps in a sentence using the correct form of the grammar structure (I _____ that book.)
 6. **Picture prompt:** The teacher gives students a picture and asks them use the new structure to respond to the picture (Look at this picture: what do you think the people in the picture have done today?)
 7. **Situation:** The teacher asks learners to create a response to a certain situation using the new structure (T: “Write a letter to a friend that you haven’t seen in three years. Tell her/him what you have done in the last three years.”)
 8. **Dialogue:** The learners write a dialog or role-play using the structure. (T: “Imagine that the president of the United States visits our city. Write a list of questions that you would like to ask him about his experiences. Then make a dialog using your questions. Please remember to use the new structure.”)
 9. **Free practice:** The teacher asks learners to use the new structure any way they choose (Please write a paragraph using the present perfect tense.”)
- 5) Practice activities like #1-5 are mechanical – they only practice the form of the structure, not real communication.
- 6) Practice activities like #1-5 are not very interesting for learners and can often be completed without really understanding the meaning.
- 7) Activities like #6-9 require creative use – they copy real life use.
- 8) Activity #9 gives learners a lot of freedom, but it is decontextualized.
- 9) Activities like #6-9 are interesting for learners because they are more personalized.



Grammar in Context



Imagine that you are learning Spanish:

- Which grammar example would you prefer?
- What grammar structure does each example show?
- Can you make a rule for using the structure?

Example A

Present progresivo

- Juan está leyendo un libro.
- Maria está mirando la television.

Example B

Es el mircoles□e a las 9:30 de la mañana

- My padre está usando su computadora.
 - My madre está plantando flores en el jardín.
 - Mis hermanas están hablando por teléfono.
 - My hermano está trabajando en su consultorio (es dentista).
 - Y s.□estoy eseñando ingle
 - Todos estamos trabajando (excepto el perro (☛) – el no está trabajando -- está durmiendo.)
 - ¿Y tú, qué estás haciendo?
-
- Which of the two examples gives learners more information about the structure?
 - What is the theme of each example?
 - Which example will be more interesting for learners? Why?
 - Which example is most like the examples in your grammar books?

It is important to prepare learners for a new grammar structure. Teachers should first show learners an example of how the grammar is used to communicate information. The example of the grammar Introduction to Teaching Methodology , Page 49

I think and think. Ninety-nine times I am wrong, but the hundredth time I am right. Albert Einstein

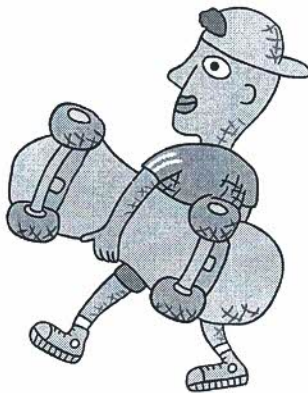


structure that learners see before learning about the structure should have a context – a situation or theme that connects all the words or sentences. In example B, the theme of the example is what a family is doing Wednesday morning at 9:00. The example A is decontextualized – the two sentences aren't connected by any theme or idea. We don't know who Juan or Maria are – or where they are either. The two sentences are just two isolated sentences.

The example should also be interesting for the learners and give as much information as possible about the different forms of the structure. Example B shows several examples of the present progressive. The first example only shows two examples – and both of them are in third person singular.

Picture Cue

What have these people done today?
Choose one person and write a paragraph about what she or he has done today.



Situation

Teacher: You meet a friend you haven't seen for a long time. Make a dialog telling your friend what you have done for the last three years.

Free Practice

Teacher: Please write a paragraph using the present perfect tense.

One Word Clue

Teacher: read

Learners: I have read a book.

Teacher: see

Learners I have seen a movie.

Teacher: write

Learners: I have written a letter.

Substitution

Teacher: I have seen that movie.

Learners: Samira has seen that movie.

Teacher: I have read that book.

Learners: Samira has read that book.

Teacher: I have written a letter.

Learners: Samira has written a letter.

Scrambled Sentences

Put the sentences in order:

1. Movie I that seen have.
2. That has read Samira book.
3. A me friend letter written my has.
4. Television president on spoken has the.
5. For soup lunch eaten I have.

Repetition

Teacher: I have seen that movie.

Learners: I have seen that movie.

Teacher: I have read that book.

Learners: I have read that book.

Teacher: I have written a letter.

Learners: I have written a letter.

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, Page 51

I think and think. Ninety-nine times I am wrong, but the hundredth time I am right. Albert Einstein



Close/Fill in the Blank

Please fill in the blanks with the correct words.

1. I _____ that book.
2. She _____ the movie about the Titanic.
3. They _____ their homework assignment.
4. I _____ my lunch.

Multiple Choice

1. I _____ that book already.
 - a. read
 - b. have read
 - c. to read
2. She _____ that movie about that Titanic.
 - a. see
 - b. can seen
 - c. has seen
3. My friend _____ me a letter.
 - a. didn't wrote
 - b. write
 - c. has written

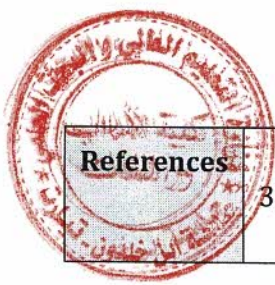




VII. GRAPHIC ORGANIZERS

Graphic Organizers

Key Concepts	<ol style="list-style-type: none"> 1) Teachers can use graphic organizers to help learners think about and visually record relationships between ideas. 2) Graphic organizers can be used in different ways in different stages of the lesson: <ol style="list-style-type: none"> a) Preparation – to record what learners already know, and b) Practice – to record what students have learned and to connect new information with what they already knew. 3) Teachers should give learners the opportunity to classify, group or sequence ideas as part of the process of using graphic organizers. 4) Teachers and learners should consider which type of graphic organizers will represent their ideas most effectively. 5) Teachers can encourage learners to use graphic organizers outside of the classroom as a strategy to help them record, analyze and remember new information.
Key Words	mind map/concept map, fishbone diagram, cluster, network tree, Venn diagram, compare and contrast table, cause and effect diagram, Frayer Model, T-table, KWL table, spider map
Learning Outcomes	<p>Learners will:</p> <ol style="list-style-type: none"> 1) Select a graphic organizer and use it to represent some idea or information. 2) Write a lesson plan that uses graphic organizers.
Teaching Strategies	<ol style="list-style-type: none"> 1) Mixed information gallery of graphic organizers. While looking at organizers, learners will answer the following questions: What type/s of information does each organizer represent? How much detail does each organizer have? 2) Learners report their answers to the class. 3) Teacher demonstrates the process of using a graphic organizer: 4) Learners work in pair to write a list of what they know about some problem in their community (unemployment, garbage, illiteracy, crime, etc.). 5) Pair selects a graphic organizer and uses it to represent part or all of the information they listed about problems. The pair can send a spy to see what other pairs are doing. 6) Each pair briefly presents their work to the class. 7) Small group discussion: What are the advantages of using graphic organizers? When can teachers use graphic organizers? 8) Groups report their answers to the class. 9) Learners write a lesson plan that uses a graphic organizer (homework).
Check Yourself	<ul style="list-style-type: none"> • What graphic organizers have you used? • How can graphic organizers be used with beginning students? • What learning preferences do different graphic organizers support (see the sections on Perceptual Styles and Learning Preferences)?
Resources	<ul style="list-style-type: none"> • <i>Outline of Graphic Organizers</i> • Information gallery of graphic organizers
Resource Center	<ol style="list-style-type: none"> 1) Buehl, Doug. 2001. <i>Classroom Strategies for Interactive Learning</i>. Newark, Delaware: International Reading Association. 2) Kagan, Spencer. 1993. <i>Cooperative Learning</i>. San Juan Capistrano: Kagan



References

- Cooperative Learning, Chapter 11.
- 3) Zaid, Mohammed A. Semantic Mapping in Communicative Language Teaching. *English Teaching Forum*, July, 1995, pp. 6-11.





Outline of Graphic Organizers



I. What's a graphic organizer?

- They are a "picture" of information.
 1. They use boxes, circles, arrows or other shapes to show how ideas are related.
- They organize facts, ideas or information in a logical way.
- They show how information is connected.

II. Why should teachers use graphic organizers?

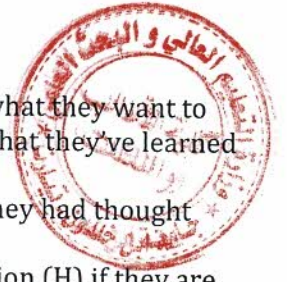
- A. To make it easier to understand information from a text or presentation.
- B. To make learners analyze, process and organize information.
- C. They can be used as a basis for re-telling a text or writing a composition or essay.
- D. They be use to connect learners' background information with new information they learn in class.

III. When can teachers use graphic organizers?

- A. As a preparation or practice activity.
- B. To help learners organize their ideas before writing.
- C. An in/complete organizer can help learners predict or prepare for a presentation or lecture.
- D. To explain a new grammar structure.
- E. To review or expand new vocabulary words.
- F. After a reading text or teacher presentation.
- G. To help learners plan a task and identify priorities.

IV. What are some types of graphic organizers?

- A. Different graphic organizers represent different types of information:
- B. Venn diagrams
 1. Show the differences and similarities between two or three things.
- C. A mind map or concept map
 1. Organizes information into categories.
 2. It shows main ideas and supporting details.
 3. A mind map can represent many layers of information.
- D. A fishbone map
 1. Shows causes of a problem and the details of each cause.
- E. A Frayer model
 1. Learners must think about what is and isn't connected with a concept.
- F. A cause and effect diagram
 1. Represents steps in a process, from the first causes to final results.
 2. Can also be used to show problems and solutions.
- G. Spider maps
 1. Show main ideas or categories and one layer of details.
- H. A compare and contrast table
 1. Compares two or more things in specific categories.
- I. A cluster
 1. Often used when brainstorming.
 2. It records the information connected with a topic, but doesn't organize it.
- J. A timeline
 1. Shows important events in a life, or steps in a project or process.
 2. A timeline is often used to record historical events or biographies.

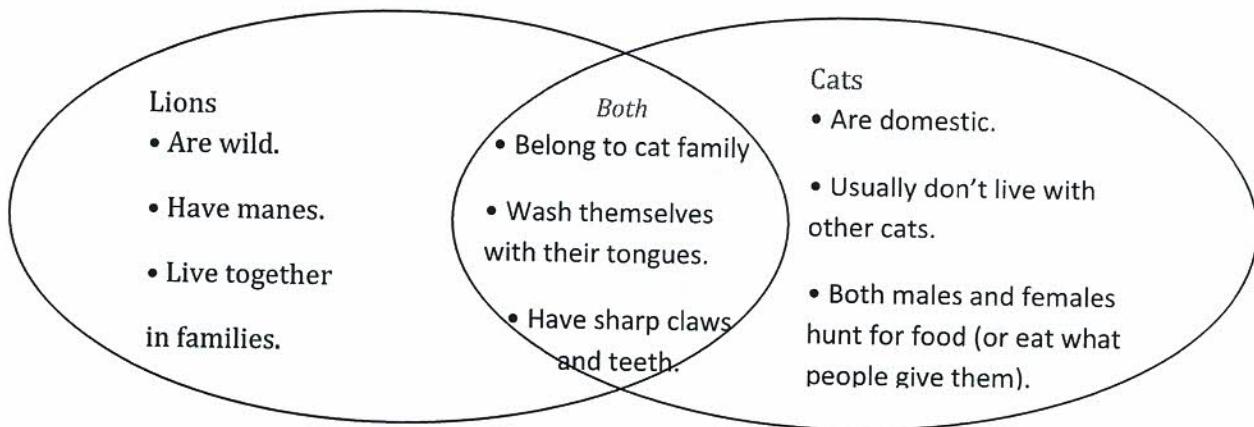


A KWL chart

1. Learners record what they already know about the topic (K), and what they want to know about the topic (W). After reading or listening they record what they've learned about the topic (L).
 2. Learners can add a column for information that contradicts what they had thought about the topic previously.
 3. Learners may also add a column for how they learned the information (H) if they are completing the chart at the end of a chapter or unit.
 4. Can be used before and after a reading text or presentation.
 5. KWL charts are also good preparation for doing research on a topic.
- L. Trees
1. Divide information into categories and sub-categories and finally into supporting details.
- M. Semantic maps
1. Record new vocabulary connected with a theme.
 2. A semantic map can organize types of words.
- N. A T-table
1. Compares two things in the form of a table.



Venn Diagram



T-Table

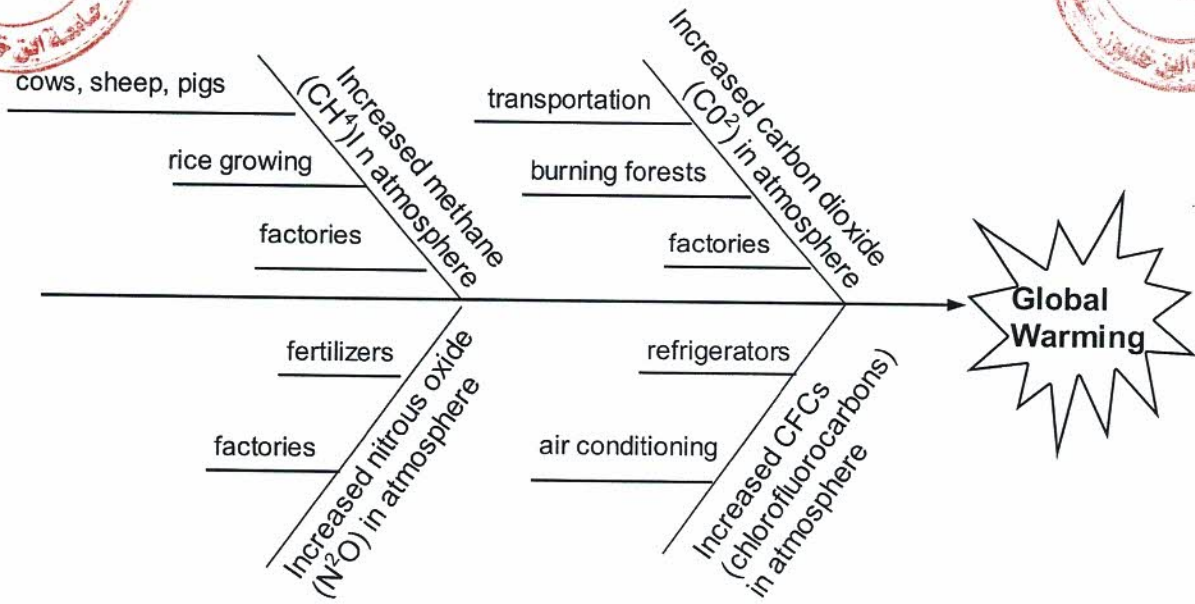
<i>The Left Hemisphere of the Brain</i>	<i>The Right Hemisphere of the Brain</i>
<ul style="list-style-type: none"> • science, math • logical, makes decisions based on facts • likes to look at the parts or steps of information • controls the right side of the body – left brained people are right-handed • reasoning and logic • good at spoken and written language • good at putting things in order • doesn't identify or deal with emotions very well 	<ul style="list-style-type: none"> • art, music, poetry • intuitive, makes decisions based on feelings • likes to look at the whole idea or process • controls the left side of the body – most, but not all, right brained people are left-handed • creativity and imagination • good at seeing shapes and relationships between things • good at seeing the relationship between things. • good at recognizing and understanding emotions

KWL Chart

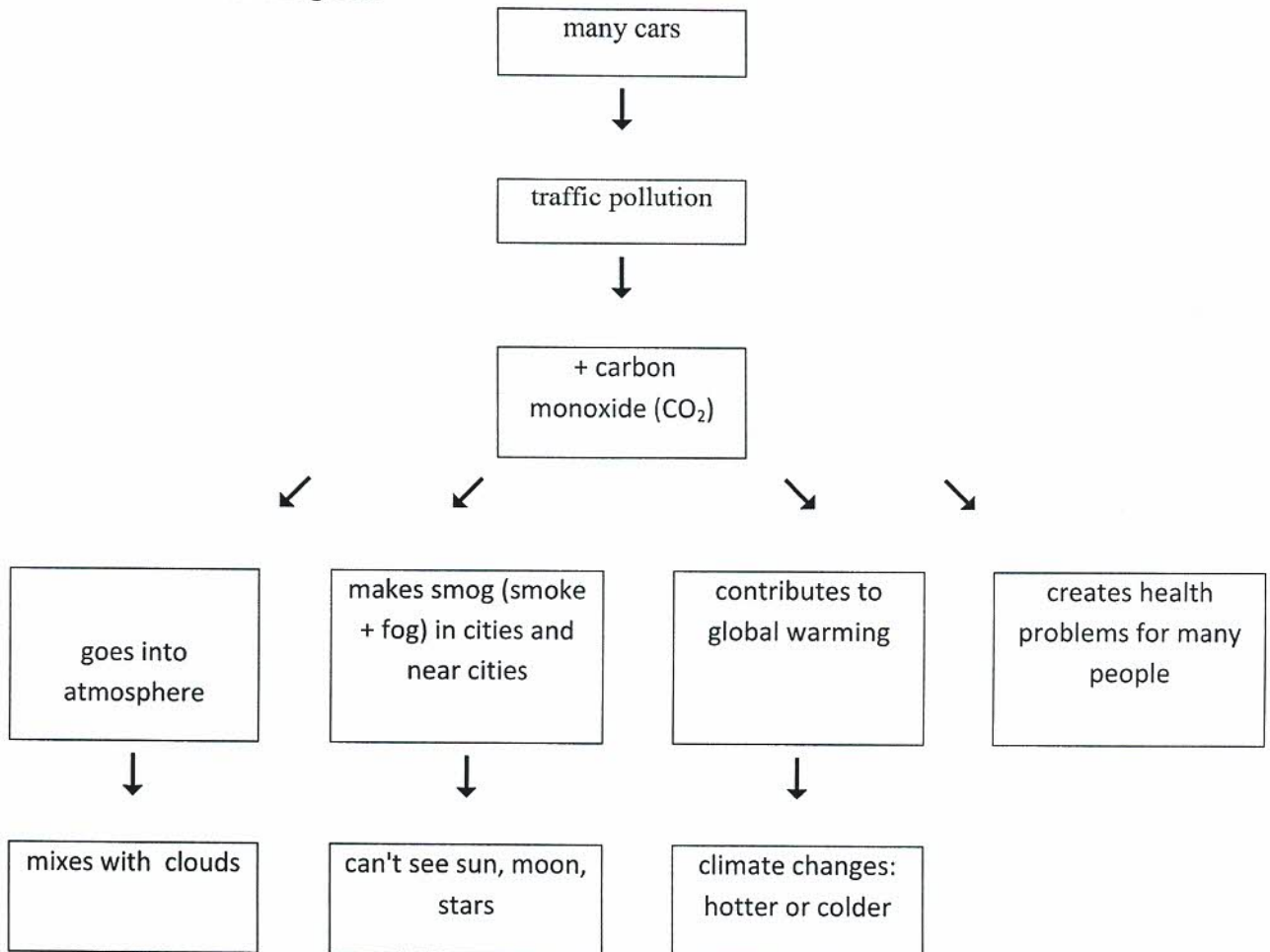
What you know about lions? (before reading)	What do you want to know about lions? (before reading)	What have you learned about lions? (after reading)
<ul style="list-style-type: none"> • Lions live in Africa. • Lions eat meat. • Lions look like cats. • Lions have big teeth. • Lions have a lot of hair around their face. 	<ul style="list-style-type: none"> • Did lions ever live in here? • How much does a lion weigh? • How long do lions live? • Do lions eat people? • How many babies do lions have? 	

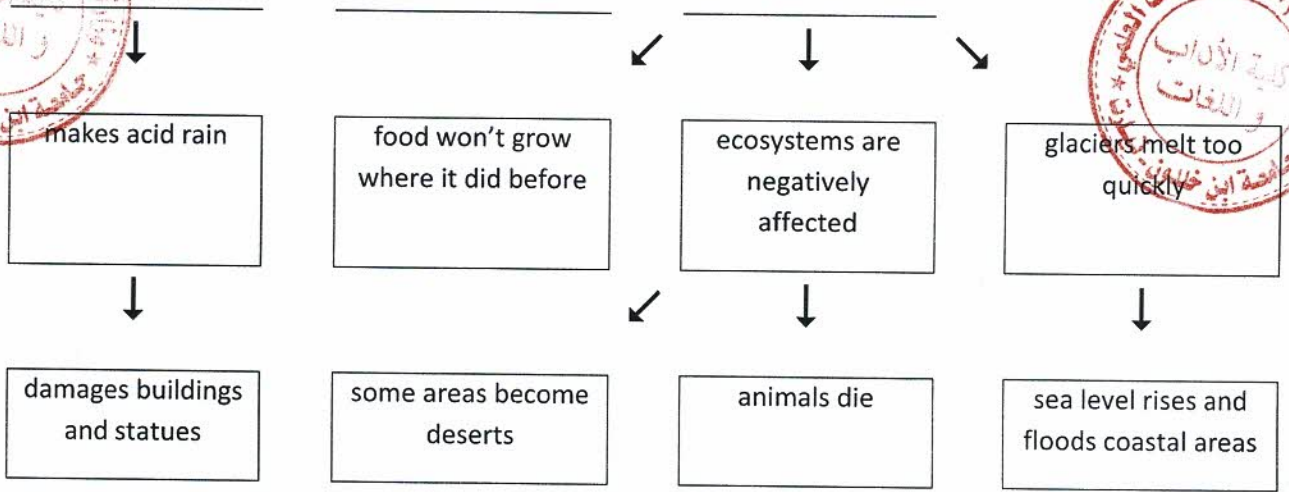


Fishbone Diagram

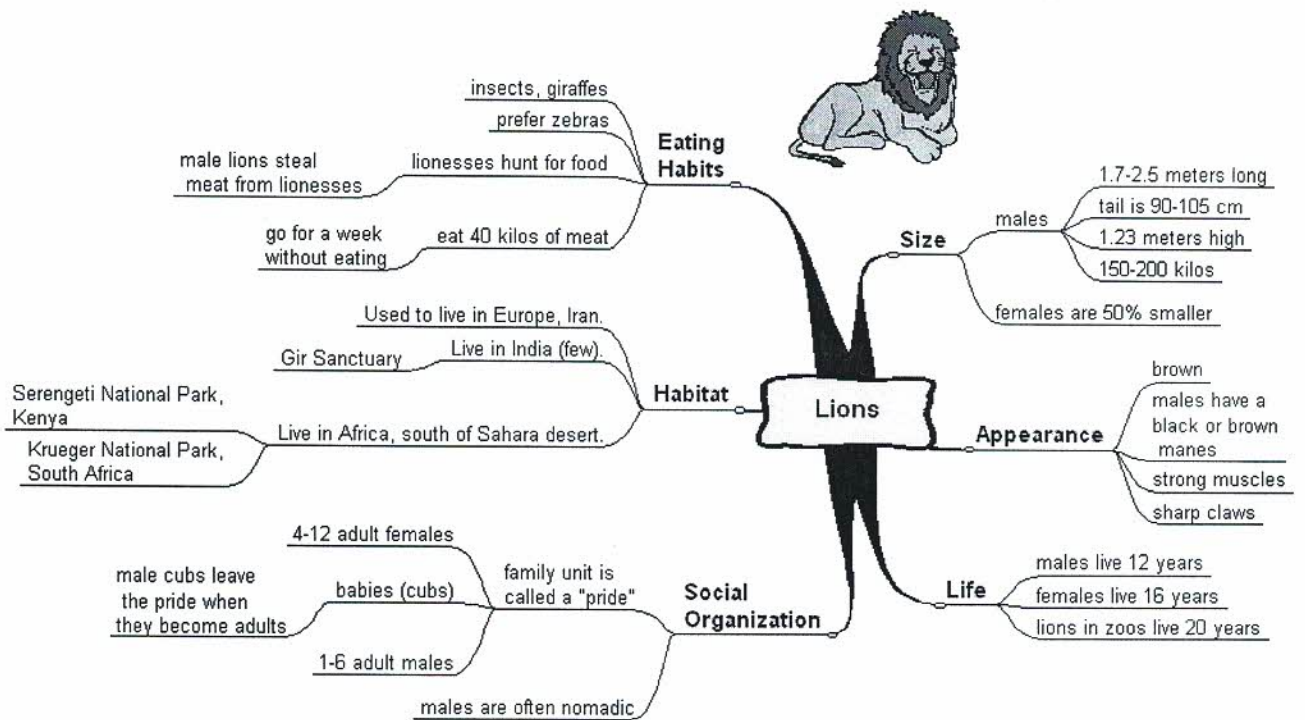


Cause and Effect Diagram

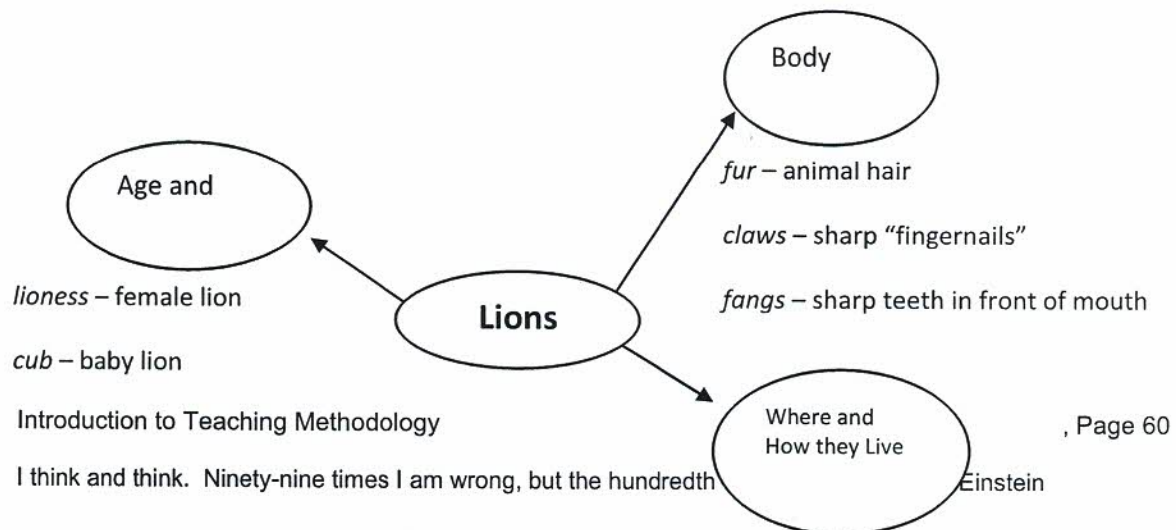


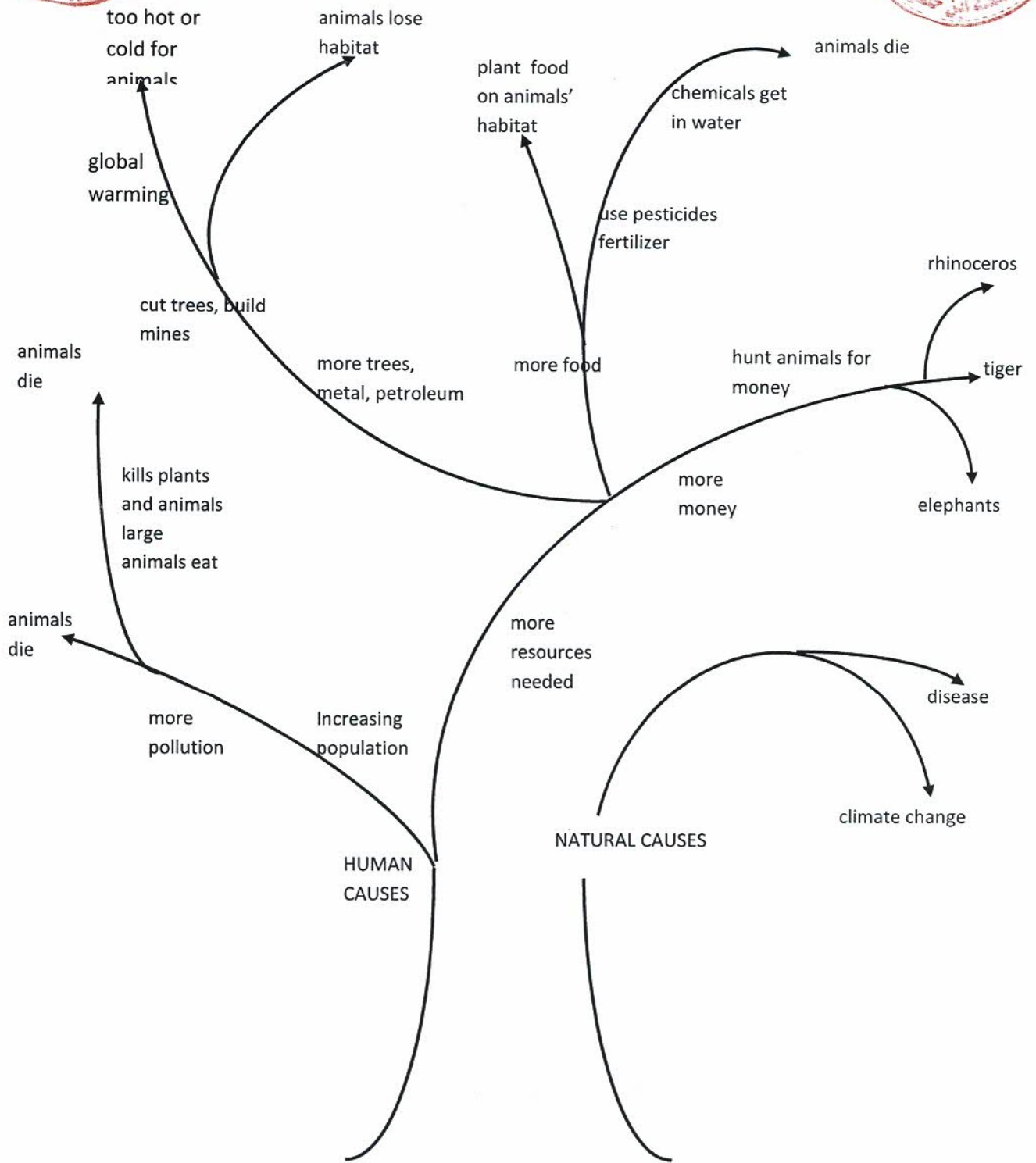


Mind Map/Concept Map



Semantic Map





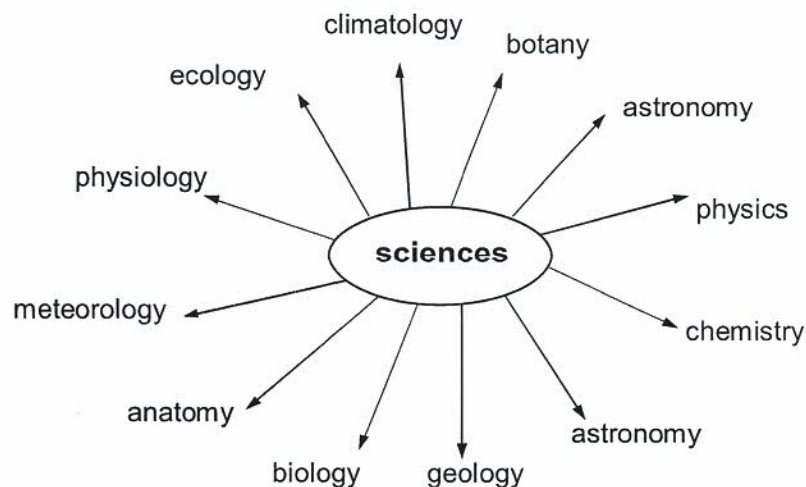
THOUSANDS OF
ANIMALS
BECOME EXTINCT
EVERY YEAR



Frayer Model

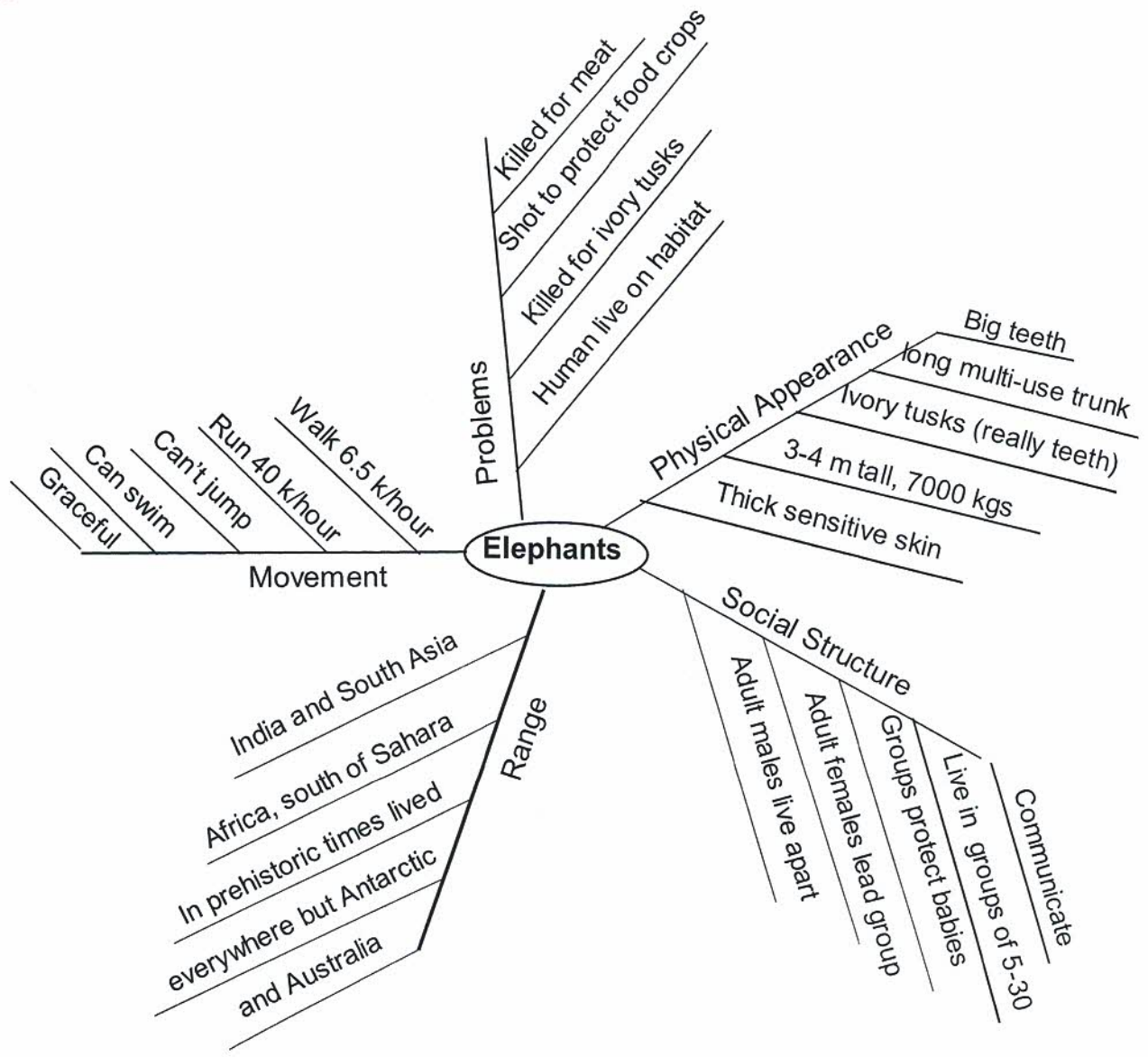
<p>Essential Characteristics</p> <ul style="list-style-type: none"> • Warm-blooded • Feed milk to their babies • Have hair on their bodies • Well developed brain • Have some of kind of “arms” and “legs” • Parents take care of young 	<p>Nonessential Characteristics</p> <ul style="list-style-type: none"> • Where they live • What they eat • How big they are • What color they are • Domestic or wild • How long they live
<p>Mammals</p>	
<p>Examples</p> <ul style="list-style-type: none"> • People • Monkey • Bat • Dolphin • Kangaroo • Whale • Mice • Giraffe • Bear • Dogs 	<p>Non Examples</p> <ul style="list-style-type: none"> • Snakes • Birds • Fish • Butterflies • Turtles • Penguins • Plants • Trees • Shark • Duck

Cluster





Spider Map



Timeline/Albert Einstein

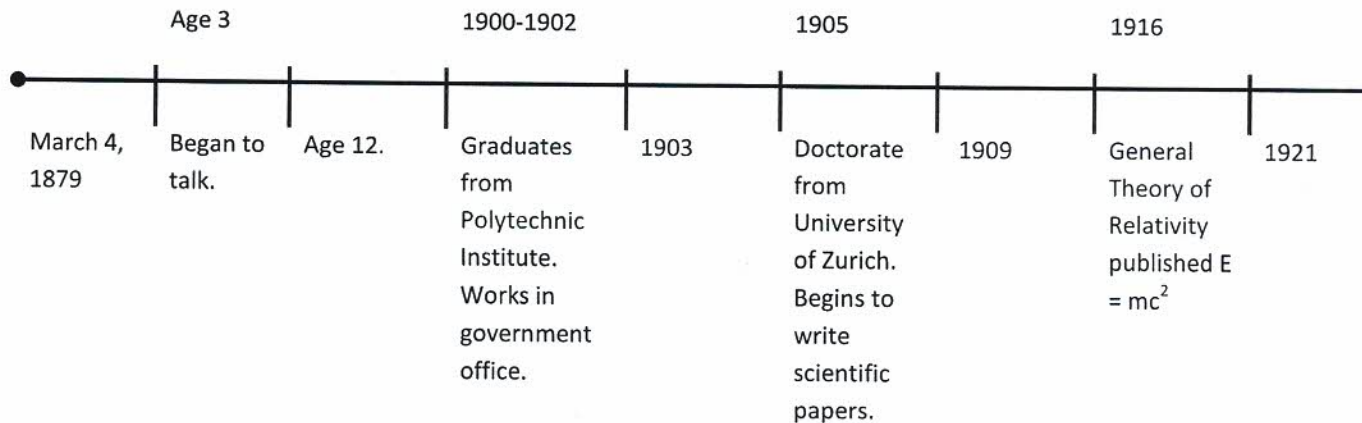
Albert Einstein was born in Germany

Teaches himself Euclidean geometry.

Marries (later divorced, remarried).

Begins to work at the university.

Wins Nobel Prize for Physics.



Compare and Contrast Table

	Mammals	Birds	Reptiles
Examples?	people, cats, dogs, dolphins, cows, sheep, bear, wolf, whales	chicken, penguin, eagle, robin, turkey	snakes, lizards, crocodiles, alligators, turtles
Blood?	warm-blooded	warm-blooded	cold-blooded
Teeth?	yes	No	Sometimes
Eat?	meat, plants	meat, plants	meat, plants
Live in?	anyplace – from the Arctic to the Antarctic	anyplace – from the Arctic to the Antarctic	warm places (they depend on climate to stay warm)
Body structure?	arms, legs (dolphins and whales use their “arms” and “legs” for swimming)	wings and legs (penguins use their “wings” for swimming)	arms and legs (snakes have bones for arms and legs inside their body)
Related to?	gorillas, chimpanzees, orangutans	reptiles, dinosaurs	bird, dinosaurs
Young?	born as babies	born as eggs	born as eggs



VIII. LEARNER-CENTERED TEACHING



Learner-centered Teaching

Key Concepts	<ol style="list-style-type: none">1) Activities in which the focus on learners' own work are learner-centered.2) Activities in which the class' attention is focused on the teacher or other individual are teacher-centered.3) Teachers should provide learners with activities in which they can work independently.4) According to the objectives of the lesson, teachers should plan an appropriate balance of teacher- and learner-centered activities.
Key Words	teacher-centered, learner-centered, student-centered.
Learning Outcomes	Learners will: <ol style="list-style-type: none">1) Classify common classroom activities as teacher-centered or learner-centered.2) Analyze a lesson plan and determine how many minutes are teacher- and learner-centered.3) Write a lesson plan which is 50% learner-centered – or more.
Teaching Strategies	<ol style="list-style-type: none">1. Individual learners read <i>Lesson Outline A, Lesson Outline B</i>. They decide in which lesson they would prefer to be a student and explain why.2. Individual learners read <i>Focusing on the Learner</i>.3. Pair-share: learners identify common classroom activities as learner- or teacher-centered (#1 short lecture = TC; #2 silent reading = LC; #3 teacher asks questions... = TC; #4 learner use dictionary = LC; #5 learners repeat vocab = TC; #6 teacher dictates = TC; #7 learner make mind map = LC; #8 learners summarize = LC; #9 class discussion = TC; #10 phonetic drill = TC; #11 learners make notes = LC; #12 learners study new vocabulary = LC; #13 groups prepare = LC, groups present = TC; #14 information gallery = LC; #15 learners study table = LC; #16 learners make poster = LC; #17 learners copy text = TC; #18 learners underline verbs = LC; #19 learners put text in order = LC; #20 pairs fill in blank = LC; #21 groups answer questions = LC; #22 debate = TC; #23 list of similarities and differences = LC; #24 pairs describe picture = LC4. Learners analyze <i>Lesson Outline A, Lesson Outline B</i> and identify which plan is more learner-centered and determine how minutes of each outline is learner-centered (<i>Lesson Outline A</i> = 21 minutes learner-centered; <i>Lesson Outline B</i> = 0 minutes learner-centered).5. Teacher presentation on strategies to make group and pair work more effective.6. Learners suggest improvements to make <i>Lesson Outline B</i> more learner-centered.7. Learners write a lesson plan that is at least 50% learner-centered (homework assignment).
Check Yourself	<ul style="list-style-type: none">• Why does traditional teaching use more teacher-centered activities than learner-centered activities?• What problems might teachers have during learner-centered teaching that they don't have during teacher-centered activities?• What strategies could teachers use to solve these problems?• What teacher-centered activities require active learner participation?• What are some strategies to make a teacher-centered lesson more learner-centered?



	<ul style="list-style-type: none">• Why isn't a class discussion or a group presentation learner-centered?
Resources	<ul style="list-style-type: none">• <i>Outline of Learner-centered Teaching</i>• <i>Focusing on the Learner</i>• <i>Lesson Plan A, Lesson Plan B</i>• Information gallery of classroom activities• Role cards for group work• <i>Classroom Arrangements</i>
Resource Center References	<ul style="list-style-type: none">• Brown, H. Douglas. 2001. <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. White Plains, New York: Addison Wesley Longman, pp. 176-191.• Cruickshank, Donald, et al. 1999. <i>The Act of Teaching, Second Edition</i>. Boston: McGraw Hill College, pp.181-190.

Outline of Learner-Centered Teaching

I. What does learner-centered mean?

- A. When learners work independently of the teacher.
 - 1. Learner-centered activities may be individual, pair, small group or large group.
 - 2. Large group activities may be less effective because there is less responsibility for each learner.
- B. When the classroom focus is **not** on one or a few persons – usually the teacher, but may also be learners (for example presentation of a role play or group work).

III. What are the advantages of learner centered activities

- A. Gives learners time to think and prepare.
- B. All learners can participate and speak, even shy or less confident learners.
- C. Learners learn to cooperate and help each other.
- D. Learners aren't afraid to speak in a group.
- E. Lets the teacher explain and check comprehension of a few learners at a time.
- F. More like real life communication.

IV. What problems may occur when learners are working in groups or pairs?

- A. Learners speak their L1.
- B. Some groups finish first.
- C. Learners may be noisy
- D. Some learners don't do the task.
- E. Groups don't listen to each other report answers.

V. What strategies can be used to make group or pair work more effective?

- A. Teacher should monitor learners to be sure they understand the task and are working.
- B. Teacher can train learners in the social skills and language they need to work effectively in groups.
 - 1. Turn-taking.
 - 2. Respecting the opinions of other learners.



3. Politely disagreeing with other learners.
4. Speaking with quiet voices.

C. Give a reasonable time limit.

D. Give instructions first, then divide into groups

1. Give format for the work; individual, pair, group, class.
2. Give the product; a 2 minute presentation, exercise 3 on page 15.
3. Give a time limit; 5 minutes, 10 minutes.
4. Describe roles, if they are used.
5. Check for comprehension; What is the task? How long do you have?
6. Write brief instructions on the blackboard.

E. Assign roles to group members

1. Choose only the roles you need for the activity.
2. Explain the responsibilities of each role.
3. Teach the language that learners need to fulfill each role.
4. Here are some roles that can be used:
 - a. Timekeeper – makes sure the group finishes on time.
 - b. Reader – reads the text or questions to the group.
 - c. Secretary/scribe/recorder – writes down the group's ideas.
 - d. Leader – makes sure that everyone is taking turns and answering questions.
 - e. Encourager – encourages learner to participate.
 - f. Presenter/spokesperson/speaker – presents the group's ideas to the class.
 - g. Monitor – makes sure that the group completes the task and speaks in English.
 - h. Spy – can check and see what other groups are doing.

F. Give different tasks to different groups

G. Arranging the classroom.

1. Move the tables and chairs so that learners can work in groups easily.
2. If you can't move the tables and chairs, ask learners to work standing or go into the hall to work.

Sample Instructions

1. I'd like you to work with a partner who is sitting near you.
2. You should complete the exercises on page 69 and be prepared to share your answers with the class.
3. You'll have ten minutes to finish.
4. Please choose a spokesperson that will speak for your pair.
5. What is the assignment?



VI. How learner-centered should a lesson be?

- A. A lesson that presents new information may be more teacher-centered.
- B. A lesson that practices or reviews familiar information should be more learner-centered.
- C. In general, classes should be at least 50% learner-centered.



Focusing on the Learner

**Have you ever been a class where you didn't do anything but listen to the teacher?
Do you think that is was an effective way to learn new information?**

In a traditional classroom the teacher takes responsibility for everything –analyzing ideas, organizing information, explaining rules, correcting mistakes. But what happens when the learners leave the classroom? It is hard for them to analyze or organize information, explain rules or correct mistakes because they haven't done it in class.

What does teacher-centered mean? Learner-centered?

The traditional idea of teaching is called *teacher-centered*. It means the teacher is the center of the classroom and that she is responsible for moving all the activities. An activity where all the learners are focused on the teacher – or some other person – is teacher-centered. Teacher (or learner) presentations, lectures and class discussions are examples of teacher-centered activities – in these activities the class is focused on just one person. This doesn't mean that learners are passive; they should still take notes and answer or ask questions.

An activity where learners work independently is called *learner-centered*. Activities that are done individually, in pairs or in groups are learner-centered. In these activities learners are working independently to practice what they've learned.

Why use learner-centered activities?

It is important for learners to take more responsibility in the classroom. This will help them understand and remember new information better. It will also prepare them

to use information they learn in class in real life. Just listening to a teacher isn't enough.

This doesn't mean that teacher-centered activities are bad. It means is that teachers should plan a balance of teacher-centered and learner-centered activities. A lesson that is all teacher-centered can be boring – and learners don't learn very well either.

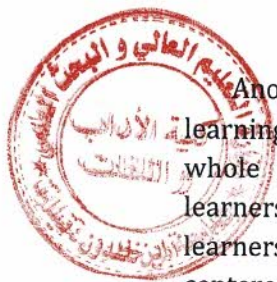
This is also true at work; a boss who does all the talking in a meeting will have bored employees who can't make decisions, analyze problems or write good reports. Like good teachers, good bosses plan learner-centered activities as part of their meetings or training.

What is a teacher's role in a learner-centered activity?

The teacher prepares materials for learner-centered. And during a learner-centered activity, a teacher must monitor learners – to check that they understand the assignment, to give feedback about work or to help learners finish their task. A teacher is responsible for planning the class, but the plan should give learners an opportunity to work independently.

What are the advantages of learner-centered activities?

Learner-centered activities let teachers help learners individually or in small groups. A teacher can explain skills or new information to learners one, two or three at a time – not fifteen or twenty at a time. Teachers can correct errors without embarrassing the learner in front of the whole class.



Another benefit of learner-centered learning is that everyone can participate. In whole class activities, there are confident learners who participate and less confident learners who don't talk at all. In a learner-centered activity, every learner can prepare, speak and answer questions. Every learner has different abilities; when they work individually, in pairs or groups they can help each other.

How learner-centered should a class be?

It depends on the class. A class that presents new information may be more teacher-centered. A class that reviews information should be more learner-centered. In general a class should be 50% learner-centered or more.

What are some ways to make teaching more learner centered?

There are many strategies to make the learning process more focused on the learners. Giving learners time to prepare before answering will increase participation. Teachers can ask a question, and then give learners a minute or two to think about their answer and make notes. Learners can complete exercises or tasks individually, in pairs or groups before reporting their answers. Think-pair-share is a technique where learners think individually, discuss their answer with a partner and finally the pair shares their information to the class.

Teachers can put pieces of information, questions or tasks on the walls of the classroom or in the hall instead of giving a lecture. It is also possible to divide learners into groups, give them information and ask them to prepare to teach or describe the information to their classmates.

How can teachers make pair and group work more effective?

Teachers should always monitor group and pair work; check on every group to be sure that they understood the task, that they are working and that they are speaking English. It is also important to train students in the skills necessary for effective group and pair work: taking turns, using quiet voices, listening to others and respecting their ideas are all important skills. Teachers can also assign different roles to different members of a pair or group: speaker, secretary, timekeeper, group leader, encourager, etc. These roles will give every group member a responsibility to complete so that participation is more equal.



Lesson Outline A

Lesson Outline B



Introduction to Teaching Methodology

, Page 71

I think and think. Ninety-nine times I am wrong, but the hundredth time I am right. Albert Einstein

1. Individual Writing: Daily Activities – 5 minutes

- Learners write answers to the following questions: What do you do every day? Do you do different things on weekends? What do you do when you have a vacation from school?

2. Class Discussion: Daily Activities – 5 minutes

- Learners share their answers with the class.

3. Individual Reading: Sam and Sarah's Week – 5 minutes

- Learners read silently.

4. Teacher Presentation: Adverbs of Frequency – 10 minutes

- Teacher introduces adverbs of frequency.
- Teacher asks learners to find adverbs of frequency in the text.
- Teacher and learners make rules for using adverbs of frequency.

5. Pair Writing: Exercise A – 5 minutes

- Learners work in pairs to answer the questions in the book.

6. Report Work: Exercise A – 5 minutes

- Pairs report their answers to the class.

7. Group Interviews: Daily Activities – 6 minutes

- Learners work in groups to interview each about daily activities.
- They will write a summary of the interviews using adverbs of frequency.

8. Report Group Work: Daily Activities Method 4 minutes

- I think and think. Ninety-nine times I am wrong, but the hundredth time I am right. Albert Einstein
• The spokesperson for the group reads their summary to the class.

1. Class Discussion: Daily Activities –10 minutes

- What do you do every day? Do you do different things on weekends? What do you do when you have a vacation from school?

2. Read Aloud: Sam and Sarah's Week – 10 minutes

- Learners take turns reading the text aloud.

3. Teacher Presentation: Adverbs of Frequency – 10 minutes

- Teacher introduces adverbs of frequency.
- Teacher asks learners to find adverbs of frequency in the text.
- Teacher and learners make rules for using adverbs of frequency.

4. Class Discussion: Exercises A, B – 1- minutes

- Teacher asks learners questions from an exercise in the book.

5. Class Discussion: Daily Activities – 5 minutes

- Teacher asks learners to tell what things they do every day or only on weekends.

6. Homework Assignment – 1 minute

- Teacher asks learners to interview their mother or father and write five sentences about un/usual activities with adverbs of frequency.





1. Teacher presents a short lecture.
2. Learners read silently.
3. Teacher asks questions, learners answer.
4. Learners use a dictionary to look up new words.
5. Learners repeat new vocabulary after the teacher.
6. Teacher dictates to learners.
7. Individual learners make a mind map.
8. Learners work individually to write a summary of information from a text.
9. Class discussion about causes and effects of pollution.
10. Phonetic drill on /D/.
11. Learners make notes while they read.
12. Learners study new vocabulary with flashcards
13. Groups prepare and present a role-play.
14. Information gallery
15. Learners study a table of verbs.
16. Learners work in pairs to make a poster.
17. Teacher writes a text on the board, learners copy it.



18. Learners underline all the verbs in a text.
19. Individual learners put the pieces of a text in correct order.
20. Pairs of learners answer fill-in-the blanks questions from their textbooks.
21. Teacher writes questions on the blackboard. Learners work in groups to answer.
22. A debate
23. Individual learners make a list of similarities and differences.
24. Learners work in pairs to describe a picture.



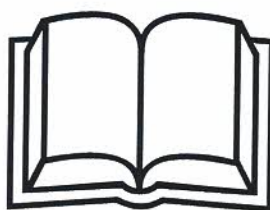
Speaker



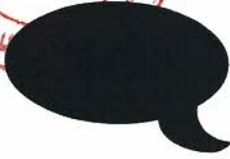
Timekeeper



Recorder



Reader



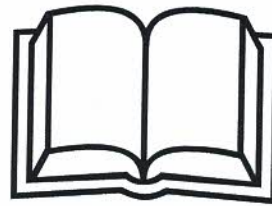
Speaker



Timekeeper



Recorder



Reader



Speaker



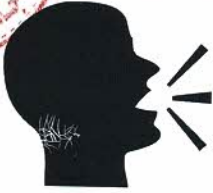
Timekeeper



Encourager



Spy



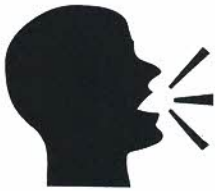
Group Leader

Language Monitor



Encourager

Spy



Group Leader

Language Monitor



Encourager

Spy



Classroom Arrangements

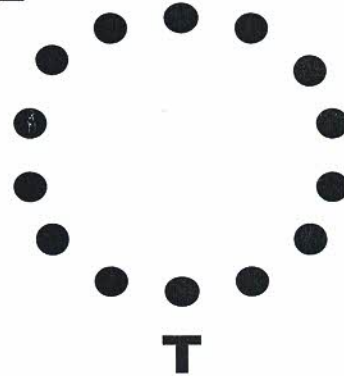
What effect does the arrangement of tables or chairs in a classroom have on teaching? On learning?

- As a learner, which classroom arrangement would you prefer? As a teacher?
- Which arrangement is most traditional?
- Which arrangement is most like your classroom?
- Which arrangement is most teacher-centered?
- Which is best for group or pair work?

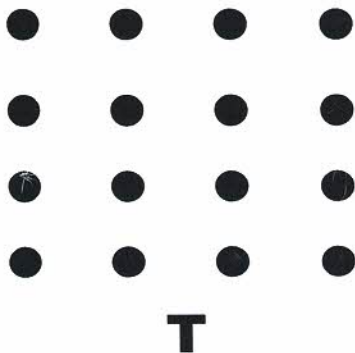
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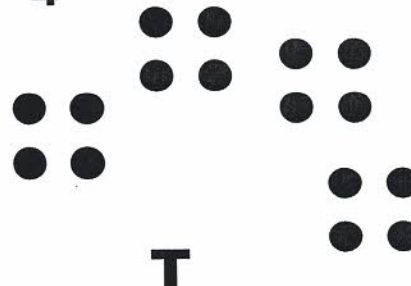
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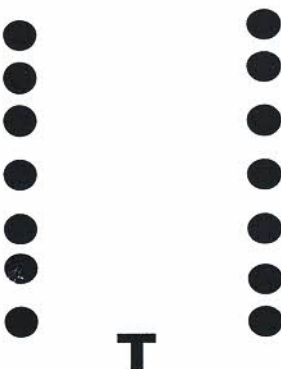
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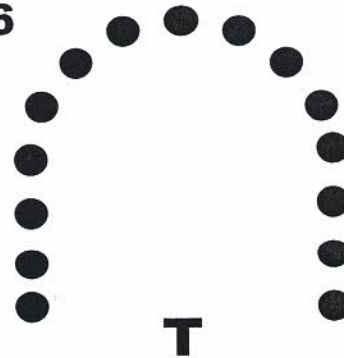
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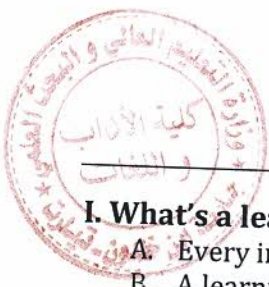
IX. LEARNING PREFERENCES



Learning Preferences

Key Concepts	<ol style="list-style-type: none">1) Different individuals have different learning preferences.2) Some learning preferences are innate, others are the product of social environment.3) Teachers should plan a variety of activities in each lesson to support learners with different preferences.4) When possible, teachers should allow learners to choose tasks that are comfortable for their learning preferences.5) The teacher should help learners develop strategies to deal with information that is not in their preferred style.
Key Words	learning preferences, sociological style, mentor, conceptual tempo, impulsive, reflective, high-risk, low-risk, hemisphere, right brain, left brain, cognitive style, global, analytic, intuitive, logical, perceptual style, field independent, field dependent, high or low tolerance for ambiguity
Learning Outcomes	Learners will: <ol style="list-style-type: none">1) Identify which learning preferences are supported by classroom activities.2) Write a lesson plan that supports a variety of learning preferences.
Teaching Strategies	<ol style="list-style-type: none">1) Teacher writes these questions on the blackboard. Learners copy them in their notebooks: 1. I'd rather work alone than with classmates. 2. I don't like to make mistakes. 3. I like to think about decisions before I make them. 4. I'm good at knowing other people's feelings. 5. I like to listen to music or the television while I'm working on my homework or reading. 6. I'm good at creative tasks. Learners answer questions.2) Learners walk around the classroom and interview five classmates about their preferences using the same questions.3) Class discussion: Did your classmates have the same preferences as you? Why do different people have different preferences? Do you think these preferences affect their success in learning? Why or why not?4) Teacher writes pre-reading questions on the blackboard: 1. Which learning preference is connected with which questions from your interview? 2. Which preferences do you think you have? Why? 3. Which preferences do you think would be an advantage in learning a language in the classroom? 4. Can you see any similarities between different learning preferences? Which ones?5) Individual reading of the <i>Introduction to Learning Preferences</i>.6) Pairs discuss their answers to the pre-reading question and then report them to class.7) Individual learners complete the <i>Learning Preferences Quiz</i>.8) Information gallery of classroom activities. The class is divided into five groups and each group is assigned a preferences (cognitive style, conceptual tempo, field in/dependent, tolerance for ambiguity, right/left hemisphere). The groups should read each activity and decide if it would be good for their preference and why. Then learners should report their answers (answer key after information gallery activities).9) Learners write a lesson plan that supports a variety of learning preferences. Each activity should be labeled with the preferences it supports.

Check Yourself	<ul style="list-style-type: none"> • What learning preferences do you think would give the individual learning an advantage in learning language in the classroom? In real life? • What learning preferences would be a disadvantage in the classroom or real life? • How does a teachers learning preferences influences her teaching? • Does your learning preference affect your behavior outside of the classroom?
Resources	<ul style="list-style-type: none"> • <i>Outline of Learning Preferences</i> • <i>Introduction to Learning Preferences</i> • <i>Learning Preferences Quiz</i> • Information gallery of classroom activities.
Resource Center References	<ul style="list-style-type: none"> • Reid, Joy M., ed. <i>Learning Styles in the ESL/EFL Classroom</i>. New York: Heinle and Heinle Publishers. • Brown, H. Douglas. 2001. <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. White Plains, New York: Addison Wesley Longman. pp. 211-216. • Cruickshank, Donald, et al. 1999. <i>The Act of Teaching, Second Edition</i>. Boston: McGraw-Hill College, pp. 39-41.



Outline of Learning Preferences

I. What's a learning preference?

- A. Every individual has preferred ways of getting and processing information.
- B. A learning preference also influences the way that an individual makes decisions and what learning tasks will be comfortable or uncomfortable for the learner.
- C. Many learning preferences are a spectrum; learners can be very far on one side, a little on one side or in the middle between the two sides of the preference.
- D. Some learning preferences are innate, others come from the learner's social environment or culture.
- E. Some learning preferences can give the individual an advantage in learning.
 - 1. Some preferences are an advantage in traditional classroom learning in the classroom, while others are more effective in real-life learning situations.

II. What can teachers do to support learners with different preferences?

- A. Teachers should help learners identify their learning preferences and learn strategies to cope with information that is not in their preferred mode (for more information on compensation strategies, see the section on Learning Strategies in this book).
 - 1. For example, learners with a low tolerance for ambiguity can learn to ask questions to clarify the instructions for tasks.
- B. Teachers should develop teaching strategies that will make learning more effective for learners with different strategies.
 - 1. For example, teachers can give learners one minute to think before answering.
 - 2. This makes impulsive learners stop and think before answering and limits the amount of time that reflective learners can think about the question.
- C. In the classroom teachers should plan to use a variety of activities to support different preferences.
- D. Teachers can give learners a choice about classroom and homework tasks so that they can choose activities which are comfortable for them.
 - 1. For example, each learner can choose to work individually, in pairs or in a small group or to either make a mind map or write a summary of a new text.

III. What are some learning preferences?

- A. Perceptual styles: the way an individual best receives information.
 - 1. Auditory – who learns best by hearing, visual – who learns best by seeing, kinesthetic – who learns best by doing or moving, and tactile – who learns best by touching or holding.
- B. Sociological Styles
 - 1. Learners may prefer to learn independently or from a mentor.
 - 2. Learners may prefer to work alone, with a partner or with a group.
- C. Cognitive styles: global and analytical:



Global	Analytical
<ul style="list-style-type: none"> • Prefers to look at the whole idea or event. • Can easily find similarities. • Makes decisions based on feelings or intuition. • Aware of other's feelings. • Likes to take breaks while working. • Weak sense of time. 	<ul style="list-style-type: none"> • Likes to look at the parts of an event or idea. • Best at identifying differences. • Makes decisions based on logic. • Unaware of the feelings of other people. • Prefers to work without interruption. • Strong sense of time.

D. Conceptual tempo: impulsive and reflective:

Impulsive	Reflective
<ul style="list-style-type: none"> • Works quickly. • Makes decisions immediately. • May not read or follow instructions. • Not persistent, may not complete the task. • Does poorly at tasks that require attention to detail or careful analysis. 	<ul style="list-style-type: none"> • Works slowly. • Thinks before making decisions. • Considers different possibilities before speaking or writing. • Concerned about accuracy instead of speed. • May not participate very much because they are still thinking



E. Field dependence or independence

Field Dependent/Field Sensitive	Field Independent
<ul style="list-style-type: none"> • Prefers to see information in its context. • Likes to look at the whole idea, process or event. • Will have difficulty with details. • Likes to learn with other people. • Outgoing, people oriented. • Will like to work with themes that have some social content (sociology, psychology, history, literature). • Difficulty with unstructured or disorganized information. • Are more sensitive to praise or criticism. 	<ul style="list-style-type: none"> • Can process information out of context. • Can easily see the parts or steps of an idea, process or event. • Can easily identify details. • Happier learning independently – may not work well with others. • Less obedient, conformant. • Will have some difficulty working with information that has social content. • May not work well with others. • Needs less praise, less affected by criticism.

F. Tolerance for Ambiguity:

High Tolerance for Ambiguity	Low Tolerance for Ambiguity
<ul style="list-style-type: none"> • Isn't bothered by new situations or tasks. • Can process information that is incomplete or unclear. • Wants to have a general understanding. • Doesn't mind general instructions. • Often uses communication strategies like using antonyms, synonyms or definitions if she doesn't know the exact word. • Is good at guessing words from context. 	<ul style="list-style-type: none"> • New situations or tasks may seem uncomfortable or frightening. • Doesn't like information that is incomplete, disorganized or unclear. • Wants to understand every word • Likes very precise instructions. • Wants to speak or write using a precise meaning, word or grammar structure. • Prefers to use a dictionary.

G. Hemispherosity

Left Hemisphere	Right Hemisphere
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- Processes information in a linear and sequential way.
- Likes to understand the order in which things happen: What's first and then what's next?
- Interested in parts and steps.
- Logical: makes conclusions based on reasons and facts.
- Good at language; speaks and writes well. Uses words to describe and define things.
- Benefits from narrow examples, from trial and error, and from learning from rules.
- Good at mathematics and science.
- Isn't aware of others' feelings, or doesn't respond appropriately to others' feelings.

- Processes information in a global way – all information at the same time.
- Likes to understand how things are related to each other and how the parts make the whole.
- Interested in wholes.
- Intuitive: makes conclusions based on feelings or general impressions.
- Non-verbal: prefers to use symbols, pictures or graphic organizers to represent information.
- Does not learn by specific rules and error correction; requires long exposure to contextualized information or patterns.
- Good at creative tasks like music or art.
- Is good at recognizing others' feelings and acting appropriately.

Introduction to Learning Preferences

What's a Learning Preference?



Every individual learns differently; some like to study alone, others like to work with classmates or colleagues. Some individuals are very good at finding and remembering details while others are better at identifying the main idea of a text or report. Some like to read new information while others are happier when they can listen to a lecture, presentation or oral report. Some people like to work in the morning, but others prefer to work in the afternoon or evening. Some learners like very specific instructions, while other prefer to have more freedom in completing tasks. All of these differences are examples of learning preferences – the way an individual best receives, processes, analyzes and remembers information.

Some learning preferences are biological, others are the result of social environment.



Learning preferences develop early in life and are very resistant to change; it is difficult and unlikely that a teacher or manager can change an individual's learning preferences.



You already know about the four perceptual styles: visual, kinesthetic, tactile and auditory. But there are many other learning preferences. This text will describe sociological and psychological learning preferences.

Types of Learning Preferences

There are different types of learning preferences: physical, environmental, emotional, sociological and psychological. Physical learning preferences determine when an individual likes to work or study – morning, afternoon or evening; whether they prefer to



sit in a chair, at a desk or lie on the floor or on a couch; if they like to eat and drink while working – or not, and how they like to get new information – by hearing, seeing, doing or touching.

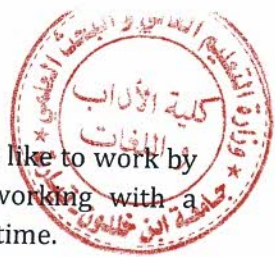
Learners also have different preferences for their study or working environment: some individuals prefer a brightly lighted room while others like to work in dimmer light. Some individuals like to work in warm places while others prefer a cooler environment. Some learners like to listen to music or the television while working, while others are irritated by any noise.

Different individuals also have different emotional preferences. Some learners are very confident and sure of themselves, others are not. Some learners are very persistent; when a task is difficult or frustrating they will keep on working, while some of their classmates or co-workers want to stop when things get difficult. Some individuals are motivated by external reasons: money, good grades, social status. Others are motivated by internal factors: the desire to learn, an interest in learning new information or completing an assigned task.

Sociological Preferences

Some learners like to learn from a mentor – a teacher, another student with more experience, a boss or more experienced colleague, an older brother or sister – anyone who knows more or has more experience with the topic. This type of learner wants someone to teach them how. Other learners like to learn independently – they want to read or experiment by themselves. This type of learner wants to learn and understand new information by themselves.

Some individuals like to work with a partner or in a group because it is easier for them to process information and



understand. But some individuals like to work by themselves and may feel that working with a partner or in a group is a waste of time.

Global and Analytical Learning Preferences

A global learner is better at understanding the whole problem. She is also very good at finding similarities between ideas or situations. She is likely to make intuitive decisions, that is, decisions based on feelings or what “seems right.” She probably also pays attention to what other people are feeling. She likes to take breaks when she is working on a project or studying and she doesn’t have a strong sense of time; she doesn’t know how long she’s been working or what time it is without checking her watch.

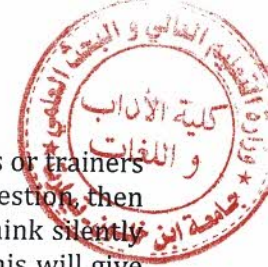
An analytical learner is just the opposite. She prefers to focus on the details or the step-by-step process of an idea or situation. She’s good at identifying differences and she likes to make logical decisions, that is, decisions that are based on facts, not feelings. She’s probably not very good at paying attention to the feelings of the people around her either. She likes to keep working until a project is finished and she doesn’t like to be interrupted.

Learners usually fall along a spectrum; they may be very global or very analytical, somewhat global or somewhat analytical – or right in the middle.

Right and Left Brain Learning Styles



The brain has two hemispheres or halves and each hemisphere has different functions. If an individual has a dominant left hemisphere she will be good at math, science, written and spoken language. But, if she has a dominant right hemisphere she will probably do better at creative tasks like art, music and poetry. Left brain learners are more rational and logical while right brain learners are more intuitive. A left brain learner uses language to help think and remember information, but a right brain learner



will probably use images or pictures to help remember information. Right brain learners are at good at remembering faces, but a left brain learner will be better at remembering names. A left brain learner likes to get information in a sequence, step by step and see how things are related by time, but a right brain learner likes to get the whole picture or situation at the same time and see how things are connected to each other. Right brain learners express emotions more easily and are good at knowing how others are feeling too. A left brain learner is better at controlling her emotions, but she isn't good at knowing how the people around her feel.

Like analytic and global preferences, right and left brain preferences fall along a spectrum: a learner may be very analytic or global, or slightly analytic or global, or in the middle.

The left side of the brain controls the right side of the body, so if you are strongly right-handed you are likely to be left brained. The right side of the brain controls the left side of the body, so if you are strongly left handed, the right side of your brain is probably dominant. If you use different hands for different tasks, or if you can do tasks with either your right or left hand, you are probably between the two.

Impulsive and Reflective Preferences



Impulsive learners like to act immediately, while reflective learners prefer to think before acting. In a meeting or classroom impulsive learners will respond immediately, but reflective learners will stop and think before answering. There are advantages to both styles: impulsive learners are quicker to take advantage of opportunities, but tend to make more mistakes. Because reflective learners think before acting or answering, they are more likely to answer correctly, but they may miss opportunities because they have taken

too long to act. Managers, teachers or trainers can use the strategy of asking a question, then asking learners or employees to think silently for a minute before answering. This will give reflective learners a limited time to think and prepare, and will make impulsive learners stop and think before answering. This approach takes advantages of both styles of decision-making.

High and Low Tolerance for Ambiguity



Learners with a high tolerance for ambiguity will be comfortable in new situations and can easily cope with tasks or information that are new. They doesn't mind if information is unclear or unfinished. A learner with high tolerance for ambiguity is usually more interested in getting the general idea and is not worried about the details. She will be good at using language learning strategies like guessing words from context and using an antonyms or definitions if she doesn't know the word in the target language.



A learner with a low tolerance for ambiguity may be uncomfortable in a new situation or doing a new task because she doesn't know exactly what to expect. She prefers to work with information that is organized and gives meaning directly. A learner with low tolerance for ambiguity will have problems learning a language in real life because she always wants to know the meaning of every word or grammar structure and gets frustrated if she doesn't. She'd rather use a dictionary than guess at the meaning of new words or to find the exact word instead of using a definition, antonym or synonym. A learner with low-tolerance for ambiguity also prefers to have very detailed instructions.

Field Independence and Dependence

A field independent learner can process information that is not contextualized or connected with a situation or event. She can

easily identify the parts or steps of an idea or process. She is generally good at learning and remembering details. But she may not work well with others and usually prefers to work independently. She is not very affected by praise or criticism. She may have difficulty with information that has social content (psychology, history, sociology, literature, etc.).

A field dependent learner will be more comfortable with information that is contextualized or presented in connection with a situation or event. She will often ask the teacher to give an example of a rule or new word. In general, she prefers to look at the whole idea or event and may have difficulty processing details. She will prefer to learn with others and has good social skills. She is influenced by praise and criticism more than a field independent learner. She enjoys working with information that has social content.

How Can Teachers and Managers Work With Different Types of Learners?

A teacher, trainer or a manager should remember that learners or employees have different learning preferences. They should plan classes or meetings that use a variety of different learning preferences so that everyone can participate and understand. They can alternate using individual, pair or group work. They can assign tasks that support both sides of a preference. For example, learners can identify the main ideas of a project or text (global) and then the details that support those main ideas (analytical). When possible, teachers and managers should give participants a choice: make a mind map (right brain) or write a list of the steps (left brain) in a process, work by yourself, with a partner or in a small group.

Teachers and managers can also help individuals develop strategies to

cope with tasks that are difficult for them. Impulsive learners can be encouraged to pause and make notes before answering. Global and right brain learners can be taught to use mind maps, outlines or lists to help them remember details. Teachers or managers can use a variety of graphic organizers to represent information: Venn diagrams to help learners focus on both similarities and differences; fishbone diagrams to identify all the causes of a problem and then the most important or most serious problem; concept maps to identify main ideas and the supporting details.



Learning Preferences Test

Read each section below. Mark each statement with a number that indicates your preference: 0 if you disagree, 3 if you agree and 5 if you agree strongly.

	point
Section I	
1. Before an exam, I like to study with classmates.	
2. I enjoy working on assignments with two or three classmates.	
3. I learn best when I work with other people.	
4. I prefer to work on projects by myself.	
5. I remember things better when I study with other people.	
6. I like to study by myself because I don't get distracted.	
7. When I work by myself on assignments in class, I concentrate better and learn more.	
8. I think it is better to work with a group when I have to do an assignment.	
9. I'd rather work with a group than with a partner or by myself.	
10. If I work with a partner/small group in class, I often feel frustrated or that I'm wasting time.	
11. In class, I work better when I work by myself.	
12. When I need to study new information, I like to study alone.	
13. When I work alone I work better.	
14. When I work by myself in class I get frustrated or feel bored.	
Section II	
1. I am good at remembering faces.	
2. I like to know grammar rules.	
3. I like to write.	
4. I prefer to have the teacher show me how to do something instead of giving instructions.	



5. I usually decide things based on my feelings.	
6. I'm best at remembering general ideas.	
7. I like to draw.	
8. I can remember people's names very easily.	
9. I don't like it when other people don't follow a schedule or plan.	
10. I like it when the teacher tells me instructions.	
11. I'm good at math and science.	
12. I'm good at poetry, music and art.	
13. I'm good at remembering details.	
14. I think it's important to be flexible about time and plans.	
15. When I make a decision, I try to be logical and look at all the evidence before deciding.	
16. When the teacher presents a new grammar structure, I like to see lots of examples.	
Section III	
1. When I make notes, I always include a lot of details.	
2. When I make an outline or mind map, I usually just write down the most important ideas.	
3. It's hard for me to write or give a summary.	
4. It is easy for me to find the general idea of a text or lecture.	
5. I'm good at summarizing information.	
6. I'm a very logical person.	
7. I like to look at how two things are different.	
8. I like to know the main ideas - I'm not worried about knowing the details.	
9. I like to focus on the details instead of the main idea.	
10. I like to focus on specific facts or information.	
11. I like to break down large ideas into pieces or types of information.	
12. I like simple answers instead of a lot of explanation.	



13. I like it when the teacher gives very detailed answers.	
14. I don't like to learn or remember a lot of detailed information.	
15. I can paraphrase a text or lecture.	
16. I can usually see how two ideas (texts, activities, events) are similar.	
Section IV	
1. I can make decisions quickly and easily.	
2. In class I'm always one of the first students to answer.	
3. It makes me nervous to answer a question without having time to think about the answer first.	
4. People shouldn't worry about expressing their ideas immediately.	
5. When I have to make an important decision, I like to think about it for a week or two.	
6. When I speak English, I like to first think about what I'm going to say.	
7. I can speak or write freely without needing to plan first.	
8. It's easy for me to choose new clothes when I go shopping.	
9. It's more important to participate than to be correct.	
10. I like to plan my day beforehand.	
11. I prefer homework to class work because I can think about the answer.	
12. I think that a person should "First think, then speak."	
13. I'm more comfortable when the teacher asks another student first.	
14. I can usually make important decisions without worrying or needing to think a lot.	
Section V	
1. I can concentrate even when it's very noisy.	
2. I don't care if the teacher gives me feedback on my assignments or classwork.	
3. I like it when the teacher gives me feedback on my work.	
4. I like to study grammar.	

5. I like to work in pairs or groups.
6. I think studying in a classroom is a good way to learn a language.
7. I think that studying grammar is boring.
8. I think the best way to learn a language is to be in an place where it's spoken.
9. I'd rather work alone than with other people.
10. I'm uncomfortable if I can't understand everything when I read or listen in English.
11. It's hard for me to work in a noisy place.
12. When I hear or read English, I don't worry about understanding every word as long as I get the general idea.

Instructions

- Now write your score for each question in each section in the tables below. Then add your score for each style.
- If your score for one style is much more than the other, then you are strongly that style.
- If your score for one style is a little more than the other, then you are slightly that style.
- If your scores are close or the same, then you are in the middle of the spectrum.

I: Sociological Style		II: Hemisphere		III: Cognitive Style	
Group/Pair	Independent	Right Brain	Left Brain	Global:	Analytical:
Orientation	Orientation	__ 1	__ 2	__ 2	__ 1
__ 1	__ 4	__ 4	__ 3	__ 4	__ 3
__ 2	__ 6	__ 5	__ 8	__ 5	__ 6
__ 3	__ 7	__ 6	__ 9	__ 8	__ 7
__ 5	__ 10	__ 7	__ 10	__ 12	__ 9
__ 8	__ 11	__ 12	__ 11	__ 14	__ 10
__ 9	__ 12	__ 14	__ 13	__ 15	__ 11
__ 14	__ 13	__ 16	__ 15	__ 16	__ 13
__ Total	__ Total	__ Total	__ Total	__ Total	__ Total



IV: Conceptual Tempo		V: Field Dependency	
Impulsive:	Reflective:	Independent	Dependent
__ 1	__ 3	__ 1	__ 3
__ 2	__ 5	__ 2	__ 5
__ 4	__ 6	__ 4	__ 7
__ 7	__ 10	__ 6	__ 8
__ 8	__ 11	__ 9	__ 11
__ 9	__ 12	__ 10	__ 12
__ 14	__ 13	__ Total	__ Total
__ Total	__ Total		



Family Structure and Society

Every culture in history has had families. However, though the family has similar functions in different societies, its form can be very different according to different values and needs in different societies.

The extended family, a type of family that was and is common in pre-industrial societies, is a household that includes adults from the same family; married couples and their children and grandchildren. In extended families, the education and care of children is the responsibility of all family members – cousins, aunts, uncles and grandparents – and not just of the parents. Members of extended families can get help from many family members – friendship, money, childcare, etc. In this type of family men and women usually have very different responsibilities. The head of an extended family is usually the oldest male.

Societies in which extended families are usual often have arranged marriages, where parents choose a husband or wife for their son or daughter. This is a logical system. The married couple will usually live in the same house as the husband's family. If there is a problem between the wife and the family, the husband would have to support her and this would be very bad for the family. Parents can choose a wife who will get along with all members of the family, not only with the husband.

Sociologists say that the most usual family type in the United States and other industrial societies is the nuclear family. This family type includes a husband and wife who have their own money and who do not live with their brothers, sisters, parents, grandparents, etc. The husband and wife are completely responsible for caring for and educating children. In the traditional nuclear family husband and wife have different responsibilities; the husband works outside the home, while the wife stays home to care for children. In modern nuclear families both husband and wife may work.

A characteristic that is often associated with nuclear families is romantic love as a way of choosing a husband or wife. There are different reasons that this is possible. Because nuclear families don't live together, the feelings of the family are not as important in choosing a husband or wife as they are in an extended family. It is good if the family likes the new husband or wife, but it is not necessary. Because the new husband or wife doesn't live with the family she doesn't have to be like them. It is possible for a young man or woman to choose a wife or husband thinking only of her or his feelings.

Adapted from Pakenham, Kenneth J. 1994. *Making Connections: An Interactive Approach to Reading*. New York: St. Martin's Press.

1. Underline Unfamiliar Words

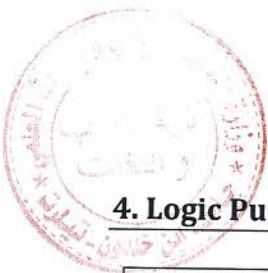
- As you read the text *Family Structure and Society*, underline all unfamiliar words and look up their meaning in a dictionary. Then, try to memorize their meaning.

2. Translation










- Translate the *Family Structure and Society* into your language.

3. Guessing from Context

- If you find unfamiliar words in the text, try to guess their meaning.



4. Logic Puzzle

The Family Apartment Building		
7 	8 	9 
4 	5 	6 
1 	2 	3 

I have a big family. I have two brothers (Morris and Duncan), one brother-in-law (Jason), three sisters (Charlotte, Betsy, Miriam) and one sister-in-law (Janice). There is also a dog named Fatty. Everyone in my family lives in the same apartment building. Fatty lives in the middle. Can you find out where everyone else lives?

- Janice lives next to Miriam.
- Charlotte lives below my brother-in-law.
- Betsy lives below Duncan.
- Duncan isn't married.
- I live next to my married brother.
- Jason is my brother-in-law – he's married to Miriam.
- The dog lives above my brother who is married.
- Betsy lives above me.
- The dog lives below Miriam.
- Jason lives next to the dog.

5. Dictation

- Teacher dictates the first paragraph of the text to learners.

6. KWL Chart

What do you know about the differences between families in different cultures?	What do you want to know about differences between families in different cultures?	What have you learned about differences between families in different cultures?



7. Information Transfer

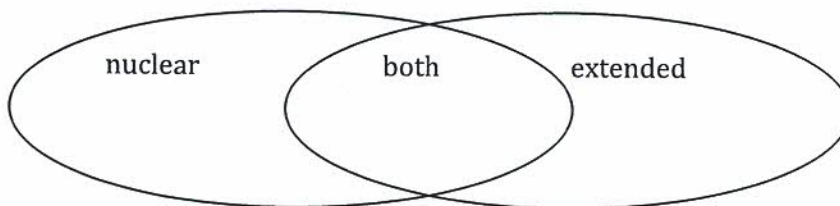
- Make a mind map of key information in the text.

8. Making Inferences

- Does the author think that nuclear or extended families are better? Why do you think so?
- Find evidence in the text to support your answer.

9. Compare and Contrast

- How are the two types of families similar? Different? Make a Venn diagram that shows the similarities and differences.



10. Paraphrasing

- Work in pairs to review what you learned from the text about family structure in different cultures: Without looking at the text, the older student in the pair should “teach” the younger student about family structure for two minutes. Then the younger students in the pair should “teach” the older student in the pair.
- I will write a few words on the blackboard to help you remember:

- | | | |
|------------|--------------|---------------------|
| ▪ nuclear | ▪ extended | ▪ arranged |
| ▪ romantic | ▪ child care | ▪ financial support |

11. Role Play

- Plan a role-play between two people; one from a culture where arranged marriage is common and from a culture where marriage for romantic reasons is usual. Each should try to convince the other that their system of marriage is better.



Answer Key for Information Gallery

Activity	Global	Analytical	Right brain	Left brain	High tolerance for ambiguity	Low tolerance for ambiguity	Field dependent	Field independent	Reflective	Impulsive
1. Underline unfamiliar words		✓		✓		✓		✓		
2. Translate the text	?	✓	?	✓		✓				
3. Guessing from context	✓		✓		✓		✓			
4. Logic puzzle		✓		✓		✓		✓		
5. Dictation		✓		✓		✓				
6. KWL Table	✓	✓		✓					✓	
7. Information transfer		✓	✓	✓		✓	✓	✓		
8. Making inferences	✓		✓		✓		✓		✓	
9. Compare and Contrast	✓	✓	✓	✓			✓	✓		
10. Paraphrase	✓			✓	✓					
11. Role play	✓		✓				✓			



X. LEARNING STRATEGIES

Learning Strategies

Key Concepts	<ol style="list-style-type: none"> 1) A learning strategy is a technique that helps learners learn and remember more effectively. 2) The selection of learning strategies depends on the task and the student's learning preferences. 3) Efficient strategy use requires constant self-monitoring to be sure the chosen strategy is appropriate for the task. 4) Teachers should provide learning strategy instruction and practice as part of regular classroom instruction. 5) There are five stages in the process of teaching learners to use a new strategy: preparation, presentation, practice, evaluation and expansion.
Key Words	maladaptive, recursive, learning strategy, model
Learning Outcomes	<p>Learners will:</p> <ol style="list-style-type: none"> 1) Identify learning strategies that are used in a lesson plan. 2) Identify the steps of learning strategy instruction. 3) Write a lesson plan that includes explicit instruction in using a learning strategy.
Teaching Strategies	<ol style="list-style-type: none"> 1) Individual learners write advice for the following situation: If one of your friends were having a hard time learning English, what advice would you give her/him? 2) Teacher explains what a learning strategy is and connects information with learners' answers in activity #1. 3) Pairs of learners answer the following questions: What learning strategies can you think of besides the ones you described in the first activity? What do you use them for? 4) Teacher presents information on efficient use of learning strategies. 5) Individual learners read <i>Learning Strategies</i>, and underline strategies they already use. 6) Class discussion: How can teachers teach students to use learning strategies? 7) Pairs read <i>Butterflies and Prediction</i> lesson plan and prepare to answer the following questions: What learning strategies did the teacher ask learner to use during the lesson? 8) Pairs report their answers to the class (#2 = activate background knowledge; #4 = activate background knowledge, prediction, notetaking; #5 = cooperate; #7 = cooperate, note taking, guessing from the context, ask questions to clarify, resourcing; #8 = cooperate, note taking, summarize; #9 = evaluate yourself, evaluate your strategies; #12 = evaluate your strategies. 9) Teacher presentation on teaching learners to use strategies. 10) The same pairs of learners as activity #7 re-read <i>Butterflies and Prediction</i> and identify the stages in teaching learners to use a strategy. 11) Learners report their answers (#2 = teacher prepared learners; #3 = teacher presented the strategy; #4 = teacher asked learners to use the strategy; #12 = teacher asked learners to evaluate use of the strategy and in what other situations they could use the strategy. 12) Learners work in small groups to select a strategy and plan how they would present the information to their learners.



Check Yourself	<ul style="list-style-type: none"> • What learning strategies do you already use? • Do you think that you use learning strategies effectively? Why? • Give an example of a situation where you used a learning strategy. Give an example of situation where you could have used a learning strategy but didn't.
Resources	<ul style="list-style-type: none"> • <i>Outline of Learning Strategies</i> • <i>Learning Strategies</i> • <i>Butterflies and Prediction</i> lesson plan
Resource Center and Internet References	<ul style="list-style-type: none"> • Brown, H. Douglas. 2001. <i>Teaching by Principle, Second Edition</i>. White Plains, New York: Addison Wesley Longman. • Chamot, Anna Uhl, et al. 1999. <i>The Learning Strategies Handbook</i>. New York: Pearson Education. • Cohen, Andrew D., ed. 1998. <i>Strategies in Learning and Using a Second Language</i>. Harlow, Essex: Addison Wesley Longman Limited.

Outline of Learning Strategies

I. What's a learning strategy?

- A. A learning strategy is an action or technique that learners use to improve their ability to learn and remember new information.

II. Why should I teach my students to use learning strategies?

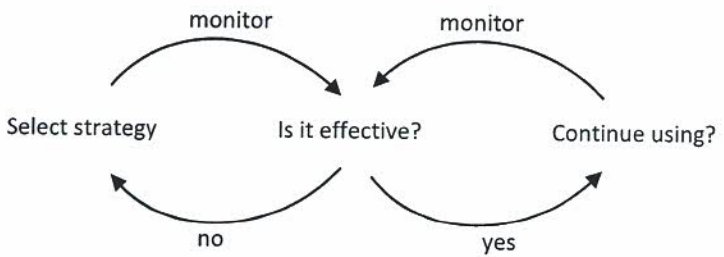
- A. Research show that students who use learning strategies have better achievement and language proficiency.

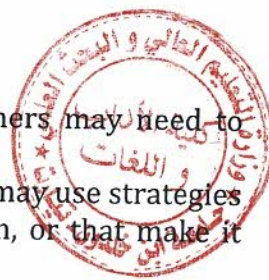
What factors affect the selection and use of learning strategies?

- A. Task - some strategies are most appropriate for specific tasks.
- B. Demographic features:
 1. Gender, culture, age
- C. Individual learning differences
 1. Language level, motivation, reason for studying, learning preferences

How should learning strategies be used?

- A. There are several steps in the process of using learning strategies effectively:
 1. Learners should first select an appropriate strategy for the task that they want to complete.
 2. Then, they should monitor their work to be sure that the strategy is appropriate for the task.
 3. If the strategy is appropriate for the task, they may continue using it. If it is not appropriate for the task, then they should select a different strategy.





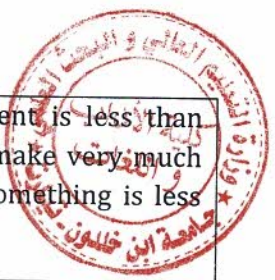
4. It is a recursive process: at any stage in the process learners may need to return to an earlier stage.
5. Learners may also use strategies maladaptively, that is, they may use strategies that don't help them complete the task they are working on, or that make it more difficult to complete the task.

II. How should I teach my students to use a learning strategy?

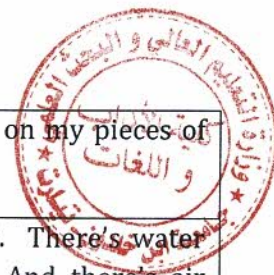
- A. Preparation: teacher asks learners to think about strategies that they already use.
 1. Teacher can give a questionnaire or checklist to help learners identify and evaluate their use of strategies.
- B. Presentation: teacher names the strategy, shows learners an example of how it is used, explains why it is important and in which situations it can be used.
- C. Practice: learners use the strategy to complete classroom tasks.
- D. Evaluation: learners evaluate their use of the strategy.
 1. Teachers may ask the class to discuss if they used the strategy effectively, give them a learning strategy checklist, use a KWLH chart (before working: what do you know about the subject, what do you want to know about the subject; after working: what did you learn about the subject, how did you learn it?), ask learners to write in learning journals or develop a portfolio that shows what they've learned and how they learned it.
 2. If the teacher gave a learning strategies questionnaire in the preparation phase, she can ask learner to complete the same questionnaire again after using the strategy.
- E. Expansion: Teacher asks learners to use the strategy for other tasks or in a different context.
 1. The teacher may organize a class discussion and ask learners to identify in which other activities or in which other subjects they could use the strategy.
 2. Teacher can also ask learners to try to use the strategy outside of school and record results in a learning journal.
- F. Strategy instruction is recursive: at any stage in the process the teacher and students may need to return to an earlier stage and then continue the process.
- G. Learning strategies should be a regular part of class activities.
 1. Teachers should include learning strategy instruction as part of the curriculum.
 2. Teachers can remind learners to use learning strategies before beginning a task and ask them to choose an appropriate strategy for the task.

Learning Strategies

Strategy	Definition	Sounds like
Ask questions to clarify	Ask for an explanation or example.	"Teacher, how long should our essay be? And can it be handwritten?"
Set goals	Decide on personal objectives, identify the purpose of the task, make a timeline.	"I have to read the text about pollution and write a one-page essay by next Wednesday. I want to get an excellent mark on the assignment, so I have to be well prepared. I'll read the text today and make notes. Then on Friday I'll make some notes for the essay. Sunday I'll write the essay and then I can revise on Tuesday and give it to my friend to read on Wednesday. Then I'll recopy it and hand it in."
Self-management	Arrange your context so that you can learn effectively.	"I turned on the radio so I can listen to music while I study. I have my dictionary in case I need to look up any new words, my notebook and a pencil to make notes. I'm going to sit on the sofa so that I'm comfortable."
Activate background knowledge	Think what you already know about the subject that help you complete the task.	"I know that there are different kinds of pollution; air pollution and water pollution. We learned about those kinds of pollution in class last year. I know that a lot of pollution comes from cars and factories."
Predict	Think what will happen or what information you will see.	"I think the text will probably talk about what causes pollution and what problems pollution causes for people and animals. Will it tell about global warming?"
Selectively attend	Focus on specific information.	"While I read I need to find the answers to the questions at the end of the reading: 'What different types of pollution are there? What are the most important sources of pollution? Is the problem of pollution greater in developed countries or developing countries? What solutions does the author suggest? Explain the process of global warming.' I also need to look for ideas for my essay."
Inference	Make guesses based on something you already know.	" <i>Underestimate?</i> I wonder what that means. I know that <i>under</i> means, well under and <i>estimate</i> is like guess. It must mean something like 'guess that something is under something else.'"
Verify guess	Check and if your guess was right.	"I'll read the sentence again and see if underestimate means to guess that something is under something. 'It is impossible to underestimate the effect of economic development on the environment.' Mmm. So, scientist



		are guessing that economic development is less than pollution development? That doesn't make very much sense. Maybe it means to guess that something is less than it is."
Resource	Use books or the internet to get information about the topic.	"I'm going to check the dictionary to see exactly what underestimate means. 'To think that (something) is less or lower than it really is, or that (someone) is less strong or less effective than they are.' My guess was close."
Take notes	Write down important ideas or words.	"I'll make a mind map of the information in the text."
Classify	Group words or ideas.	"On my mind map I can put 'causes' on one branch, and then 'effects' on another, 'solutions' on another. I can divide 'causes' into 'industry' and 'agriculture,' and then 'effects' into 'ecosystems,' 'health' and 'global warming.'"
Ask if it makes sense	Check to be sure that you understand.	"I think I understand the connection between pollution and agriculture and industry pretty well and the solutions too. I don't really understand why pollution causes global warming. I should read that section of the text again."
Manipulate	Move things (cards, pieces of a text or sentence, steps in a process).	"I can write the steps in the process of global warming on pieces of paper, mix them up and try to put them in correct order."
Summarize	Make a silent, written or oral summary of what you've learned.	"So, <i>global warming</i> is when the earth gets hotter because of human activities. The <i>greenhouse effect</i> is when radiation from the sun comes through the atmosphere but only part of it leaves. This is good thing because it keeps the earth warm. But pollution from industry and agriculture, increase the greenhouse effect and that makes the earth hotter. If the earth's temperature increases, climate will change."
Use imagery	Make a mental image of something.	"The earth is covered with the atmosphere. The sun's rays enter like arrows, but only some of the arrows go out. Pollution makes the atmosphere thicker. I can imagine the earth wearing a big hat to keep its head warm. The thicker the hat, the hotter the earth gets."
Evaluate yourself	Check to see how well you learned the new information.	"I think I understand the basic idea of global warming; pollution makes the earth hotter and I more or less know all the steps in the process, but I'm having a hard time remembering all the details for each step. Like, what pollution is produced by industry and agriculture."



		Maybe I should write that information on my pieces of paper to help me remember better."
Personalize	Connect information with your own experience	"I've seen a lot of pollution in my city. There's water pollution - the river is really dirty. And there's air pollution from cars too. And people throw a lot of garbage. I think the same things that the text said happen here too. People recycle glass bottles, but not anything else."
Organizational planning	Plan the task and the order in which information will be used.	"I'll make an outline for my essay. I think I'll write about the effects of pollution first, then I'll write about the causes. Last I want to talk about some solutions to the problem. I think it would be interesting to begin the essay with some facts about pollution - or maybe something about pollution in our city."
Check goals	Decide if you achieved your goal.	"It's Sunday and I still haven't made notes or begun my essay. I'd better stay home and work instead of going to the park."
Self-talk	Talk to yourself, remind yourself of what you've already done, what resources you can use and what you still need to.	"I'm all right. I already read the text and made notes and I can use those notes as the base for my essay notes. I can go to the library today and find out more information about pollution in this country. I still need to make my essay notes, write my essay and ask someone to read it and give me feedback on it and then revise it, so I'd better hurry."
Substitute	Use a synonym, antonym or definition for words you don't know.	"I don't know the English word for <i>gaz de echappement</i> and I can't find it in the dictionary. Maybe I'll just write <i>pollution from cars</i> instead."
Deduction	Make or use a rule	"'Pollution from factories has is found to cause global warming.' I don't think that's right. Perfect passive should have, some form of <i>have</i> , then, um, <i>to be</i> , and then a verb in the present participle, so 'have + is + found.' I don't think that's right. Oh, not <i>is</i> , but <i>been</i> : 'Pollution has been found ...'"
Cooperate	Work with others to study, complete an assignment, give or receive feedback.	"Have you read the text about pollution? Do you want to work together to make notes for our essays?" "When I'm finished will you read my essay to see if it makes sense? And that it has enough details too?"
Evaluate your strategies	Ask yourself if the strategies you used were effective.	"OK, I made a plan for my essay, but I didn't follow it very well, I think because I didn't know how much work it would take to write the essay. I think it was really



		good to make a mind map of the text while I was reading, because I was able to use that information when I was organizing the essay.”
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Strategies and definitions adapted from Chamot, Anna Uhl, et al. 1999. *The Learning Strategies Handbook*. New York: Pearson Education, pp 15-17.



Butterflies and Prediction

Objectives – learners will:

- 1) Predict contents and vocabulary of the text before reading and identify other contexts in which they could use prediction.
- 2) Work with cooperative groups to make a mind map of information from the texts.

Materials:

- 1) Butterflies zig-zag text

1. Lesson Preview – 1 minute

- Today we're going to learn about butterflies.
- You start by predicting what information you'll find in the text.
- You'll work in zig-zag groups to teach each other about the lives of butterflies.
- By the end of today's class you'll be prepared to write something about butterflies for homework.

2. Teacher Presentation: Prediction – 5 minutes

- What does the work predict mean? (write the word on the blackboard).
- What does *pre* mean?
- *Predict* means to tell that something is going to happen before it happens.
- For example, if you go to class late, you can guess what your teacher will say or do.
- Because you know your teacher, you can predict what will happen.
- Can you think of times when you predict what will happen?

3. Teacher Presentation: Prediction – 3 minute

- Today we're going to learn about butterflies.
- But first I want to try and predict what you will learn.
- Prediction is a useful strategy because it will also help you be prepared for new information so that you can process it better.

4. Individual Writing: Butterflies – 5 minutes

- I'd like you to take five minutes and write down some predictions about what you will learn
- You can write a list of words that you think will be used in English or your language.
- You can also write a list of information about butterflies that you think you will learn.

5. Pair Work: Butterflies – 5 minutes

- I'd like you work with a partner now, someone sitting near you.
- You should share your list with your partner.
- What ideas did both of you write down?
- What ideas did only one of you write down?

6. Class Discussion: Butterflies – 10 minutes



- Ask learners to report their answers and write them on the blackboard.

7. Jigsaw: Butterflies – 20 minutes

- Ask learners to count off by three.
- I want you to work with your expert group; all the 1's should work together, the 2's together, etc.
- You should read the text that I'll give you and answer the questions at the bottom.
- Then you'll return to your first group and tell them what you learned.
- I'll take the texts back, so don't forget to make notes to help you remember.
- You'll have ten minutes to read and make notes.
- If there are words that you can't understand, try to guess its meaning from the context.
- If you can't guess the meaning from context, send one of your group members to borrow a dictionary from my desk so that you can look it up.

- Now I'd like you to work with your cooperative group; each 1-2-3 group should work together and tell each other what they've learned.

- I'm going to give you a quiz after you finish, so you should make notes about what your classmates tell you and ask them questions if you don't understand.
- You'll have ten minutes to work.

8. Cooperative Group Work: Mind Map of Butterflies – 10 minutes

- Now I'd like you to work with your group to make a mind map about butterflies.
- You can use the information you already knew and the information you learned today.
- Everyone should have a copy of the mind map.
- While you're working, you can send a spy to see what the other groups are doing.

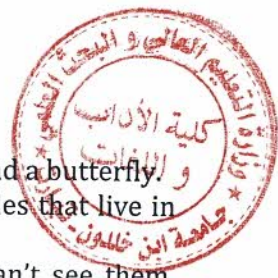
9. Individual Work: Cooperative Learning Evaluation – 5 minutes

- I'm going to ask you think a little about your work with your cooperative groups.
- Please answer the following questions on a piece of paper that you can give me:
 - Who were the members of your group?
 - What problems did you have while you were working?
 - How did you solve these problems?

10. Individuals Work: Quiz about Butterflies – 5 minutes

- Write the following questions on the blackboard and give learners five minutes to write their answers.
 - 1) How many stages do butterflies go through in their life? What are they?
 - 2) What things can make butterflies grow faster or slower?
 - 3) How do butterflies protect themselves?

11. Class Discussion: Quiz about Butterflies – 5 minutes



• What are the answers to the quiz?

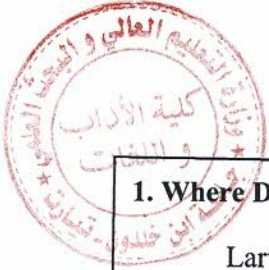
- There are four stages: egg, larva or caterpillar, a pupa that lives in a cocoon and a butterfly.
- Butterflies' growth depends on where they live and what they eat. Butterflies that live in warm areas grow faster and live longer.
- Some butterflies have wings the color of trees or plants so that animals can't see them. Some butterflies eat poisonous plants when they are larva so that animals that eat them get sick. These butterflies usually have bright colors. Some butterflies aren't poisonous, but they look like poisonous butterflies.

12. Class Discussion: Prediction – 5 minutes

- I'd like you to look back at the predictions that you made at the beginning of class:
- Which predictions were correct? Which weren't?
- Do you think that prediction helped you understand the text better?
- Today we used prediction with a zig-zag activity – do you think you could use with other activities? Which activities?
- For example, before you take a test, you can try to predict what information you will need to know.
- This will help you prepare better.
- Write learners' answers on the blackboard.

13. Homework Assignment – 1 minute

- The homework assignment is to make something creative about butterflies with the information from today.
- You can write a poem, play or composition, dialog, advertisement, etc. about butterflies.



1. Where Do Butterflies Live?

Larvae of butterflies and moths usually eat one type of plant or a few related kinds of plants. As a result, many species live only in one type of climate. Other species may live in many places, especially the butterflies that eat plants that grow in many places. A few butterflies, including the monarch butterfly of North America, may travel thousands of kilometers to spend the winter in warm places

Butterflies and moths are found in a wide variety of habitats, from tundra to rainforest and from below sea level to nearly 6,000 m (20,000 ft) in elevation. In tropical areas, some butterflies may fly all year. Good weather and a lot of food let larva grow quickly and butterflies can live a long life. Larva grow more slowly in cooler place – it may take up to two years for a butterfly to develop from an egg. And, in colder places, it may take two years for butterflies to develop from an egg.

2. How Do Butterflies Grow?

Butterflies and moths change completely during their life. There are four stages in their life cycle: 1) egg, 2) larva (caterpillar), 3) pupa (cocoon or chrysalis), and 4) adult. The females of most species lay eggs on a plant that the larva will eat when they hatch from their egg. They grow out of their skins as they grow to hundreds of times their original size. Finally, they make a cocoon and become pupae. Finally, after growing and changing inside the cocoon, the butterfly breaks open the cocoon and comes out.

What Do Butterflies Eat?

Adult butterflies eat a wide variety of substances: nectar, pollen, rotting fruit, rotting meat or dead animals, dung, urine, and other liquids from plants and animals. Most butterflies like nectar, a sweet liquid from flowering plants. While they are looking for nectar, butterflies carry pollen from plant to plant and help plants reproduce. Many types of butterflies cannot produce eggs without drinking nectar. Other types of butterflies lay fewer eggs if they haven't had any nectar.

1. What do Butterflies Look Like?

The colors and patterns of the wings of butterflies help protect them against other animals. Some species have large spots that look like eyes or other marks that attract the attention of enemies to the wings instead of the body. In many species wings that look like the earth, tree bark, or leaves, provide camouflage and hides them from animals.

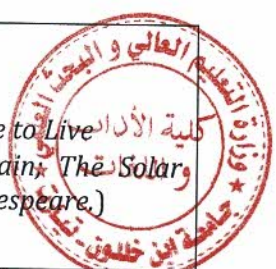
Some butterflies have bright colors. Some of these butterflies have poisonous chemicals in their bodies from plants that they ate as larva. These chemicals make the butterflies taste bad or even make animals that eat them sick. Butterflies of this type often have yellow, orange, or red on a dark background to tell animals that they taste bad. Sometimes, especially in tropical areas, butterflies that are not poisonous have wings like the wings of poisonous species. This protects them.



XI. LISTENING PACKAGES



Listening	
Key Concepts	<ol style="list-style-type: none">1) There are three stages in a listening activity:<ol style="list-style-type: none">a. Pre-listening – The teacher should assign a listening task before learners listen. She may also provide learners with necessary language skills, prepare them for the theme of the listening passage, ask them to make predictions about the listening passage, and connect the listening passage with their experience.b. Listening – learners listenc. Post-listening – teachers should first check learner’s comprehension and completion of the listening task and then continue with tasks with require creative application of information from the listening passage.2) Teachers should use listening task that are appropriate for the listening passage.
Key Words	pre-listening, listening, post-listening
Learning Outcomes	Learners will: <ol style="list-style-type: none">1) Create creative pre- and post-listening tasks for listening passage.2) Write a lesson plan that has pre-listening activities, a listening passage, and creative post-listening activities.
Teaching Strategies	<ol style="list-style-type: none">1. Teacher demonstrates a listening activity without any pre-activity (teacher can read <i>A Place to Live</i>, and then ask learners to complete one of the sample listening activities).2. Think-pair-share: Was the demonstration difficult? What could I do to make it more effective?3. Teacher presentation of pre and post-listening stages.4. Information gallery of while and post-listening activities (Which activities are most interesting? Which activities are most creative? Which activities are most difficult?)5. Learners report answers from the information gallery.6. Small groups of learners prepare pre- and post-listening activities for a listening passage.7. Groups present pre-and post-listening activities for a listening passage.8. Class discusses sources of listening passages.9. Learners write a lesson plan that uses a listening passage (homework).
Check Yourself	<ul style="list-style-type: none">• Is an organizational moment or warm-up a pre-activity? Why or why not?• How is this approach similar to or different from the traditional approach?• What parts of a lesson are usually more learner-centered? More teacher-centered?• Why is it important to connect new information with learners’ experience and lives?• Does the textbook you use sequence activities effectively?



<p>Resources</p>	<ul style="list-style-type: none"> • <i>Outline of Listening</i> • <i>A Place to Live</i> (listening passage for demonstration) • Information gallery of listening activities connected with <i>A Place to Live</i> • Short listening passages for practice activity (<i>Cats; The Brain; The Solar System; Diana, Princess of Wales; Washington, D.C.; William Shakespeare.</i>) • <i>Types of Listening Tasks</i>
<p>Resource Center References</p>	<ul style="list-style-type: none"> • Brown, H. Douglas. 2001. <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. White Plains, New York: Addison Wesley Longman. pp. 232-246. • Day, Richard and Yamanaka, Junko. 2001. <i>Impact Topics: 30 Exciting Topics to Talk About in English</i> (book and cassette). Hong Kong: Longman Asia, Ltd. • Doff, Adrian. 1996. <i>Teach English: A Training Course for Teachers</i>. New York: Cambridge University Press. pp. 198-207. • Kral, Thomas. 1996. <i>Discover America</i>. (book and cassettes) Washington, D.C.: United State Information Agency.



Outline of Listening

I. Listening in real life is different than listening in a classroom

Real life	Classroom
The content is predictable (if you listen to the news, you will hear about politics and weather; if you listen to your boss, she will give you instructions; if you talk with friends, they will tell you about their activities).	The content is not predictable – learners don't know what they will hear.
Listening is targeted; listeners are listening for some kind of information (tomorrow's weather report, what work you should do next, what time you will meet your friends and where).	Learners don't know what they should listen for.
Listeners choose to listen because the topic is useful or interesting.	Learners have to listen, and the topic may not interest them.
In many cases, listeners can stop the conversation and ask the speaker to repeat or clarify information.	Learners can't stop the listening passage or ask for more information.

II. Teachers can use various strategies to make classroom listening more like real life.

1. Select interesting themes to use for listening passages.
2. Prepare learners for listening passages.
3. Allow learners to stop the listening passage or ask for sections to be repeated.

III. In the pre-listening stage the teacher can do the following:

- A. Give learners a listening task to focus their attention.
- B. Check and or give necessary background information.
- C. Connect with the learners' experience and lives.
- D. Integrate with other skills (reading, writing, speaking).
- E. Give necessary language skills – what they need to know to understand the passage, but can't guess from the context.

IV. In the listening stage learners should focus on completing the task given in the pre-listening phase.

V. There are many types of listening tasks

- A. The type of task depends on the information in the listening passage and the level of the learners.
- B. Learners can predict what will happen next.



1. The teacher can stop the listening passage before the end and ask learners to write or tell their predictions.
- C. Learners write out or discuss their feelings or impression of the listening passage.
- D. Learners answer questions about the listening passage.
- E. Learners identify the similarities between two or more things.
- F. Learners can fill in the blanks or complete sentences.
- G. Learners can correct mistakes in a written text while listening.
- H. Learner can evaluate if something is right or wrong, good or bad, appropriate or inappropriate or simply tell if they agree with what is said.
- I. Listeners can match people and actions, places and events, things and their description.
- J. Learners can order a series of steps or actions.
- K. Learners can transfer information from the listening passage to another form; a table, a map, a mind map, an outline, a Venn diagram, etc.
- L. Learners can make inferences about the people or information in the listening passage.
- M. Learners can focus on language skills (pronunciation, intonation, grammar, etc.) used in the passage.
 1. This activity is usually done after checking comprehension or the completion of the listening task.

VI. The post-listening stage

- A. Teacher should first check to see if learners have completed the listening task correctly.
- B. Teacher can ask learners to apply the information from the listening passage in some way
 1. It may be necessary to play or read the listening passage again so that learners can collect the information they need to complete the application task

A Place to Live

Richard: Hello, may I speak to Ms. Jenson?

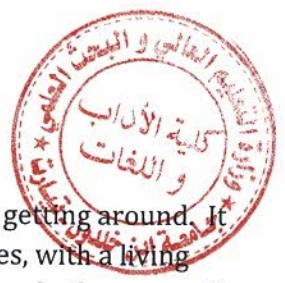
Miriam: Yes, this is Ms. Jenson. How can I help you?

Richard: Yes, my name is Richard Cory. I got your business card from Kelly Hayes. My wife and I are looking for a house near the center of the city. I need either two or three bedrooms. I'd like something with a garden in a quiet area.

Miriam: Richard, what is your price range?

Richard: Well I can spend between \$150,000 and \$200,000.

Miriam: Well, let me check. Let's see, I've got a two-bedroom house on Martin Luther King Boulevard for \$150,000, a three-bedroom house in a quieter neighborhood on Redwood Road for \$120,000. I've also got a two-bedroom apartment on Main Street for \$220,000.



The two-bedroom house is quite near a metro line, so you'd have an easy time getting around. It has a small flower garden in front of the house, but no garage. It has two stories, with a living room, kitchen and dining room on the first floor and the bedrooms and one large bathroom on the second floor.

The three-bedroom house has a large yard, with a vegetable garden and fruit trees in the back. It also has its own two-car garage. It's not very close to any public transportation, so you'd need a car of your own. It's just one story and a basement. There are two bathrooms.

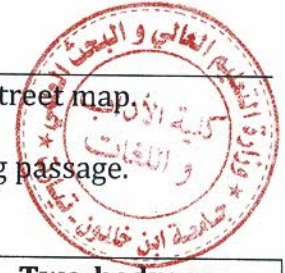
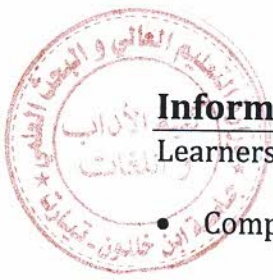
The apartment is in a great location, just two minutes walk from the metro station and a lot of great restaurants. But it's near a disco, which can be quite noisy at night and there's a lot of traffic in the area until quite late. The apartment is on the fourth floor, but there's an elevator. It doesn't have a garage and parking can be quite a problem. No dogs and no children are allowed to live in the building.

Richard: Well, I'm especially interested in the houses. I'd like to have a garden and we have a dog too. Does the two-bedroom house have a garden in the back too?

Miriam: Just a small one. But there's a fence, so you could keep the dog there.

Richard: I've like to see the houses if I can. Can we make an appointment?

Miriam: Yes, of course. What about Friday morning at 10:00? I need you to come into the office and fill out some documents before we look at houses. Could you come this afternoon?



Information Transfer

Learners transfer information from the text into a table, mind map, or street map.

- Complete the following table with the information from the listening passage.

	Three-bedroom house	Two-bedroom house	Two-bedroom apartment
What street?			
How much?			
Access to public transportation?			
Garage?			
Advantages?			
Disadvantages?			

Evaluating

Learners judge information from the reading as good or bad, best or worst, or tell if they agree or disagree with information in the listening passage.

- In which place would you want to live? Why?

Prediction

Learners use information from the listening passage to predict what will happen next. Teachers can stop the listening passage in the middle and ask learner to anticipate what will happen.

- Which house do you think Richard will like the best? Why?

Completion

Learners complete sentences or phrases using information from the listening passage.

- Complete the following sentences based on the listening passage.
 1. Richard Corey has _____.
 2. The two-bedroom apartment is noisy because _____.
 3. The three-bedroom house has a _____.
 4. The apartment is _____.
 5. Richard Corey wants a place to live that is _____.

Making Inferences

Listener use information from the passage to understand something which is not directly stated.



- Do you think Richard Corey has children? Why?
- What do you think is Mr. Corey's profession? Why?

Correction

Learners correct mistakes in a written version of the listening passage. It may be useful to ask learners to read the passage before listening.

Let's see, I've got a two-bedroom house on Sunset Boulevard for \$150,000, a three-bedroom house in a quieter neighborhood on Main Street for \$400,000. I've also got a two-bedroom apartment on Redwood Road for \$220,000.

The two-bedroom house is far from a metro line, so you'd have an easy time getting around. It has a small flower garden in front of the house and a very big garage. It has two stories, with a living room, kitchen and dining room on the first floor and the bedrooms and one large bathroom on the second floor.

The three-bedroom house has a large yard, with tennis court in the back. It also has its own two-car garage. It's not very close to any public transportation, so you'd need a car of your own. It's just one story and a basement. There are three bathrooms.

The apartment is in a great location; just two hours walk from the metro station and a lot of great restaurants. The apartment is on the fourth floor, but there's an elevator. But it's near an airport, which can be quite noisy at night. Oh, and it doesn't have a garage either and parking can be quite a problem. No drugs and no smoking are allowed in the building.

Questions

1. How much money can Richard spend?
2. What kind of house does he want?
3. Does Ms. Jenson have any houses that interest Richard?

Application

- Imagine that you are looking for a place to live. What is your ideal house like?

Language Focus

Listeners focus on a specific language structure; pronunciation, grammar, vocabulary, intonation, etc.



• Make a list of all the words you hear that are pronounced with /θ/ or /ð/ while you listen to the passage.

Compare and Contrast

How are the two-bedroom and the three bedroom houses similar? Different?

Ordering

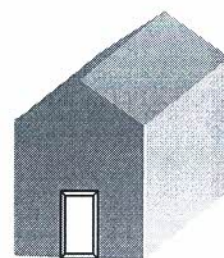
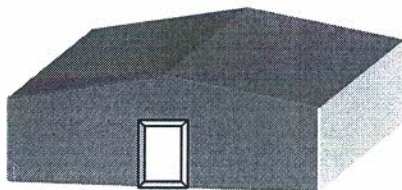
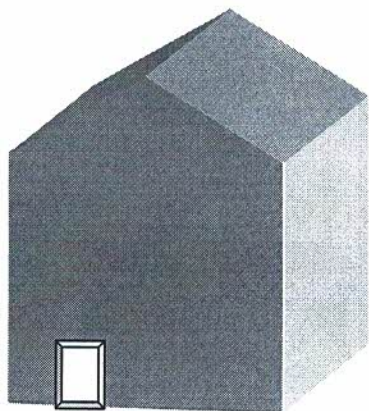
Learners put events or things in order (first to last, biggest to smallest, cheapest to most expensive, etc.)

- Miriam asks Richard about his price range.
- Richard and Ms. Jenson make an appointment for Friday.
- Richard asks if the two-bedroom house has a garden.
- Richard calls Ms. Jenson.
- Richard gets Ms. Jenson's business card from Kelly Hayes.
- Richard goes to the office to fill out some documents.

Matching

Match the following sentences with the pictures below.

- Has a place for a dog.
- Has two bathrooms.
- Is near a disco.
- Is near the metro
- Has only one bathroom.
- Has a vegetable garden and fruit trees
- You would need a car
- Has a flower garden.
- Is close to restaurants.





Cats

Cats have been pets for thousands of years. Scientists think that domestic cats come from a type of African wildcat that was domesticated by the Egyptians 4,500 years ago. Egyptians valued cats because they ate mice and rats. Cats were sometimes mummified and buried with their owners or in special cat cemeteries. About 800 years ago, European soldiers brought cats back to Europe.

Cats can see well at night, but their daytime vision is not as good as that of people. Cats have excellent hearing and can turn their ears to focus on different sounds. Their sense of smell is also very good, and this helps them find food. Cats have sharp teeth for biting and a rough tongue that is used for eating and for cleaning themselves.

Female cats can have kittens from the age of nine or ten months of age. The mother cat is pregnant for about 65 days. The average number of kittens in each litter is four. Cats can live to be 15 years old.

There are about 40 varieties, or breeds, of domestic cats. The smallest breed of cats weighs 2 to 3 kilos, while the largest weighs 7 to 9 kilos. Different varieties are different colors and may have different fur. Manx cats don't have a tail and Sphynx cats don't have fur. In Turkey there is a variety of cat that has one blue eye and one brown eye.

Adapted from Microsoft Encarta Encyclopedia, 2002.

The Brain

The human brain is pinkish gray on the outside and weighs about 1.5 kilos. It is responsible for controlling all of functions of the body, from speaking, to breathing to sleeping. The brain uses 20% of the body's blood supply to complete all its functions.


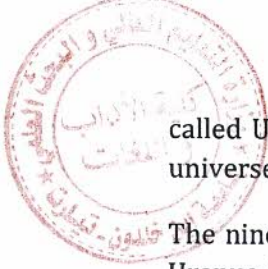
The brain is divided into two halves that have different functions. The left hemisphere controls the right side of the body, use of numbers, written and spoken language, logic, and scientific skills. The right hemisphere controls the left side of the body, intuition, art and imagination and musical skills. In most right-handed people and many left-handed people, the left hemisphere is stronger than the right hemisphere.

Different parts of the brain have different functions. Broca's area, which is above the left ear, controls speech, the occipital lobe, at the back of the brain, controls vision. Feelings and memory are controlled by the frontal lobe, at the front of the brain. Movement is controlled by the area at the top of the brain. If these parts of the brain are damaged in an adult, the person may lose the ability to speak, see, feel or move. However, children's brains are often able to move the function to a different area.

Adapted from Microsoft Encarta Encyclopedia, 2002.

The Solar System

Our solar system consists of the sun, the nine planets and the asteroids, comets and meteoroids that are associated with the planets. Astronomers believe that our planetary system was created more than 4.7 billion years ago. Astronomers thought that our solar system was the only planetary system in the universe, but, in 1999 astronomers discovered another planetary system near a star



called Upsilon Andromidae. Now astronomers think that there are many planetary systems in the universe.

The nine planets that make up our solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Mercury is closest to the sun. It is hot and dry. Next comes the planet Venus. Venus is one of the brightest things in the sky after the sun and the moon. Venus is also the hottest planet in the solar system, with a temperature of 462 degrees Celsius. Then is the planet Earth. After earth is Mars, which is also called the Red Planet. Mars is very dry now, but some scientists believe that it used to have water.

Jupiter is the largest planet, more than 1,400 bigger than earth. Its bright color comes from clouds. Jupiter has sixteen moons. Saturn is the second largest planet and has wide rings. The planet Uranus is a bright blue color. The blue-green color of Uranus comes from the gas in its cold, clear atmosphere. On this planet, night and day each last 42 years. After Uranus is Neptune, which rotates around the sun once every 164 years. Pluto is the farthest planet from the Sun, more 5850 million kilometers away. It is a small rocky planet with one moon.

Adapted from Microsoft Encarta Encyclopedia, 2002.

Diana, Princess of Wales

Diana, Princess of Wales was born Diana Frances Spencer, in 1961, in Norfolk, England to aristocratic parents. She was educated at Riddesworth Hall, in Norfolk and West Heath School, in Kent. After attending school in Switzerland she worked as a kindergarten teacher.

On February 24, 1981 Diana and Prince Charles announced their engagement and on July 29, 1981, they were married in Saint Paul's Cathedral, in London. Diana had two children; Prince William was born on June 21, 1982 and Prince Henry was born on September 5, 1984. Diana was popular with the media and the people, but by 1989 it was clear that Princess Diana and Prince Charles were unhappy. In December, 1992, they separated and in August of 1996 they were officially divorced. Diana kept her title as Princess of Wales and made many visits to different countries.



On the morning of August 31, 1997, in Paris, Diana died after a car accident. After her death many world leaders complimented Princess Diana for her help for people with AIDS, the English National Ballet and many other charitable organizations that helped sick people, refugees and children. Tens of thousands of fans went to London to leave flowers at Buckingham and Kensington Palaces.

Adapted from Microsoft Encarta Encyclopedia, 2002.

Washington, D.C.

Washington, D.C. has been the capital of the United States since 1800. The city's location was chosen by President George Washington and it was originally called Federal City. The city plan was designed by Pierre L'Enfant, a French architect.

When the federal government moved to Washington in 1800, there were fewer than 5,000 people there. By 1850, the population had grown to 52,000 people. In 1870, after the American Civil War, many blacks from the south of the United States migrated to Washington, D.C., bringing the population to 132,000. Since that time the city has continue to grow, and the current population is almost six million people.



The economy of Washington D.C. is based on government. More than 30% of the workers in Washington work for the government. Tourism is the second most important economic activity. Every year, more than 18 million people visit the museums and monuments in Washington. The Washington, Lincoln and Jefferson Memorials and the Smithsonian Museum are all popular places for visitors. Congress and the Senate have their offices in the Capital Building, and the White House is on Pennsylvania Avenue. Washington has three airports, Dulles International, Washington National, and Ronald Reagan International. It also has a large subway system.

Adapted from Microsoft Encarta Encyclopedia, 2002.

William Shakespeare

Shakespeare was born on April 23, 1564 in Stratford-on-Avon, England. He was the third of the eight children of John Shakespeare and Mary Arden. In 1582 he married Anne Hathaway, the daughter of a farmer. Shakespeare and Anne Hathaway had a daughter, Susanna, in 1583 and twins—a boy and a girl—in 1585. The boy died 11 years later.

Shakespeare arrived in London in about 1588. By 1592 had become a successful actor and playwright. He had his own group of actors, called The King's Men. He found rich men to sponsor his plays and help him live while he wrote. His plays were favorites of Queen Elizabeth I and King James I and were performed in the royal courts many times. After 1608 Shakespeare began to write less, and on April 23, 1616 he died and was buried in Stratford.

Shakespeare's first works were mostly poems, but he is most famous for his plays. He wrote plays based on English history, like Mac Beth and Richard III; plays based on Roman stories like Julius Caesar and Anthony and Cleopatra. He also wrote comedies, but his most famous plays are both tragedies – Hamlet and Romeo and Juliet.

Adapted from Microsoft Encarta Encyclopedia, 2002.

Types of Listening Tasks

Do Something

Students do some action which doesn't require language.

Put pictures or a list of actions in order, matching, checking (☑) or labeling items.

Do nothing

Students only listen

Listen to a story or poem.

Follow directions

Students follow directions or instructions.

Students have a picture or map and have to draw or follow a route according to the listening passage.

Respond

Students write or discuss their feelings.

Students listen and then tell if they liked or disliked something, or which characters they liked most.

Answer

Students answer questions.

Students listen and look for the answers to questions (true or false, multiple choice, questions with what, why, when, etc.)

Compare

Students listen for similarities or differences between two or more things

Students can compare information from two different sources (a listening passage and a reading passage, two people telling a similar story, the description of two things)

Cloze

Students listen and fill in the blanks

Students fill in words missing from a text or the lyrics of a song. Students guess words which are missing from the listening passage.

Correct mistakes

Students correct mistakes in a written text while listening to the listening passage.

Predict

Students predict what will happen next.

Students listen to part of a passage and then are asked to predict what will happen next or what someone will say.

Discuss

Students will discuss something connected

Students can talk about the theme of the passage in their life or their culture, or carry out a problem-solving exercises (If you were in this



with the listening passage.

situation, what would you do?).

Write

Students will write something in response to the listening passage

Students can take notes while listening, prepare a summary of the story or information or take dictation of some part of the listening passage.

React

Students will judge if something is right or wrong.

Students can judge opinions or decisions expressed by different characters or actions that occur in the listening passage.

Adapted from Lynch, Tony. Source, year and publisher unknown.



Activity Menu

I. Introduction

A good methodology lesson has five basic components: **1) Review, 2) Preparation, 3) Presentation, 4) Practice, and 5) Homework.** Additionally, an effective lesson will recognize what teachers or students already know, ask them to apply information to a real life task and provide a variety of different activities that will keep them from getting bored. A good methodology lesson will apply all the principles of good teaching whether it's supporting different learning preferences, balancing teacher- and student-centered activities, grading all students objectively or providing positive feedback on learners' work. It doesn't make much sense to tell learners to do something if the methodology teacher isn't doing it herself!

The review stages focuses on principles presented in the previous lesson. Learners may be asked to remember the information or apply the information in a new way. If possible, the review stage can also be connected to the theme of the current lesson.

The preparation stage gets learners ready for the new theme. It may ask learners to think about their experience as teachers or students, to put themselves in the place of the learners in their own classroom or to analyze some form of data.

The presentation stage gives learners the new information. In some cases the teacher may present ideas. In other cases, the learners may read a text or think about and analyze information in response to questions asked by the teacher.

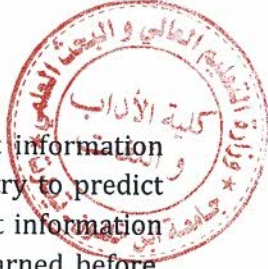
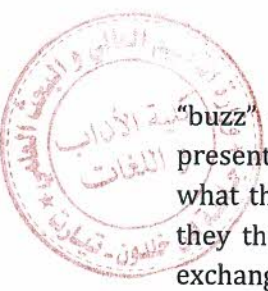
The practice stage has several purposes. First it checks that learners have understood the new information. Then it gives learners a chance to use the new information. It may be useful to first ask learners to do a receptive or guided task like matching, identifying or ordering to be sure that they have understood the information. Then they should do a more productive and creative task like designing an activity or writing a lesson plan that requires them to apply what they have learned to a real life task.

Finally, the teacher assigns homework. Assigning homework gives learners more time to practice using the new principles they have learned in class. More importantly, homework assignments give learners a chance to use the new principle in their classroom or practice teaching and reflect about its effect on the learners in their classroom.

Description of Activities

1. Buzz Group Lecture

Teacher prepares a lecture. Every few minutes she stops and asks learners to process the new information for a few minutes. Learners may work individually, in pairs or in small groups to



“buzz” – to summarize what they have learned, answer a specific question about information presented or information that will be presented, write a question for the teacher, try to predict what the teacher will say next, make a list of key words, write two sentences about information they think is important, identify information that conflicts with what they have learned before, exchange notes with another learner, etc. The “buzzing” can be done orally or in writing and learners may work with different groups or partners during each stop.

2. Carbon Copy Sharing

Learners work in groups, using carbon paper (копированная бумага) to make copies of their answers. The number of copies should be enough for all of the groups in the class. After groups finish, they give other groups a copy of their work, and all groups compare what they have done or check to be sure that work is correct.

3. Discussion

Learners can discuss some question or questions in pairs, small groups, large groups. When students work in groups it maybe useful to assign roles: a recorder to make notes while the group discusses, a timekeeper to be sure that the group finishes the assignment, a speaker to report conclusions to the class, a manager to be sure that all group members have expressed their opinion.

4. Evaluate a lesson plan

Ask learners to evaluate a lesson plan or dialog – one you bring or one the learners have brought. There are several possible steps to this activity 1) evaluation – is the lesson plan/dialog a good example of using the new idea, and 2) adapt the lesson plan/dialog so that it is a good example of using the ideas, 3) What feedback could you give for the person who wrote the lesson plan or dialog?

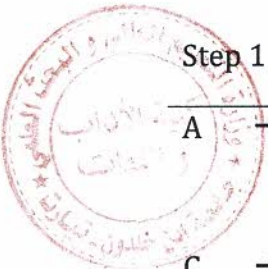
5. Four Corners

The teacher writes four different statements (I always write a very detailed lesson plan, and I am very strict about following it. I've been teaching for fifteen years and already know how and what to teach at every lesson without writing a lesson plan. I'm more comfortable if I make a lesson plan, but if the plan doesn't work, I'll try something else. I don't like to write lesson plans, because it seems like no matter how well I plan, the lesson always changes when I am in the classroom.) on four pieces of paper and hangs one statement in each corner of the room. Learners read all statement and then decide with which statement they most agree. The students standing in each corner should discuss their opinion and choose a spokesperson that will speak for the group.

This activity can also be done with more than four statements.

6. Four-Step Interview

Learners work in groups of four. First learner A interviews learner B and learner C interviews learner D. Then learner B interviews learner A while learner D interview learner C. Then learner A interviews learner C about what learner D has said and learner B interviews learner D about what learner B said. Finally, learner C interviews learner A about what learner B said and learner D interview learner B about what learner A has said:



Step 1	Step 2	Step 3	Step 4
A → B	A ← B	A B ↓ ↓	A B ↑ ↑
C → D	C ← D	C D	C D

7. Information Gallery

The teacher puts different pieces of information (examples of grammar practice or reading activities, objectives, graphic organizers or pre-writing activities, activities designed by learners, etc.) on the wall of the classroom or in the hall. The teacher should give learners an assignment to complete while looking at the information (Which activities are the most like real life language use? Identify poorly written objectives and re-write them. What type of information is represented by the different graphic organizers? Write a ✓ if you like something about the activity, an ✗ if you disagree with some aspect of the activity and a ? if you don't understand something about the activity). Learners take a tour of all the information and complete the assignment. After learners have finished their task the teacher should ask them to report their work. If the information gallery is made from activities or lesson plans designed by learners, the teacher can ask each group to explain or defend their work.

An information gallery can also be made of questions. On a large sheet of paper, the teacher should write a question and put the sheets around the room or in the hall. Learners can work individually, in pair or in groups to write their answer on the sheet of paper. It may be useful to give learners different colored markers or pencils so that their work can be easily identified.

8. Information Tour

The teacher brings a number of examples of types of information to class (textbooks, methodology books, lesson plans, written work from students, visual aids, books in the target language, resumes, reports, observation notes, etc.) and puts the information on a large central table or on tables around the room. She gives learners an assignment (choose a textbook you would like to use in your class, make a list of information about communicative teaching, how are the lesson plans different, what kinds of errors did learners make in their work and how did the teacher correct them, how could these visual aids be used, which books would your students most like to read, which resume do you think would be the best teacher) and then gives learners time to look at all the information and complete the task.

It may be necessary to remind the learners to look at all the information instead of just reading one or two. It is also necessary to be sure that there are sufficient materials and enough space for all the learners to read at the same time.



9. KWL Table

Teachers can ask learners to make a KWL (know, want to know, learned) table at the beginning of a class or before a lecture or text. Before reading, learners should list what they already know about the subject and what they'd like to know about the subject. After the class, lecture or text learners should write down what they've learned about the subject:

What I know about the subject.	What I'd like to know about the subject.	What I learned about the subject.

Learners can add an additional column to the table that records how they learned the information or a column for ideas that contradict what they believe or things that they still want to know more about after getting information in the class, lecture or text.

10. Lecture Preview

The teacher writes an outline or graphic organizer of her lecture notes, a list of key word or ideas, or a list of questions on the blackboard or poster. She gives learners time to copy the information and then asks them to predict what she will say. They may write a sentence or two they expect to hear during the lecture. While the teacher is lecturing, learners can listen for the key words or answers to the questions she wrote on the blackboard, complete a sentence or fill in the blanks in the outline or graphic organizer.

11. Listing

Ask learners to make a list of something. Learners can be given a limited amount of time or can be assigned to make a list with a specific number of items. For example: "Make a list of usual grammar practice activities," "List three things you don't like about your textbook," or "What are some ways to correct errors?"

12. Mixed Work

Learners choose if they want to work individually, with a pair or in small groups. At the same time during the activity, there will be individual, pairs and groups working at the same time.

13. Rating or Evaluating

Ask learners to compare two or more things and decide which one is better, more appropriate or more interesting. Learners can compare two lesson plans (in which lesson would you prefer to be a learner?) or a list of activities or techniques (which techniques for presenting vocabulary do you think are the most useful?). Learners can select the option they like best, or list the option in order from most to least useful or interesting. It is also useful to ask learner to explain their opinion.



14. Rating Line

The teacher writes a statement on the blackboard (Teachers should correct every mistake.) and asks learners to decide if they agree or disagree. Learners should stand up and interview their classmates to find out their opinion. Then learners should arrange themselves in a line from those who most agree with the statement to those who least agree with the statement. Finally the teacher should ask learners at different places in the line to explain their opinions.

It can be useful for teacher to provide a rating scale to help learners arrange themselves in the line:

15. Reflective Writing/Reflective Journals

Learners should write about their experiences as teachers or as learners (Describe a teacher that made you feel bad, What was the last new word you learned? How did you learn it? How would your students describe you?).

16. Sentence Completion

Teacher can write the beginning or ending of a sentence on the blackboard and ask learners to complete the sentence. Teachers should carefully select sentences which allow learners to answer creatively and which will produce different answers. For example:

- Learning styles are _____
- Teachers should remember to _____ when teaching grammar.
- When using a reading text, _____.
- A Lesson plan _____.

17. Simulation/Case Study

The teacher prepares a description of some real life problem or task (students who misbehave in class, group work that doesn't go as planned, a teacher who must choose a new textbook) and any necessary supporting materials to give learner more information about the situation (an audio or video tape recording of the misbehavior, journal entries, feedback or samples of written work from learners who were working in groups, a selection of textbooks). Teachers may also include other materials to make the simulation more real life: transcription of a dialog or classroom interaction, diaries or journals, lesson plans, homework assignments, observation reports, letters or e-mail messages, a syllabus, charts or graphs, exams, etc. Learners may work individually, in pairs or groups to discuss the problem and find a solution or decide on a course of action. A simulation can be very simple (decide how you would correct this error) or very complex (plan a methodology seminar for a group of teachers).

It is useful for the teacher to clearly identify the steps that learners should follow in discussing and analyzing the case study (first make a list of the possible causes, then re-read the description and the product of their work (a lesson plan, written feedback for the teacher, a transcription of a dialog, a written report, an observation report, etc.)



18. Spies

Learners work in groups of three or four students. One member of the group visits the next group to “spy” on their work. Then she returns to her group and tells them what she has seen. A second member of the group visits a second group to “spy” on them and report back to her groups. Then a third member of the group visits a third groups to see what they are doing and report back to her group.

19. Teach back

Ask learners to work in pairs or small groups. Learners should take turns teaching each other information. It may be helpful to ask learners to imagine that they are teaching a colleague or a learner who doesn’t know anything about the subject. It may also be helpful to give learners a few minutes to review their notes or make an outline or mind map before starting or to write some key words on the blackboard to guide them.

Learners can take turns according to the alphabetical order in which their first or last names occur in the alphabet, or whose birthday comes first in the year. For examples, a learner whose birthday is in February will teach for the first five minutes and then the learner whose birthday is in June will continue for five minutes more.

20. Think-Pair-Share

Learners think or write individually, then share their answers with a partner. Finally the pair shares their answers with the class.

21. Think-pair-square

Learners think or write individually, then share then answers with a partner. Finally the pair shares their answers with another pair.

22. Three-Step Interview

In a three-step interview, first learner A interviews learner B and learner C interviews learner D. Then learner B interviews learner A while learner D interview learner C. In the third step A, B, C and D all share what they learned with the whole group:

Step 1	Step 2	Step 3
A → B	A ← B	A B ↻
C → D	C ← D	C D

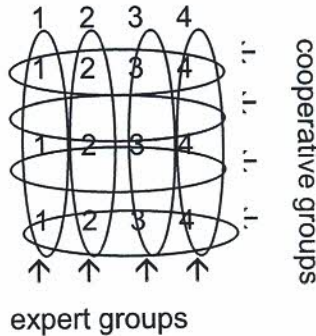
23. Visualization

Ask learners to close their eyes and imagine a situation, place or person (an occasion when you felt stupid in a language class, a good teacher you had in school). Then learners should describe, in writing or orally what they imagined. It is useful to follow this activity with a question that asks

learners to analyze what they imagined (What effect did feeling stupid have on your motivation? What did the teacher do that made you like her?).

24. Walking Interview

Learners are given a list of questions. While walking around the classroom, they ask other learners to report their answers. Learners can interview all classmates if the class is small or a specific number of classmates if the class is larger.



25. Zigzag Activity

The teacher prepares pieces of text or different tasks. If pieces of a text are used, each piece must make sense by itself.

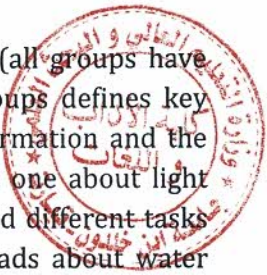

The teacher explains all instructions, from start to finish, before learners begin working on the task so that learners can prepare for each step of the zigzag.

1. Learners count off according to the number of pieces of text or task. The 1,2,3 groups are called *cooperative groups*. The group of all 1's, all 2's, all 3's are called *expert groups*.
2. Each expert group will work on a piece of text or a specific task and prepare to present their material to their cooperative group. The teacher should instruct every expert group member to make notes or a graphic organizer to help them teach their cooperative group mates.
3. The teacher takes the pieces of text.
4. Experts return to their cooperative group and teach their group mates what they've learned.
5. The cooperative group works together on a task that can only be completed if every group member participates (a formula or rule, a graphic organizer, a list, a paragraph, etc.).
6. The teacher checks the cooperative group tasks.
7. The teacher tests each individual student to see if they have mastered the information. For example, a quiz which requires learners to apply all of the information from the zigzag.

If there is not the right number of students for a jigsaw activity, the teacher can ask some student to be "twins" – to work as if they were one person.

Teachers can ask learners to count off; family members, seasons, colors, etc. Then the teacher can ask learners to work with other "fathers," "springs," "blues," in their expert groups and return to their "families," "seasons," or "rainbows" to share what they have learned.

The teacher can help learners prepare to present information to their cooperative groups by giving them a blank graphic organizer or outline to fill out while working, a list of key words they should define, or questions that will help them focus on the most important information. Learners can practice their presentation in their expert groups before they return to their cooperative groups.



A zigzag can give the same information but different tasks to different groups (all groups have information about air pollution, one group makes a graphic organizer, one group defines key words, one group identifies examples of air pollution in the city), different information and the same task (one group reads about air pollution, one about water pollution and one about light pollution, all groups write a five-sentence summary), or different information and different tasks (one group reads about air pollution and makes an outline, another group reads about water pollution and makes a cause and effect diagram, the last group reads about light pollution and makes a mind map). The teacher can give different roles (reader, writer, group leader, summarizer, timekeeper, etc.) to group members. She can also give different resources to different group members (a dictionary to one, markers to another, etc.),

Jigsaw activities require careful planning, but they help students understand and master the skills or concepts better than working alone. Plan your instructions very carefully; write out each step and be sure that learners understand the whole process before beginning.



XIII. MULTIPLE INTELLIGENCIES



Multiple Intelligences	
Key Concepts	<ol style="list-style-type: none"> 1) Different learners are intelligent in different ways. 2) A multiple intelligence is a field or set of skills in which a learner may have special ability or talent. 3) There are eight multiple intelligences. 4) It is possible to develop different intelligences. 5) Teachers should use a variety of activities that involve different intelligences so that all learners will feel successful and comfortable.
Key Words	intelligence, multiple intelligence, musical-rhythmical, logical-mathematical, bodily-kinesthetic, visual-spatial, intra-personal, inter-personal, naturalist, linguistic.
Learning Outcomes	<p>Learners will:</p> <ol style="list-style-type: none"> 1) Identify their own intelligences using a multiple intelligence quiz. 2) Identify intelligences which are most and least used in language classrooms. 3) Analyze a lesson plan to determine which intelligences are used, then re-write the plan so that it includes activities for at least five intelligences. 3) Write a lesson plan that supports at least five intelligences.
Teaching Strategies	<ol style="list-style-type: none"> 1) Individual writing: What things do you do well? What things do you do poorly? Why do you do these things well or poorly? 2) Learners report their answers. 3) Teacher writes pre-reading question on the blackboard (What intelligences do you think you have developed? Why do you think so?) and asks learners to think about their answer as they read the text. 4) Individual reading <i>The Multiple Intelligences</i>. 5) Teacher asks learners to report their answers to the pre-reading questions. 6) Learners take the <i>Multiple Intelligence Quiz</i>. 7) Think-pair-share: Teacher writes the following questions on the blackboard: Which intelligences are most frequently used in a language class? Which intelligences are least used in a language class? What do you think happens to learners when the teacher only uses activities for a few intelligences? What classroom activities do you think support the different intelligences? 8) Individual reading of <i>Menu of Multiple Intelligence Activities</i> 9) Learners work in small groups to identify which intelligences are included in the lesson plan on <i>Hotels Go Smoke-Free</i>. 10) Groups report their answers to the class (#2 - walking interview: interpersonal, linguistics; #3 - class discussion: linguistic, interpersonal; #4 - dis/advantage of smoking in public places: interpersonal, linguistic, visual-spatial; #5 - scanning: logical-mathematical, linguistic; #6 - reading: linguistic; #7 - pair work: visual-spatial, linguistic, interpersonal, linguistic; #8 - class discussion: interpersonal, linguistic; #9 - review: linguistic; #10 - individual writing: intrapersonal, linguistic. 11) Learners write a lesson plan which supports at least five intelligences.
Check	<ul style="list-style-type: none"> • Which of the intelligences are most difficult to use in teaching a language? Which are the easiest? • Which intelligences are most commonly used in schools and universities?

Yourself	<ul style="list-style-type: none"> • What intelligences do you use in your daily activities?
Resources	<ul style="list-style-type: none"> • <i>Outline of Multiple Intelligences</i> • <i>The Multiple Intelligences</i> • <i>Learning Preferences Quiz</i> • <i>Menu of Multiple Intelligence Activities</i> • <i>Hotels Go Smoke-Free</i>
Resource Center References	<ul style="list-style-type: none"> • Brown, H. Douglas. 2001. <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. White Plains, New York: Addison Wesley Longman. pp. 403-5. • Cruickshank, Donald, et al. 1999. <i>The Act of Teaching, Second Edition</i>. Boston: McGraw-Hill College, pp. 41-3. • Christison, Mary Ann. Applying Multiple Intelligences Theory in Pre-service and Inservice TESOL Education Programs. <i>English Teaching Forum</i>, April-June, 1998, pp. 2-13.



Outline of Multiple Intelligences

I. What's intelligence?

- A. In English, *intelligence* means the ability to understand and learn well and to make decisions based on reason (note that this meaning is different from the Russian meaning).
- B. Traditionally, intelligence was considered to be global – either an individual was intelligent or not.

II. What's a multiple intelligence?

- A. In 1983 Howard Gardner, a psychologist suggested a different theory of intelligence.
 1. Gardner believes that every individual can develop intelligence in different ways or fields.
 - a. Gardner has suggested that there are eight types of intelligence.
- B. A multiple intelligence is different than a learning preference:
 1. An intelligence is a set of skills or abilities that can be used to complete tasks.
 2. Every person can develop every intelligence.
- C. Teachers can help learners by using a variety of activities to support and develop different intelligences.

III. What are the multiple intelligences? How can teachers support or develop them?

A. Linguistic

1. The ability to use words effectively, in written or oral work.
2. Awareness of language and the way that language is used.
3. Linguistic intelligence can be developed by creating a print-rich context; a classroom with many books and things to look at and read – and then write about and discuss.

B. Visual-spatial

1. Is aware of colors, shapes and sizes – and the way that things look together.
2. Has the ability to represent things in graphic form, whether in pictures or in graphic organizers.
3. This intelligence can be developed when learners make posters, graphic organizers, or pictures.

C. Naturalist

1. Good at classifying natural things like plants or animals, or artificial things like cars or machines.
2. Can identify and describe natural processes (seasonal change, the growth of animals or plants).
3. Teachers can help learners develop their naturalist intelligence by asking them to look at and think about things in nature or to develop systems of categorizing objects or ideas.

D. Interpersonal

1. Can understand other people and perceive their feelings.
2. Works well with other people and is an effective leader.
3. Learners can develop this intelligence by asking learners to work in groups and take different roles (group leader, speaker). (See the learner-centered teaching section for information about roles).
4. Activities like problem or conflict solving will help learners develop interpersonal skills.

E. Intrapersonal

1. Is aware of her own feelings and knows why she feels that way.
2. Knows what she does well and what she needs to improve and works well independently.



3. Teachers can help learners develop their intra-person intelligence by asking them to make choices about classroom tasks or homework assignments ("You can choose to work in pairs or alone," "You can make a poster, a short play, do research about the topic on the internet/library.")

F. Logical-mathematical

1. Can use and understand numbers effectively.
2. Good at identifying relationships of cause and effect and identifying steps in a process.
3. Learners can develop this intelligence by looking for causes and effects in texts or grammar rules, or using math in the classroom.

G. Bodily-kinesthetic

1. A good sense of balance and physical coordination.
2. Can effectively use their body to express ideas or feelings; will be good at drama and non-verbal communication.
3. Bodily-kinesthetic intelligence can be improved by asking learners to move in the classroom, act out dialogs or language processes.

H. Musical-rhythmical

1. Remembers songs and can make music by singing or using an instrument.
2. Easily identifies the rhythm of a song or poem.
3. Learners can develop their musical intelligence by listening to and making music.
4. They may also listen to and identify the rhythm and intonation of a poem or spoken language.

The Multiple Intelligences

Are you intelligent? Can you dance or sing? Do you know a lot about plants or animals? Do you have a lot of good friends? When you're feeling sad, do you know what to do to make yourself feel better?

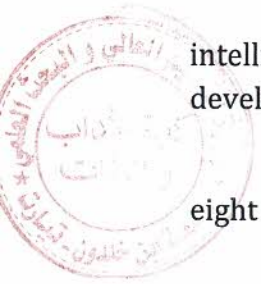
Traditionally, psychologists thought that intelligence was global; either a person was intelligent or she was not. Intelligence tests were designed to measure this idea of intelligence. But those intelligence tests only measured if language and math. They didn't measure the ability to sing or dance or be a good friend.

In 1983, a psychologist named Howard Gardner suggested a new definition of intelligence. He thought that intelligence was the ability to do any activity well. Gardner said that there are many ways to be intelligent - and that

traditional intelligence tests didn't measure all of those ways. Gardner has described eight "intelligences," or ways to be intelligent: linguistic, naturalist, logical-mathematical, musical-rhythmical, visual-spatial, bodily-kinesthetic, interpersonal, and intrapersonal. If you're good at dancing, you probably have bodily-kinesthetic intelligence. If you're good at singing, you have musical-rhythmical intelligence. If you know a lot about plants and animals, you probably have naturalist intelligence. And if you know what to do when you're feeling sad, you may have intrapersonal intelligence.

Gardner says that every person has every one of these intelligences. With practice, the intelligences can be developed. Some people are strong in two or three of these





intelligences, and a few people have developed all of these intelligences.

Here's more information about the eight intelligences:



Interpersonal

If you can make friends easily, you probably have a strong interpersonal intelligence. This intelligence includes the ability to work well with other people and be an effective leader. It is important for teachers and managers to develop their interpersonal intelligence.



Intrapersonal

If you are aware of your own feelings and know what makes you happy or sad, then you've developed your intra-personal intelligence. People with good intrapersonal intelligence also are good at knowing their strengths and weaknesses. They also know what to do to make themselves feel better if they are sad or angry.



Logical-mathematical

Of course, people who have developed this intelligence are logical and good with numbers and math. They are also good at identifying causes and effects and understanding rules. Scientists, physicist and mathematicians usually have this intelligence. The logical mathematical intelligence is measured by traditional intelligence tests.



Musical-rhythmical

Anyone who can sing or play a



musical instrument will have this

intelligence. But people who are

good at writing poetry may also have this

intelligence. People with musical-

rhythmical intelligence are also good at

finding patterns and it will be easy for

them to find stress and intonation in a

language.



Bodily-kinesthetic

If you're good at dancing or sports, then you've already developed this intelligence.

People who have developed this intelligence will have good balance and

physical coordination. They will also be good at using their bodies to express

feelings or communicate. Actors, athletes and dancers have good bodily-kinesthetic

intelligence.

Visual-spatial

If you like to draw or paint – or do anything artistic, then you have a strong visual-

spatial intelligence. This intelligence includes the ability to create art using

different shapes and colors. It also includes the ability to see or imagine the

relationship between the position of different things. Artists and sculptors use

this intelligence. So do chess players when they think about how they will move a

piece.



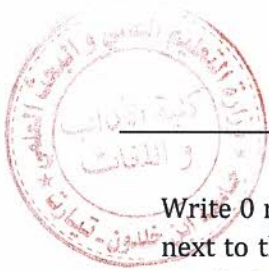
Naturalist

If you're good at classifying animals or plants you probably have a well-developed naturalist intelligence. Naturalist intelligence is good at noticing the behavior of animals and the changes that occur when the seasons change or animals and plants grow. Learners with a strong naturalist intelligence are also good at classifying artificial things like cars and houses.

Linguistic

If you have a talent for language – reading, writing, speaking, listening – then this intelligence is one of your strengths. The ability to write an effective essay, debate or give a good presentation are all part of this intelligence. Journalists have developed this intelligence and so have lawyers and many politicians. This intelligence is measured on traditional intelligence tests.

Many tasks require use of two or more of these intelligences. For example, if you remodel your apartment, you will need logical-mathematical intelligence to make a budget and decide how much paint to buy. Visual-spatial intelligence will help you decide where to put the furniture. And then interpersonal intelligence will help you entertain your friends when they come to see your apartment.



Multiple Intelligence Quiz

Write 0 next to the sentence if you disagree. Write 1 next to the sentence if you agree. Write 2 next to the sentence if you strongly agree. Add the points in each section. The highest scores are the intelligences you have developed most.

Linguistic Intelligence

I like to write articles or stories.

- _____ I read something not connected my work or mystudies almost every day.
- _____ I pay attention to billboards and advertisements outside.
- _____ I often listen to the radio or to cassette tapes of lectures.
- _____ I like to do crossword puzzles.
- _____ I like it when the teacher writes on the blackboard or uses posters or charts.
- _____ I think I am a good writer.
- _____ If I hear a song a few times, I can usually remember the words.
- _____ I really like to read and write.
- _____ I have written something that I like.

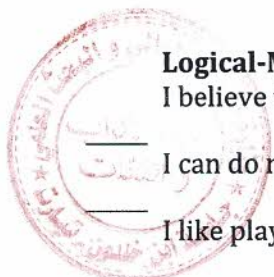
Total

Musical-Rhythmical Intelligence

It is easy for me to find the rhythm of music.

- _____ When I hear music, it is easy for me to sing with it.
- _____ I notice when someone is singing the wrong notes.
- _____ I have a good voice and I can sing many different notes.
- _____ I play a musical instrument.
- _____ I listen to music often at work or at home.
- _____ I know the music for many songs.
- _____ I can recognize different styles of music.
- _____ I often whistle or hum music when I am by myself or in a place where I am comfortable.
- _____ Listening to music makes me feel better if I am unhappy.

Total



Logical-Mathematical Intelligence

I believe things more easily if they can be measured or proven with math.

_____ I can do math easily in my head.

_____ I like playing card games.

_____ I liked to study math when I was at school.

_____ I think that most things are logical.

_____ I like games where I have to think and find an answer.

_____ I am interested in new ideas in science.

_____ When I make something – a cake, a dress, a chair or something new for my home, I measure things exactly.

_____ I like problem-solving activities.

_____ I'm a very consistent person; my friends and family always know what to expect.

_____ **Total**

Visual-Spatial Intelligence

I pay attention to the color of clothing I wear.

_____ I take photographs or draw pictures.

_____ I like to read books or magazines with lots of pictures.

_____ I like textbooks that have pictures, charts or graphs.

_____ It is easy for me to find my way when I go to a new city or part of the city I don't know.

_____ I like doing puzzles.

_____ I like to move the furniture in a room.

_____ I always use pictures or symbols when I make notes.

_____ I was good at geometry in school.

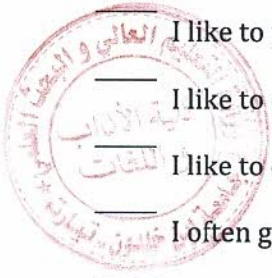
_____ When I enter a classroom, I notice how the desks and chairs are arranged.

_____ **Total**

Bodily-Kinesthetic Intelligence

I like to go for long walks.

_____ I like to dance.



- _____ I like to play some sport.
- _____ I like to do things with my hands – sew, knit, build something for my home, fix things.
- _____ I like to do a new skill instead of reading about it.
- _____ I often get my best ideas when I am walking or moving.
- _____ I like to do things outside.
- _____ It is hard for me to sit for a long time.
- _____ I like classroom activities where I can move around.
- _____ Most of my hobbies are connected with a physical activity.
- _____ **Total**
- _____

Intra-personal Intelligence

- _____ I often sit and think about my life.
- _____ I am independent.
- _____ I keep a journal and write down my thoughts.
- _____ I don't like to follow what other people do – I prefer to do or make something new.
- _____ When my feelings are hurt or I am disappointed I feel better quickly.
- _____ My homework assignments are usually original and unusual.
- _____ I think and talk about the things that are most important in my life.
- _____ I prefer classroom activities where I can work by myself instead of in a group.
- _____ I have hobbies or interests that I do by myself.
- _____ I know what things make me feel good or bad.
- _____ **Total**
- _____

Interpersonal Intelligence

- _____ I prefer going to a party instead of staying home alone.
- _____ When I have problems, I like to talk about them with friends.
- _____ People often come to talk with me about their problems.
- _____ I am involved in social activities several times a week.
- _____ I like to invite friends or guests to visit.
- _____



- _____ I think I am a leader and often have leadership roles.
- _____ I like to teach other people – friends, classmates, siblings how to do something.
- _____ I have more than one close friend.
- _____ I am comfortable in a large group of people or with people I don't know.
- _____ I like to work in teams or groups.

_____ **Total**

Naturalist Intelligence

I am good at recognizing different kinds of birds.

- _____ I like to work in the garden.
- _____ I like having pets.
- _____ I can recognize different types of cars and the year they were made.
- _____ It is easy for me to divide things into groups based on their characteristics.
- _____ I can look at the sky and tell about the different types of clouds and what weather they bring.
- _____ It is easy for me to tell the difference between different types of plants.
- _____ I like to spend time outside.
- _____ I have plants at home.
- _____ I'm good at classifying things and putting them into different groups.

_____ **Total**



Multiple Intelligence Menu



Using a variety of activities is good for learners with different intelligences. It can also help learners develop intelligences they don't practice often. And, it makes the class more interesting! Here are some activities for different intelligences in the language classroom:

Visual/Spatial

- Make a poster
- Make a mind map, spider map, compare and contrast table, t-table, Venn diagram, cause and effect diagram
- Make an album of pictures or photos.
- Draw or paint a picture of something
- Make a magazine or newspaper advertisement
- Design a book

Verbal/Linguistic

- Write a story, poem or drama
- Write an essay
- Write a newspaper article
- Conduct a debate
- Make an radio advertisement or program.
- Interview
- Re-tell a story or text
- Write in a learning journal
- Make a book
- Do research at the library or on the internet
- Use a dictionary
- Make a presentation

Bodily/Kinesthetic

- Act out a short drama or role play
- Go on an excursion
- Use a jigsaw reading
- Look at an information gallery
- Act out new vocabulary

Logical/Mathematical

- Make a formula to explain new grammar or vocabulary
- Make up analogies to explain
- Describe similarities or differences
- Problem-solving and decision-making

- Measuring or counting
- Analyze numbers from a text
- Classify information into groups
- Predict what will happen next
- Logic games
- Put something in the correct order
- Calculate how much, how long, how many, what percent

Musical/Rhythmical

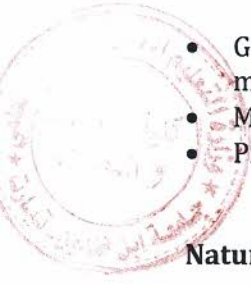
- Give a presentation using background music
- Sing a rap or song that explains
- Find the rhythm or intonation of a sentence or poem
- Explain how the music of a song is similar to
- Transcribe pronunciation or intonation
- Beat out the rhythm of a sentence or poem on a table

Intrapersonal

- Individual or independent study projects
- Setting learning goals
- Keeping a learning journal
- Choosing an idea or task
- Assess your work
- Describe yourself
- What is your favorite ____ Why?
- KWL chart

Interpersonal

- Group or pair work
- Cooperative learning
- Discussions
- Debate
- Teach someone about ____
- Give feedback
- Get feedback



- Group problem-solving or decision-making
- Make a dialog
- Practice giving and receiving feedback

Naturalist

- Make an observation notebook
- Describe changes in the environment
- Draw, paint or photograph natural objects
- Classify objects according to their qualities



Lesson Plan/Hotels Go Smoke-Free

Hotels Go Smoke-free

BASKING RIDGE, New Jersey – Smokers can't find a place to stay anymore.

From New York to California, small and mid-size hotels have gone smoke-free. One major reason is that fewer guests are requesting smoking rooms. But hotel managers point out other advantages: it's cheaper to clean rooms and easier to find customers.

"In all of our advertising we tell about a smoke-free environment. Families with kids like it. It's safer and cleaner," said Chris Canavos, manager of the 98-room Howard Johnson's in Williamsburg, Virginia, which went smoke-free three years ago.

The 79-room Comfort Hotel Midtown, in New York City banned smoking two years ago. For the first seven months of this year, the Comfort Inn has had 96 percent of its rooms occupied.

Leon Bogosian, a salesman from Los Angeles who frequently travels on business, stays at the Comfort Hotel Midtown eight times a year. Of the smoke-free policy, he said: "I come here because of that." "Clean air, that's the main thing for me," he said. When he recently stayed in Detroit, his nonsmoking room was on the same floor with smoking rooms, and "from the elevator to the room, you could smell cigarettes."

Vijay Dandapani, president of the company which runs the Comfort Hotel Midtown, said that maids have to spend an extra five minutes cleaning a smoking room – emptying the ashtrays and cleaning the smoke residue on everything. And, hotel managers point out, curtains, carpets, sheets and pillows have to be replaced more often in smoking rooms, because smokers burn holes in the furniture.

One month ago, the 171-room North Maple Hotel, near New York City dropped rooms for smokers. The North Maple, which targets business travelers and wedding parties, now charges a \$250 cleaning fee to guests who smoke in their rooms -- the amount the hotel says it costs to get rid of the smell.

Objectives – learners will:

- 1) Identify information presented in the text which argues for or against smoking in hotels.
- 2) Express opinions in writing about smoking in public places using transition signals to introduce a causes or effects (for, because, since, as, result from, be the result of, because of, as a result of).
- 3) Identify new words in the text and guess their meaning from context (homework assignment).

Materials:

1) Photocopies of the text *Hotels Go Smoke-Free*

1. Class Preview - 5 minutes

- Today we're going to read a text about smoking in public places in the United States.
- You'll identify the advantages and disadvantages of allowing smoking in hotels in the text.
- Finally, you'll write three or four paragraphs arguing for or against smoking in hotels using the transition signals that you learned last week.

2. Walking Interview: Smoking - 7 minutes

- Write the following questions on the blackboard:
 - Should smoking be permitted in restaurants? Why or why not?
- Ask learners to copy the questions into their notebooks.
- Ask learners to stand up and walk around the room and interview five of their classmates and writing down classmates' answers.

3. Class Discussion: Smoking - 8 minutes

- In what places is it permitted to smoke?
- In what places is smoking forbidden?
- Ask learners to report their answers to the walking interview.

4. Pair Work: Listing Dis/Advantages of Allowing Smoking in Public Places -- 10 minutes

- I'd like you to work with a partner.
- What are the dis/advantages of allowing smoking in public places?
- Please choose a graphic organizer like a mind map or t-table to organize your ideas.
- You will have ten minutes to work and list your ideas.

5. Scanning: Hotels Go Smoke-Free - 5 minutes

- Quickly look through the text and find all the numbers.
- Do the numbers support the advantages of smoking in hotels or the disadvantages?

6. Individual Reading: Hotels Go Smoke-Free - 10 minutes

- Learners silently read the text.

7. Pair Work: Dis/Advantages of Allowing Smoking in Hotels - 5 minutes

- I'd like you to work with the same partner as before.
- You should add the information about dis/advantages of smoking in hotels from the text to your graphic organizer.

8. Class Discussion: Dis/Advantages of Smoking in Hotels - 10 minutes

- Do the text present more advantages or disadvantage of allowing smoking in a hotel?
- What do you think is the author's opinion about smoking in hotels? Why?
- Do you think the hotels described in the text made a good decision? Why?

- What do you think would happen if smoking were forbidden in restaurants and hotels in our city?

9. Class Review: Transition Signals for introducing Causes or Results - 5 minutes

- Do you remember when we talked about using transition signals to introduce causes or effects last week?
- Take a minute and find those notes in your notebook.
- Can you make some sentences about the information in the text using these signals?

10. Individual Writing: I'm a smoker/I'm a hotel manager - 15 minutes

- I'd like you to count to two.
- If you are a one, you should imagine that you are a smoker.
- You should write a few paragraphs to convincing hotels that smoking should be allowed in rooms.
- If you are a two, you should imagine that you are a hotel owner.
- You should write a paragraph explaining why smoking should not be allowed in hotels.
- Remember to use transition signals.

11. Homework Assignment: New Vocabulary in the Text - 1 minute

- While learners are working, write the following assignment on the blackboard
 - 1) Re-read the text
 - 2) Underline new words
 - 3) Try to guess their meaning from the context
 - 4) Check your guesses by looking in a dictionary.
 - 5) Then write two sentences using the words.



XV. OBSERVING & GIVING FEEDBACK

Observation and Feedback

Key Concepts	<ol style="list-style-type: none"> 1) Observation should focus on specific teaching aspects and teachers should know what criteria will be used to evaluate their teaching before observation. 2) Observation should focus on teacher performance, not student performance. 3) Observers can use observation instruments to help them objectively record information about the class. 4) Learners should have the opportunity to analyze their own performance before formal feedback is given. 5) Feedback should be immediate, specific and constructive.
Key Words	criteria, instruments, observation table, checklist, rating scale, feedback, objective, checklist, observation web, seating chart, mirror, judgmental
Learning Outcomes	<p>Trainers will:</p> <ol style="list-style-type: none"> 1) Observe a lesson using the following steps: 1. A pre-observation meeting to establish observation targets, 2. Observation, 3. "Mirror" the lesson and ask for clarification, 4. Ask the teacher to reflect on the lesson, and 5. Provide specific and constructive feedback about the lesson.
Teaching Strategies	<ol style="list-style-type: none"> 1) Think-share: Have you ever been observed? How did you feel? What kind of feedback did the observers give you? 2) Class discussion: What things can be observed? 3) Teacher presentation on observation targets. 4) Learners work in groups, pairs or individual to read an information gallery of observation tools and answer the following questions: What information does each tool record? Which do you think would be the most difficult/easiest to use? Which gives the most details about the class? 5) Class discussion on observation tools. 6) Learners read examples of feedback and answer the question: Which feedback do you think is most effective? Why? 7) Teacher Presentation on giving appropriate feedback. 8) Teacher teaches a short lesson with many ineffective techniques (not including all learners, teacher-centered, unclear instructions, etc.) The class is divided into halves; half of the learners will "observe" the class using an observation tool that they choose, while the other half will be "students" in the lesson. 9) Learners work in pairs (one observer and one student) to write feedback on the lesson.
Check Yourself	<ul style="list-style-type: none"> • How is what you've learned about observation and feedback different from the traditional ways of observing and giving feedback? • Is giving feedback to colleagues the same as giving feedback to learners?
Resources	<ul style="list-style-type: none"> • <i>Outline of Observation and Feedback</i> • Information gallery of observation tools • Examples of effective and ineffective feedback • <i>Giving Effective Feedback</i> • <i>Techniques for Giving Feedback</i> • <i>Asking Clarification Questions in a Feedback Session</i>
Resource	<ul style="list-style-type: none"> • Cruickshank, Donald, et al. 1999. <i>The Act of Teaching</i>, Second Edition. Boston: McGraw Hill College, pp. 418-423.



**Center
References**

- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Pearson Education, pp.429-436.
- English Teaching Forum, October, 2003.
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Outline of Observation and Feedback

I. What is the purpose of observations?

- A. Observation can be carried out by different people:
1. A trainer or supervisor can observe a teacher.
 - a. To evaluate the teacher's performance.
 - b. To evaluate effectiveness of methodology training.
 - c. To investigate teaching conditions.
 2. A colleague can observe another colleague.
 - a. To learn new techniques or activities
 - b. To help the teacher identify things which she should improve.
 3. Observers and observation should not interfere with the class in any way.

II. What should happen before observing?

- A. The observer and the teacher establish what will be observed.
- B. A limited number of observation targets should be chosen.
- C. There are many things that can be observed. For example:
1. The balance of teacher or learner-centeredness
 2. Effectiveness of classroom management.
 3. Coherency and sequencing of lesson activities
 4. Use of appropriate error correction
 5. Effective use of activities to support different learning preferences
 6. The quality and quantity of interaction between teacher and learners or between learners.
 7. Clarity of instructions.

III. What happens during the observation?

- A. The observer should focus primarily on the targets chosen in the pre-observation meeting.
- B. She may also identify other serious problems that occur.
- C. The observer can use a variety of tools to help record what happens during the lesson:
1. An observation web graphically records specific aspects of the lesson at five-minute intervals.
 2. A checklist can be used to observe the presence or absence of qualities or activities.
 3. A seating chart diagram describes teacher-student or student-student interaction.
 4. A rating scale indicates how well the teacher carried out a function during the lesson.
 5. Open-ended questions can help observers describe a characteristic or behavior in detail and give examples.
 6. An observation table records activities and the characteristics for each activity. They may also record the length of each activity and any comments connected with the activity.
 7. Transcription records exactly what the teacher said during parts of the lesson, for example, all questions or all feedback on learners' work.

IV. What happens after the observation?

- A. The teacher and the observer should analyze and discuss the lesson immediately following the observation.
- B. The observer should first "mirror" the lesson, telling the teacher, in a non-judgmental way what she observed ("You started by asking learners to read the text aloud. Then you asked them to read it silently. You presented new vocabulary from the text by writing it on the blackboard and translating each word.")



- C. The observer may also ask neutral questions to clarify parts of the lesson or instructional choices ("Did the lesson go according to your plan? How did you decide the sequence of the activities connected with the text?") to be sure that she understood what occurred and why.
- D. The observer should ask the teacher to identify in/effective techniques or behaviors in the lesson ("What part of the lesson did you think was most successful? How would you change the lesson if you taught it again? Why?")
- E. If necessary, the observer can ask the teacher questions to help her reflect on in/effective aspects of the lesson ("Why do you think learners had difficult time with the group analysis of the text?")
- F. The observer may also provide feedback on the lesson using the following guidelines:
1. Positive feedback should be given before negative feedback.
 2. There should be a balance of positive and negative feedback - or more positive feedback.
 3. Feedback should be specific.
- G. The observer and the teacher should discuss strategies to help improve ineffective teaching behaviors or classroom problems.
- H. Finally, the observer should summarize the main points of the discussion orally or in writing.



Seating Chart Observation

✓ = teacher spoke with learner (asked learner to respond or checked their work).
 X = learners asked teacher a question.

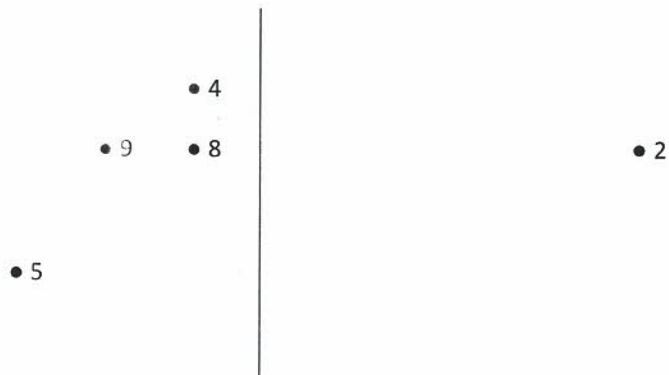
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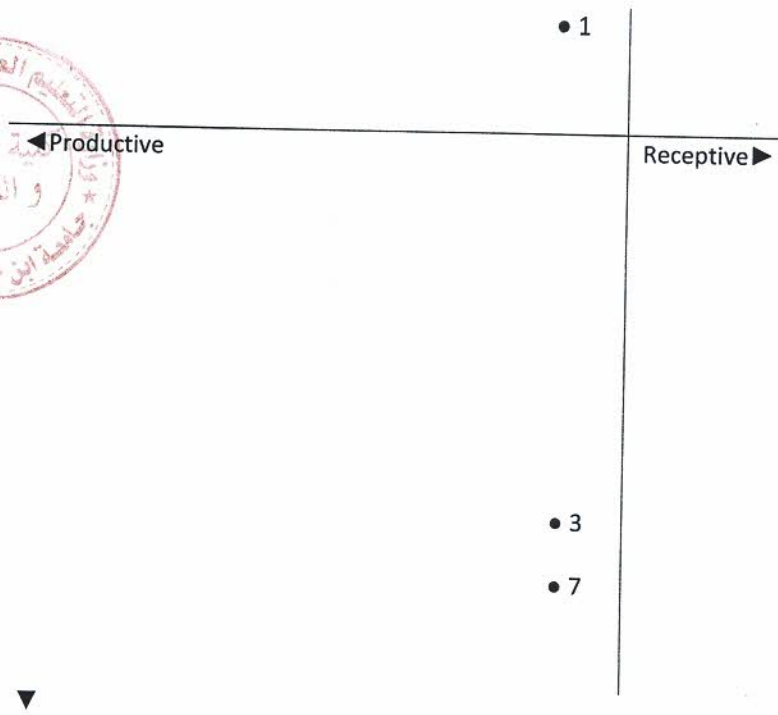


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Lesson Graph

Teacher-centered





Learner-centered

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. day and date 2. teacher writes countries, nationalities on board. 3. learners copy countries and nationalities from the board. 4. guessing game: who am I? | <ol style="list-style-type: none"> 5. class discussion about favorite stars 6. individual reading: Ann 7. individual writing: Ann's school card 8. report answers: Ann's school card 9. class discussion: my own school card 10. individual writing: my favorite star |
|--|---|

Observation Table

Activity/Description	center	format	learning style	time
1) Organizational Moment • Class discussed the weather and identified which learners were absent.	T	class	A, V	12:53
2) Teacher Presentation: New Vocabulary	T	class	A,V	12:54
3) Group Work: Desert Island • Groups ranked a list of things they would need on a desert island	L	group	A	12:57
4) Report Group Work: Desert Island • The first group to finish reported their answers. • The other groups were still working.	T	class	A	12:58
5) Class Discussion: Geographical Position of Great Britain	T	class	A	13:00

6) Teacher Presentation: New Vocabulary • Teacher asked learners to repeat vocabulary in chorus, then explained the meaning in simple words.	T	class	A, V	13:06
7) Class Discussion: New Words • Learners made sentences using new words	T	class	A	13:15
8) Teacher Presentation: Geography of Britain • Teacher explained the geographical and industrial features of GB	T	class	A, V	13:17
9) Zig-zag Reading: Geography of Great Britain • Learners read and discussed sections of text about different geographical features of Great Britain in their expert groups	L	group	A, V	13:19
10) Zig-zag Reading: Geography of Great Britain • Learners read aloud their section of text in their home groups.	L	group	A, V	13:28
11) Learner Presentations: Geography of Great Britain • The expert groups presented their section of the text to the class.	T	class	A	13:35
12) Class Review: Geographical Names of Great Britain • Class reviewed place names in Great Britain using a map.	T	class	A, V	13:43
13) Quiz: The Geography of Great Britain • Learners responded to short answer questions about the geography of Great Britain.	T	class	A, V	13:45
14) Correcting the Quiz: The Geography of Great Britain • Learners exchanged quizzes and corrected them as the teacher read the answers.	T	class	A	13:49
15) Group Work: Cluster of the Geography of Great Britain • Groups made a cluster of vocabulary connected with Great Britain on a piece of paper.	T	group	A, V	13:53
16) Group Presentations: Cluster on the Geography of Great Britain • A spokesperson from each group explained their cluster.	T	class	A, V	14:02
17) Evaluation • Teacher gave marks to learners	T	class	A	14:08
18) Homework assignment • Teacher asked learners to review the information on geography in Great Britain and be prepared to re-tell it at the next lesson.	T	class	A	14:09



Feedback A

December 1, Geography of Great Britain

- You mispronounced the word Thames.
- The lesson was boring -- learners read or heard the same information three times.
- The lesson didn't have a single individual activity and it was mostly teacher-centered.
- The homework assignment was completely mechanical.
- Don't you remember anything from our seminars?

Feedback B

December 1, Geography of Great Britain

In activity #6, you did a good job of explaining new vocabulary words in very simple language.

I liked activity #15 too. Making a poster with what students had learned about Great Britain was a nice way of making them think about how to organize the information that they learners

You asked learners to read or listen to the same information in the same form three times: in activity #9 when they read about Great Britain, again in activity #11, where groups presented about Great Britain, and once more in activity #16 when groups presented their cluster about Great Britain. Can you think of creative practice activities that will ask learners to use the information in different ways instead of just repeating it? The examples of reading activities I gave you in class might give you some ideas.

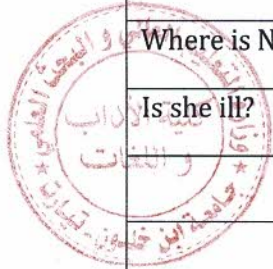
Your lesson was more teacher-centered (51 minutes) than learner-centered (29 minutes). Can you think of a way to adapt your lesson so that it is more learner-centered? Are there teacher-centered activities that you could do as learner-centered activities? Or maybe teacher-centered activities that you could reorganize as a think-pair-share?

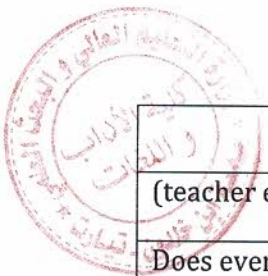
Transcription

December 15, 2003, 9:00-10:20

Activity/Questions	Convergent	Divergent
1. Organizational moment	✓	
What day is it today?	✓	
What is the date?	✓	
What is the weather like?	✓	
Is the weather fine?	✓	
Is it raining?	✓	

Who is on duty?	✓	
Who is absent today?	✓	
Where is Nurgul?	✓	
Is she ill?	✓	
2. Speaking: Poem about Friends	✓	
Do you remember the poem about friends?		
(learners recite the poem in chorus)		
3. Teacher Presentation: Adverbs of Frequency		
What do you do every day?		✓
Do you eat breakfast every day?	✓	
Do you watch television every day?	✓	
Do you read a book every day?	✓	
Do you visit your grandmother everyday?	✓	
What about you, what do you do every day?		✓
(teacher explains adverbs of frequency)		
Do you understand?	✓	
And you, do you understand?	✓	
4. Pair Work: Exercises A, B		
(learners work together)		
5. Report Answers: Exercises A, B		
Do you need more time?	✓	
Are you ready?	✓	
(teacher asks pairs to report their answers)		





6. Pair Writing: Everyday Activities		
(teacher explains activity)		
Does everyone understand?	✓	
7. Report Work: Everyday Activities		
(learners report their answers)		
8. Homework Assignment		
(teacher explains the assignment)		
Do you understand?	✓	
Did you like the lesson today?	✓	
Was it useful?	✓	



Rating Scale



Criteria	never	infrequently	sometimes	mostly	always
I. Sequencing					
Teacher prepared learners for new information.	1	2	3	4	5
Presentation of new material was clear.	1	2	3	4	5
Teacher checked comprehension after presenting new information.	1	2	3	4	5
Teacher used creative practice activities that applied new information.	1	2	3	4	5
II. Classroom Interaction					
Error correction was appropriate for the activity.	1	2	3	4	5
All learners were involved.	1	2	3	4	5
Teacher provided appropriate feedback on learner participation.	1	2	3	4	5
Classroom climate was comfortable.	1	2	3	4	5
III. Support of Individual Learning Preferences					
Activities supported individual, pair, group, and class based learning.	1	2	3	4	5
Teacher used both visual verbal and visual non-verbal input.	1	2	3	4	5
There were activities for haptic learners.	1	2	3	4	5
Teacher reminded learners to use learning strategies to compensate for activities not in their preferred style.	1	2	3	4	5
IV. Classroom Management					
All instructions were clear.	1	2	3	4	5
Teacher monitored during learner-centered activities.	1	2	3	4	5

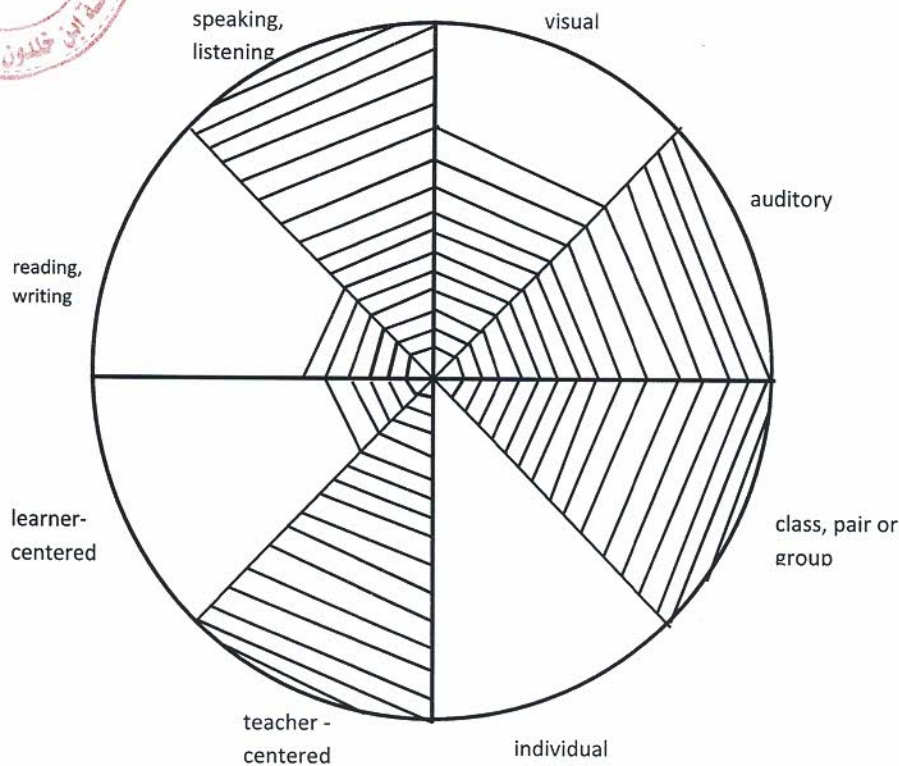


Checklist

Criteria

1. Were instructions clearly stated?
2. Did teacher include the task and the time limit in instructions?
3. Did teacher check comprehension after giving instructions?
4. Did teacher give instructions before dividing learners into groups?
5. Did teacher monitor learners while they working to confirm that they had understood instructions?

Yes	✓
	✓
	✓
	✓
✓	



Each line = five minutes

Adapted from Millrood, Radislav. 1998. Observation Web: A Reflection Technique for Observation. *English Language Teaching Forum*, July, 1998

Open-Ended Questions

Please answer the following questions and provide examples when possible:

1. How well did the teacher communicate lesson objectives to learners?

The teacher didn't tell learners the goals of the lesson or the purpose of activities. She said things like "now we're going to read the text... now we're going to discuss the text... now, I want you to answer some questions" before introducing an activity, but she didn't tell learners why she wanted them to do the activity.

2. What teaching behaviors were used to communicate high/low expectations of learners?

High

She monitored learners as they were working on the analysis of the text. And while she monitored, she bent down so that she could look into the learners' eyes while she was talking to them. She encouraged the groups that were having a difficult time with the analysis of the text, saying "good, you've done a good job, but what about ...?"

Low

Sometimes in the class discussions, when learners were talking, she was looking at her notes while they were telling their opinions.

Giving Effective Feedback

Feedback is an important tool in improving teaching skills. Getting feedback from a colleague can help you identify effective and effective teaching behaviors. And an observer can help you be sure that your teaching goals are supported by your teaching.

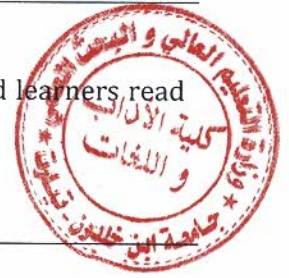
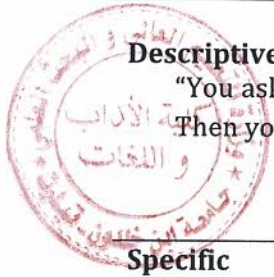
Good quality feedback depends on both the teacher and the observer. The teacher must be open and willing to accept honest feedback whether it is positive or negative. The observer must be prepared to record a variety of classroom behaviors and identify effective or ineffective techniques and then help the teacher reflect on strategies or solutions if necessary. Here are some suggestions to make feedback after an observation more effective:



Effective feedback is:

Ineffective feedback is:





<p>Descriptive "You asked learners to read the text aloud. Then you asked questions."</p>	<p>Evaluative "It was terrible that you had learners read aloud instead of silently."</p>
<p>Specific "All of the practice activities except the role play were mechanical."</p>	<p>General "The lesson was very mechanical."</p>
<p>Focused on behavior "You asked the learners sitting on the front row more questions than the learners sitting on the back row."</p>	<p>Focused on personal characteristics "You're too unfriendly."</p>
<p>Focused on changeable things "Can you think of a way to make group and pair work easier in this room?"</p>	<p>Focused on unchangeable things. "This room is too small. And the tables and chairs don't move."</p>
<p>Focused on teacher's interests "I know you want to make your teaching more learner-centered, so I made a list of activities and evaluated them to see if they were learner-centered."</p>	<p>Focused observer's interests "I'm interested in critical thinking, so I made a list of the questions you asked and evaluated them to see if they made learners think critically."</p>
<p>Open to discussion "What do you think was ineffective in the lesson?"</p>	<p>Inflexible "So, those were absolutely the biggest problems in the lesson. No doubt about it."</p>
<p>Requested "Thanks for inviting me."</p>	<p>Required "The department requires me to observe your lesson."</p>
<p>Immediate "Do you have time to talk now?"</p>	<p>Delayed "I'll send you my report in two weeks"</p>
<p>Followed by a comprehension check "So, what were the most and least effective</p>	<p>Given without any interaction "That's what I think. See you next week."</p>

parts of this lesson?"



Adapted from *Instructional Skills Workshop*, pp 22-23, publication date and publisher unknown.



Techniques for Giving Feedback

A: Oh, it was really terrible that you didn't ask everyone to read. You made the learners feel really bad. You should give everyone the opportunity to read aloud. If you don't your student will think that you don't have confidence in them.

The purpose of feedback is to help teachers think about and improve their own performance. There are specific techniques that can make giving feedback more effective.

Mirroring

The observer should describe, in neutral terms, what happened in the classroom. It's hard for a teacher to "see" her own performance while she is teaching, so the observer can describe what happened to the teacher after the session. Mirroring can be done either orally or in writing – or both.

Open Ended Questions

The observer should ask questions to clarify details or get more information. This way she can collect information beyond the things that she can observe; did the activity go as planned, why did the teacher choose to use a specific activity, were there special circumstances that affected the lesson, etc. This helps the observer understand the lesson and the planning process better. Questions should be asked in a non-judgmental way.

Restating

The observer should repeat what she thinks the teacher said. This requires the observer to first listen carefully and be sure that she has understood what the teacher said, then

B: Let me tell you what I observed at your lesson. First you gave learners a text and asked them to follow while you read aloud. Then you asked the learners to read the text in pairs. Some of the pairs of learners read at different speeds and they had to share by turning the handout on its side. Then you asked more active students to take turns reading the text aloud.

Y: Yes.

B: Why did you ask the strong students to read aloud?

Y: Well, I thought that the text was too difficult for the weaker students. I didn't think that they could pronounce it correctly. Sometimes the weak students have a really difficult time saying longer words.

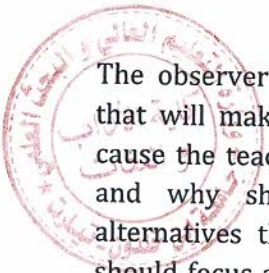
B: So you were afraid if the weaker students read aloud they would make mistakes.

rephrase what she thinks the teacher said. The coach or mentor may need to make notes to help her remember important points. Restating also gives the teacher a chance to clarify information that has been misunderstood.

"I" statements

When the observer responds to the lesson she should use "I" to express her opinions or feelings about the lesson. This makes it clear that she is expressing her own opinion, not absolute judgment. Observers should share their opinions and perspectives with the teacher being observed, but it is important to remember that they may be more than one perspective or solution to a problem.

Reflective Questions



The observer can ask the teacher a question that will make her reflect. The question may cause the teacher to think about what she did and why she did it – and what other alternatives there are. A reflective question should focus a teacher's attention on a specific component or quality of her lesson. Reflective questions help the teacher develop autonomy by finding her own solutions. The observer asks the question and then allows the teacher to think about her planning and teaching. Reflective questions may lead the coach and teacher to develop an action plan which sets goals for improvement in specific areas.



Focusing

It is important to summarize the conversation in order to list or clarify the main points. At the end of a coaching or mentoring sessions it is useful to repeat the main points of the discussion. The coach or mentor can identify important teaching principles that were discussed, problems in the lesson and solutions. It may be helpful to complete this step in writing. Focusing can help the teacher and the coach or mentor develop a global perspective on the coaching or mentoring session.

Can you find examples of these techniques in the conversations above?

Asking Clarification Questions in Feedback

Asking questions for get more information or clarify an action is an important part of peer coaching or mentoring. It is important to ask questions in a neutral way. This gives the teacher the opportunity to clarify her reasons for selecting a teaching strategy or engaging in classroom behavior so that the peer coach or mentor can understand the need or purpose behind an event.

Read the following examples of judgmental and neutral questions. What structures, vocabulary and content are used in judgmental questions? In neutral questions?

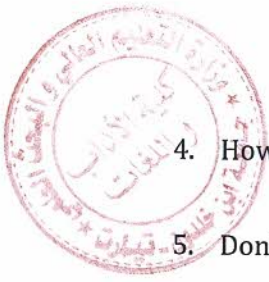
Judgmental Questions	Neutral Questions
Asks a question that already has the answer or judges the action.	"Asks for more information. Gives the teacher a chance to explain why she did something."
"Why did you use a Venn diagram if there is only one similarity between peer coaching and evaluative observations?"	→ "Why did you choose to use a Venn diagram to represent that information?"
"Why didn't you ask all of the students report their answers?"	→ "How did you select the students who reported their answers?"
"Why did you give new vocabulary after the reading instead of before?"	→ "Can you tell me how you decided to sequence the activities in the lesson?"
"Why didn't you let students finish speaking before correcting their mistakes during the discussion about ecology?"	→ "What was your objective when you corrected students during the discussion about ecology?"
"Why did you make only five photocopies for fifteen students?"	→ "Why did you ask the groups of students to share photocopies?"
"Do you think that reading aloud is the best way to help learners get the meaning of the text?"	→ "Why did you ask learners to read the text aloud?"

Are the following questions biased or neutral? Read each question carefully. If the question is judgmental, rewrite it so that it is more neutral.

1. Why did you ask learners to read aloud before letting them read silently?

2. Why didn't you ask the learners to complete the activity in groups?

3. Do you think you could explain the vocabulary in English instead of just translating it?



4. How did you decide which post-reading activities to use?
5. Don't you think that it would be better to have more critical thinking questions?
6. What was the purpose of the homework assignment?
7. Why didn't you ask the groups to show their posters after they finished working?
8. Are you more comfortable in specific places in the room?